

CLOSING THE OPPORTUNITY GAP



2015 RECOMMENDATIONS From the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

OVERVIEW

- EOGOAC governance, membership, and responsibilities
- Update around Opportunity Gap reports from the ethnic commissions
- Summary of EOGOAC's 2015 Recommendations
- Brief overview of EOGOAC successes

COMMITTEE GOVERNANCE

Legislators:

- The chairs and ranking minority members of the House and Senate education committees
- Additional member of the House appointed by the speaker of the House
- Additional member of the Senate appointed by the President of the Senate

Representatives appointed by the Governor in consultation with the State

Ethnic Commissions:

- African Americans
- Hispanic Americans
- Asian Americans
- Pacific Islanders

Representatives from:

- Federally recognized Indian tribes within Washington
- Office of the Education Ombuds (OEO)
- Office of Superintendent of Public Instruction (OSPI)

Committee Co-chairs

- Representative Lillian Ortiz-Self
- Senator John McCoy
- Frieda Takamura, Commission on Asian Pacific American Affairs

Staff to the Committee

- Staffing is now provided by Special Programs within OSPI.

EOGOAC MEMBERS

Name	Representing
Wanda Billingsly * James Smith (alternate)	Commission on African American Affairs
Frieda Takamura * Ben Kodama (alternate)	Commission on Asian Pacific American Affairs (Asian American)
Fiasili Savusa * Mele Aho (alternate)	Commission on Asian Pacific American Affairs (Pacific American)
Raquel Ferrell Crowley * Uriel Iñiguez (alternate)	Commission on Hispanic Affairs
Sally Brownfield	Governor's Office of Indian Affairs (Tribal Nations)
Representative Lillian Ortiz-Self	House of Representatives, Additional member appointed by the Speaker of the House
Representative Kevin Parker	House of Representatives, Designee for Ranking Minority Member
Representative Sharon Tomiko Santos	House of Representatives, Education Committee Chair
Superintendent Randy Dorn * Gil Mendoza (alternate)	Office of Superintendent of Public Instruction (OSPI)
Carrie Basas	Office of the Education Ombuds (OEO)
Senator Pramila Jayapal	Senate, Additional member appointed by the President of the Senate
Senator John McCoy	Senate, Designee for Ranking Minority Member
Senator Steve Litzow	Senate, Early Learning and K-12 Education Chair

COMMITTEE BACKGROUND

RCW 28A.300.136

- Synthesize 2008 achievement gap studies
- Implementation Plan
- Recommend policies and strategies to OSPI, PESB, and SBE

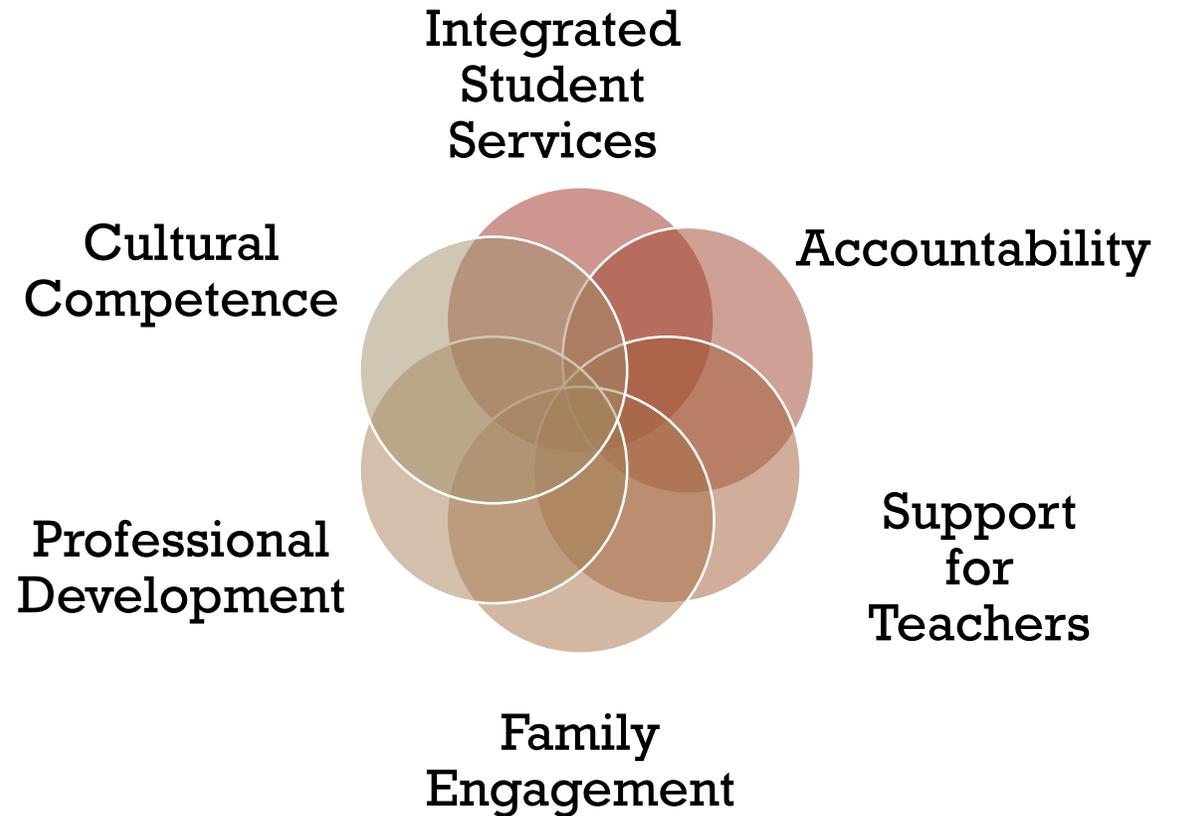
THE 2008 ACHIEVEMENT GAP STUDIES:

