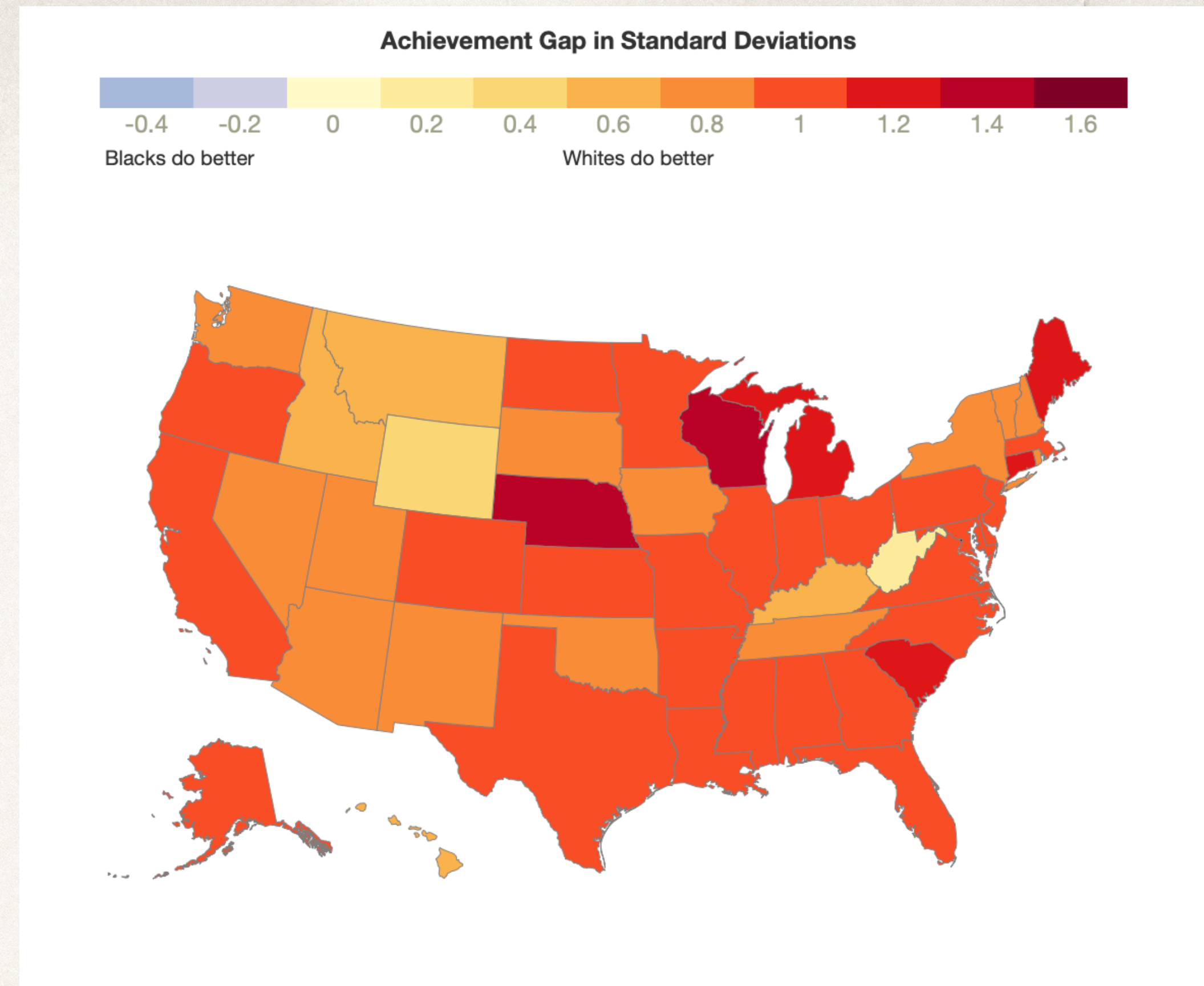




LBR 0402

The African-American History Education Act



National test scores released by the National Assessment of Education Progress (NAEP) (2018-19) continued to highlight that Wisconsin has the nation's largest racial achievement gap among students in the nation.

