Expanding Educational Excellence

The Power of Schools

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"The strength of the United States is not the gold at Fort Knox or the weaponsof mass destruction that we have, but the sum total of the education and the character of our people." — Claiborne Pell

Expanding educational excellence can no longer remain a luxury afforded to a few children; it is an ethical and economic imperative for all of our children. National prosperity and personal well-being depend on an educational system that uses respectful, responsive, and equitable[1] methodologies to support all students from the earliest ages in achieving success in their chosen fields. Clearly, there is irrefutable evidence of academic success achieved by some young persons of color and of poverty in the United States, as can be seen from the numbers who have earned post-secondary degrees. According to the U.S. Census Bureau, in 2009, 3.1 million African- Americans (1.25 million males) and 2.8 million Latinos (1.3 million males) had earned a four-year college degree, while many more earned advanced degrees. More than 105,000 Hispanic males and over 109,000 African- American males earned a degree at the associates level or beyond in 2008-2009 alone (http://www.census.gov/). A 2009 report by the National Association for Gifted Children (NAGC) reported that 16 of the 22 states they studied had double digit percentages of children of color who were identified for gifted and talented programs. African-American students represented a high of 22% of the gifted and talented students in Arkansas and Louisiana, while Texas reported 36% of their gifted students are Latino (NAGC, 2009). With respect to poverty, the Institute for Higher Education Policy reports that overall, 11% of children living in poverty obtained a college degree in 2008. Parsing this data further reveals that the adverse conditions that disproportionately affect certain ethnicities plays a unique role above and beyond poverty status and results in differential rates of success even after poverty status is taken into consideration. In particular, 37% of low-income black students and 37% of low- income Latino students, in contrast to 51% of low income white students, obtained a college degree in 2008 (Institute for Higher Education Policy, 2010). While there are several populist misconceptions about interchangeability between the terms "poverty" and "children of color," the research, such as that cited above, supports our contention that ethnicity, language, culture, and gender make unique contributions to the patterns of success we see in America's children, beyond that of poverty alone.

Despite the fact that there is clear evidence of some economically poor students and students of color achieving academic excellence, too many remain educationally disenfranchised with limited access to educational opportunities that recognize and nurture their potential (Coleman & Shah-Coltrane, 2011; Coleman, Shah-Coltrane, Harradine, & Timmons, 2007), and there are large numbers of students who are not experiencing academic success. The high school drop-out rate for 2008–09 (according to the National Center for Education Statistics) was 25% for students of all ethnicities, but nearly 40% of African-American and Latino students failed to graduate on time. In 2010, the Schott Foundation reported that 33 states showed at least a 17% high school graduation gap between African-American males and white males. The National Association for Gifted Children conducted a comprehensive survey of all states' policies and practices in gifted education in 2008-09. Of the 22 states who collected and reported disaggregated identification data by ethnicity, only two (Hawaii and Nebraska) indicated that the majority of

[1] Equitable methodologies are those that factor in aspects of the system and current resources and skills of students in order to administer strategies that result in equal outcomes. In contrast, equal methodologies are those that are administered equally, regardless of whether student outcomes ever become equal.

identified gifted students in their states belonged to a group other than Caucasian (NAGC, 2009), and those groups were Asian and Native American, respectively. Even states that reported high percentages of identified gifted African-American and Latino students still disproportionately identified white students for these programs. An example of this disproportionality can be seen in Alabama, where 37% of the 2009 population is African-American, but African-American students make up only 18% of the gifted roles (NAGC, 2009). Current attention is focused on the increasing numbers of children in poverty and the need to eradicate poverty in order to facilitate achievement. We understand and support the efforts to do so; however,our experience shows that increasing student achievement is a more complex issue than merely eliminating the impacts of poverty. Additional factors in supporting success must address ethnicity, language, culture, and gender as well as poverty.

