INDIANA BLACK ACADEMIC EXCELLENCE

Acknowledgements

The vision of the National Association for the Advancement of Colored People (NAACP) is to ensure a society in which all individuals have equal rights without discrimination based on race. The NAACP national, state and local branches work in conjunction to promote its mission to secure the political, educational, social, and economic equality of rights in order to eliminate race-based discrimination and ensure the health and well-being of all persons.

This document looks at educational inequities and seeks to remove racial barriers and prejudice, inform the community about racial discrimination, and advocate for the elimination of racial prejudice by proposing to eliminate the academic achievement gap. This working document upholds the organization's basic tenants to help support changes in educational practices in Indiana with a focus on Black Academic Excellence.

Special Thanks to

Barbara Bowling, J.D. President, NAACP Indiana State Education Conference
Debra Vance, Chairperson, NAACP Indiana State Conference Education Committee
Chrystal Ratcliffe, President, NAACP Greater Indianapolis Branch
Garry Holland, Chairperson, NAACP Greater Indianapolis Education Committee

COMMUNITY TEAM MEMBERS AND REVIEWERS
Gwendolyn J. Kelley, Ph.D., Lead Editor
Carole Craig, Co-Editor
Teresa Baker, Ph.D.
Shawnta Barnes
Cynthia Evans
Kelly Hershey
Annette Johnson
Nichole Kelley
Gwendolyn Lavert, Ph.D.
LaQuita Maxie
Heather McKinney
Patricia Payne
Jillian Jay Watts

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BLACK ACADEMIC EXCELLENCE

EXECUTIVE SUMMARY

This *Sample Indiana State Plan for Black Academic Excellence: Closing the Academic Achievement/Opportunity Gap* has been prepared by concerned citizens throughout the state who voice an urgent need for producing drastic improvement in academic achievement for Indiana's Black students. The ultimate goal seeks to eliminate all disproportionalities resulting in inequities and negative outcomes for our Black students by the year 2023. When this goal becomes a statewide priority, yearly benchmarks can be set to measure the progress made to achieve all of the goals outlined within the plan. This plan comes after a review of best practice models for how those charged with creating policies can move forward, and additionally, includes the input of local practitioners who have demonstrated success in working with Black students. Also included is an analysis for how to eliminate the predictability of the racial disparities that have kept unacceptable numbers of Black students consistently performing at the bottom of all measures of academic performance.

Conversely, our state cannot be content with celebrating the achievement success of Black students who are deemed proficient. Nor should we be surprised that these high performing students were capable of somehow overcoming the odds that block success for the majority of our Black students. This success is what we should all expect for all students. What happens from Grade 3, when 74% of Black children pass the state's IRead Reading Proficiency Assessments, to when after seven or more additional years of education within our systems, the 10th Grade data reveals that only 24.7% of Black children pass the ISTEP+ English/Language Arts Proficiency assessment? We believe there are factors that predict this drastic drop, and there are additional factors that work to produce excellence.

This plan, with its definition and foundational principles for what Black Academic Excellence looks like in pre-school through high school, provides a blueprint that educators, legislators, and government officials can use to frame new perspectives and provide more consistent actions to correct the unsatisfactory outcomes that now exist. Within this framework with its four key steps, are immediate actions that can create a climate for change throughout the state. Using fifteen recommended strategies to close the achievement/opportunity gap can help guide state, district, school and classroom changes to address racial inequities and begin to meet the needs of Black students. Key factors addressed within the report include the following:

4 KEY STEPS FOR CREATING A CLIMATE IN INDIANA FOR BLACK ACADEMIC EXCELLENCE

1. Implement the Indiana Consolidated State Plan for ESSA (2017) with an urgent and deliberate focus on equity for Black students as listed by 2023.

2. Establish regular meetings of the ongoing IDOE Cultural Competency and Ethnic Studies Advisory Committees with the State Superintendent and the Governor's Diversity Officer and Cabinet

3. Evaluate the current IDOE online data displays for improved accountability that will intentionally assess and monitor disaggregated data displays, making the data more accessible, user friendly and transparent for parents and community members

4. Hire a legislated IDOE Educational Equity Officer who becomes responsible for implementation of all educational equity and disproportionality related issues, policies and legislative enactments for the state of Indiana

15 STRATEGIES TO CLOSE THE ACHIEVEMENT/OPPORTUNITY GAP

1. Establish Closing the Academic/Opportunity Gap as a Strategic Target for the Governor and IDOE
2. Address the Needs of the Whole Child in Preparation for Learning and the Creation of Resilience
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13. Prioritize District and School Policies that Address Equity
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15. Support District and School Cultural Competency Planning for Academic Success

A final section of this plan addresses the components that must be considered in creating an effective Cultural Competency Plan. Combining those components with the four key steps and the 15 strategies included in this document will create a foundation for improvement. This report concludes in its Appendix with data sets that address the urgency of why the state must begin an aggressive plan to help correct the outcomes for Black student achievement in Indiana. Additionally, it also includes legislation that has already been enacted in Indiana to address the creation of positive school environments for Black student success. While other factors such as poverty, systemic racism, and institutional practices that perpetuate racial inequities still need to be considered, this proposed plan and the existing legislative bills provide a platform for creating more optimistic outcomes as we move forward. This report provides a viable option for educational leaders and government officials to consider and implement.

Sincerely,

Barbara Bolling-Williams

President, NAACP Indiana State Conference

Black Academic Excellence: Foundational Principles

Black Academic Excellence is a perpetual state where all Black students are valued, and seen as capable and worthy to be afforded the opportunity, access, and ability to achieve at or above the expected academic grade level proficiency in all subject areas, as specified by the State of Indiana for being college and career ready, in preparation for working successfully in a global world economy.

Black Academic Excellence will be present when all Black children in the State of Indiana (P-16):

1. Are provided significant opportunity and access to a fair and equitably funded high-quality education as defined by The Education Trust (2019).

2. Have parents/families who are provided easily accessible, user-friendly data, and other relevant information about their student's performance within a welcoming learning environment.

3. Are held to high expectations while receiving highly engaged culturally-responsive instruction and rigorous coursework.

4. Have grade-level appropriate expectations for instruction that include practical problem-solving and critical thinking strategies to help parents/families support their children's learning.

5. Are independent learners, readers and thinkers equipped with language and math literacy skills, interwoven with problem solving and critical thinking opportunities.

6. Have been provided with the highest quality educators who have built caring relationships in a positive, safe, and orderly school environment, free of excessive and overly harsh punitive disciplinary practices.

7. Produce standardized test results in the same statistical range as the highest performing ethnic group, without lowering the results for the highest performing group.

8. Realize double digit increases in test results over the next six years, in an effort to reach the goals as designated in ESSA for the year 2023 (Grade 10) and 2026 (Grades 3-8).

9. Are proud and knowledgeable of the Black history, heritage and culture which has contributed to the foundation and fabric of American society.

10. Are confident in their self-identity, gifts and talents which will ultimately contribute to their personal success, quality of life, and ability to thrive in society.

11. Possess the attributes, skills, and abilities to be competitive in the job market and assume leadership roles in the community.

12. Become proud advocates for the rights of Black people, as they assume the courageous responsibility for promoting racial justice.

4 Key Steps For Creating A Climate In Indiana For Black Academic Excellence

The following Four Key Steps reflect collective buy-in from educators and community members who have studied the need and been involved with working to create changes for equitable educational practices, along with equitable funding across the state of Indiana to improve Black student outcomes. We believe the progress of our Black student population should be of concern to all State leaders. Bringing improvements to the quality of life for all citizens is an important reason to study the conditions of our state's Black students. When they succeed, it improves the quality of their life and also benefits the entire community. We believe the following initial actions can occur immediately and continue into the future. These key steps can help provide informed and focused attention for eliminating the academic/opportunity gap for all Black students in Indiana.

1. **Implement the Indiana Consolidated State Plan for ESSA (2017) with an Urgent and Deliberate Focus on Equity for Black Students as listed by 2023:** This plan for Closing the Academic/Opportunity Gap requires that the Governor's Office, the Department of Education and the Indiana State Board of Education shall revisit ESSA in order to ensure that actions and activities will be put in place to allow for mastery of all identified projected targets for Black students, and will allow for increased support, in light of the disproportionate negative impact of COVID 19 on Black students.

