

Priorities Strategy Report

2024

INTRODUCTION

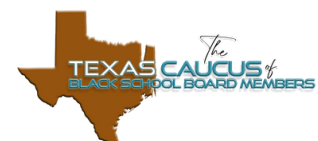
The mission of the Texas Caucus of Black School Board Members is to bring awareness, educate, and empower all school board members – particularly members of color to identify, advocate, and address systemic matters encountered by African American students within the educational system.

The Texas Caucus of Black School Board Members (TCBSBM) united with a shared mission to collect and analyze data on the educational outcomes of African American students. Through this collaboration, we identified critical priority areas and developed targeted strategies to drive meaningful change.

This priorities strategy report embodies our comprehensive recommendations for ensuring that African American students achieve success in society. We urge school boards across the state to adopt and implement these recommendations, leveraging our collective efforts to create a brighter future for all students. Together, we can transform our educational landscape and fulfill the promise of equity and excellence.



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PRIORITY 1. READING

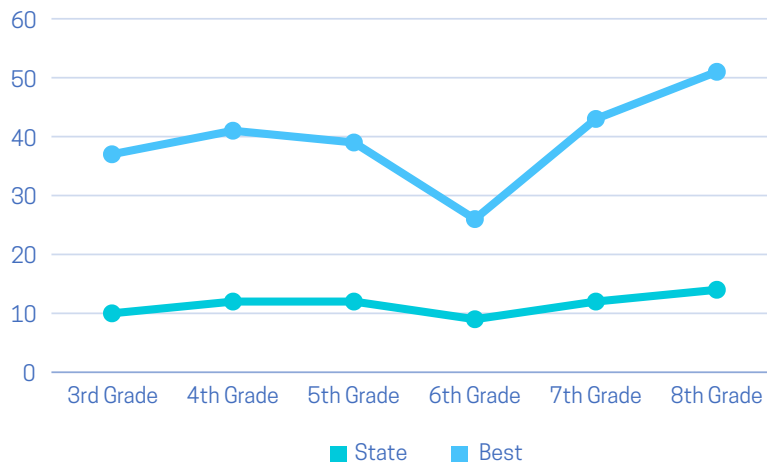
Our Challenge

African American students at all grade levels are below the state average and have a significant gap to reach the results of the highest-performing demographic population group at both meets and masters grade level.

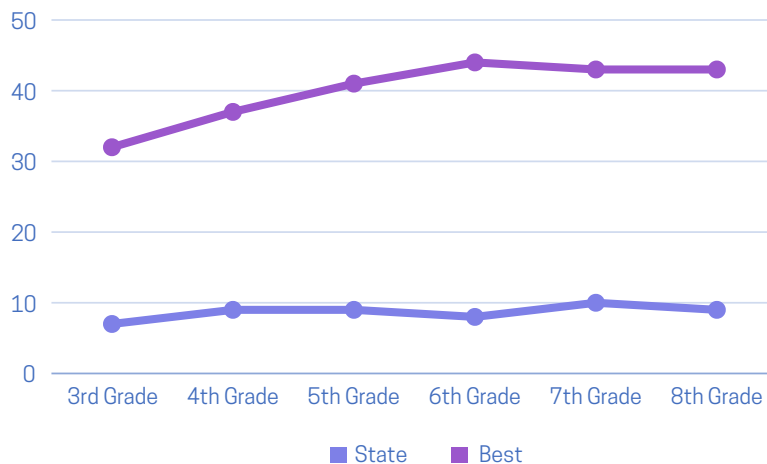
Note: The charts show the delta between the African American group and the comparison group. For example, the African American group is 10 percent below the State average for 3rd grade STAAR Reading Meets.

2022-23 STAAR Reading Performance African American Students Gap

STAAR Reading Meets Grade Level Percentages



STAAR Reading Masters Grade Level Percentages



PRIORITY 1. READING STRATEGIES

Comprehensive Data

- Identify and gather data that provides a complete picture of student reading performance.
- For each grade level from pre-kindergarten to 12th, identify and track the key indicators for assessing performance.

Culture of Reading

- Create a culture of reading within the school and community.
- Implement programs and initiatives that inspire students to read.
- Explore partnerships with local authors, libraries, and literacy organizations to extend reading beyond school walls.
- Consider incorporating culturally relevant literature to engage students and reflect their experiences.

