Closing the Achievement Gap

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UCLA & The Howard Group
HMH-ICLE
ASA Fall Conference
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Do we really want EQUITY?
Talking **Equity** Requires Everyone to...

Stay engaged!

Experience discomfort!

Speak your truth!

Encourage Self-Reflection!

Expect and accept non closure!

Listen & Learn from Data!

Courageous Conversations
How Do We See Equity?

For any school-wide efforts on equity consider:

- What groups are affected/impacted?
- Does the program ignore or worsen existing disparities?
- How have stakeholders been involved?
- What are the barriers to more equitable outcomes?
- How will negative impacts/barriers be mitigated?
Strategic Priorities

- Amplify student learning
- Inspire tribal and community ownership of educational excellence
- Modernize the education system
- Ensure excellent educators
- Promote safety and well-being
ANCHORAGE, Alaska (AP) — Alaska's standardized testing results show more than half of public school students failed to meet grade-level standards in English language arts, math and science this year, but the scores improved slightly from the prior year.

The Anchorage Daily News reports students in grades three through nine took the Performance Evaluation for Alaska's Schools in math and English while students in grades four, eight and 10 took the Alaska Science Assessment. It's the second year for both standardized tests.
## 2016-2017 Graduation Rates by Subgroup

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2017 Graduates in 4-Year Cohort</th>
<th>2017 Members in 4-Year Cohort</th>
<th>2017 Cohort Graduation Rate (4 yr)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statewide</strong></td>
<td>7,681</td>
<td>9,817</td>
<td>78.2%</td>
</tr>
<tr>
<td>Male</td>
<td>3,843</td>
<td>5,100</td>
<td>75.4%</td>
</tr>
<tr>
<td>Female</td>
<td>3,838</td>
<td>4,717</td>
<td>81.4%</td>
</tr>
<tr>
<td>African American</td>
<td>246</td>
<td>333</td>
<td>73.9%</td>
</tr>
<tr>
<td>Alaska Native</td>
<td>1,409</td>
<td>2,056</td>
<td>68.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>85</td>
<td>113</td>
<td>75.2%</td>
</tr>
<tr>
<td>AK Nat./Amer. Ind.</td>
<td>1,494</td>
<td>2,169</td>
<td>68.9%</td>
</tr>
<tr>
<td>Asian/Pac. Islander</td>
<td>779</td>
<td>923</td>
<td>84.4%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>4,038</td>
<td>4,915</td>
<td>82.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>519</td>
<td>671</td>
<td>77.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>605</td>
<td>806</td>
<td>75.1%</td>
</tr>
<tr>
<td>Students w Disabs</td>
<td>696</td>
<td>1,185</td>
<td>58.7%</td>
</tr>
<tr>
<td>Students wo Disabs</td>
<td>6,985</td>
<td>8,632</td>
<td>80.9%</td>
</tr>
<tr>
<td>English Learners</td>
<td>419</td>
<td>726</td>
<td>57.7%</td>
</tr>
<tr>
<td>Econ Disadvantaged</td>
<td>3,057</td>
<td>4,243</td>
<td>72.0%</td>
</tr>
</tbody>
</table>

The 2017 4-year cohort group includes all students who first entered grade nine in 2013-2014, attended a public high school in Alaska during the cohort period, and did not transfer to a private school or to a public school outside Alaska, or die before the end of the 2016-2017 school year.

The 2017 4-year cohort graduation rate is calculated by dividing the number of graduates in the cohort group (numerator) by the number of students in the cohort group (denominator).
Promote Safety & Well-Being

• Academic outcomes will not be significantly moved or transformed until we unapologetically place student safety and well being as a priority.

--Tyrone C. Howard
How Is SEL Defined?

Social and emotional learning (SEL) provides the structure and process for adults and students to develop fundamental **emotional and social competencies** and experiences to:

- understand and manage emotions,
- set and achieve positive goals,
- feel and show empathy for others,
- establish and maintain positive relationships and
- make responsible decisions.

SEL builds and deepens a positive school climate.
Research on SEL/Student Success

Increased Academic Outcomes Documented!
Social-emotional skills led to improved attitudes about self, others, and school and an 11% point gain on standardized achievement tests!

Reduced Risk of Failure Documented!
Social Emotional Skills led to decrease in conduct problems and emotional distress!

What Are ACEs?
Adverse Childhood Experiences

• ACEs are experiences in childhood that are unhappy, unpleasant, hurtful.

• Sometimes referred to as toxic stress or childhood trauma.
Types of Trauma
Informed Practice Guide, Provincial MH& Practice Counsel, May 2013

- **Single incident trauma**: unexpected & overwhelming event
- **Complex or repetitive trauma**: ongoing & normalized
- **Developmental trauma**: exposure to early life trauma
- **Intergenerational trauma**: Effects from living with trauma survivors
- **Historical trauma**: massive group trauma; experiences of immigrants, refugees, historically marginalized populations
What are contributors to trauma?

• Poverty
• Abuse
• Neglect
• Exposure to death/violence
• Separation
• Lack of safety
• Bullying
• Displacement
• Discrimination (Race/Gender)
• \textit{Disconnect from cultural norms/knowledge}
How Might Trauma Might Present in the Classroom?

