

- We support accountability
- We support equal education for all
- We support a meaningful high school diploma
- We do not support racism and discrimination
- We do not support oppression

According to WASL data, the achievement gap is growing larger between White students and students of color.

According to WASL data, the achievement gap is growing between children with disabilities and their non-disabled peers.

The current WASL design and related education reform does not support the advancement of students with disabilities or students of color.

10th grade achievement gap increase between students with disabilities and all students statewide have grown 13% in math, 16.5% in writing, and 10.3% in reading since 1999.

Table 1

10th grade achievement gap between children with disabilities and all students statewide

Year	Math	Writing	Reading
1999	28.3%	34.4%	40.1%
2000	30.5%	28.6%	45.3%
2001	33.6%	40.7%	47.6%
2002	33.0%	45.2%	46.6%
2003	35.4%	48.9%	48.1%
2004	38.5%	50.4%	49.3%
2005	41.3%	50.9%	50.4%

Note. Data was obtained from the Washington State Office of the Superintendent of Public Instruction to calculate the achievement gap percentages.

The OSPI provides special education vs. non special education data for years 2003-2004 and 2004-2005. The achievement gap exceeds the calculations provided in Table 1, which uses the data of all students to calculate the achievement gap. Table 2 demonstrates the actual disparity.

Table 2

10th grade achievement gap between special education students and non-special education students

Years	Math	Writing	Reading
2004	42.7%	55.8%	54.7%
2005	45.6%	56.3%	55.7%

Note. Data was obtained from the Washington State Office of the Superintendent of Public Instruction to calculate the achievement gap percentages.

I am entering into public record an action research paper entitled "The Math Achievement Gap: Has the New Math Curriculum Increased the Disparity." The authors

are graduate students working towards their master's degree in education; I am one of the authors.

In summary, the research demonstrates the growing achievement gap between White, African American and Hispanic students. The authors discuss the 7th grade math curriculum that has been adopted to align with WASL standards. The Seattle School District 7th grade math achievement gap is the focal point of the study. The paper discusses quantitative data that reveals the growing disparity between White, African American and Hispanic 7th grade students. The authors provide an in-depth review and analysis of seven middle schools in the Seattle School District. The results of the study suggest that the math curriculum, Connected Mathematics Project, is disenfranchising students of color and students of low-socioeconomic status. The Connected Mathematics Project is a culturally bias curriculum because of its structure requiring students to apply knowledge and understanding that has not been mastered by or introduced to the majority of students in the 7th grade.

The literature review will provide the legislature with a starting point to investigate how the curricula and instruction have changed because of the current WASL design and its related education reform.

Recommendations:

- Investigate the conceptual framework of the current WASL design. The State Superintendent has advanced this conceptual framework, which are the concepts and beliefs of Dr. Robert Carkhuff. The conceptual framework of Robert Carkhuff advances the practice of racism and discrimination. Dr. Teresa Bergeson is a staunch follower of Dr. Robert Carkhuff and has used her position as the State Superintendent to implement throughout the public education system her racism and discrimination.
- Investigate the effects of the "WASL education reform." How has the curricula changed and how has the reform effected classroom instruction and learning of our students?
- Investigate the actions of the State Superintendent and other OSPI staff who have used public funds to advance racism and discrimination through the assessment process.
- Schedule a work session to allow me to demonstrate my sound research and evidence so that you are informed and may act accordingly.

Because of my research findings, and extensive knowledge and understanding of the current WASL design and its promotion of racism and discrimination, I support Senate Bill 6620. However, I ask that the legislature implement my recommendations and discontinue the use of the current WASL design by eliminating reference to the WASL in Senate Bill 6620, and recommend a redesign of the WASL to reflect a basic skills assessment rather than a open-ended response assessment. The current WASL design scores the higher-level thinking processes of our students.

Public Testimony, Senate Bill 6620
 January 19, 2006
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