In this paper, we explore four major barriers to academic success that must be addressed, briefly describe two projects that have worked to address these barriers, and make recommendations for moving forward as we work to expand educational excellence for all students. We provide examples of the myriad ways in which schools have the power to address barriers—some of which are under schools' immediate purview, while others are tangential. In an attempt to ensure that all children fit and belong, schools have sometimes tried to actively ignore differences, particularly those of color. This position of being "colorblind" undermines the ability to equitably address, connect with, honor, and celebrate the uniqueness of each child, thus undermining a key relationship to learning. We are in no way discounting the strides many schools have made and continue to make in countering the struggles that too many children of color and/or of poverty face. We do, however, feel that only by pointedly describing the major obstacles that stand in the way of too many children's access to appropriate educational opportunities can future work focus on eliminating those barriers, rather than continuing to simply elaborate on the existence of the disparities themselves. We begin by describing system-level, aggregate disparities that exist in American education, despite the isolated pockets of excellence.

One only has to look

at the current educational system disparities to see the indicators showing the need for expanding excellence (Coley, 2011). These indicators include:

- The pernicious achievement gaps on mandated accountability tests between students of color and their white peers that is often only narrowed when the scores of white students drop or remain stagnant (Murphy, 2010; Plucker, Spradlin, & Esping, 2006);
- An intensified focus on minimum competency standards is coupled with a waning focus on supporting very high achieving students of color; thus the gap between numbers of academically excelling whites and students of color remains (Ford & Grantham, 2003; Plucker, et al., 2006);
- Students of color are over-represented in special education programs, sometimes due to erroneous screening, a misunderstanding of the implications of the students' environmental contexts, or decision making based on limited options for support (Campaign for Black Boys and Men, 2010; National Research Council, 2002);
- The underrepresentation of students of color in gifted education programs, high-end classes (Advanced Placement, International Bachelorette, etc.), and college preparatory classes (Campaign for Black Boys and Men, 2010; National Research Council, 2002);
- The use of disciplinary practices (zero tolerance suspensions and expulsions, etc.) that are not responsive or relevant to gender and culture, are not uniformly applied, that fail to instill students' self-discipline, and result in students being misjudged and having their access to opportunities that address their strengths or needs restricted (National Research Council, 2002).

These educational system-level disparities have, in turn, precipitated higher un- and under-employment rates for young adults of color (Tsoi-A-Fatt, 2010), higher incarceration rates for young adults of color (Lewis, Simon, Uzzell, Horwitz, & Casserly, 2010), and a public perception and portrayal of lower standards and expectations of achievement for children of color (Ford & Grantham, 2003; Murphy, 2010). Lowered expectations of success are especially pernicious for ethnic minority children (Eccles & Roeser, 2011; Keuvelaar - van den Bergh, Denessen, Hornstra, Voeten, & Holland, 2010) and ethnic minority boys in particular (Ford, 2007). To change these outcomes, we must first identify the barriers and then work through collaborative networks to expand excellence for all students.

The Indicators

listed above are emblematic of four types of barriers that impede America's ability to expand excellence to more of its students of color and of poverty. These barriers are: (1) Social Inequities, (2) Lowered Expectations of Performance, (3) Instrumentation and Practice Bias, and (4) Policy Challenges.

1. **Persistent Social Inequities** create structural barriers to success for many students of color (Lewis et al., 2010). Economically disadvantaged students of color are more likely than middle class students to attend schools with fewer qualified teachers, higher teacher and administrator turnover, limited access to advanced and enriched classes, and fewer role models at school who demonstrate success in educational endeavors (Blanchett, Klinger, & Harry, 2009). Similarly economically disadvantaged white students face some of these same insufficiencies, but the persistence and perniciousness of these barriers are less widespread.