Quality Classroom Teachers

- Identify initiatives to attract and recruit new professionals and high performers into the education career field.
- Identify funding to invest in ongoing professional development to strengthen instructional skills and enhance teacher effectiveness.
- Explore incentives such as loan forgiveness programs or housing assistance to attract teachers to underserved areas.

Mentoring

- Implement mentoring programs that enhance reading programs and those that provide holistic support for students, including academic, social, and emotional guidance.
- Engage retired educators and community leaders as mentors to provide diverse perspectives and experiences.

Increase Early Childhood Education

- Provide access to quality early childhood education for all.
- Collaborate with local Head Start programs and childcare providers to align early literacy efforts, as well as assess, and improve reading programs.
- Advocate for policy changes to increase funding and accessibility to quality early childhood education programs.

Community Libraries

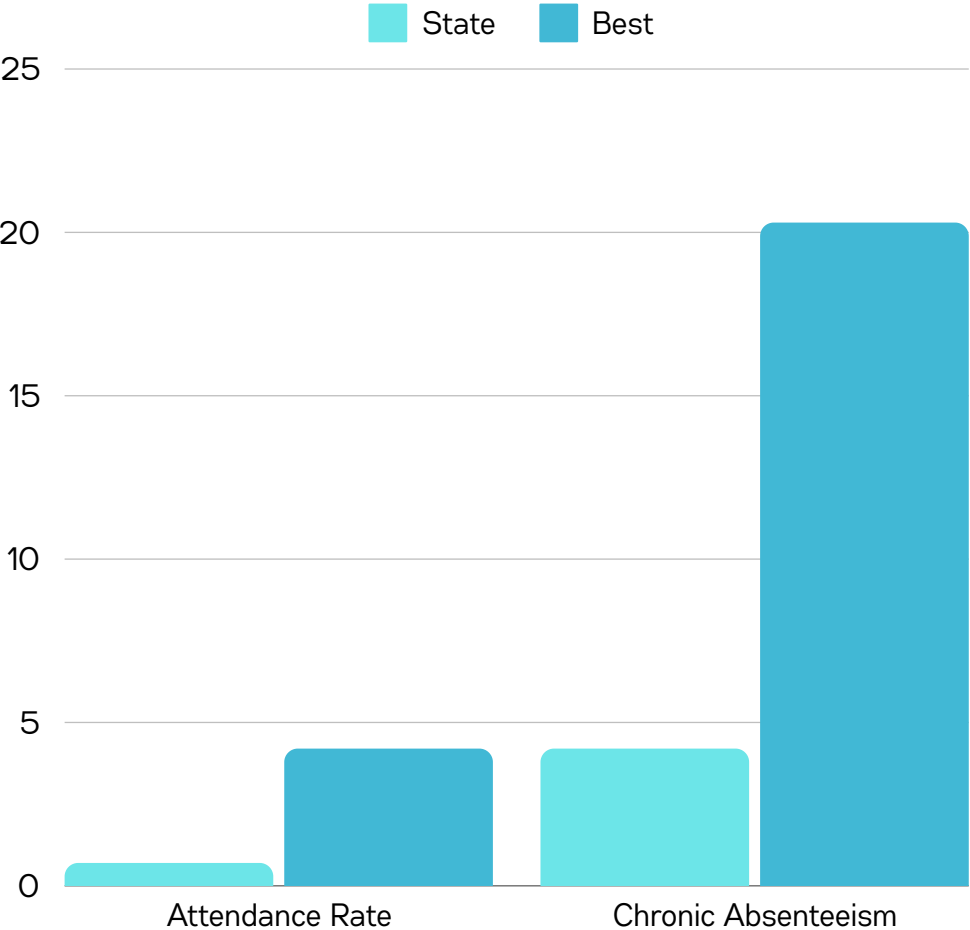
- Establish school libraries as community libraries which provide public access to books and other resources.
- Explore mobile library initiatives to reach underserved areas and populations.

PRIORITY 2. ATTENDANCE

Our Challenge

African American students' chronic absenteeism is higher than the state average. The gap to achieve the attendance of the highest population group is significantly wider in chronic absenteeism.

2022-23 Statewide Attendance African American Students Gap



PRIORITY 2. ATTENDANCE STRATEGIES

Find Our Students

- Identify chronically absent students and determine the underlying causes of their absenteeism.
- Implement proactive interventions like home visits and personalized support plans tailored to each student's needs.
- Provide families with resources and support services to remove attendance barriers, such as transportation or health issues.