The *Every Student Succeeds Act* (ESSA, 2015) was signed into federal law to support students from low socio-economic homes and who are also in need of academic support. The ESSA plan requires standards, assessments, accountability and support for improved academic outcomes. The ESSA Introduction states: "…the department (US Dept of Education) aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps." (USDOE ESSA, p. 9.) In the section including "Supporting all Students Overview" the Indiana vision and mission state: **ESSA Vision:** "Working Together for the Success of the Whole Student.**" ESSA Mission:** "Indiana will purposefully meet the unique needs of the whole student through effective partnerships in order to provide a flexible, equitable, and culturally responsive learning environment." (IDOE ESSA Plan, page1). Indiana has set a goal of closing the academic achievement gap by 50 percent by 2023. This is an ambitious goal, as Indiana will need to realize double digit increases for every subgroup over the next six years. Documents containing the ESSA plans can be and found at: Indiana's Consolidated Plan for ESSA.

To provide deliberate oversight of improving Black Academic Excellence, the Department must:

1) Advocate for increased funding to fulfill the expectations of ESSA for those schools with needs and inequities that have been exacerbated by the effects of COVID19.
2) Collaborate between the Department, the State Board of Education, the Commission for Higher Education, University personnel, and community stakeholders to ensure implementation of the Black Academic Excellence Principles in ensuring mastery of the identified ESSA targets.

3) Establish a statewide oversight committee established to monitor implementation of Black Academic Excellence Principles, in plans, budgets, and benchmarks, to achieve all ESSA targets for Black students.
4) Provide a timely report, using a racial equity lens, submitted to the Indiana State Legislature for necessary funding to fulfill the expectations of ESSA for Black students. Such a report shall also demonstrate the economic benefits from having achieved the resulting Black Academic Excellence Principles as outcomes within the established targets.
5) Ensure the execution of all mandates in existing cultural competency legislation in order to fulfill the expectations of ESSA as it pertains to Black students.

2. **Establish regular meetings of the ongoing IDOE Cultural Competency and Ethnic Studies Advisory Committees with the State Superintendent and the Governor's Diversity Officers and Cabinet:** *This plan advises that the Governor's office shall ensure that future Superintendents of Public Instruction continue to meet with the IDOE Cultural Competency Advisory Committee and strengthen and expand the expectations of the committee's role in this advisory capacity.*

Although the Ethnic Studies Advisory Committee met regularly when standards were being drafted for the course, continued support is still needed as schools grapple with how to set up this legislated course. Across administrative changes, the Cultural Competency Advisory Committee (CCAC) has convened on a regular basis to discuss and make proposals for issues related to improving cultural competency practices across the state. This advisory committee should continue to meet with the Department Team on a regular basis to carry out its existing mission, so the current vision will be realized:

1) **CCAC Mission**: To recommend and assist the IDOE in implementing cultural competency related legislation (e.g., H.B. 1308, 2004) as IDOE develops appropriate policies, practices, procedures, regulations, and trainings; and informs legislation related to this charge.
2) **CCAC Vision:** All members of the educational environment have the awareness, knowledge, and skills needed to be responsive to individuals and groups in the development of specific standards, policies, practices, and attitudes/behaviors used in appropriate cultural settings to maximize academic achievement and educational performance of all students.

3. **Evaluate the current IDOE online data displays for improved accountability that will intentionally assess and monitor disaggregated data displays making the data more accessible, user friendly and transparent for parents and community members.** *This plan requires the Department of Education and the State Board of Education to implement changes that indicate a positive response to the concerns raised regarding the need to make disaggregated data more visually, user friendly.*

The Indiana ESSA plan has set targets to improve data outcomes for the students as designated for the year 2023 (Grade 10) and 2026 (Grades 3-8). ESSA Disaggregated data charts found on the Department's data site, INview, show 2019 test data well below its goals for each group by 2021 and 2023. The Appendix shares recent disaggregated data (2019) that indicates the gap found between student groups and the need for our urgent attention to address Black Student Excellence. (See Appendix D, E, F and G.)

More transparent data is needed and can be shared when the Department provides directives to:

1) Provide a more user-friendly data display of all data on the website that makes it easier to track past trends, current status, examples of progress and areas for continued improvement.
2) Establish a data portal addressing Black Academic Excellence, sharing data, establishing the reality of the current plight, presenting plans to reduce the academic achievement gap, and showing progress, success stories and continuing plans with targeted yearly benchmarks
3) Provide video links through IDOE where staff members explain data outcomes in plain language so that parents who visit the site can understand data implications
4) Provide video links to show how to utilize, navigate, and find information on the IDOE INview site and other data pages
5) Provide videos explaining the state assessments, how to understand what the data points mean for overall achievement in individual schools, and how to interpret individual students outcomes on a local, state and global stage

4. **Hire a legislated IDOE Educational Equity Officer who becomes responsible for implementation of all educational equity and disproportionality related issues policies and legislative enactments for the state of Indiana.** *This plan requires that the Department of Education shall hire and execute the specified duties for the Educational Equity Officer who will carry out legislated expectations, will address racial equity, racial barriers, academic achievement inequities, and will monitor implementation of related legislation*

Establishing this priority through the creation of an Indiana Educational Equity Officer, with adequate staffing and resources, guarantees that this plan for achieving equity will be implemented with fidelity. Recognizing that racial equity is inclusive and provides for working on behalf of all ethnicities, race and gender concerns, the lack of success in closing the achievement gap for Black children is the focus of this report. An Equity Officer is expected to work closely with the Superintendent of Public Instruction and shall fulfill the role by performing all functions contained within the job description, with a particular focus on producing Black Academic Excellence.

Included in this proposed job description are expectations to:

A. Create department, cross-system and community collaboration to achieve Black Academic Excellence incorporate:

1) Oversee an office, working in conjunction with all other IDOE departments, to implement a plan to deliberately close the Black Academic Achievement Gap in the state
2) Advocate for the Black Academic Excellence Foundational Principles in all activities and initiatives
3) Work with the Governor's Diversity Cabinet appointee on all equity issues related to educational concerns as they pertain to creating Black Academic Excellence.
4) Ensure that all goals and objectives in the Education Department are viewed through the lens of equity and used as criteria to implement measurable solutions
5) Increase the knowledge and skills gap of all personnel on best practices in improving Black students academic achievement and equity issues
   a. Work collaboratively with all stage agencies and departments connected with education to create accountability measures for equitable practices that would eliminate disproportionate academic and discipline outcomes for Black students.

b. Ensure that a clear, prominently located statement indicating racial equity and anti-racist practices as a priority, is placed on the opening page of the IDOE website.
c. Convene the two statewide Cultural Competency and Ethnic Studies Advisory Committees whose members will address all education policies that impact the achievement of Black children
d. Ensure that the Cultural Competency and Ethnic Studies Committees have diverse members who meet on a regular basis
e. Ensure equitable opportunities for community stakeholder to voice concerns pertaining to the membership, implementation of the Committees roles, and the performance of Indiana's Black children, and to pose potential solutions
f. Ensure contracted services are provided through the lens of equity and excellence
g. Seek new ways of opening opportunities for minority vendors to provide high quality services to impact Black student outcomes
h. Ensure that the State of Indiana reviews and reports the percentage of minority contractors, vendors, and service providers on a yearly basis and demonstrates substantial progress each year towards matching the state population percentages

B. *Support, develop guidelines, and monitor compliance of cultural competency practices*
1) Assist each district and their schools in creating a Diversity/Equity/Cultural Competency leaders and committees
2) Develop guidelines and resources from the Department through various media platforms supporting the growth of educators, as they become more culturally proficient, as specified by State Code
3) Research, identify and share culturally responsive model school strategies, programs, projects, and schools that can be replicated for success within Indiana
4) Promote and advocate for equitable educational practices and relevant curriculum materials
5) Ensure adequate representation of the heritage of Black children within curriculum materials
6) Promote academic parity and excellence for Indiana's Black students by:
    a. Dramatically narrowing the achievement gap for Black students without lowering standards for others
    b. Providing equitable access to gifted and talented programs
    c. Ensuring Black students have the opportunity and accessible path to participate in Advanced Placement (AP) and Dual Credit courses at the same rate as their white counterparts, by providing sufficient support and student access
    d. Ensure that Black students are not disproportionately identified, categorized and placed in Special Education programs
    e. Promote culturally-responsive trauma-informed practices leading to positive discipline support
    f. Promote culturally-responsive Social Emotional Learning (SEL) strategies
7) Mine, analyze and share data with department leaders on a regular basis to help determine root causes for academic performance and discipline inequities, and offer remedies for what the data reveals
8) Develop guidelines from the Department and offer support to districts who are developing and implementing Culturally Competency Plans that are a part of in their School Improvement Plans, as specified in State Code