The lack of educational resources and opportunities can be compounded for many students of poverty by other issues such as scarce resources to devote to educational enrichment, complications of poor and malnourishment, high rates of exposure to violence, limited access to community activities that enrich and expand students' interests, and lower quality health care (Lewis et al., 2010). Adding to these inequities are the findings that cultural, language, and socioeconomic dissimilarities between some parents and teachers can give rise to misperceptions, poor communication and lack of respect between families and schools that further undermine students' likelihood of success (Cairney, 2000; Iruka, Winn, Kingsley, & Orthodoxou, 2011; Ogbu, 1993). Thus, some students who are both of color and experiencing poverty face a triple jeopardy where social and educational inequities at their schools and in their homes and communities work, intentionally and/or unintentionally, to undermine their success.

2. **Lower Expectations of Performance** by adults (including teachers, parents, community members, media, and society at large) and by other students erodes students' personal standards of excellence and promotes acceptance of mediocre or subpar performance both in academics and behavior (Coleman, Shah-Coltrane, & Harrison, 2010; Ford, 2007; Ogbu, 1990). Students will often give us what we ask for (Kitano, 1989), and when we lower our expectations, we undermine their performance. Martin Haberman, in 1991, coined the phrase "pedagogy of poverty" to describe the focus on seatwork drill and practice with punishments for noncompliance that too often characterize schools with economically disadvantaged students (Kohn, 2011). When students do not have access to exploratory learning, debates and discussion, and a focus on higher- levels of thought, the classroom environment fails to promote the creativity and curiosity that are needed for students to achieve to their potential and therefore reduce the achievement gap (Coleman & Shah-Coltrane, 2011; Ford, 2007; Henfield, Washington, & Owens, 2010). Students who differ culturally, linguistically, and/or economically from the current majority are subject to those differences being interpreted

as deficiencies. This "deficit thinking" paradigm of expecting less of students of color and of poverty is entrenched in social, political, and educational thinking and must be acknowledged if we are to make headway at reversing it (Kohn, 2011; National Research Council, 2002; Valencia, 1997).

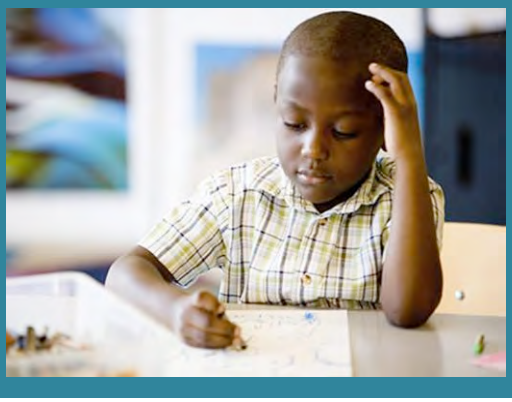
3. **Bias in the Instruments and Practices** used to assess and interpret measures of academic talents in students of color and students of poverty (Ford & Harris, 1999) remain challenging. Problems continue with the use of inappropriate instruments to gauge academic potential (i.e., using instruments that rely heavily on English language verbal skills to assess general cognitive abilities for students with limited or non-English language usage instead of assessing students in their native and emerging languages). The failure to use multiple sources of information and types of measures when looking for students' abilities is still commonplace (Coleman, Shah-Coltrane, & Harrison, 2010). Difficulties with standardization of tests include non-representative norming samples that lack students of color, linguistic differences, cultural differences, and economic diversity.

Furthermore, the interpretation of assessment results can be compromised when behavioral concerns and/or cultural differences influence an assessor's judgments (Bracken, Van Tassel-Baska, Brown, & Feng, 2007). There is some evidence that teachers—who are the main gatekeepers for recommending students for gifted education programs—under-nominate children of color and of poverty for these programs (McBee, 2006).

4. **Policies and Practices** that reinforce the inequitable distribution of resources act as barriers to excellence These policies can result in the disproportionate number number of Advanced Placement classes at more affluent and predominantly white high schools, a lack of programs for gifted children in too many majority minority elementary schools, and high-stakes decisions being made using limited information about students' strengths and needs. In addition to the disparity across resources, policies and practices may limit the use of resources, both human and capital. These limitations often prevent creative and synergistic solutions to address the needs of educationally disenfranchised students.