<table>
<thead>
<tr>
<th>Flight</th>
<th>Fight</th>
<th>Freeze</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Withdrawing</td>
<td>• Acting out</td>
<td>• Exhibiting numbness</td>
</tr>
<tr>
<td>• Fleeing the classroom</td>
<td>• Behaving aggressively</td>
<td>• Refusing to participate</td>
</tr>
<tr>
<td>• Skipping class</td>
<td>• Acting silly</td>
<td>• Refusing to get needs met</td>
</tr>
<tr>
<td>• Daydreaming</td>
<td>• Exhibiting defiance</td>
<td>• Giving a blank look</td>
</tr>
<tr>
<td>• Seeming to sleep</td>
<td>• Being hyperactive</td>
<td>• Feeling unable to move or act</td>
</tr>
<tr>
<td>• Avoiding others</td>
<td>• Arguing</td>
<td></td>
</tr>
<tr>
<td>• Hiding or wandering</td>
<td>• Screaming/yelling</td>
<td></td>
</tr>
<tr>
<td>• Becoming disengaged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Resource Organizations

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Website/Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Child Traumatic Stress Network</td>
<td><a href="http://www.nctsn.org/">www.nctsn.org/</a></td>
</tr>
<tr>
<td>National Center for Trauma Informed Care (SAMHSA)</td>
<td><a href="http://www.samhsa.gov/nctic">www.samhsa.gov/nctic</a></td>
</tr>
<tr>
<td>Treatment and Services Adaptation Center</td>
<td><a href="https://traumaawareschools.org/">https://traumaawareschools.org/</a></td>
</tr>
<tr>
<td>UCLA CARES</td>
<td><a href="http://carescenter.ucla.edu/">http://carescenter.ucla.edu/</a></td>
</tr>
</tbody>
</table>
Resource Documents

Child Trauma Toolkit for Educators

Tip Sheet: Suggestions for Educators
Good Reads!

“These Kids Are Out of Control”
Why We Must Reimagine “Classroom Management” for Equity

H. Richard Milner IV
Heather B. Cunningham
Lori Delale-O’Connor
Erika Gold Kestenberg

TRAUMA-SENSITIVE SCHOOLS for the ADOLESCENT YEARS
Promoting Resiliency and Healing, Grades 6-12

SUSAN E. CRAIG
Foreword by Jim Sporleder
Trauma Informed Key Principles

• Safety
• Trustworthiness & transparency
• Peer support
• Mental health supports
• Consistency & routine
• Empowerment, voice, & choice
• Cultural, historical, & gender issues
• Relationship Building
Ensure Excellent Educators!
It’s the Teacher …

‘... the most important factor affecting student learning is the teacher. ... The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor’.

Elementary and middle school students who are taught by a more effective, culturally competent teacher for just one year attend college at 50% higher rates than students who do not.
What do **Effective** Teachers Do?

- **Know**
- **Care**
- **Act**
Who Is Taking Care of Teachers?

The emotional drain of teaching too often goes unacknowledged

By H. Richard Milner IV

May 8, 2018
Secondary Traumatic Stress
In May 2014, the National Association of Head Teachers in Great Britain studied US teachers in high need schools and found the following:

- 40% of teachers visited doctors with stress related problems the previous year
- 20% admitted to drinking too much
- 15% admitted to being alcoholics
- 25% reported stress related problems such as hypertension, insomnia, depression & gastrointestinal disorders
- 11% of teachers reported suffering nervous breakdowns
Alaska test scores near bottom of national results

By Jack Carney | Posted: Wed 6:07 PM, Apr 11, 2018 | Updated: Wed 6:11 PM, Apr 11, 2018
What is the purpose of school?
How do students live culturally?

What patterns do students use to interpret reality?

How does culture shape and influence cognition and learning?

Culture is a complex constellation of values, morals, norms, customs, and traditions that provides a general design for living, and a pattern for interpreting reality.

(Sources: Gutierrez & Rogoff, 2003; Rogoff, 2003; Cole, 2000)
Linguistic Micro-aggressions

- Denial of Primary Language
- Belittling Primary Language
- Failure to recognize non-linear forms of discourse
- Devaluing Non-Standard Forms of Language
What Skills and Knowledge Are Needed For Living in Each Community?
Educators
Sympathetic vs. Empathetic

- Feel sorry for students
- Lower expectations
- Do not challenge students
- Blame the parents
- No rigor in instruction
- Culturally disconnected
- Enables failure to be commonplace

- Believes that children from low-income backgrounds can learn!
- Listen to and learn from students
- Understand & honor culture
- Recognize resilience
- Hold students accountable to rigor, depth & complexity
- Expect and demand excellence
- Love your students
- *Teach Like Lives Depend On It!*
What are **words or phrases** that describe/define what Culture, Practice, and Leadership look like?

**Equity Framework**

- **CULTURE**
- **PRACTICE**
- **LEADERSHIP**

- Relationships
- Relevancy
- Rigor
- Expectations
Transformative Leaders Build a Culture
(Reardon, 2017)

Transformative Leaders Distribute Power
Build Trusting Relationships
Celebrate Accomplishment
School Values are posted everywhere in the building
High Energy, Visible & Engaging Stakeholders
Raising expectations and altering norms
### ACCIDENTAL vs INTENTIONAL CULTURE

<table>
<thead>
<tr>
<th>Accidental Culture</th>
<th>Intentional Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activities are based on assumptions.</td>
<td>1. Activities are research-based.</td>
</tr>
<tr>
<td>2. Academic goals deteriorates to a wish list.</td>
<td>2. Academic goals are credible. The focus is on results.</td>
</tr>
<tr>
<td>3. Mission and goals are ignored.</td>
<td>3. Mission and goals are used as a blue print for school improvement.</td>
</tr>
<tr>
<td>4. Decisions are dictated and developed by few.</td>
<td>4. Broad collaboration: decisions are widely shared</td>
</tr>
</tbody>
</table>
Leadership is Lonely!
“Generations have struggled to learn, despite efforts to eliminate our traditions and language. Having a strong sense of yourself and your community is a great foundation for learning.”

—Agnes Chavis, Lumbee
Equity is being boldly unapologetic about serving our most vulnerable students!
THANK YOU!

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