



Recommendations from the 2014 Annual Report of the

Educational Opportunity Gap Oversight and Accountability Committee

EOGOAC Background

Authorized by [RCW 28A.300.136](#), the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) makes policy recommendations for closing opportunity gaps in Washington public schools.

The EOGOAC takes a multidisciplinary approach, reviewing social, emotional and health supports, and seeking input and advice from other state and local agencies and organizations with expertise in health, social services, and other issues that disproportionately affect student achievement and student success.

- **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; and**
- **Exploring innovative school models that have shown success in closing the achievement gap.**

Organization

Governance

Committee Co-chairs:

Representative Sharon Tomiko Santos
Senator Steve Litzow
Commissioner Lillian Ortiz-Self

Staff to the Committee:

Statute specifies that the Center for the Improvement of Student Learning (CISL) within OSPI will staff the committee.

Staffing is now provided by the Office of Student and School Success within OSPI.

Membership

- The chairs and ranking minority members of the House and Senate education committees
- One additional member of the House appointed by the speaker of the House, an additional member of the Senate appointed by the President of the Senate

1 Representative from each:

- Office of the Education Ombudsman
- Center for the Improvement of Student Learning/ OSPI
- Federally recognized Indian tribes within Washington

4 members appointed by the Governor in consultation with the state ethnic commissions who represent:

African Americans, Hispanic Americans, Asian Americans and Pacific Islander Americans

Membership

| Name | Organization |
|---|--|
| Wanda Billingsley | Commission on African American Affairs |
| Frieda Takamura | Commission on Asian Pacific American Affairs (Asian American) |
| Fiasili Savusa | Commission on Asian Pacific American Affairs (Pacific American) |
| Lillian Ortiz-Self, Co-Chair | Commission on Hispanic American Affairs |
| Sally Brownfield | Governor's Office of Indian Affairs |
| Stacy Gillett | Office of Education Ombuds |
| Superintendent Randy Dorn | Office of Superintendent of Public Instruction |
| Representative Kevin Parker | House of Representatives (Appointee for Ranking Minority member) |
| Representative Sharon Tomiko Santos, Co-Chair | House of Representatives (Education Committee chair) |
| Senator John McCoy (formerly Representative) | Senate (Appointee for Ranking Minority member) |
| Senator Rosemary McAuliffe | Senate (Ranking Minority member) |
| Senator Steve Litzow, Co-Chair | Senate (Early Learning and K-12 Education chair) |
| Senator Steve Hobbs | Senate (Appointed by the President of the Senate) |

2014 Recommendations

- Reduce the length of time students of color are excluded from school due to suspensions and expulsions and provide student support for reengagement plans
- Enhance the cultural competence of current and future educators and classified staff
- Endorse all educators in English Language Learner/Second Language Acquisition
- Transitional Bilingual Instructional Program Accountability for Instructional Services Provided to English Language Learner Students
- Analyze the opportunity gap through deeper disaggregation of student demographic data
- Invest in the recruitment, hiring, and retention of educators of color

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

- Prohibit long term suspension or expulsions for discretionary discipline offenses.
- Limit long term suspensions and expulsions to mandatory disciplinary offenses, lasting no more than one academic term (trimester or semester, dependent on the academic calendar of the school).
- Educational services must be provided to the student during the period of the exclusionary discipline. The EOGOAC encourages that schools and school districts make greater use of alternative educational settings. These settings may include but are not limited to: alternative high schools or placements, one-on-one tutoring, online learning, etc.
- Require family involvement in the reengagement plan process, in order to create a culturally sensitive and responsive reengagement plan.
- Reinstate the intent section of SB 5946, Section 304
- Establish equitable mandatory and discretionary consequences across districts to decrease disproportionality for students of color and the length of time a student is excluded from school.
- Prioritize the prevention and reconciliation of conflict and aim at supporting students through systemic best practices.
- Provide technical assistance and information to school districts and schools about appropriate use of Title I and LAP funding to assist in positive and supportive school culture.
- Definitions created by the Student Discipline Task Force must be cultural sensitive and responsive.

2. Enhance the cultural competence of current and future educators and classified staff

- Require teachers who received their Residency or Professional Certification before the cultural competence standards were enacted by the PESB in 2010 to receive cultural competence training.
 - Additionally, certificated administrative and classified staff are recommended to receive cultural competence training based on the cultural competence standards.
 - All teachers and principals will be required by 2015-16 to receive training under the Teacher Principal Evaluation Program, therefore the EOGOAC recommends this as a primary vehicle for delivering cultural competency training for in-service teachers.
 - To the extent that this training is phased in, the EOGOAC recommends that cultural competence training is provided first to challenged schools in need of improvement (as identified under RCW 28A.657.020). These schools are prioritized due to their need; however, the EOGOAC adamantly recommends that this recommendation must be implemented to include all schools and educators as quickly as possible.
- Cultural competence training would be similar to the preserve training, including a foundational course in multicultural education and one in language acquisition strategies for English language learners. Ongoing cultural competence training should be provided for all staff in public schools, as part of the requirements for continuing education. Included in such training should be information regarding best practices to implement the tribal history and culture curriculum.
 - The Educational Opportunity Gap Oversight and Accountability Committee encourages partnerships for cultural competence training between diverse community organizations, families, schools, and institutions of higher education.