9) Develop guidelines and support on culturally-responsive, positive school discipline, as specified in State Code.
10) Develop guidelines from the Department for use by accredited teacher education institutions and departments providing courses and methods that assist individuals in developing cultural competency, as specified in State Code
11) Monitor School Improvement Plans with Cultural Competency Plans for evidence of compliance in creating culturally-responsive learning environment
12) Monitor positive school discipline practices for evidence in School Improvement Plans to improve discipline practices for reducing disproportionate suspensions, expulsion, and school arrests for Black students which impacts in class time learning
13) Monitor disparate academic and discipline data, in both general education and special needs student populations, with the goal of eliminating all disparities in both categories
14) Monitor districts for the implementation of the Ethnic Studies legislation as they offering an Ethnic Studies course at least one semester each school year, as specified in State Code

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15 Strategies To Close The Achievement/Opportunity Gap

The NAACP Indiana Conference and other stakeholders call for a concerted effort to address the urgency of closing the academic achievement and opportunity gap for all Black children in the state of Indiana; and advises that this movement become a priority for all government officials, beginning with the Governor's Office, the State Board of Education, the Indiana Department of Education, all State legislators, local governmental officials, school boards and school districts. Indiana must acknowledge that our schools systems have been complicit in and have perpetuated systemic racism. In response, state officials must now offer policies that work towards the creation of anti-racism across the state. With the encroachment of COVID-19 into every aspect of schooling, this report becomes quite critical in the creation of strategies that will lead us to fulfilling the goal of Black Academic Excellence. We offer the following through a lens of how COVID-19 impacts them all.

1. *Priority One:* Establish Closing the Academic/Opportunity Gap as a Strategic Target for the Governor's Staff: *This plan advises that the Governor, staff members of that office, and the Department of Education and any other government agency impacting education shall ensure that addressing racial equity and closing of the academic/opportunity gap for Black students becomes clearly promoted, made visible and implemented as a key priority.*

This target shall be fulfilled when State leaders work together to:

1) Develop a clear racial equity policy in unison with key stakeholders for the state for every sector of government that influences Black educational outcomes
2) Ensure that a clearly written statement addressing racial equity, anti-racist practices and the department's values are prominently located on all government agency websites from each department leader.
3) Advocate for the Black Academic Excellence Foundational Principles in all activities and initiatives
4) Work collaboratively across all government agencies, in collaboration with IDOE and the State Board of Education, to ensure that the implementation of equitable practices for Black students across the state is a priority in eliminating disproportionate academic and discipline outcomes
5) Identify and analyze any barriers and biases that contribute to the academic failures, and work to interrupt those patterns
6) For Black Academic Excellence planning, set measurable and aggressive goals/objectives within a given time frame, both short term and long term.
7) Hold systems and individuals accountable through modified job descriptions, and annual performance reviews that include racial equity goals, strategies, and outcomes.

2. Provide Equitable Funding for Academic Success and Adequate Support Personnel in Schools: *This plan requires the Governor and Legislators demonstrate a full commitment to creating equity that translates into a substantial increase in State Legislative funding, combined with the*

full use of ESSA dollars, and a reallocated IDOE budget to reflect a commitment to closing the achievement/opportunity gap that exists in public education.

This plan calls for the Governor and Legislators to ensure increased support to:

1) Provide additional state funding for planning acceleration, intervention and remediation to eliminate inequities in learning opportunities for Black students
2) Modify the state funding formula to accommodate for historical patterns of racial injustices
3) Evaluate all services to Black youth through an equity and anti-racist lens
4) Hire an IDOE Educational Equity Officer and designated staff to develop a report from the IDOE Office for the Governor, State Board of Education, State legislators and other community stakeholders that highlights the need for additional funding and ways to provide support to address the appalling achievement crisis in educating Black students. In focusing on the urgent need to create a systemic plan for reaching Black Academic Excellence in Indiana the following items must be accomplished:
   a. Report disaggregated baseline data graphs that will be compare race and grade level rates (K-12) on absenteeism, school discipline, achievement in English/Language Arts, Math, Social Studies and Science, Freshman markers for ELA and Math, Graduation Rates- for 4, 5-year rates, and types of diplomas, and post-secondary plans for college, work and enlistment rates
   b. Present an analysis of what the state data reveals and the plans for interrupting failure
   c. Calculate the costs of implementing a plan to provide Black Academic Excellence across the state
4) Support legislation to fund the creation of multidisciplinary teams within districts and schools to collaborate in providing wrap around services for all students using a community schools model which would include mentors, tutors, counselors, social workers, mental health workers, nurses and other designated community school partners
5) Provide adequate culturally responsive and implicit bias training to all School Resource Officers (SROs) who work in school setting with Black students, where they experience harsher, disproportionate discipline outcomes
6) Prioritize public education funding at inflationary increases while being laser-focus on navigating through the aftermath of COVID-19
7) Eliminate cuts to public education funding that have been impacted by preparing for students instruction in this era of COVID-19
8) Ensure that all modes of teaching and learning administered by our public schools during this public health emergency qualify for 100% funding
9) Provide health and safety funding supports in schools facing unprecedented financial challenges in creating a safe learning environment in this time of Pandemic.
10) Expand ongoing funding for lead testing in grades KG-1 as we learn more about lead poisoning and its effect on cognition and early learning, especially in communities where Black students may live, go to school in older buildings with lead water pipes, and live in homes with lead poisoning inside and in the ground contaminate where those houses sit
11) Provide funding to expand lead testing and remediation in school buildings, licensed nursery schools, and day care centers to ensure that lead levels remain at or lower than five (5) milliliters per deciliter within the bloodstream

3. **Address the Needs of the Whole Child in Preparation for Learning and the Creation of Resilience:** *The toll of COVID has increased trauma for all children, but in particular, Black children who are more likely to not have the technology and support for effective online learning, making an already reported gap even larger. Therefore, this plan requires that the Governor, Legislators and IDOE allocate state resources to ensure that adequate, well-funded and equitable support services are created in order to address the needs of the whole child.*

The largest disparity in academic achievement occurs in the Black student population. According to an April 2020 study by the non-profit educational assessment provider NWEA, students in public school districts will likely demonstrate a 30% loss in Language Arts and a 50% loss in Math, because they lack needed resources during this period associated with the COVID-19 virus. (Kaufield & Tarasawa, April 2020). Not only has there been lost academic learning time, there is also added pressure on the students with online learning that does not work well for many students who lack adequate technology, adult support or quiet places to work on assignments. Schools officials are also reporting record numbers of children who do not show up regularly, complete assignments on an irregular basis, and produce a minimal quality on the work they do submit. Additionally, districts are reporting students who have never reported for either classroom or online learning. Consequently, it will take teams of additional support staff members to track down missing students, support the mental health needs of students and their families and make up for academic losses.

The effects of trauma related issues have left students and parents anxious about COVID, death of family, and isolated from family members and friends. Furthermore, if students have parents who are front-line essential workers, there is the added pressure of disproportionate job loss from businesses where parents work may have slowed, shut down temporarily, or may even be in danger of closing completely. With all these looming threats of food shortages and even the lack of ability to pay for housing. These socio-political issues affect student learning outcomes. However, with comprehensive student support service teams located in schools using community school models that work to bring community agencies together, students and families can receive the support they deserve.

When schools, districts, community agencies and State officials redistribute available resources, they can work together to:

1) Provide funding for increased resources and support staff to help fund mentors, tutors, and home-to-school liaisons to support consistent attendance and virtual engagement
2) Establish in-person learning hubs throughout the community so that Black students will have additional support for successful learning
3) Maintain a portal for parents, which would include information on licensed day cares and staffed tutorial services to support after school student learning opportunities
4) Provide information through a user-friendly website or other methods listing COVID resources for parents of Black Student who are searching for increased tutoring and mentoring opportunities that have proven successful for Black children
5) Ensure there are counselors who hold high expectations for Black children to succeed
6) Provide funding for culturally-specific community based agencies with diverse staffing to help close the achievement gap through proposals that address 1) academic achievement, 2) social emotional learning, 3) brain-based learning and the impact of trauma and creating resilience and 4) self-identity and heritage lessons, which a provision for services to be evaluated for effectiveness in all four areas

4. **Address the Impact of the COVID Disparities on the Health and Well-Being of Students and Families:** *This plan requires that the Governor, State Legislators and the Department of Education shall ensure that Indiana provides adequate and equitable services and resources to mitigate inequities impacting Black children throughout the state that have been adversely and disproportionately caused by COVID-19.*

State leaders must work together to:

1) Establish an interim legislative study committee to gauge the life-long impact of COVID on disparities in Black student learning outcomes, trauma, mental health, and school safety
2) Analyze and provide a report with demographic breakdown of data to:
   a. Include an analysis of disaggregated demographic reports determining which students are participating in hybrid and remote learning and the resulting implications and successful solutions found to mitigate issues
   b. Include disaggregated attendance rates for each learning model
   c. Include an analysis of whether or not all special needs students are receiving their mandated services and report the resulting implications and resolution of discrepancies
   d. Include an analysis of the impact of homelessness on student populations
   e. Gather recommendations for addressing the needs found after analyzing the data

5. **Eliminate the Digital Divide Which Limits Access to Learning:** *This plan requires that the Governor, State Legislators and the Department of Education shall ensure that there be an expansion of access to libraries and printed materials that support educator and student learning, adequate Internet services, electronic equipment, software, and trainings for maximized use.*

This can be accomplished when state leaders: the Governor, legislators and IDOE work together to:

1) Ensure that all students have access to high quality technology, facilities, teaching materials and supports for learning in a virtual environment
2) Increase broadband services and hot spots with access and availability across the state
3) Ensure that all students have one-to-one technology
4) Increase training opportunities for educators, students and parents to use online media platforms and resources to help support learning opportunities that are engaging and stimulating for all students
5) Increase training opportunities for best practice models for online instruction and lesson planning that supports how Black children can stay excited and engaged with their learning

6. *Mandate PreK/Full Day KG: This plan requires that the Governor, IDOE, and State Legislators shall fund and institute opportunities for quality PreK/full day Kindergarten for all students in Indiana.*

This mandate for early childhood education must include State agencies increasing their footprint on ensuring effective staffing, interventions and research-based literacy strategies that mitigate the inequities found in early learning, and access to early literacy and numeracy opportunities for many Black children.

The Governor and State Legislators must work to:

1) Issue a report on the importance of early learning, and the disparities that exist for the majority of Black students in the areas of language and numeracy literacy at an early age
2) Fund high quality full-day public PreK for children ages 3 and 4
3) Lower the mandatory age for entry to kindergarten from seven years old to five years old
    a) Plan guidelines and support to parents, caregivers, service providers, and teachers that include developmental information, curriculum support, and parenting tips in order to provide a seamless and successful transition for young children (Birth, Pre-K, Kindergarten and Grade 1
    b) Provide a media campaign in conjunction with other government agencies to promote the benefits of pre-school attendance
    c) Encourage Black parents to read to their babies and pre-schoolers.
    d) Provide training on age-appropriate academic practices for Pre-K teachers and providers to help them prepare Black children for academic transition and success

7. *Provide Appropriate Professional Development for IDOE, District, School Staffs, Pre-Service and Practicing Teachers to Develop Capacity to Educate Black Students: This plan requires that the Governor, State Legislators and the Department of Education shall ensure that Indiana personnel and departments involved in education receive sufficient professional development with adequate resources and support, in specific critical categories.*

Strategic, ongoing professional development topics that continue to help current and new staff members stay focused on being prepared to help create Black Academic Excellence, especially, when there may be frequent staff turnover.

Ongoing, in-service topics for all personnel include how to:

1) Advocate for the Black Academic Excellence Foundational Principles in all activities and initiatives
2) Participate in Inclusive Racial Equity trainings that will allow participants to:
    a. Begin with becoming culturally self-aware in working towards cultural competence, cultural responsiveness and cultural responsiveness.
    b. Eliminate and reduce both explicit bias and implicit bias in working to achieve racial equity
    c. Establish a common vocabulary, with demonstrated understanding, for terms associated with racial equity; terms such as, diversity, inclusion, equality vs equity.
    d. Demonstrate high expectations for all Black students in order to close the achievement and opportunity gap.
3) Use data to eliminate disproportionate outcomes in achievement and discipline
4) Implement culturally responsive, trauma informed practices, and teach resilience
5) Develop strategies for dropout prevention and increase on time graduation rates so that there is a 100% graduation rate for all Black Students who are ready for college, work careers or enlistment
6) Use Restorative Practices and other Positive School Discipline Practices, as an alternative to punitive practices in resolving discipline issues and to eliminate the school to prison pipeline.
7) Implement culturally-responsive Social and Emotional Learning
8) Help students develop Emotional Intelligences

9) Ensure that teachers have the tools to effectively teach culturally-responsive, engaging lessons
10) Use researched best practice models for Black children who are English Language Learners
11) Appreciate the assets of students' culture and social capital
12) Ensure strategic and critical thinking opportunities for all students
13) Provide effective instruction for special needs students
14) Eliminate disproportionate referral, identification and placement of Black children in Special Education
15) Open access to ensure proportionately gifted and talented placement for Black children
16) Increase enrollment and retention of Black students in higher education
17) Engage in effective, ongoing parent and community engagement
18) Create alternatives to standardized testing as part of the elimination of test bias

8. *Empower and Support Teachers to Cultivate Academic Success: This plan requires that district/school leadership support teachers as professionals, and value the voice of teachers who have proven successful in working to reduce inequities in academic performance for Black students in Indiana.*

Empower teachers through leaders who:

1) Support teachers in their need for appropriate training, with needed time and resources, as they work toward racial equity
2) Develop mentor relationships between new teachers and successful experienced teachers
3) Provide content area coaching for teachers
4) Provide adequate teacher compensation
5) Foster positive relationships between teacher and social service support teams
6) Encourage teachers and other staff members to be champions in promoting racial equity

9. *Engage Parent, Student and Community Voices: This plan requires that all Indiana educational agencies commit to creating robust opportunities for input from families, students, and community stakeholders.*

An integral part of all planning should include parent and community engagement and student voice components, allowing for continuous input with their concerns, suggestions and critiques.

This can happen when state agencies and community stakeholders work together to:

1) Establish systems and strategies based on parental input that increase the likelihood of involving Black parents
2) Designate and invest in creative ways to involve parents in the conversations about their needs and wants for their children
3) Establish dialogue with youth to consider their perceptions, concerns and solutions
4) Establish welcoming, accessible community conversations that consider, perceptions, concerns and solutions
5) Identify and celebrate assets, hopes, dreams, and expectations that parents and students have and desire for the future

10. *Place Highly Effective Teachers with High Needs Students: This plan requires that districts ensure that students in underperforming schools have the most highly qualified teachers and school leaders.*

Indiana state legislators and district school boards must seek ways to revise teacher incentives to ensure that the most highly effective teachers are teaching Black students and other students who demonstrate their vulnerability for being most in need of academic support.

1) Provide monetary compensations and incentives and resources to ensure that these highly effective teachers are able to be successful with students who have had a history of failures
2) Provide school leaders who can impart the vision, promote high expectations that all students. and work as an instructional leader to support staff
3) Identify high-quality teachers by improving data around teacher effectiveness and teacher quality
4) Use data on teacher effectiveness to examine the distribution of these teachers across systems and schools
5) Reform career and mentorship programs and innovative forms of individualized professional development to strengthen the effectiveness of all teachers and encourage collegial growth and support

11. *Hire Underrepresented Teachers: This plan requires that The Department of Education should deliberately support districts in recruiting, hiring and retaining teachers of color.*

By implementing a clearly delineated plan based on researched based practices to recruit and retain teachers of color using, as specified in previous legislation (2009), the state can set goals and reach more proportionate numbers in its teaching force.

The plan should include strategies to:

1) Collaborate with non-profit organizations in the community, the Department, the Higher Education Commission, and universities to meet this objective, as specified in State Code (2009)
2) Partner with the United Negro College Fund (UNCF) and Historically Black Colleges and Universities (HBCU) to attract Black teachers to Indiana
3) Collaborate with Black social, civic, fraternities and sorority organization networks across the state to identify and promote grassroots efforts to increase the pool of underrepresented teachers
4) Promote media appeals that are culturally appropriate to market teaching as a profession to different audiences: K-12 students, college students, and college graduates looking for a career change
5) Start in Upper Elementary, Middle School and High School to encourage students of color to consider teaching and related professions
6) Provide students with information about professional careers in the education field that support the classroom teaching staff, such as, subject area specialists, counselors, social workers, psychologists, school leadership, and other education professionals
7) Ensure that high schools have cadet teaching programs in partnership with universities so that students can qualify for dual credit courses

8) Begin projects such as "Each One, Reach One" to help districts and teachers grow their own future teaching staffs and create a pipeline of students that will come back to the district

9) Provide opportunities and financial incentives for classified staff (assistants) to continue their education in becoming certified staff members (teachers) within the districts where they work

10) Establish creative monetary incentives to attract Black teachers to Indiana

12. *Eliminate the Use of High Stakes Testing as the Sole Measure for School Accountability: This plan requires that the State Board of Education and the Department of Education assist districts in addressing how they use data and work to prioritize and close the achievement/opportunity gap for Black students.*

The State Accountability Plan with its letter grades, should include a component that measures progress towards significant acceleration in closing the achievement gap/opportunity gap for Black students.