- A Plan to Close the Achievement Gap for African American Students (by the Center for the Improvement of Student Learning)
- Asian Americans in Washington State: Closing Their Hidden Achievement Gaps (Submitted to the Washington State Commission on Asian Pacific American Affairs)
- Growing Presence, Emerging Voices: Pacific Islanders and Academic Achievement in Washington (Submitted to the Washington State Commission on Asian Pacific American Affairs)
 - *The Hidden Academic Opportunity Gaps Among Asian American and Pacific Islanders: What Disaggregated Data Reveals in Washington State, March 2015*
- From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State (Submitted to the Governor's Office on Indian Affairs)
 - *Native Youth Report from the White House, December 2014*
- Understanding Opportunities to Learn for Latino Students in Washington (Submitted to the Washington State Commission on Hispanic Affairs)
 - *The Condition of Latinos in America, Excelencia in Education Factbook, January 2015*

COMMITTEE BACKGROUND

RCW 28A.300.136

- The EOGOAC makes policy recommendations to close the opportunity gap in Washington public schools.
- The EOGOAC takes a multidisciplinary approach reviewing academic, social, emotional, and health supports.

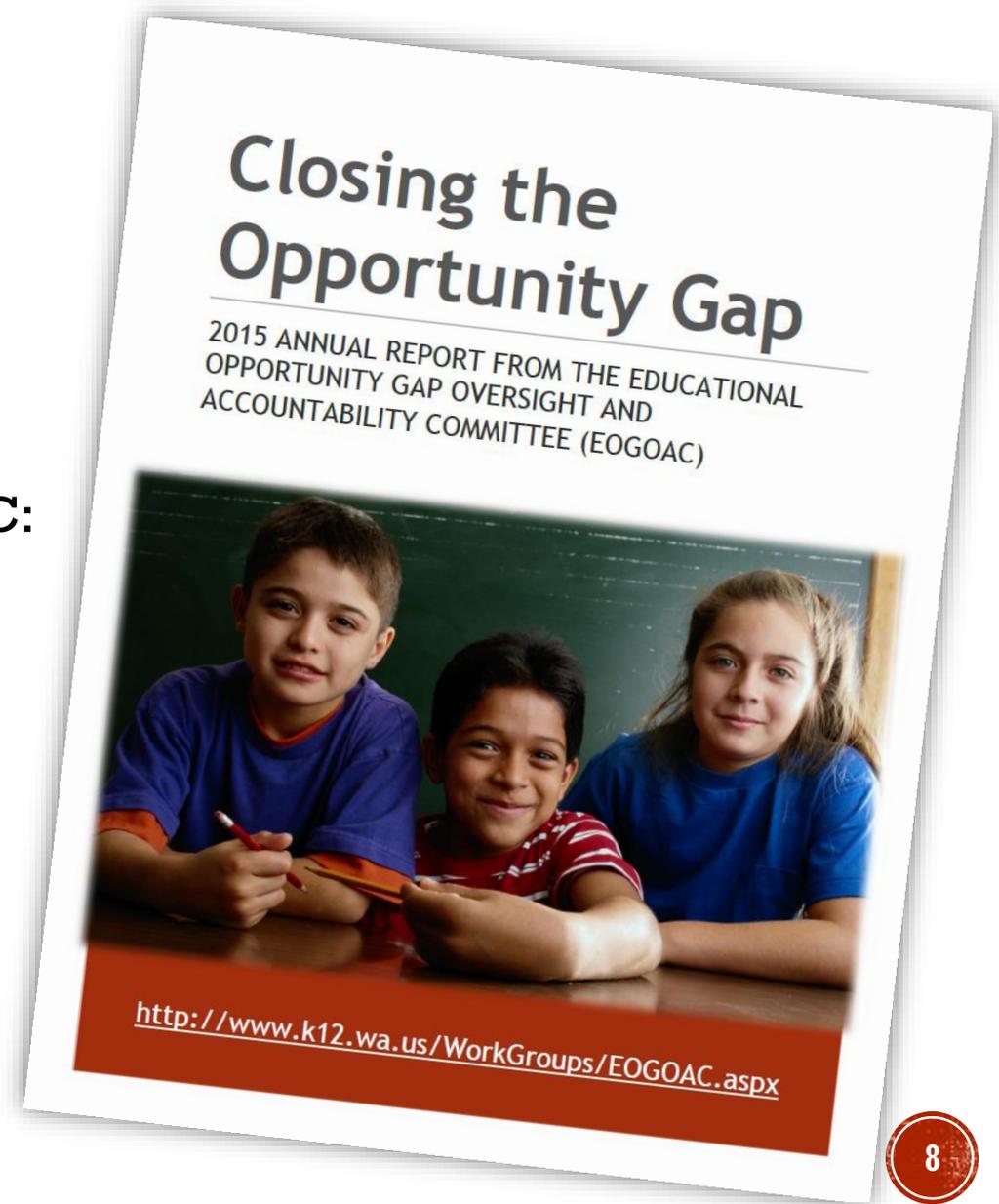


COMMUNITY CONNECTION

The EOGOAC makes policy recommendations impacting students of color at the state and local levels and increasing accountability to Washington's diverse communities.

With a unique connection to communities, the EOGOAC:

- Represents authentic community voice
- Advocates for cultural competency
- Builds strong relationships with communities
- Facilitates community outreaches:
 - *Federal Way Transportation Center, Federal Way*
 - *Washington State University, Pullman*
 - *Washington State University, Spokane*
 - *Heritage University, Toppenish*



POLICIES AND STRATEGIES

RCW 28A.300.136



- a) Supporting and facilitating parent and community involvement and outreach;
- b) Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction;
- c) Expanding pathways and strategies to prepare and recruit diverse teachers and administrators;
- d) Recommending current programs and resources that should be redirected to narrow the gap;
- e) Identifying data elements and systems needed to monitor progress in closing the gap;
- f) Making closing the achievement gap part of the school and school district improvement process; and
- g) Exploring innovative school models that have shown success in closing the achievement gap.

