Closing Opportunity Gaps in Washington's Public Education System

Annual Report by the
Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

2013

http://www.k12.wa.us/AchievementGap/default.aspx

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 makes policy and strategy recommendations in at least 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; and
- Exploring innovative school models that have shown success in closing the achievement gap.

The EOGOAC takes a multidisciplinary approach, reviewing social, emotional and health supports, and seeing 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.

2013 Legislative Recommendations:

1. Decrease the disproportionate representation of students of color in disciplinary actions in schools.

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

3. Provide English Language Learner/Second Language Acquisition endorsement for all educators.

4. Create new English Language Learner Accountability Benchmarks.

5. Provide tools for deeper data analysis and disaggregation of student demographics to inform instructional strategies to close the opportunity gap.

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

Governance

RCW 28A.300.136 (7) The chair or co-chairs of the committee shall be selected by the members of the committee.

Committee Co-chairs

Representative Sharon Tomiko Santos

Senator Steve Litzow

Commissioner Lillian Ortiz-Self

The Committee agreed that a quorum of seven must be present for voting. Committee members who participate by phone will be accepted as being in attendance. All statutory members may select alternates to represent them when they are unable to attend. Alternates may vote in the place of a member. The Tribal Leaders Congress may choose to send a special representative to address a particular issue.

Staff to the Committee

RCW 28A.300.136 (7) Staff support for the committee shall be provided by the center for the improvement of student learning.

The Center for the Improvement of Student Learning was defunded in the 2011–13 biennial budget and is no longer staffed at the Office of Superintendent of Public Instruction. The staff support for the committee will now be provided by the Office of Student and School Success (formerly known as School Improvement).

Membership

RCW 28A.300.136 (4) The achievement gap oversight and accountability committee shall be composed of the following members:

(a) The chairs and ranking minority members of the house and senate education committees, or their designees;

(b) One additional member of the house of representatives appointed by the speaker of the house and one additional member of the senate appointed by the president of the senate;

(c) A representative of the office of the education ombudsman;

(d) A representative of the center for the improvement of student learning in the office of the superintendent of public instruction;

(e) A representative of federally recognized Indian tribes whose traditional lands and territories lie within the borders of Washington state, designated by the federally recognized tribes; and

(f) Four members appointed by the governor in consultation with the state ethnic commissions, who represent the following populations: African-Americans, Hispanic Americans, Asian Americans, and Pacific Islander Americans.

EOGOAC Membership

Adie Simmons
Office of Education Ombudsman (OEO)

Bernard Thomas
Tribal Nations, Governor's Office of Indian Affairs

Fiasili Savusa
Commission on Asian Pacific American Affairs (Pacific American)

Frieda Takamura
Commission on Asian American Affairs (Asian American)

Lillian Ortiz-Self, Co-chair
Commission on Hispanic American Affairs

Wanda Billingsly
Commission on African American Affairs

Superintendent Randy Dorn
Office of Superintendent of Public Instruction

Representative Kevin Parker
House of Representatives
Appointee for Ranking Minority Member

Representative John McCoy
House of Representatives
Appointee by Speaker of the House

Representative Sharon Tomiko Santos, Co-chair
House of Representatives
Education Committee Chair

Senator Rosemary McAuliffe
Senate
Early Learning and K-12 Education Ranking Minority Member

Senator Steve Hobbs
Senate
Appointed by the President of the Senate

Senator Steve Litzow, Co-chair
Senate
Early Learning and K-12 Education Chair

Alternates for EOGOAC Members

Assistant Superintendent Andy Kelly
for Superintendent Randy Dorn, Office of Superintendent of Public Instruction

Ben Kodama
for Frieda Takamura, Commission on Asian Pacific American Affairs (Asian American)

Dr. James Smith
for Wanda Billingsly, Commission on African American Affairs

Sharonne Navas
for Lillian Ortiz-Self, Commission on Hispanic American Affairs

Sally Brownfield
for Bernard Thomas, Tribal Nations, Governor's Office of Indian Affairs

Sapina Pele
for Fiasili Savusa, Commission on Asian Pacific American Affairs (Pacific American)

1. Decrease the disproportionate representation of students of color in disciplinary actions in schools.

Background

Student disciplinary actions are classified into two categories- mandatory and discretionary.

Mandatory offenses are the most severe, often with an accompanying state and/or federal law pertaining to the offense and include a mandatory consequence of short or long-term suspension or expulsion (see Appendix 1).