This can be addressed as State leaders and educators work together to:

1) Reduce the over emphasis and pressure of high stakes tests; and move toward authentic and formative assessments that provide alternative measures of academic growth and achievement.

2) Move toward using more criterion-referenced assessments alongside norm-referenced assessments

3) Use more diagnostic benchmark tests at regular intervals to address accelerated instructional practices targeting identified standards where students need support

4) Include items related to cultural and heritage of Black students within all types of assessment materials

13. *Prioritize District and School Policies that Address Equity: This plan requires that all School Boards, district leadership and schools develop measurable equity policies that translate into action.*

All schools and school districts are expected to have a vision, mission, policies and accountability measures that establish racial equity policies and a stance on anti-racism practices as a priority. These policies must address how the district and school will implement equitable practices that focus on closing all existing achievement and opportunity gaps for Black students within safe and nurturing learning environments.

Such measures include the need to:

1) Develop an equity and anti-racism statement that translates into actionable practices

2) Examine district-wide professional development opportunities using culturally-responsive instructional practices and relevant curriculum materials

3) Collect, report, and analyze regularly updated disaggregated data reports on incidents related to race and racial bullying

4) Increase on-time graduation rates with diplomas that equip students for viable success for career, college, or enlistment.

5) Institute community partnership models for all Indiana Schools

6) Support legislation for additional funds for community partnership models

14. ***Create Equitable Communities through Collaboration:*** *This plan requires that the Governor and State Legislators ensure that all government agencies work together across silos to reduce disproportionate outcomes for Black children with the expectation that a positive change will occur if all sectors of our government are deliberately working to change policies, practices and procedures that are supported by best practice models.*

Pressing forward to create a state of Black students who close the existing gaps, the State must address systemic racial equity issues and commit to:

1) Provide equitable education so that no matter where a student lives, they have access and opportunity for quality education.
2) Ensure that all government agencies have access to racial equity training
3) Build knowledge within all sectors of the community about the history and lingering impact of systemic racial conditions that create inequitable academic outcomes
4) Eliminate economic and employment opportunities that lead to disparities in the community
5) Eliminate segregation of schools based on race, income, neighborhood housing integration patterns and inequitable policies
6) Provide more opportunity for ongoing dialogue with students, parents, grassroots organizations and citizens to hear their concerns and offer solutions that will be taken seriously as future legislation and policy are created.

15. ***Establish Local School and District Cultural Competency Planning for Academic Success:*** *This plan requires that the Department, and all districts and schools monitor the implementation of their cultural competency planning and all racial equity concerns and decisions.*

All public schools and school districts are expected to implement district-wide guidance and planning, school-wide cultural competency action planning in compliance with all expectations of cultural competency legislation using IDOE guidance for including a Cultural Competency plans within their wider School Improvement Plan.

Local educational districts and schools must work to:

1) Access and implement clear guidelines and expectations provided by the Department of Education on an updated user-friendly website and other sources of information
2) Follow district guidelines based on its policies developed for racial equity to provide opportunity for all children to succeed and thrive
3) Advocate for the Black Academic Excellence Foundational Principles in all activities and initiatives
4) Own the responsibility to meet the needs of its Black students in thoughtful and creative planning based on using data to make decisions for what needs to be included in each district/school's plan
5) Ensure that all staff members acknowledge the urgency to view school through a lens of racial equity as they address the need to eliminate disproportionate discipline and academic outcomes
6) Recognize that while plans may have been made in the past, if there have been no improved measurable outcomes, schools must take a new approach

Developing An Effective Cultural Competency Plan

As schools plan how they will address issues related to cultural competency and racial equity, each district, school and classroom must link their planning to effective measurable outcomes that lead to improved Black Academic Excellence.

Effective plans must demonstrate elements of the following components:

1. **Leadership:**
   1) Having high expectations for staff, students and those working with Black students
   2) Creating a supportive environment that maintains a culturally-responsive trauma-informed climate and culture that is conducive to equitable learning practices
   3) Building and encouraging staff to develop genuine relationships with students, family members and the community
   4) Maintaining a committed will and moral imperative that owns the need for change
   5) Equipping and strengthening support and training for staff members
   6) Providing timely feedback on effective instructional practices
   7) Using data to drive all decisions
   8) Being supportive, by way of teacher empowerment
   9) Recruiting, nurturing and retaining teachers of color, as well as, other teachers who demonstrate strong instructional practices
   10) Finding, replicating and tailoring teaching models, practices and strategies that have proven successful in closing the gap for Black children in other settings
   11) Building a support staff of mentors, tutors, counselors, social workers, mental health workers, nurses and other designated community partners that will meet the needs of Black children and their families for physical safety, mental and emotional wellness, and maximized academic achievement.

2. **Monthly Professorial Development:**
   1) Providing Cultural Competency and Racial Equity training for every level of staffing within the district and school
   2) Instituting Racial Equity training for all board, district administration teams, principals, and all certified and support staff members
   3) Acknowledging the interconnectedness of race, expectations and student achievement
   4) Developing active Equity Teams within each building and department that disseminate information to all staff members
   5) Monitoring practices and strategies that support racial equity
   6) Conducting regularly scheduled mandatory book studies, sharing magazine articles, and discussing their implications to practice

3. Curricular Changes:

1) Reshaping the curriculum to reflect the diversity of students
2) Providing students with the skills to connect their self-worth and self-esteem to knowledge of themselves and their heritage in acquiring successful academic outcomes.
3) Providing and infusing rigorous and locally prepared curricula that reflect accurate cultural histories, strengths, talents, accomplishments, and interests of Black people
4) Incorporating African heritage that spotlights the achievements and contributions to the world
5) Ensuring that relevant content and relevant strategies are fully incorporated when addressing the literacy crisis that all students face.
6) Infusing culturally responsive literature as a routine expectation

4. Infused Ethnic Studies:

1) Providing Ethnic Studies in every school as documented and required in state statute
2) Integrating State Standards for Ethnic Studies into other subject areas

5. Instruction:

A. Ensuring engaging Instructional practices that incorporate:
1) Understanding the content and how it is best learned
2) Using engagement and active teaching methods to reach the desired end of identifiable learning
3) Maintaining consistency and fidelity in doing what works
4) Guiding students to become independent vs school dependent learners
5) Creating assignments with content and activities that are interesting, stimulating while incorporating levels of personal choice
6) Providing more time for students actually reading and discussing what they have read using strategies that produce proficient readers
7) Holding high expectations for students learning abilities despite what past performance or failure might indicate
8) Providing and exposing students to grade-appropriate content and assignments
9) Combining rigor and high expectations
10) Providing accelerated learning versus remediation
11) Providing differentiated-instructional practices
12) Presenting content, activities, and interactions that stimulate thinking
13) Incorporating brain-based cognitive instructional practices
14) Providing students with analytical and evaluative skills needed in implementing a critical thinking model

B. Infusing culturally responsive strategies and practices that incorporate:
1) Providing educators with tools for becoming culturally proficient as they strengthen their own self-awareness and work towards developing a deeper understanding of the impact and importance of culture
2) Defining what culturally-responsive strategies look like in actual practice

3) Ensuring that educators learn how Black students use their cognitive styles of learning to process information beyond decoding, as they move toward becoming independent learners
   a. Ensure that teachers think about what students may be thinking, and use students miscues to help the students find correct answers
   b. Teach students to think about what they are reading in context with their cultural experiences
   c. Teach students to "think about their thinking," (metacognition) as they process the authors' point of view
   d. Teach students to use concentrated reflective problem-solving strategies rather than using previous impulsive response patterns
   e. Teach students how and when to use applied cognitive strategies as they learn to monitor to help themselves improve their own learning
4) Identifying and Infusing culturally-responsive practices into all lesson planning
5) Sharing culturally-responsive strategies and practices among colleagues
6) Preparing Continuity of Learning Plans for all Black students.

