

South Carolina Caucus of Black School Board Members



President, Elder Alexis D. Pipkins, Sr.-Florence 1, Board of Trustees

Presentation Homework

These are slides from a more comprehensive presentation. This is work which should be done prior to attending this session. Your work and insight will make for a smoother, more dynamic and worthwhile presentation.

**Together-Setting the Stage to Improve the Academic Achievement of
Historically Underperforming Student Groups in South Carolina**

The South Carolina Caucus of Black School Board Members

The South Carolina School Boards Association Annual Convention

February 18-21, 2016

Presenters:

Elder Alexis D. Pipkins, Sr., Florence 1- Board Member; President, SCCBSMB

Ms. Annie E. McDaniel, Fairfield County-Board Member; Treasurer, SCCBSBM

**Dr. Gary L. Burgess, Sr., Anderson County Board of Education; Chair, the Moving
Forward Committee, SCCBSBM**



Caution

**Statements made by the presenters are of
a general nature and do not apply to all
individuals who belong to a disaggregate
ethnic/racial (“minority”) student group
that has historically underperformed
academically.**



Parameters for Our Conversation:

- **We will be respectful of each others' ideas.**
 - **We will be frank in our discussion.**
- **We will focus on what we can do to continue to make a difference academically for disaggregate ethnic/racial (“minority”) student groups which have historically underperformed academically in the public schools of South Carolina.**
- **We will leave this session as we entered, as colleagues tasked with ensuring all students perform well in the public schools of South Carolina.**



South Carolina Caucus of Black School Board Members

Objectives for This Session-

- **To discuss policy development which will have a positive effect on groups of students that have historically underperformed academically in the public schools of South Carolina.**
- **To encourage school boards to develop academic policy and to monitor their superintendents' implementation of such policy developed to improve the academic performance of historically underperforming student groups in their districts' schools.**
- **To suggest data points school boards of trustees should use to facilitate discussion with their schools' superintendents for improving the academic performance of student groups that have historically underperformed in their districts' schools.**

Pre-Conference Board Member Work

- List policies in your district which directly deal with improving the academic performance of disaggregate ethnic/racial (“minority”) student groups that have historically underperformed in your district.
- How are those policies implemented in your district at the central office level, the school level, and the classroom level?
 - How does the board hold the school superintendent accountable for implementing those policies throughout the district?
- What action does the board take when those policies are not implemented and/or when those policies are not effective?
- What are some factors which may have a negative impact on the academic performance of ethnic/racial disaggregate (“minority”) groups and children in poverty in your school district?
 - Complete the data graphs for your district.

*Who is in your alternative school?

African			Asian			Black			Hispanic			Pacific Islander			White		
F	M	P	F	M	P	F	M	P	F	M	P	F	M	P	F	M	P
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

FM=Female, M=Male, P=Poverty (Free or reduced lunch)

*The same question could be asked of the Gifted and Talented Programs, the Honors Programs, the AP Programs, the IB Programs, suspensions, expulsions, bus riders, student arrests, etc.

Developing Policy to Positively Impact the Academic Achievement of Historically Underperforming Groups

Assessment	African	Asian	Black																																				
SCPASS 4 th Grade 2015	<table border="1"> <tr> <td style="background-color: #333; color: white;">M</td> <td style="background-color: #333; color: white;">NM</td> <td style="background-color: #333; color: white;">ME</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	M	NM	ME	P	%	%	%	%					<table border="1"> <tr> <td style="background-color: #333; color: white;">M</td> <td style="background-color: #333; color: white;">NM</td> <td style="background-color: #333; color: white;">ME</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	M	NM	ME	P	%	%	%	%					<table border="1"> <tr> <td style="background-color: #333; color: white;">M</td> <td style="background-color: #333; color: white;">NM</td> <td style="background-color: #333; color: white;">ME</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	M	NM	ME	P	%	%	%	%				
	M	NM	ME	P																																			
%	%	%	%																																				
M	NM	ME	P																																				
%	%	%	%																																				
M	NM	ME	P																																				
%	%	%	%																																				
ACT [®] 2015	<table border="1"> <tr> <td style="background-color: #333; color: white;">R</td> <td style="background-color: #333; color: white;">NR</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	R	NR	P	%	%	%				<table border="1"> <tr> <td style="background-color: #333; color: white;">R</td> <td style="background-color: #333; color: white;">NR</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	R	NR	P	%	%	%				<table border="1"> <tr> <td style="background-color: #333; color: white;">R</td> <td style="background-color: #333; color: white;">NR</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	R	NR	P	%	%	%												
R	NR	P																																					
%	%	%																																					
R	NR	P																																					
%	%	%																																					
R	NR	P																																					
%	%	%																																					

SCPASS- Key: M= Met, NM= Not Met, ME= Met and Exemplary, P=Poverty (Free or Reduced Lunch)

ACT[®]- R=Ready, NR= Not Ready, P=Poverty (Free or Reduced Lunch)

Districts are readily capable of identifying students by ethnic group/race who are on free or reduced lunch.