3. Endorse all educators in English Language Learner/ Second Language Acquisition

- Increase funding to 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.
- Certificated staff that are paid through the Transitional Bilingual Instructional Program (TBIP) must hold a bilingual or ELL endorsement.
- Provide ELL/Second Language Acquisition training to classified staff that provide instructional services to students (paraeducators)
- Provide meaningful and legally required language access to ELL families:
 - Require districts to establish a means for staff to access telephone interpreters;
 - Convene a task force to explore ways of ensuring access to *quality* interpretation and translation services in all schools; and
 - Develop language access policies and procedures to ensure clarity and consistency across the state.
- Provide comprehensive training for school personnel utilizing interpreters and translators. The EOGOAC recommends that schools be prohibited from using students as primary interpreters or translators.

4. Transitional Bilingual Instructional Program (TBIP) Accountability for Instructional Services Provided to English Language Learner Students

- Establish English Language Learner Accountability Benchmark taskforce to review research and best practices for ELL instructional programs in order to identify appropriate performance benchmarks. The taskforce should include diverse representation from families, community members, and educators in schools with different languages spoken by students.
- Create new English Language Learner Accountability Benchmarks through the Office of Bilingual and Migrant Education within OSPI. Benchmarks will be used to assess the instructional programs and interventions being employed by schools and school districts using TBIP funds.
- Add the subgroup called “Former ELL” to the Washington Achievement Index, in order to assess the academic progress of students that have successfully exited the Bilingual program and to hold schools and districts responsible for their progress.
- The EOGOAC recommends that the language acquisition strategies included in Standard V of the competency standards by the PESB, includes both the needs of English language learners and non-standard English speakers.

5. Analyze the opportunity gap through deeper disaggregation of student demographic data

- Require school districts to gather and report the minimum federal ethnicity and racial categories, as well as sub-ethnic and sub-racial categories.

Disaggregate:

African and African American

White (Russian, Ukrainian, other Eastern European nationalities)

Asian (Cambodian, Chinese, Filipino, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Pakistani, Singaporean, Taiwanese, Thai, Vietnamese, and Other Asian)

- Revise the race and ethnicity guidance provided to school districts using a taskforce convened by OSPI with representation from the EOGOAC, the Ethnic Commissions, Governor's Office of Indian Affairs and diverse parents. The task force should utilize the U.S. Census and the American Community Survey in the development of the guidance.

- Reduce the N-size requirement for reporting and school accountability of subgroup data from a N-size of 20 students to a N-size of 10 students. This will allow the achievement gap to be visible in schools with smaller groups of students of color.

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

- Require OSPI to provide technical assistance, guidance and reporting guidelines for school districts to report and disaggregate student data

6. Invest in the recruitment, hiring and retention of educators of color

- Support HB 2365 from Public School Employees of Washington, SEIU 1948 for recruiting educators of color. The proposal creates a work group including representatives from Professional Educator Standards Board, Educational Service Districts, community and technical college paraeducator apprenticeship and certificate programs, colleges of education, teacher and paraeducator associations, and the Office of Superintendent of Public Instruction who will convene to design program specific paraeducator professional development opportunities and minimum employment standards as well as an articulated pathway for teacher preparation and certification.
- Beginning with the 2015-16 academic year, any community or technical college offering an apprenticeship or certificate program for paraeducators should provide candidates the opportunity to earn transferrable course credits within the program. The programs should also incorporate standards for cultural competence, including multicultural education and principles of language acquisition, developed by the professional educator standard.
- The Educational Opportunity Gap Oversight and Accountability Committee recommends that the educator workforce more closely reflects the students they teach by creating a cohesive and comprehensive career path to provide incentives and greater access for candidates of color to become educators.
- The EOGOAC intends to continue to explore with other stakeholders including families and communities the issues of recruitment, hiring, and retention as they pertain to additional occupations in public schools.
- The EOGOAC recommends that criteria one and two under the TPEP model embrace a focus on hiring and retaining educators of color within the building:
 - Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
 - Demonstrating commitment to closing the opportunity gap.

Questions?

- For more information about the opportunity gap:
www.k12.wa.us/achievementgap