6. Increased Time-On-Task
1) Increasing time-on-task activities throughout the school day
2) Expanding both classroom and non-classroom time throughout the school week/year dedicated to instruction and tutoring in core academic subjects

7. Assessments/Data:
1) Understanding the role of data in creating changes in teaching strategies
2) Understanding the role of data in monitoring disproportionate academic outcomes
3) Analyzing and using disproportionate discipline outcomes to address inequitable practices within a school/district for both special needs and the general education population
4) Using data to analyze the root causes for disproportionate outcomes based on district policies, practices and procedure that have been or could be adjusted through considerations of inequitable practices, with regards to race and social justice issues
5) Substituting stressful testing for alternative and culturally-relevant assessments that measure learning
6) Decreasing the use of Summative Standardized assessments as the sole measure of accountability
7) Using diagnostic interval-based benchmark assessments with the goal of implementing targeted intervention-based strategies and support
8) Using more Criterion-Referenced Assessments, as an alternative to Norm-Referenced Assessment

8. Conducting Equity Audits-District and Schools
1) Conducting surveys and evaluations of the district/school plans
2) Providing continuous feedback on a district or school's progress in the creation of an equitable environment
3) Monitoring culturally responsive trainings and discussions on a monthly basis
4) Evaluating strategies, practices, and procedures as demonstrated in lesson plans and delivery of instruction

9. **Culturally Responsive School and Classroom Climates:**
    1) Having high expectations for all students
    2) Maintaining positive school discipline policies
    3) Utilizing culturally-infused Social Emotional Learning
    4) Supporting the development of Emotional Intelligence
    5) Equipping staff and students with culturally-responsive, trauma-informed care Practices
    6) Helping students build resilience to move forward in life
    7) Creating processes for reporting and eliminating racial bullying and discrimination
    8) Addressing health needs of all students and families–physically, mentally, and emotionally; through key community partnerships using frequent comprehensive needs analysis
    9) Helping students develop plans for their lives (ongoing elementary-college) that support their dreams, while helping to guide them to envision themselves prepared to attend and finish college with a degree, be ready for a career/job with post/secondary training/certification, or be prepared for enlistment.

10. **Student Voice**
    1) Validating student feelings and perspectives, along with their concerns about bullying and racial injustices
    2) Provide opportunities for engaged conversations involving collaborative decision making
    3) Providing Climate Surveys that allow students to give feedback about school climate
    4) Providing students with the opportunity to advocate for changes
    5) Helping students find/build trustworthy relationships with caring adults

11. **Parent, Family and Community Engagement**
    1) Finding creative ways to include parents in a welcoming environment that is respectful, supportive and worthy of being trusted
    2) Surveying or interviewing parents about their expectations and aspirations for their child(ren).
    3) Providing Climate Surveys that allow parents to give feedback about school climate
    4) Validating parent perspectives, along with their concerns about bullying and racial injustices while collaboratively advocating for changes
    5) Involving parents/family in meaningful decision making
    6) Providing and connecting families with school community partnerships that support family needs

Conclusion

Our state stands at a critical fork in the road where we must look at the appallingly, stark data reported by the Indiana Department of Education on the academic achievement for far too many Black students. When presented with the right combination of leadership, teaching proficiency, engaging grade-level instruction by teachers who expect their students to succeed, we can expect to motivate our students to become life-long learners and productive citizens who are equipped for the future in a global society. This report addresses concerns about disproportionality while also providing actionable and alterable strategies that can bring lasting transformation to produce Black Academic Excellence. It is our expectation that by 2023 state officials will embrace and implement the four key steps and the fifteen strategies identified in this plan to successfully close the Indiana academic/opportunity gap for Black students.

APPENDIX SECTION

APPENDIX A: BIBLIOGRAPHY

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APPENDIX B: BENCHMARK ASSESSMENT OF PROGRESS
IMPLEMENTATION OF THE INDIANA BLACK ACADEMIC EXCELLENCE PLAN
Mark each item: 1 – Not started, 2-Little Progress, 3-Some Progress; 4-Major Progress – 5-Competed

Criteria	1-5	1-5	1-5
4 KEY STEPS FOR CREATING A CLIMATE IN INDIANA FOR BLACK ACADEMIC EXCELLENCE	**2021**	**2022**	**2023**
1. Implement the Indiana Consolidated State Plan for ESSA (2017) with an Urgent and Deliberate Focus on Equity for Black Students as listed by 2023			
2. Continuing the IDOE Cultural Competency and the Ethnic Studies Advisory Committees			
3. Evaluating IDOE Online Data Displays for Improved Accountability Methods			
4. Hiring a legislated position for an IDOE Educational Equity Officer			
15 STRATEGIES TO CLOSE THE ACHIEVEMENT/OPPORTUNITY GAP	**2021**	**2022**	**2023**
1. Establish Closing the Academic/Opportunity Gap as a Strategic Target for Governor's Staff			
2. Address the Needs of the Whole Child in Preparation for Learning and the Creation of Resilience			
3. Provide Equitable Funding for Academic Success and Adequate Support Personnel in Schools			
4. Address the Impact of the COVID Disparities on the Health and Well-Being of Students and Families			
5. Eliminate the Digital Divide Which Limits Access to Learning			
6. Mandate PreK/Full Day Kg			
7. Provide Appropriate Professional Development for IDOE, District, School Staffs and Pre-Service and Practicing Teachers to Develop Capacity to Successfully Educate Black Students			
8. Empower and Support Teacher to Cultivate Academic Success			
9. Engage Parent, Student and Community Voice			
10. Place Highly Effective Teachers with High Needs Students			
11. Hire Underrepresented Teachers			
12. Eliminate the Use of High Stakes Testing as the Sole Measure for School Accountability			
13. Prioritize District and School Policies that Address Equity			
14. Create Equitable Communities through Collaboration			
15. Establish School and District Cultural Competency Planning for Academic Success			
A forthcoming rubric can provide a more definitive way for community stakeholders to measure how each factor evidences progress.			

APPENDIX C: INDIANA CODE 2020, INDIANA GENERAL ASSEMBLY

The following legislations all refer to creating a school environment that uses culturally responsive practices and help equip teachers to be prepared to use such methods. The **2020 Legislative Code include Cultural Competency practices and information about expectations for a required Ethnic Studies Course. (**Retrieved from http://iga.in.gov/legislative/laws/2020/ic/titles/020#20-31)

Culturally Responsive Methods Defined:
IC 20-28-3-0.3Definitions
   Sec. 0.3. As used in this chapter:
   (1) "culturally responsive methods" refer to methods that use the cultural knowledge, experiences, social and emotional learning needs, and performance styles of diverse students to ensure that classroom management strategies and research based alternatives to exclusionary discipline are appropriate and effective for the students; and
   (2) "exclusionary discipline" includes in school suspension, out of school suspension, expulsion, school based arrests, school based referrals to the juvenile justice system, and voluntary or involuntary placement in an alternative education program.
As added by P.L.220-2015, SEC.5.

IC 20-28-3-3 Guidelines for Teacher Education
   Sec. 3. (a) The department shall develop guidelines for use by accredited teacher education institutions and departments in preparing individuals to:
   (1) teach in various environments; and
   (2) successfully apply positive classroom behavioral management strategies and research based alternatives to exclusionary discipline in a manner that serves the diverse learning needs of all students.
   (b) The guidelines developed under subsection (a) must include courses and methods that assist individuals in developing cultural competency (as defined in IC 20-31-2-5).
   [Pre-2005 Elementary and Secondary Education Recodification Citation: 20-10.2-8-1.]
As added by P.L.1-2005, SEC.12. Amended by P.L.246-2005, SEC.149; P.L.220-2015, SEC.6.

IC 20-28-3-3.5 Incorporation of Methods to Establish Culturally Responsive School Climates
   Sec. 3.5. The guidelines developed under section 3 of this chapter must incorporate methods that assist individuals in developing competency in employing approaches to create positive classroom and school climates that are culturally responsive, including:
   (1) classroom management strategies;
   (2) restorative justice;
   (3) positive behavioral interventions and supports;
   (4) social and emotional training as described in IC 12-21-5-2, IC 20-19-3-12, and IC 20-26-5-34.2; and
   (5) conflict resolution.
As added by P.L.220-2015, SEC.7. Amended by P.L.92-2020, SEC.45.

Teacher Practitioner Licenses
IC 20-28-5-15 Teacher Shortage Areas; Licensing and Employment of Individuals with Postgraduate Degrees; Conditions for Renewal

Sec. 15. (a) Notwithstanding section 3(b)(6) of this chapter, the department shall grant an initial practitioner's license in a specific subject area to an applicant who:

(1) has earned a postgraduate degree from a regionally accredited postsecondary educational institution in the subject area in which the applicant seeks to be licensed;

(2) has at least one (1) academic year of experience teaching students in a middle school, high school, or college classroom setting; and

(3) complies with sections 4 and 12 of this chapter.

(b) An individual who receives an initial practitioner's license under this section may teach in the specific subject for which the individual is licensed only in:

(1) high school; or

(2) middle school;

if the subject area is designated by the state board as having an insufficient supply of licensed teachers.