Build Relationships

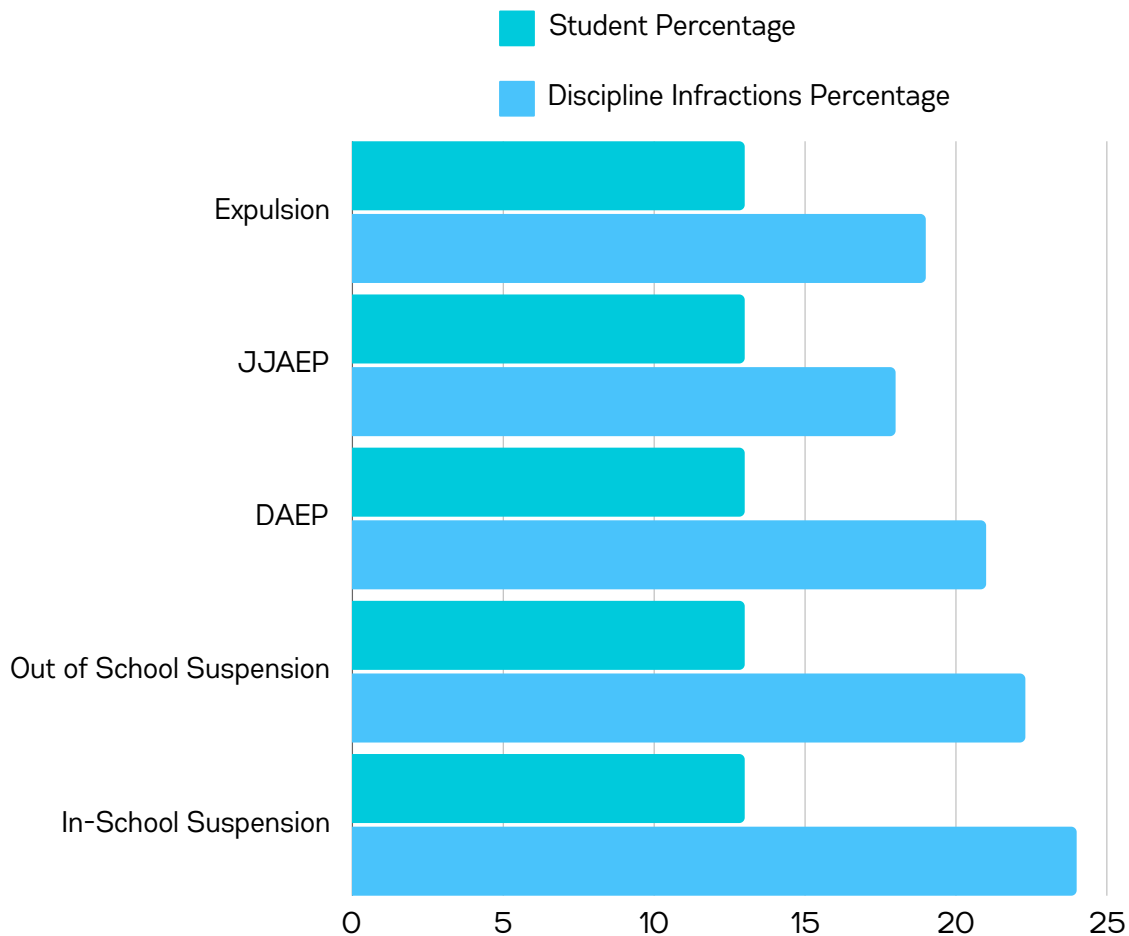
- Establish relationships with families to encourage daily attendance.
- Work with community organizations to help support students' needs and promote the importance of school attendance.

PRIORITY 3. DISCIPLINE

Our Challenge

African American students' suspensions, expulsions, and alternative school enrollment is disproportionately higher than the percentage of African American students.

2022-23 PEIMS Discipline Data African American Proportional Percentage



PRIORITY 3. DISCIPLINE STRATEGIES

Zero Tolerance Whole Perspective

- Identify the impact of zero-tolerance policies and research their effectiveness.
- Review disciplinary policies to ensure they are equitable and culturally responsive, considering restorative justice practices as alternatives.
- Provide training for educators on implicit bias and cultural competence to mitigate disproportionate disciplinary actions.