Wisconsin Superintendent of
Schools Carolyn Stanford Taylor
described this achievement gap as a
crisis and closing the gaps is
"imperative for our state."





Bradley Carl, an assistant scientist with the University of Wisconsin-Madison's Wisconsin Center for Education Research, said, "This is not a new conversation by any means." "Unfortunately, the story is old and familiar," Carl said. "Our black-white gaps have been among the largest in the nation for years."

The inclusion of Black history into American History instruction is happening across the nation. States such as Arkansas, Florida, Illinois, New Jersey, New York, Mississippi, and Rhode Island have passed laws requiring Black history to be taught in public schools with special K-12 Black history oversight committees.

Table 1: Black History Mandates with Oversight Committees

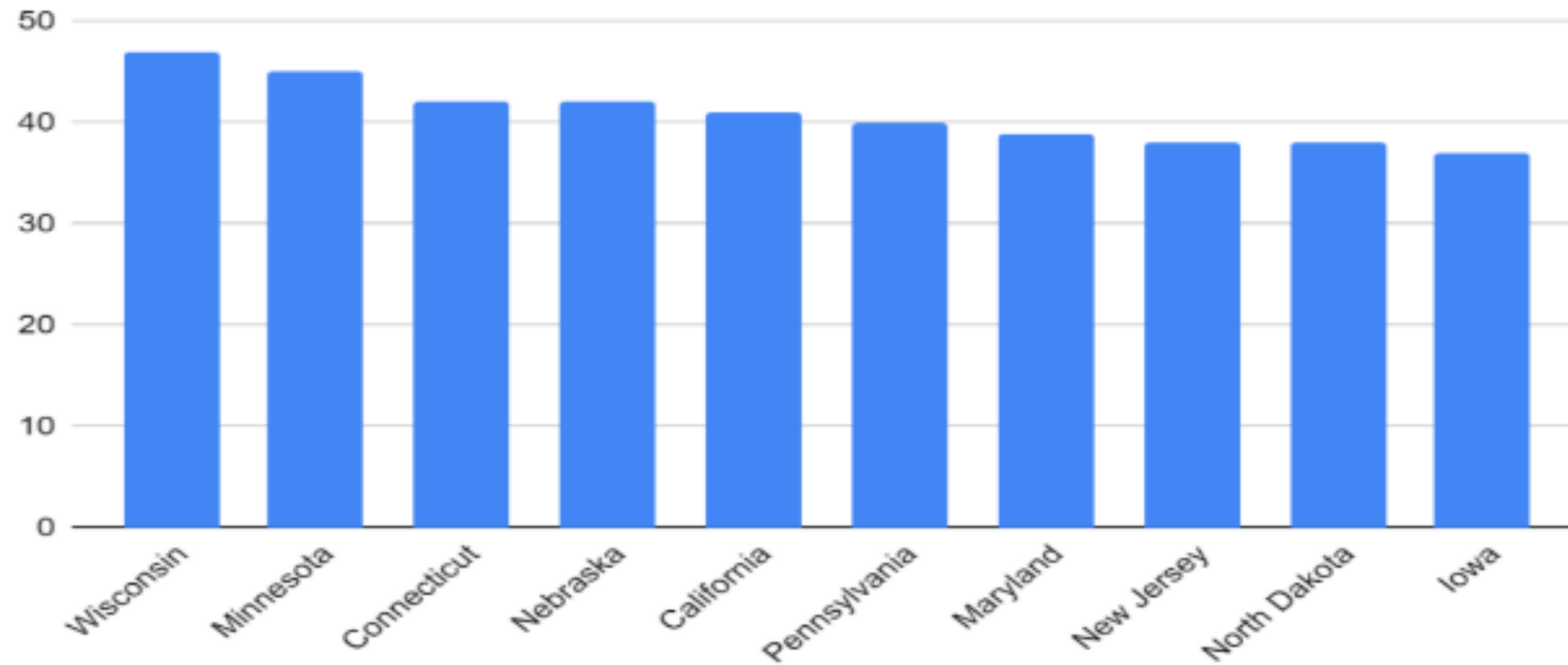
States with Black History Mandates	Oversight Committee	State Curriculum/Resource Guide Website
Arkansas	Black History Commission of Arkansas	www.ark-ives.com/about-us/bhca.aspx
Florida	African American History Task Force	http://afroamfl.org/
Illinois	Amistad Commission (2005)	www.dusablemuseum.org/education/lesson-plans
Mississippi	Mississippi Civil Rights Education Commission	http://winterinstitute.org/academic-service/mississippi-civil-rights-education-commission/
New Jersey	Amistad Commission	www.njamistadcurriculum.net/
New York	Amistad Commission	www.dos.ny.gov/amistad/resources.html
Rhode Island	1696 Historical Commission	http://sos.ri.gov/boards/?page=board_detail&board_id=6311