(c) After receiving an initial practitioner's license under this section, an applicant who seeks to renew the applicant's initial practitioner's license or obtain a proficient practitioner's license must:

(1) demonstrate that the applicant has:

(A) participated in cultural competency professional development activities;

(B) obtained training and information from a special education teacher concerning exceptional learners; and

(C) received:

(i) training or certification that complies; or

(ii) an exemption from compliance;

with the standards prescribed by the state board under IC 20-28-5.5-1(b); and

(2) meet the same requirements as other candidates.

As added by P.L.75-2008, SEC.2. Amended by P.L.121-2009, SEC.11; P.L.92-2020, SEC.51.

IC 20-31-6 Chapter 6. Cultural Competency in Educational Environments

20-31-6-1 Cultural competency materials
20-31-6-2 Cultural competency component of school plan

IC 20-31-6-1 Cultural competency materials

Sec. 1. The department shall develop and make available to school corporations and nonpublic schools materials that assist teachers, administrators, and staff in a school in developing cultural competency for use in providing professional and staff development programs.

[Pre-2005 Elementary and Secondary Education Recodification Citation: 20-10.2-8-2.]

As added by P.L.1-2005, SEC.15. Amended by P.L.246-2005, SEC.175.

IC 20-31-6-2 Cultural competency component of school plan

Sec. 2. (a) In developing a school's plan, the committee shall consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students.

(b) The committee shall:

(1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population;

(2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and

(3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

(c) The committee shall update annually the information identified under subsection (b)(1).

[Pre-2005 Elementary and Secondary Education Recodification Citation: 20-10.2-8-3.]

As added by P.L.1-2005, SEC.15.

IC 20-20-40-6 "Positive behavior intervention and support"

Sec. 6. As used in this chapter, "positive behavior intervention and support" means a systematic approach that:

(1) uses evidence based practices and data driven decision making to improve school climate and culture; and

(2) includes a range of systematic and individualized strategies to reinforce desired behavior and diminish reoccurrence of problem behavior; to achieve improved academic and social outcomes and increase learning for all students.

As added by P.L.122-2013, SEC.1.

Ethnic Studies (Sec 7, c) IC 20-30-5-7 Curriculum; ethnic and racial groups course; naturalization examination report; posting pass rate *Note: This version of section amended by P.L.86-2020, SEC.6, effective 7-1-2020. See also preceding version of this section amended by P.L.92-2020, SEC.56, effective 3-18-2020.*

Sec. 7.

(a) Each school corporation shall include in the school corporation's curriculum the following studies: (Only categories included in (a):*(1) Language arts, (2) Mathematics, (3) Social studies and citizenship, (4) Sciences, including, after June 30, 2021, computer science, (5) Fine arts, including music and art, (6) Health education, physical fitness, safety, and the effects of alcohol, tobacco, drugs, and other substances on the human body.*

(7) Additional studies selected by each governing body, subject to revision by the state board.

(b) Each: (1) school corporation; (2) charter school; and (3) accredited nonpublic school;
shall offer the study of ethnic and racial groups as a one (1) semester elective course in its high school curriculum at least once every school year.

(c) The course described in subsection (b) may be offered by the school corporation, charter school, or accredited nonpublic school through a course access program administered by the department.

[Pre-2005 Elementary and Secondary Education Recodification Citation: 20-10.1-4-5.]

As added by P.L.1-2005, SEC.14. Amended by P.L.86-2007, SEC.1; P.L.231-2017, SEC.1; P.L.132-2018, SEC.2; P.L.97-2019, SEC.1; P.L.86-2020, SEC.6

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## APPENDIX D: 2019 INDIANA STATE READING PROFICIENCY (GRADE 3)

State Reading Proficiency Grade 3								
Race/Ethnicity	State-All	Asian	Black	Haw/Pacific	Hispanic	MR	NAm	White
Percent Pass	87.30%	88.10%	74.20%	68.50%	78.10%	87%	82.50%	91.60%

2018-19 IN State Reading Proficiency Grade 3 Percent Pass
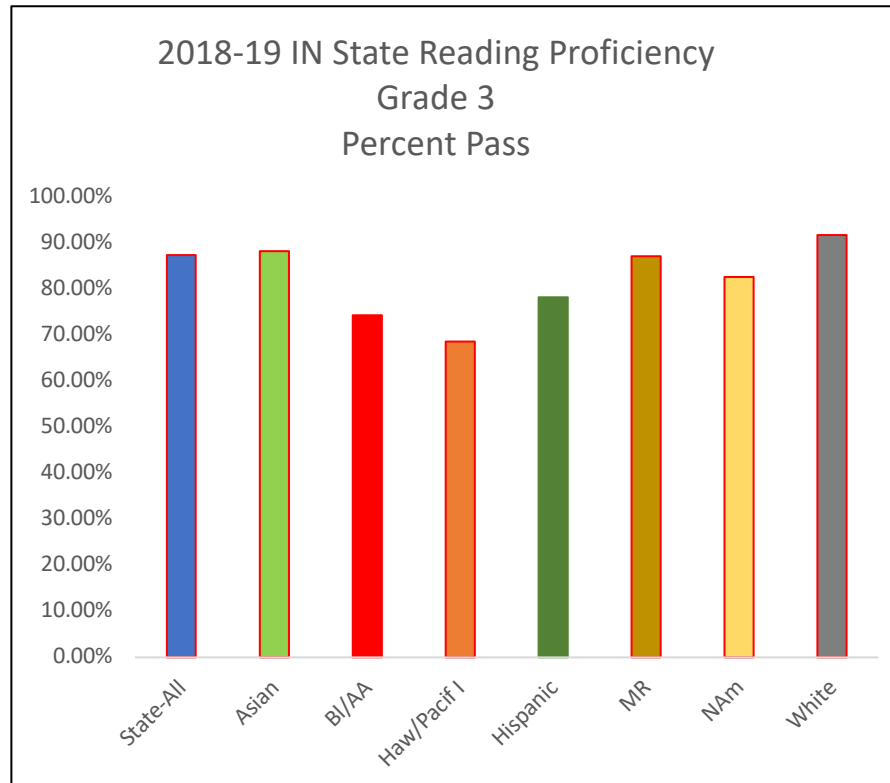
APPENDIX E: 2019 BLACK STUDENT PERFORMANCE DATA FOR INDIANA (GRADES 3-8)

2018-19 English/Language Arts Proficiency Grades 3-8								
Race/Ethnicity	State-All	Asian	Black	Haw/Pacific	Hispanic	MR	NAm	White
Percent Pass	47.90%	63.80%	24.70%	42.40%	35.50%	43.30%	44.00%	54.20%

2018-19 Mathematics Proficiency Grades 3-8								
Race/Ethnicity	State-All	Asian	Black	Haw/Pacific	Hispanic	MR	NAm	White
Percent Pass	47.80%	67.90%	22.50%	46.10%	34.40%	41.70%	42.90%	54.60%