2015 RECOMMENDATIONS



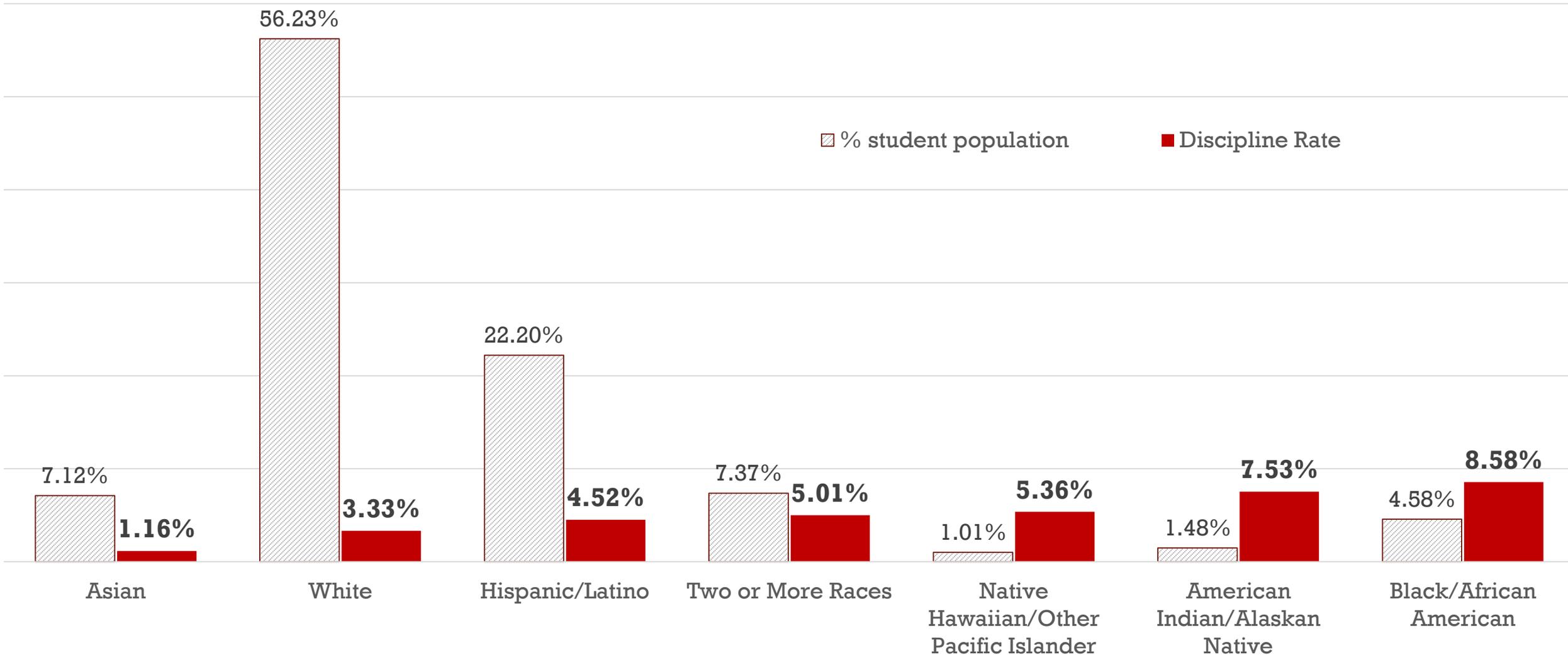
- 1) Reduce the length of time students of color are excluded from school due to suspensions and expulsions and provide student support for reengagement plans
- 2) Enhance the cultural competence of current and future educators and classified staff
- 3) Endorse all educators in English Language Learner/Second Language Acquisition
- 4) Transitional Bilingual Instructional Program Accountability for instructional services provided to English Language Learner students
- 5) Analyze the opportunity gap through deeper disaggregation of student demographic data
- 6) Invest in the recruitment, hiring, and retention of educators of color
- 7) Incorporate Integrated Student Services and Family Engagement
- 8) Strengthen Student Transitions

Approximately **4%** of all Washington students were suspended or expelled during the 2014–15 school year.

That's **43,275** distinct students who have been suspended or expelled

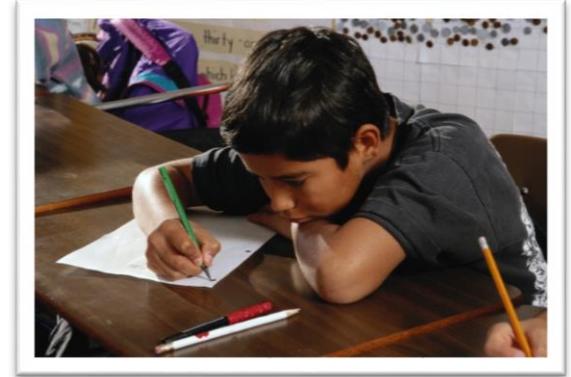
State Student Discipline Rates* 2014-15

*Rate includes short term suspensions, long term suspensions, and expulsions



Source: OSPI. (2015). Discipline Rates 2014, 2015. K-12 Data and Reports. Retrieved from:
<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx>

1) REDUCE THE LENGTH OF TIME STUDENTS OF COLOR ARE EXCLUDED FROM SCHOOL DUE TO SUSPENSIONS AND EXPULSIONS AND PROVIDE STUDENT SUPPORT FOR REENGAGEMENT PLANS