A current example of policy and practice in North Carolina that reinforces inequities is the reduction in state-funded pre-K programs for 4-year-old children, which will allow expected group discrepancies to fester until compulsory 1st grade attendance. Another such policy is the restrictive use of non-English languages in the education of young children (i.e., English-only instruction). This policy is antithetical to mounting evidence that bilingual and first language education promotes language and literacy development (Castro, D. C., Páez, M., Dickinson, D., & Frede, E., 2011). Policy experts remind us that policies must address the persistent social inequities that serve to frame the milieu in which children attend school, so that we can strive toward universal access to excellence (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Gallagher, 2006). Practices such as reducing the funding for pre-K work directly against such advice.

While the barriers



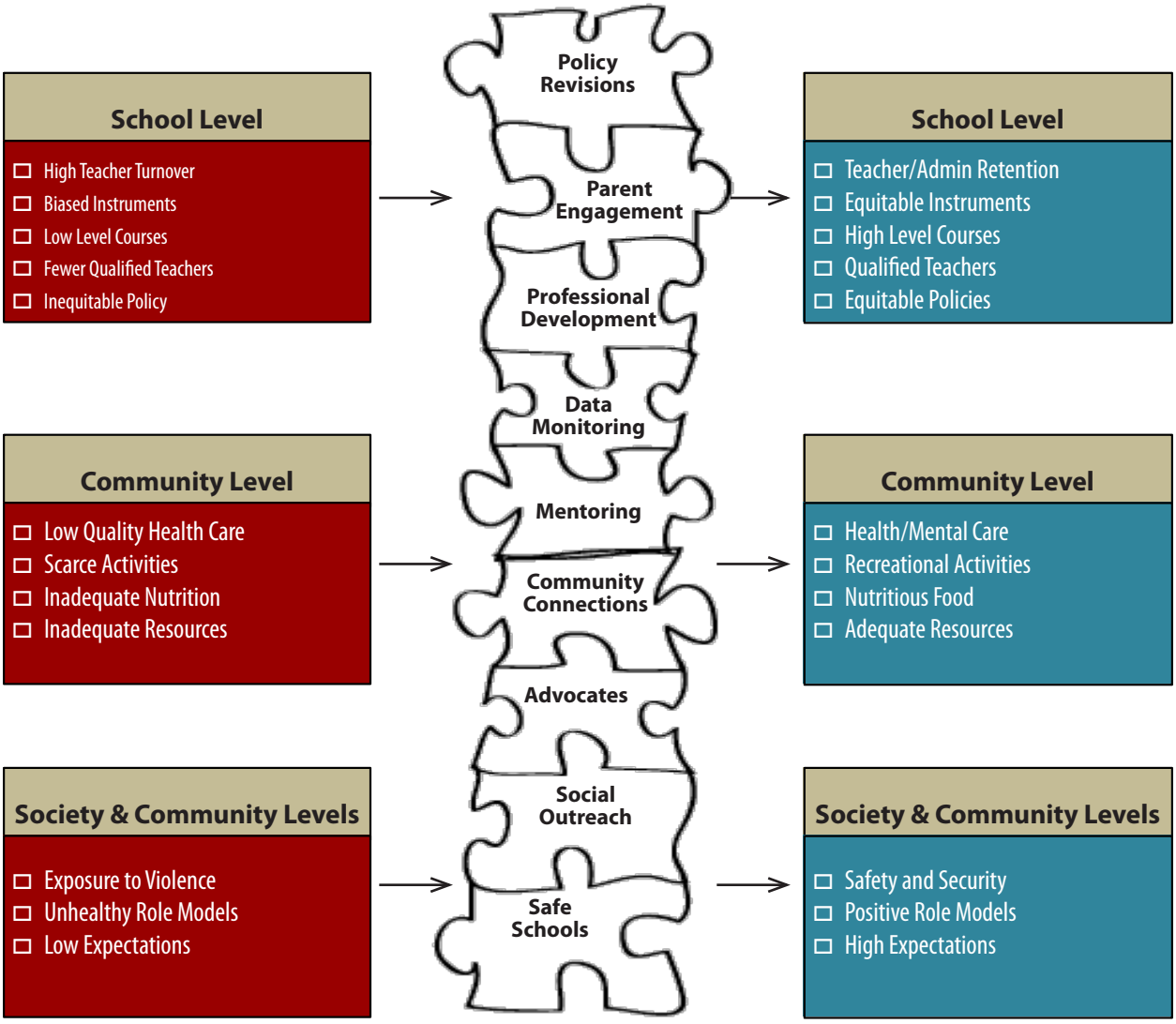
cited above are significant and pernicious, they are not insurmountable. Schools are powerful players in the lives of children and they can and do help to meet children's needs, sometimes even without realizing that they are doing so. School programs, policies, and strategies can work together to provide positive influences on the negative impact of many contextual variables. Figure 1 shows the contextual issues to which many children of color and/or of poverty are often subjected. The elements in red on the left side of Figure 1 occur at the school level, the community level, and sometimes in both the community and societal level. Schools do not have a direct responsibility for ameliorating the community and societal influences, yet some of the things schools do work toward diminishing their adverse impact on children. Strategies, policies, and programs that schools can undertake are shown in the center of Figure 1. They are shown as parts of a puzzle to indicate that they must work in concert to be of benefit. For example, we know that some children are exposed to chronic violence. Schools can support teacher's development of their own support networks (to avoid secondary trauma), provide teachers with skills to be responsive, and provide students who are experiencing significant trauma with access to qualified professionals.