The U.S. Department of Education requires the Office of Superintendent of Public Instruction (OSPI) to annually report the number of students in each school district who were suspended or expelled in the last year for drugs or violence under mandatory offenses. There are corresponding data fields within the Comprehensive Educational Data and Research System (CEDARS) that school districts are required to enter to document mandatory offenses.

Discretionary offenses are less severe and may result in a consequence of short- or long-term suspension, in school suspension, or an interim alternative education setting. Discretionary offenses are usually related to the student misconduct as defined by the school district's policies and procedures adopted by the local school board. Some examples of discretionary offenses are disrespect, defiance, insubordination, and disrupting the classroom.

However, local school districts have significant control over discretionary disciplinary policies and sanctions or consequences for student misconduct. Discretionary offenses are locally defined by school boards, with no common definitions which makes it is difficult to make comparisons between school districts.

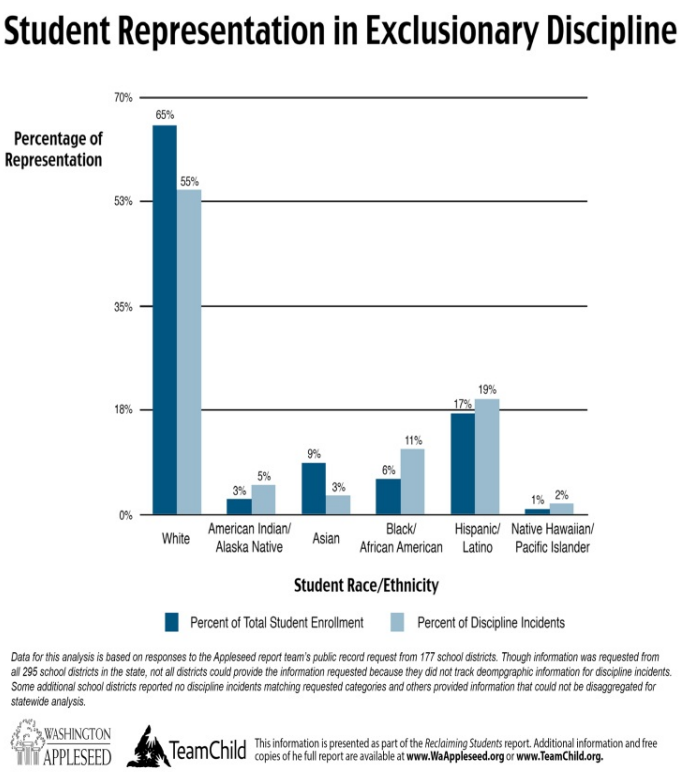
The student behavior that results in a discretionary offense can be interpreted differently based on the manner in which the offense is locally framed or defined. Some of the discretionary offenses, such as "defiance" or "disrespect" are culturally bound and defined differently among educators based on their experiences, classroom management training, and understanding of the antecedents to the student's behavior.

Moreover, the resulting consequences for student behavior varies widely and the decisions that are made regarding out of school suspensions and expulsions can affect student achievement. Exclusionary discipline which removes a student from an educational setting (suspension or expulsion) contributes to the opportunity gap, as students are denied the opportunity to receive supplemental education while out of school.

There are additional issues with the data collection of student disciplinary actions. The only field available in CEDARS to code discretionary offenses is under "Other behavior" resulting in either a short or long term suspension, expulsion, or interim alternative education setting.

Neither mandatory nor discretionary offense data is identified with other student characteristics including the ethnicity or race of the student. The lack of such data makes it difficult to study if disproportionately larger percentages of students

of color are being disciplined for mandatory or discretionary offenses. Indeed, any data analysis for such trends or other comparisons among schools districts is impossible given the locally determined definitions of discretionary offenses. A recent report, *Reclaiming Students: The Educational & Economic Costs of Exclusionary Discipline in Washington State,* issued by Washington Appleseed and TeamChild, found that American Indian, African American, Hispanic and Native Hawaiian/Pacific Islander students are disproportionately represented in exclusionary discipline.[1]



Recommendation

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) recommends that both mandatory and discretionary discipline offenses are reported with the disaggregated ethnicity and race of the students involved.

The EOGOAC recommends that a discipline taskforce is created to develop common definitions of discretionary offenses, discipline data collection standards, and exclusionary discipline incidents. Exclusionary discipline incidents should track data about the supplemental education services provided, the status of petitions for readmissions to the school district, credit retrieval and drop outs, and the movement of students between school districts as a result of exclusionary discipline. The EOGOAC recommends that the discipline taskforce include EOGOAC members, representatives of the Ethnic Commissions, Governor's Office of Indian Affairs, and other education stakeholders.