Developing Policy to Positively Impact the Academic Achievement of Historically Underperforming Groups

Assessment	Hispanic	Pacific Islander	White																																				
SCPASS 4 th Grade 2015	<table border="1"> <tr> <td style="background-color: #333; color: white;">M</td> <td style="background-color: #333; color: white;">NM</td> <td style="background-color: #333; color: white;">ME</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	M	NM	ME	P	%	%	%	%					<table border="1"> <tr> <td style="background-color: #333; color: white;">M</td> <td style="background-color: #333; color: white;">NM</td> <td style="background-color: #333; color: white;">ME</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	M	NM	ME	P	%	%	%	%					<table border="1"> <tr> <td style="background-color: #333; color: white;">M</td> <td style="background-color: #333; color: white;">NM</td> <td style="background-color: #333; color: white;">ME</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	M	NM	ME	P	%	%	%	%				
	M	NM	ME	P																																			
%	%	%	%																																				
M	NM	ME	P																																				
%	%	%	%																																				
M	NM	ME	P																																				
%	%	%	%																																				
ACT [®] 2015	<table border="1"> <tr> <td style="background-color: #333; color: white;">R</td> <td style="background-color: #333; color: white;">NR</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	R	NR	P	%	%	%				<table border="1"> <tr> <td style="background-color: #333; color: white;">R</td> <td style="background-color: #333; color: white;">NR</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	R	NR	P	%	%	%				<table border="1"> <tr> <td style="background-color: #333; color: white;">R</td> <td style="background-color: #333; color: white;">NR</td> <td style="background-color: #333; color: white;">P</td> </tr> <tr> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> <td style="background-color: #333; color: white;">%</td> </tr> <tr> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> <td style="background-color: #ccc;"> </td> </tr> </table>	R	NR	P	%	%	%												
R	NR	P																																					
%	%	%																																					
R	NR	P																																					
%	%	%																																					
R	NR	P																																					
%	%	%																																					

SCPASS- Key: M= Met, NM= Not Met, ME= Met and Exemplary, P=Poverty (Free or Reduced Lunch)

ACT[®]- Key: R=Ready, NR=Not Ready, P=Poverty (Free or reduced lunch)

Districts are readily capable of identifying students by ethnic group/race who are on free or reduced lunch.



What can district boards do to ensure that students from historically underperforming groups achieve academically?

- Review policy dealing with student academic achievement and determine if those policies have a disparate impact on ethnic/racial disaggregate (“minority”) groups and children in poverty.
- **If so, identify the specific groups and ask why?**
 - **Develop policy to correct the negative impact on those groups.**
- Review policy dealing with student discipline and see if those policies have a disparate impact on ethnic/racial disaggregate (“minority”) groups and children in poverty.
- **If so, identify the specific groups and ask why?**
 - **Develop policy to correct the negative impact on those groups?**



***A Nation at Risk:
The Imperative for Educational Reform*** (1983)

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war... We have, in effect, been committing an act of unthinking, unilateral educational disarmament.



South Carolina Caucus of Black School Board Members

Yes, We Can!!!

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need, in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't done it so far...

Ron Edmunds



Don't Equate Race, Poverty, and Academic Performance!

Race, poverty, and underperformance appear to be cerebral Siamese triplets when studying the history of African-American students in South Carolina. However, this is a contrived illusion. Poverty and underperformance are shape-shifting parasites, assuming the image of the Black student, leaving the observer to believe, and the student himself to believe, that they are one in the same. An accomplished Board readily discerns the difference; therefore, employing a savvy superintendent, to head up and assemble a competent education team, to separate the parasites from the pupil without harming the learner. (Dr. Gary L. Burgess, Sr.)



South Carolina Caucus of Black School Board Members

We invite each of you to become members of the Black Caucus. See President, Elder Alexis D. Pipkins, Sr. or Treasurer, Ms. Annie E. McDaniel, if you are interested in joining the Caucus.