- Drive improvements at the school and district to foster a positive and supportive school culture that reduces the disproportional discipline of students of color
- Remove discretionary definitions from district codes of conduct (e.g. dress code, electronics),
 - Or at a minimum, prohibit long term suspension or expulsions for discretionary discipline offenses
- Limit long term suspensions and expulsions to mandatory disciplinary offenses and limit length to no more than one academic term (trimester or semester, dependent on the academic calendar of the school)
- Implement discipline policy changes with culturally responsive, and relevant training
- Disseminate notification of all school discipline changes to families and communities
- Enact a policy sharing agreement between WSSDA and alternate service providers to ensure consistency in policy adoption
- Maintain school, family, and community partnerships throughout the whole discipline process
- Utilize alternative educational settings at schools and school districts

2) ENHANCE THE CULTURAL COMPETENCE OF CURRENT AND FUTURE EDUCATORS AND CLASSIFIED STAFF



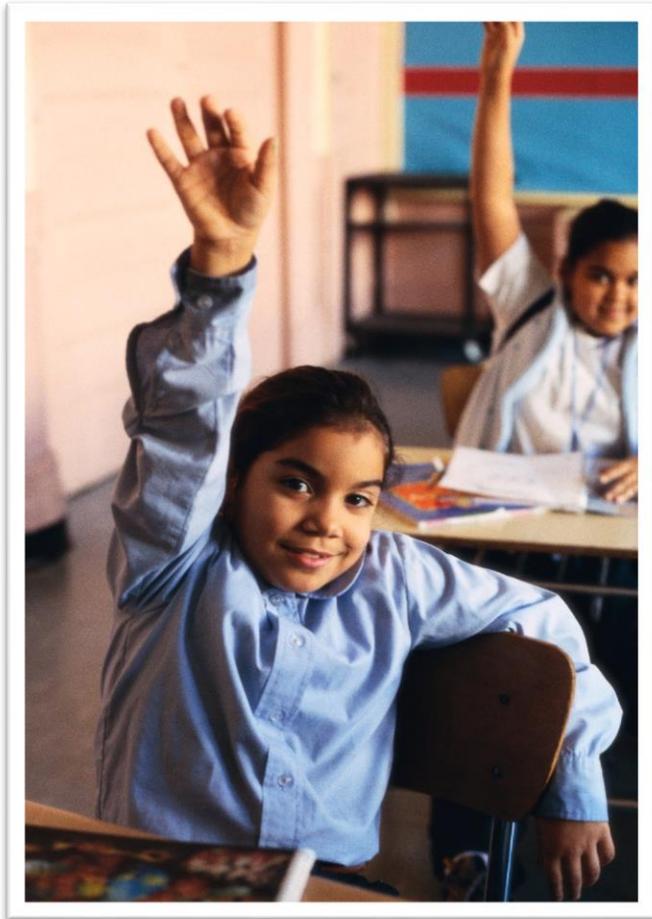
- Provide cultural competence training to teachers who received Residency or Professional Certification before the cultural competence standards were enacted
- Provide all staff with foundational courses in multicultural education and language acquisition strategies
- Provide ongoing cultural competence training to all staff in public schools, including training on best practices to implement tribal history and culture curriculum
- Develop cultural competence training partnerships between diverse community organizations, families, schools, tribal governments, and institutions of higher education
- Establish further accountability of district superintendents and school board members
- Encourage WSSDA, WASA, and AWSP to collaborate with the EOGOAC when developing cultural competency trainings to ensure it's culturally appropriate

3) ENDORSE ALL EDUCATORS IN ENGLISH LANGUAGE LEARNER/SECOND LANGUAGE ACQUISITION

- Focus the Transitional Bilingual Instructional Program on language acquisition through dual language programs
- Require certificated and classified staff paid through the Transitional Bilingual Instructional Program (TBIP) to have a Bilingual or ELL endorsement
- Increase funding for the Educator Retooling Grant Program at the Professional Educator Standards Board to enable all certificated staff to receive a bilingual or ELL endorsement, in order to effectively provide instruction to ELL students
- Celebrate native language acquisition



4) TRANSITIONAL BILINGUAL INSTRUCTIONAL PROGRAM ACCOUNTABILITY FOR INSTRUCTIONAL SERVICES PROVIDED TO ENGLISH LANGUAGE LEARNER STUDENTS