Providing students access to itinerant counselors in the days immediately following a trauma is often insufficient to supporting students in being ready to learn. Another example is schools' potentially positive impact on the dearth of consistently present and caring males in some students' lives. When schools deliberately infuse their buildings with healthy, caring adult male role models and teachers, expand boys' knowledge of and interest in a wide variety of career opportunities, and develop teachers' skills in effectively teaching boys, they support students in being emotionally ready to learn and help them create visions of their future selves that are productive and well-educated, unlike some of the role models they may be exposed to in life or through the media. Recognizing that many teachers have not received this training in pre-service education, some schools are working to eradicate the low expectations for academic success of children of color and/or poverty by using a number of strategies. Some of these include the strategies listed in the box below:

Strategies for Raising Expectations

- Expanding administrator, teacher, and parent support for high level academic success through intentional professional development;
- Connecting students with challenging, rigorous, high-end learning opportunities by connecting children to meaningful and appropriate high-end learning environments;
- Building a community of support for academic success by showcasing students' talents and successes; and
- Building a culture of competence and confidence through morning affirmations which are stated aloud at morning assemblies or following the flag salute.

Figure 1. The Power of Schools—Changing Negative Contexts into Positive Contexts



The right-hand column of Figure 1 (in blue) shows the possible reversal of negative contexts into positive contexts when the puzzle of school actions come together. Schools can share space to house a community health clinic and recreation center that is available to all in the community (for an example, see Global Scholars Academy, Durham, NC). Children who come from economically challenged homes are recipients of the Federal free/reduced lunch program, which is managed through the school.

Many communities around the country have (through volunteers) embraced social programs that give students nutritious foods to take home and eat over the weekend and during school vacations and holidays while others have improved the nutritive value of the lunches they already serve. Scarcity of both resources and enriching activities are minimized by school libraries that open during evenings or periodically during the summer, providing take-home enrichment materials for families, and making available field trips and assemblies.

The school level contexts are those under direct control of schools. Many are enriched through professional development for teachers, teacher assistants, test assessors, and administrators (including school board members); having advocates in place; monitoring data that is collected by school initiatives to inform practice and policy; and creating or revamping policies based on multicultural thinking that values and acknowledges the uniqueness of each child and his or her family.

Two recent projects at FPG have worked to address many of the barriers to educational excellence and to demonstrate how opportunities for educational excellence can be expanded to include more students of color and low-income students. These projects are described next.