National	Arkansas	Florida	Michigan	New Jersey	New York	Wisconsin
	x Diff = -1 P-value = 0.7254	x Diff = 2 P-value = 0.4329	x Diff = 4 P-value = 0.1716	x Diff = -3 P-value = 0.2640	x Diff = 4 P-value = 0.1812	< Diff = -11 P-value = 0.0018

<	Has a significant negative difference compared to national performance levels.
>	Has a significant positive difference compared to national performance levels.
x	No significant difference compared to national performance levels.

A preliminary review of learner outcomes suggests a positive correlation between the inclusion of an integrated social studies/history curriculum and the closing of the academic achievement gap between Black and White students in reading as evidenced by no significant differences in minority performance outcomes in those states when compared to Wisconsin which continues to have a statistically significant difference.

Racial Achievement Gap, 8th Grade Math



Note: The higher number reflects the size of the gap between Black students and their non-minority counterparts

A similar positive correlation between the inclusion of an integrated social studies/history curriculum and the closing of the academic achievement gap between Black and White students in **math**. This chart compares WI to states that have integrated African-American history into U.S. History. Wisconsin's gap is the most significant.



According to a 2015 research study conducted by the **National Museum of African American History and Culture** and reported in **Research into the State of African American History and Culture in K–12 Public Schools**, key findings indicated that teachers considered Black history highly influential in understanding the complexity of United States history. They also reported that the integration of more inclusive history curriculum supported the “**learning climate**” in the classroom and improved all students’ interests and motivation to learn regardless of race or ethnicity.

WISCONSIN STANDARDS FOR **Social Studies**



Wisconsin's State Superintendent's Task Force (2015) report identifies several evidenced-based effective teaching strategies that support students' learning. The teacher training components of our LRB 0402 (pre-service as well as continuing education), will ensure that WI teachers will have essential historical knowledge of the African-American population and vetted resources. As a consequence, WI teachers will be better equipped to meet the needs of all students in general, but African-American students, in particular.

- ❖ Current data suggest a positive correlation between a more inclusive social studies curriculum and student learner outcomes in reading and math.
- ❖ LRB 0402 (pre-service as well as continuing education), will ensure that WI teachers will have essential historical knowledge of the African-American population and vetted resources.
- ❖ LRB 0402 provides a source of pedagogical innovation and the necessary resources that will support all students in their learning while in school.
- ❖ LRB 0402 will assist all WI students to work and live in our racially and multiculturally diverse world

The achievement gap is a problem not only for African American students and their families and communities; it affects the well-being of the entire country. Researchers have found that “the persistence of the educational achievement gap imposes on the United States the economic equivalent of a **permanent national recession**” (McKinsey & Company 2009, 6)

Source: McKinsey & Company. 2009. The Economic Impact of the Achievement Gap in America's Schools: Summary of Findings. http://dropoutprevention.org/wp-content/uploads/2015/07/ACHIEVEMENT_GAP_REPORT_20090512.pdf



Effective Instruction

SUPPORT LRB 0402

"A MIND IS A TERRIBLE THING TO WASTE"