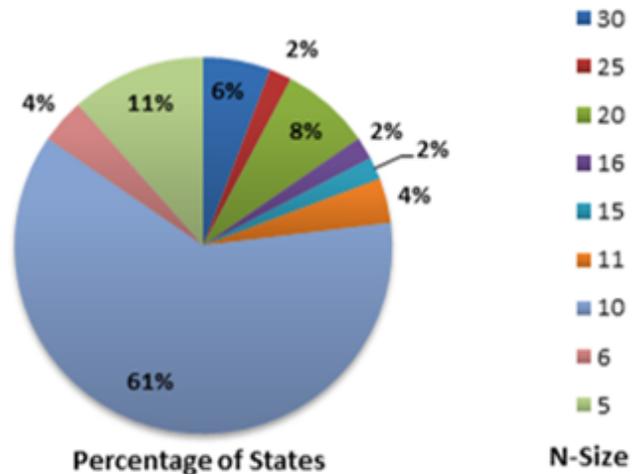


- Engage with the TBIP Accountability Task Force as they develop recommendations over the 2015 year
- Urge the TBIP Accountability Task Force to consider funding accountability for students exiting the Transitional Bilingual Instructional Program
- Target funds to support recently exited students from TBIP eligibility two years beyond exiting services

5) ANALYZE THE OPPORTUNITY GAP THROUGH DEEPER DISAGGREGATION OF STUDENT DEMOGRAPHIC DATA

- Revise the race and ethnicity guidance through a taskforce convened by OSPI with representation from the EOGOAC, the Ethnic Commissions, Governor’s Office of Indian Affairs and diverse parents
- Report students with two or more races by discrete categories for their racial and ethnic combination, rather than only as “two or more races”
- Reduce OSPI’s N-size requirement for reporting of subgroup data from a N-size of 20 to a N-size of 10 students
- Require that focus school plans appropriately reflect accountability for subgroups and include technical assistance to support the unique needs of students identified in particular racial/ethnic, poverty, ELL, and SPED subgroups
- Collect and report expanded sub-ethnic and sub-racial categories in addition to the minimum federal ethnicity and racial categories
 - Disaggregate Asian to include the following categories: Cambodian, Chinese, Filipino, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Pakistani, Singaporean, Taiwanese, Thai, Vietnamese, and Other Asian
 - Include under the federal race category of Black/African American, the following sub-ethnic categories: Black, national origin from a country in the continent of Africa (indicating country of origin) or African American, national origin from the United States of America with African ancestors
 - Disaggregate white to include Eastern European nationalities that have significant populations in Washington (Russian, Ukrainian, Polish, Romanian, etc.)

Minimum N-Size for Reporting



Minimum N-Size	Number of States
30	3
25	1
20	4
16	1
15	1
11	2
10	32
6	2
5	6

6) INVEST IN THE RECRUITMENT, HIRING, AND RETENTION OF EDUCATORS OF COLOR

- Encourage mentoring and support throughout the process of becoming a teacher—from the program to placement in the classroom
- Increase accessibility of federal loan forgiveness for first generation college students and students of color to join the teaching profession
 - (e.g. use Stafford and Perkins loans as an incentive to serve in low performing schools or teacher shortage areas)
- Increase funding for Recruiting WA Teachers program through the Professional Educators Standards Board (PESB)
- Create a cohesive and comprehensive career path to provide incentives and greater access for candidates of color to become educators



- Embrace a focus on hiring and retaining educators of color within the building, under criteria one and two under the TPEP model:
 1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
 2. Demonstrating commitment to closing the opportunity gap.

7) INCORPORATE INTEGRATED STUDENT SERVICES AND FAMILY ENGAGEMENT

Family Engagement

- Determine an appropriate allocation for parent involvement coordinators within the prototypical schools funding model
- Allocate funds with the condition that no district receives less than 1 FTE allocation per district
- Allocate funds with the condition that they must be used for the purposes of family engagement
- Support the increased allocation of staffing as established in Initiative 1351

Integrated Student Supports

- Invest and integrate programs and strategies that are designed to provide student supports (multi-tiered interventions and supports, communities in schools, etc.)
- Revise allocations for social workers, guidance counselors, psychologists, and nurses to reflect professional guidelines for appropriate caseloads and staff to student ratios