Two projects that have focused on expanding excellence are *PAS (Promoting Academic Success of Boys of Color)* and *U-STARS~PLUS (Using Science, Talents, and Abilities to Recognize Students ~ Promoting Learning in Underrepresented Students)*. Brief summaries of each project follow.

PAS and U-STARS~PLUS

PAS

PAS is a multi-year project funded by the W. K. Kellogg Foundation that supports school districts in developing creative approaches to improve the academic achievement for boys of color in preschool through 3RD grade. Initially, four school districts were awarded grants from *PAS* to create and implement targeted interventions and to evaluate their effectiveness. Based upon their individual needs and resources, each district selected from an array of potential services (i.e., teacher professional development, mentoring, parental involvement, and/or after-school/extended day and character development programs) and tailored programs to meet their local contexts and strengths. All districts that applied for *PAS* funding made their case for having at least one racial/ethnic group of young boys in which too many were underperforming academically and too few were excelling. Of the 40 plus schools at the four sites, the two largest groups of boys who met the criteria for inclusion in *PAS* were African-Americans and Latinos, although several schools had smaller numbers of American Indians and Asians who also met the criteria.

Over the years, *PAS* sites have worked diligently to collaborate and partner with local, key community stakeholders in ways that are intentional and purposeful. These partnerships look a bit different in each site, but the common themes of planning for sustainability and involvement of persons and organizations that have the both the necessary skills and the tenacity to address *PAS's* aims are seen throughout the project. In order to refine their strategies to improve the academic success of boys of color, it has been critical for sites to spend time planning and developing a logic model that clearly articulates available resources, expected outcomes and goals to help focus their efforts and provide a rationale for expanding leadership team membership and shared decision-making. A key element of the planning process has been to have members of the planning teams who could leverage school resources and influence policies, members who were responsible for the administrative leadership of the initiative at each school, and members who were directly responsible for interacting with the boys (i.e., teachers, parents, mentors, etc.).

PAS asks the following questions that relate to examining the relationships between program implementation and school and student characteristics with the academic and socio-emotional outcomes of young boys of color. They are listed in the box on the following page.

PAS Questions

1. To what degree can school districts implement multi-systemic interventions focused on boys of color that increase the proportion of boys of color who are judged proficient in meeting academic and socio- emotional standards set by the state?
2. Do multi-systemic interventions (school and community) increase the literacy, numeracy, social competence, and engagement of boys of color in school more generally?
3. Do these interventions change the environments in which boys of color are immersed (e.g., parental behavior, teacher's pedagogical practices, school and district policies)? Do parents engage in practices that are more effective in enhancing children's language and literacy? Are teachers better prepared to handle the challenges of teaching boys of color?

Original funding for implementation of *PAS* ended July 2011, but two school districts identified local funding or redirected existing funding in order to continue aspects of their *PAS* programs. Some of the residual benefits of *PAS's* work to improve social-emotional and academic outcomes for boys of color in these districts include a cadre of teachers who have organized Professional Learning Communities, teacher Professional Development trainers, programs that infuse adult males of color into schools to provide academically and socio-emotionally healthy role models and mentors, and a cadre of school personnel with expanded repertoires for specifically engaging parents of boys of color. While data is still being analyzed, initial findings suggest that:

- A substantial percentage of high achieving young boys of color did **not** come from wealthy, well-educated, two-parent homes, as has been suggested by much previous work;
- Positive home-school relationships (from the perspective of teachers) was found to be a strong predictor of achievement in literacy and math for young boys of color;
- Teacher's perceptions of their closeness and/or conflict with boys of color fluctuated over the years, but the influence of these perceptions over time, and across districts, intervention
- conditions, and student achievement levels was found to be negligible;
- Teachers rated students who tested at or above the 75TH percentile for math and for literacy as more socially competent;
- High achieving young boys of color reported more positive feelings about school than low achievers, especially as related to their self-efficacy in being able to do the work;
- Attempts to infuse schools with adult males of color were well-received. Qualitative data provided by teachers indicated that there were substantial, positive impacts on the boys in the program. One particular version of infusing males, when coupled with teacher professional development, yielded improved scores on nationally standardized tests.