2018-19 English/Language Arts Proficiency Grades 3-8 Percent Pass

2018-19 Mathematics Proficiency Grades 3-8 Percent Pass
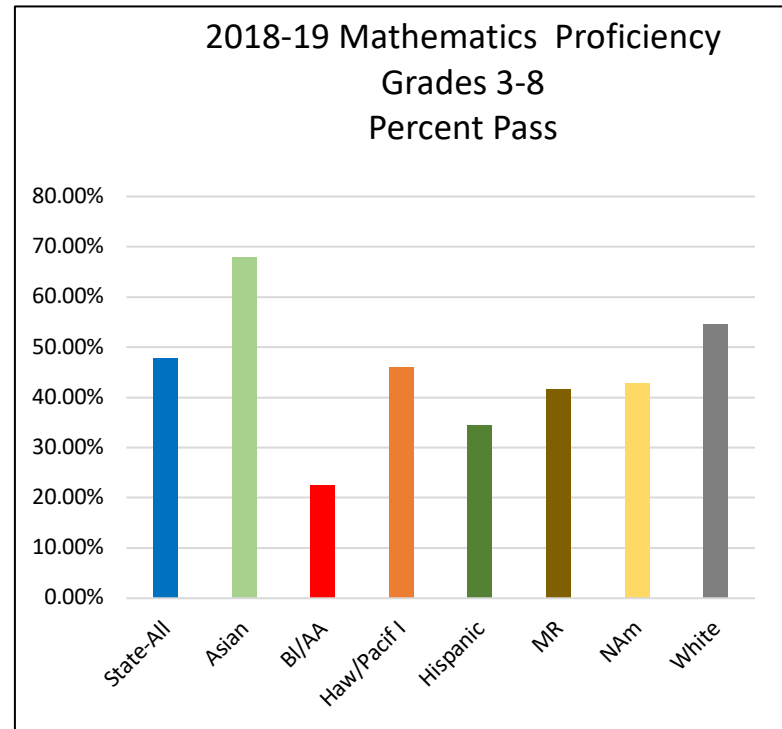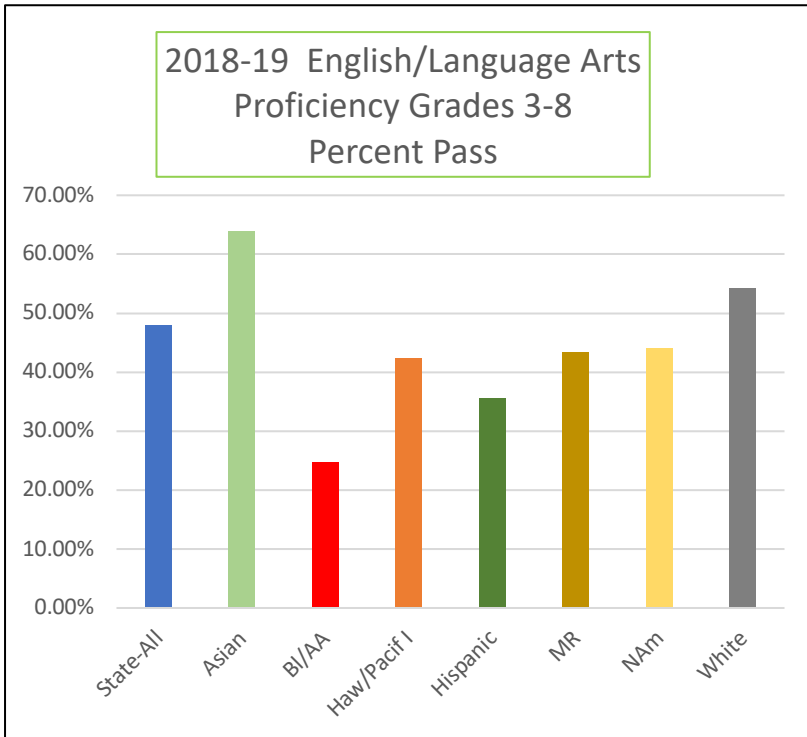
APPENDIX F: 2019 BLACK STUDENT PERFORMANCE DATA FOR INDIANA (GRADE 10)

2019 ISTEP+ Grade 10 ELA								
Race/Ethnicity	State - All	Asian	Black	Haw/Pacific	Hispanic	Multiracial	AI/NA	White
Percent Pass	62.4%	71.30%	37.40%	57.10%	50.10%	58.85%	65.00%	68.25%

2019 ISTEP+ Grade 10 Mathematics								
Race/ Ethnicity	State - All	Asian	Black	Haw/Pacific	Hispanic	Multiracial	AI/NA	White
Percent Pass	39.0%	55.10%	12.10%	39.39%	20.44%	29.5%	29.9%	41.0%

2018-19 English/Language Arts ISTEP+ Grade 10 Percent Pass

2018-19 Mathematic ISTEP+ Grade 10 Percent Pass

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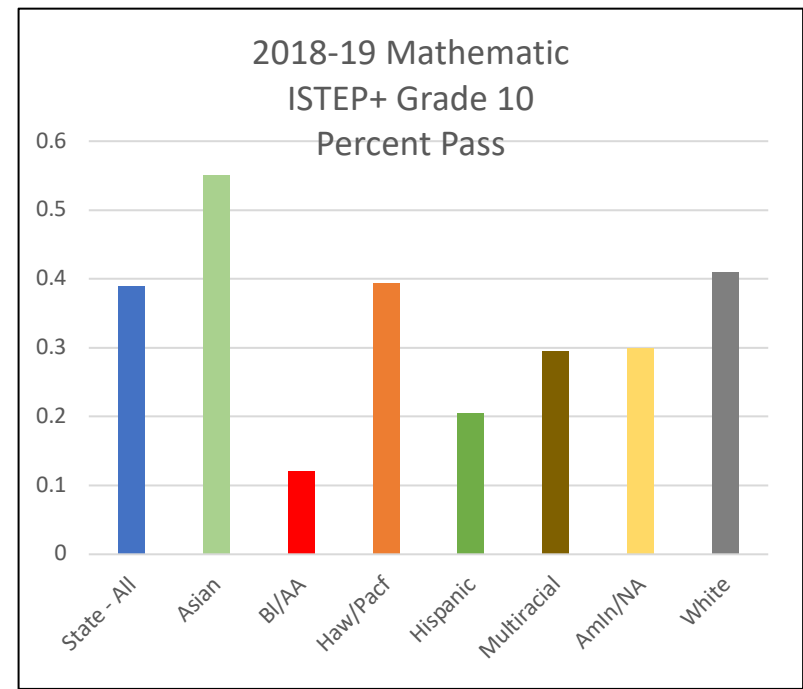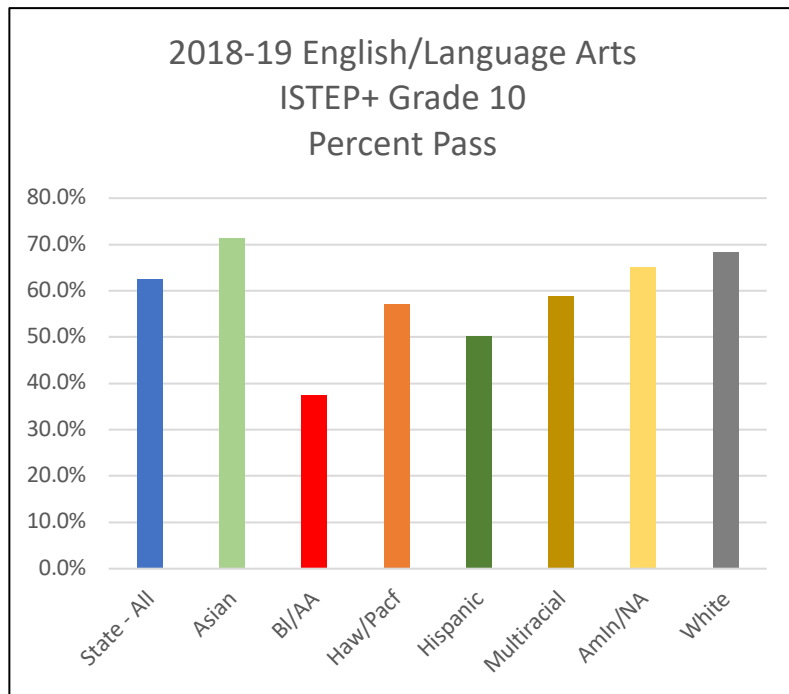
APPENDIX G: 2019 BLACK STUDENT PERFORMANCE DATA FOR INDIANA (ALL DATA SETS)

2018-19 Performance Data for Statewide ISTEP+ and Ilearn All Grade Averages				
2018-19	Pass All	Pass African American	Did Not Pass All	Did Not Pass African American
Grade 10 ISTEP+ English/Language Arts	50.90%	26.40%	35.60%	73.60%
Grade 10 ISTEP+ Mathematics	25.30%	8.00%	61.80%	92.00%
Grades 10 (HS) ILearn Social Studies Proficiency	22.60%	4.60%	85.00%	95.40%
Grades 10 (HS) Ilearn Biology Science Proficiency	38.60%	15.00%	61.40%	85.00%
Grade 3 Ilearn Reading Proficiency	87.30%	74.20%	12.70%	25.80%
Grade 3-8 Ilearn English/Language Arts	47.90%	24.70%	52.10%	75.30%
Grade 3-8 Ilearn Mathematics Proficiency	47.80%	22.50%	52.20%	77.50%
Grades 4-6 Ilearn Science Proficiency	47.40%	18.90%	52.10%	81.10%
Grades 5 Ilearn Social Studies Proficiency	46.00%	19.00%	54.00%	81.00%
Data retrieved October 2020 from INview: Indiana Department of Education (2020). State Report: Performance: Student Achievement. https://inview.doe.in.gov/state/1088000000/proficiency			*Total "Did Not Pass African American" information is not directly provided on IDOE INView site. This total is based on subtracting those who passed from 100%.	

The first two columns of this chart display the proficiency data for all students in the state of Indiana who did pass as compared to the Black student population outcomes for the 2018-2019 school year. The last two columns provide a contrast for the number of students in the state that did not pass the assessment as compared to the Black student population outcomes for the same year.