Highly Qualified DAEP Educators

- Identify the need for and provide resources for well-qualified educators in DAEP.

Analyze Different Data

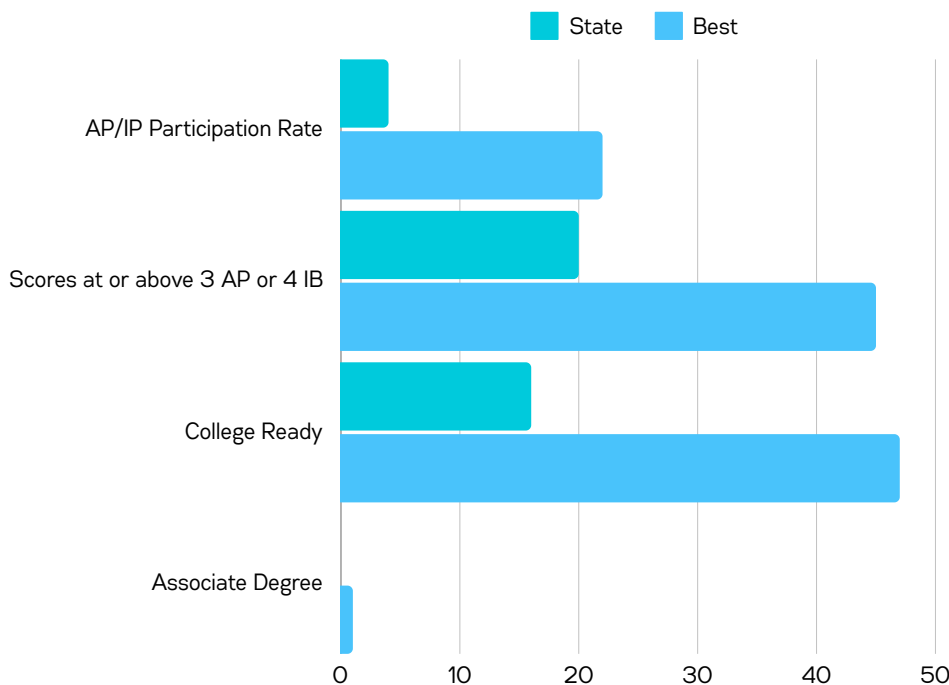
- Disaggregate discipline data to determine the type, categories, and trends of discipline issues.

PRIORITY 4. RIGOR

Our Challenge

African American students' performance is below the state average and significantly trails the highest-performing population group.

Academic Rigor Data African American Gaps



African
American
Assessment
Gap

Average SAT Score

89

Lower Than
State

167

Lower Than
Best

Average ACT Score

3.2

Lower Than
State

9.8

Lower Than
Best

PRIORITY 4. RIGOR STRATEGIES

Shift From Average to Excellence

- Assess test and performance results based on the highest-performing population group.
- Consider implementing personalized learning approaches to meet students at their individual levels and accelerate growth.
- Provide targeted support and enrichment opportunities for below grade level performers to help them catch up and excel.

More G/T and Higher Level Instruction

- Establish goals for population groups to be enrolled in G/T and higher-level instruction at the same percentage of their overall enrollment percentage.

Dual Credit Funding

- Provide funding and other resources to provide dual credit at no additional costs to students.

CTE Opportunities

- Work with the business community to provide paid CTE jobs for high school students and to increase the number of students hired after graduation.

Community Conversations

- Hold conversations with families and in the community to determine the root causes of gaps and solutions to overcome them as a whole community.

Culture and Climate of Accountability

- Increase expectations of students, families, districts, businesses, and communities to expect success and to support it based on these expectations.

ACKNOWLEDGEMENTS

The priorities identified in this document were developed over 15 years. During this period, TCBSBM gathered and assessed achievement gap data across Texas, the US, and the world. Through its Annual Summit and Regional Vice-President forums, TCBSBM identified root causes for and solutions to the data findings. This information resulted in the identification of four key priorities that impact the success of African American students.

The data shared from the report were extracted from the Texas Education Agency website. The specific strategies were identified by school districts, researchers, education advocates, and district staff. Thanks to the following TCBSBM members for their significant contributions to this document: Bobby Blount, Theodore Beard, Josie Smith-Wright, and Natasha McDaniel.

We thank you for your continued support of the Texas Caucus of Black School Board Members.

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