U-STARS~PLUS

U-STARS~PLUS is designed to support teachers in the early recognition and nurturing of potential in children from economically disadvantaged and/or culturally/linguistically different families and in children with disabilities. The five goals for *U-STARS~PLUS* follow:

Goals of U-Stars~Plus

1. 1. Providing environments which nurture the intellectual and emotional wellbeing of young children (grades K–3);
2. Recognizing children with outstanding potential who may be overlooked due to poverty, cultural/linguistic differences, and/or disabilities;
3. Engaging families in meaningful ways that support their child's academic success;
4. Supporting the use of high quality science instruction for young children (grades K–3) as a platform to recognize and respond to potential;
5. Responding to children's strengths by providing appropriate challenging, advanced educational experiences (high–end learning).

U-STARS~PLUS includes: (a) an observation tool and protocol to help teachers recognize children with outstanding potential who have often been overlooked; (b) classroom materials for connecting science and literature through the use of questioning strategies that promote higher level thinking; (c) family science take- home packets to help families become more involved in their child's learning; and (d) professional development modules to support teachers' abilities to recognize and nurture potential in their classrooms.

The project ended formal funding in 2009, but the work continues through the mechanisms intentionally built into the model to build capacity for sustainability. These include: the materials used for supporting this approach; the creation of "leadership cadres" at the school, district, and state levels; the incorporation of this work into policies at the school, district, and state levels; and the combination of professional development with accountability. Currently *U-STARS~PLUS* is being implemented in North Carolina (18 districts), Colorado (8 districts), Ohio (5 districts), and Louisiana (1 district) with approximately 100 schools, 1,000 teachers, and 25,000 children. The program continues to grow and materials supporting this approach are now published by the Council for Exceptional Children (http://www.cec.sped.org/ustars/).

Based on data gathered from approximately 100 schools over a 5-year period, project findings include:

- *U-STARS~PLUS* teachers are better able to recognize children's academic potential, particularly the potential of boys of color;
- *U-STARS~PLUS* teachers use a wider range of strategies to differentiate instruction and have more confidence in their ability to meet the need of their students;
- *U-STARS~PLUS* families have greater confidence that the schools are taking good care of their child(ren);
- *U-STARS~PLUS* families are more engaged in school activities, especially in academics;
- *U-STARS~PLUS* children are significantly happier in school.

Together the work of *PAS* and *U-STARS~PLUS* has much to share about how to overcome barriers to expanding excellence for children of color and children of poverty. The key elements of the two projects include 6 domains: family involvement, teacher-child relationships, teacher professional development, children's social-emotional development, focus on academic proficiency, and systemic change. Within these domains, we have learned that the following are essential to students' success:

- Establishing emotionally, socially, and intellectually responsive connections with young children, in their first years of schooling;
- Engaging families in meaningful, learning centered activities both in and out of the classroom;
- Developing home–school partnerships that focus on academics and learning by engaging families in creative activities;
- Providing mentors and role models for children that intentionally counter negative narratives about their potential;
- Shifting a school's culture to one of "at potential" versus "at risk;"
- Providing teachers with concrete strategies to recognize and respond to students' strengths that are developmentally-, gender-, and culturally-relevant;
- Creating high-end learning environments with high expectations for success of all students;
- Expanding and supporting onsite capacity for change at the school and district levels through shared leadership;
- Coordinating the sharing of information among all involved entities;
- Addressing policy changes to infuse practice and facilitate sustainability.