8) STRENGTHEN STUDENT TRANSITIONS

Early Learning

- Create a community involvement plan at DEL to inform home based, tribal, and early learning providers about the Early Achievers program
- Support culturally responsive and dual language early learning providers who provide culturally appropriate instruction
- Implement WaKIDS in a culturally responsive manner that supports family engagement in the school and helps identify and connect services

K-12

- Increase the guidance counselor allocation through the prototypical schools model to reflect the national standards outlined by the American School Counselors Association
- Require all counselors to demonstrate their cultural competence and responsiveness, in alignment with the Teacher and Principal Evaluation Program requirements and the Professional Educator Standards Board's standards.
- Develop an articulated pathway to recruit, train and retain school counselors into the profession
- Invest in more school counselor programs in Washington public universities

High School—College and Career Readiness

- Support the Washington Student Achievement Council's plan to provide dual credits to students in high school
- Focus efforts on the retention and persistence of students of color in obtaining college degrees
- Remove the College Bound Scholarship parent/guardian witness signature requirement
- WSAC refine their communication on scholarship requirements for undocumented students and other ineligible students
- Provide community and family training on how to pay for college (e.g. filing the FAFSA, applying for grants, scholarships, and loans) through the Washington Student Achievement Council

HB 1680 (2014) – did not pass

Included in
ESSB 5946:
Strengthening
Student
Educational
Outcomes

- Created the Student Discipline Task Force to develop:
 1. Standard definitions for causes of student disciplinary actions taken at the discretion of the school district.
 2. Data collection standards for disciplinary actions that are discretionary and for disciplinary actions that result in the exclusion of a student from school.
- Suspensions or expulsions may not last for an indefinite period of time.
- Emergency expulsions must end or be converted to another form of corrective action within ten school days from removal from school and notice of due process must be provided.
- Any suspension or expulsion from school that lasts more than ten days must have an end date no later than one calendar year from the time of the suspension or expulsion.

SOURCE: Washington State Legislature. (2014). ESSB 5946. Strengthening Student Educational Outcomes. Retrieved from: <http://lawfilesexternal.wa.gov/biennium/2013-14/Pdf/Bills/Senate%20Passed%20Legislature/5946-S.PL.pdf>

HB 1680 (2014) – did not pass

Included in 2014
Supplemental
Budget

- **ESSB 6002 Section 501 (w):** Clearinghouse of research-based best practices for school districts to provide academic and nonacademic support for students while they are subject to disciplinary action and after their reengagement in school.
- **ESSB 6002 Section 501(x):** OSPI to develop a content outline for professional development and training in cultural competence for school staff, which educational service districts and school districts are encouraged to use.
- **ESSB 6002 Section 501(y):** Created the Transitional Bilingual Instructional Program (TBIP) Accountability Task Force to design a performance-based assistance and accountability system for the TBIP program.

HB 1541 (2015) – did not pass

Included in
2015
Supplemental
Budget

- **ESSB 6052 Section 501 (19):** Continues the work of the Transitional Bilingual Instructional Program Accountability Task Force through completion of their report in January 2016.



State of Washington

Office of Superintendent of Public Instruction

OSPI

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Workgroups
Expanded Learning
Opportunities Council

Transitional Bilingual
Instructional Program
(TBIP) Accountability
Task Force

Educational
Opportunity Gap
Oversight and
Accountability
Committee

Educational Opportunity Gap Oversight and Accountability Committee

Educational Opportunity Gap Oversight and Accountability Committee was created during the 2009 legislature to continue to address the achievement gap in Washington state.

- [Authorizing Legislation](#)
- [Members](#)

The committee is charged by [RCW 28A.300.136](#) to synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan and recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board and the State Board of Education in the following areas:

- Supporting and facilitating parent and community involvement and outreach.
- Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.
- Expanding pathways and strategies to prepare and recruit diverse teachers and administrators.
- Recommending current programs and resources that should be redirected to narrow the gap.
- Identifying data elements and systems needed to monitor progress in closing the gap.
- Making closing the achievement gap part of the school and school district improvement process.
- Exploring innovative school models that have shown success in closing the achievement gap.

The statute requires OSPI to identify school districts that have the most significant achievement gaps among subgroups of students and for large numbers of those students, and districts that should receive priority for assistance in advancing cultural competency skills in their workforce.

QUESTIONS?

For more information on the EOGOAC visit our webpage:

<http://www.k12.wa.us/WorkGroups/EOGOAC.aspx>