Lessons learned through the work of *PAS* and *U- STARS~PLUS* hold great promise for combatting the four major barriers to expanding excellence to children of color and children of poverty discussed in the early section of this manuscript, as can be seen by examining the elements common to both projects. (Table 1 presents the elements of both projects, as well as indication of which barriers each directly addresses). To help address *social inequities,* the use of data to inform instruction and monitor progress; the coordination of information among all relevant parties; the use of an "at potential" mindset along with gender and ethnically relevant practices; and involving communities in funding, mentoring, and school involvement roles are all replicable elements of *PAS* and *U-STARS~PLUS*.

The barriers of *lowered expectations* for children and *instrumentation and method biases* have been challenged in *PAS* and *U-STARS~PLUS* through sharing and coordinating information; using race by gender disaggregated data to make instructional decisions (i.e., Is a teacher able to achiever similar learning gains across all subgroups? Can a teacher get above average learning gains in subgroups that are lagging behind?); building warm teacher-child relationships and nurturing classroom environments; using gender culturally, and ethnically relevant classroom strategies to encourage social and academic competencies; and helping teachers use systematic observations to recognize all student's strengths and minimize the under-identification of particular subgroups, and high-end teaching strategies to respond to individual students' strengths. *Policy* barriers have been addressed through shared leadership, community advocacy and involvement, integrating initiatives with existing school mechanisms, use of data for decision-making, using existing funding streams in creative ways to meet the needs of underperforming students, and focusing on establishing "buy in" at the parent, teacher, school, and district levels.

The combined work of *PAS* and *U-STARS~PLUS* can inform the field about the power of schools to implement creative and effective strategies for placing many more children of color and low income children on a trajectory for educational excellence. Lessons learned by the two projects are in line with the findings of the Center for Multicultural Education housed at the University of Washington, Seattle (Banks et al., 2001) which proposed a list of 12 "essential principles" needed for making our schools just, equitable, and appropriate place of learning for all students. Schools can and some schools do a tremendous job of ensuring that children who come to school the least well prepared and most distracted by trauma, economic insecurity, or aspirations of getting-rich-quick without an education or hard work develop a passion for learning and a personal expectation for academic excellence. Our ability as a country to expand the number of our children, particularly children from emerging majority low-income populations, who achieve educational excellence is critical to our future prosperity. Schools have a major role in making it happen.

Family Involvement	Teacher-Child Relationships	Teacher PD	Child Social-Emotional Development	Academic Proficiency	Systemic Change
In school activities 1	Warmth, closeness is focus 2	Peer-to-peer opportunities 3	Mentoring 1	Math, literacy, other academic skills 2	Shared leadership 4
Out of school activities 1	Use of data to improve 1, 2, 3, 4	Directed learning opportunities 3	Social competence of students 1, 2	Connectedness to school 2	Community involvement 1,4
Information shared 2,3,4	DAP 1, 2, 3	Funding collaboration with other initiatives 4	Coordinated communication 1, 2, 3, 4	Use of data to monitor progress, dynamic assessments 1, 2, 3, 4	Coordinated communication 1, 2, 3, 4
Coordinated communication 1, 2, 3, 4	Gender/ethnically relevant practices 1, 2, 3, 4	DAP 1, 2, 3	Nurturing environment where children feel valued 2	Coordinated communication 1, 2, 3, 4	Buy-in at all levels 4
	"At-potential" view of children emphasized, observations of strengths 1, 2, 3	Gender/ethnically relevant practices 1, 2, 3, 4		Authentic learning emphasized 2, 3	Integrated with school policies 4
	Focus is recognizing and responding to children's individual strengths and needs 2	Use of data to improve 1, 2, 3, 4		Science as the platform for studying children's strengths and needs 2, 3	Funding collaboration with other initiatives 1, 4
		Differentiation 3 Science Inquiry 3		Integrated curriculum (science with reading, math) 3	Advocates actively for adequate personnel 4
		Leadership Care 4			Fidelity of Implementation 4

Color Key
PAS element
U-STARS~PLUS element
element of BOTH

#	Barrier Addressed
1	SOCIAL INEQUITES
2	LOWER EXPECTATIONS
3	INSTRUMENTATION/METHODOLOGY BIAS
4	POLICY

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