The EOGOAC further recommends that the discretionary offense definitions developed by the discipline taskforce be added to the Comprehensive Educational Data and Research System (CEDARS) and that school districts be required to classify student offenses under these codes.

The EOGOAC recommends the use of alternative discipline consequences that reduce out of school time and provide necessary social and emotional supports for the students.

[1] Reclaiming Students: The Educational & Economic Costs of Exclusionary Discipline in Washington State. 2013 Washington Appleseed and TeamChild. P.26

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

Background

Cultural competence was included in previous recommendations by the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), "regarding strategies to close achievement gaps, the Committee recommends that our state recruit, develop, place and retain educators who are culturally competent and possess skills and competencies in language acquisition." Moreover, as demographics change in the student population served by Washington educators, the increase in students of color requires changes in the services and supports provided in schools to ensure the success of all students.

Second Substitute Senate Bill (SSSB) 5973, enacted by the 2009 Legislature, charged the Professional Educators Standards Board (PESB) with identifying model standards for cultural competence for educators. The Professional Educators Standard Board regulates the certification of teachers within the state of Washington, setting standards for teacher development.

As defined by the Legislature in SSSB 5973, cultural competency,

"includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students."

The Cultural Competency Work Group developed cultural competence components for educators which included:

1. Professional Ethics within a Global and Multicultural Society
2. Civil Rights and Nondiscrimination Law
3. Reflective Practice, Self-Awareness & Anti-Bias
4. Repertoires of Practice for Teaching Effectiveness for Culturally Diverse Populations

The cultural competence components are integrated in the requirements related to the entry level Residency Certification through Teacher Preparation Programs. Under PESB's Standard V-Knowledge and Skills, all teacher candidates must "develop competencies related to effective communication and collaboration with diverse populations represented in Washington State public schools and communities." The components were integrated in Standard V as part of the preparation for all Residency Certification candidates, as well as principles of second language acquisition. Teacher candidates in Washington teacher preparation programs are now required to take coursework related to the cultural competence components as part of Standard V.

Additionally, under the Teacher and Principal Evaluation Program, in the 2013–14 school year, all teachers in Washington will be evaluated on eight criteria including, "Recognizing individual student learning needs and developing strategies to address those needs" which is defined as "The

teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning."[2]

However, current career level teachers who received their Residency Certification before the cultural competence components were added are not required to complete coursework or professional development.

Recommendation

The Educational Opportunity Gap Oversight and Accountability Committee recommends that teachers who received their Residency or Professional Certification before the cultural competence standards were enacted by the PESB in 2010 receive additional cultural competence training. Additionally, certificated administrative and classified staff are also recommended to receive cultural competence training based on the cultural competence standards.

In line with the requirements for pre-service teachers, all staff need to complete a foundational course in multicultural education and one in language acquisition strategies for English language learners as preliminary training. Ongoing cultural competence training should be provided for all staff in public schools, as part of the requirements for continuing education.

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.

[2] Teacher and Principal Evaluation Criteria http://tpep-wa.org/the-model/criteria-and-definitions/n and evaluation.

3. Provide English Language Learner and Second Language Acquisition endorsement for all educators.

Background

In Washington State, students served by the Transitional Bilingual Instructional Program spoke a total of 202 languages. In the 2011–12 school year, the majority of students, 67.6% percent, spoke Spanish and another 19 percent spoke Russian, Vietnamese, Somali, Ukrainian, Chinese, Korean, Tagalog, or Arabic. Sixteen districts had 50 or more languages spoken by English language learner (ELL) students, while many districts only served ELL's whose primary language was Spanish.

English Language Learner Students as a Percentage of Total Students by School Year

School Year	Total Oct. 1 Enrollment	ELL Oct. 1 Head Count	% ELL	Distinct ELL Enrollments
05–06	1,020,081	76,213	7.5	85,314
06–07	1,019,295	74,650	7.3	83,463
07–08	1,021,834	80,590	7.9	88,128
08–09	1,027,625	83,058	8.1	90,450
09–10	1,024,721	86,417	8.4	93,197
10–11	1,040,382	92,084	8.9	98,472
11–12	1,043,905	88,703	8.5	94,728

Source: 2012 Educating English Language Learners in Washington, Office of Superintendent of Public Instruction
http://www.k12.wa.us/LegisGov/2012documents/TBIP_Legislative_Report_2011_12.pdf

The Transitional Bilingual Instructional Program (TBIP) is defined in WAC 392-160-005 as, "a system of instruction which:

(a) Uses two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable a student to achieve competency in English;
(b) Introduces concepts and information in the primary language of a student and reinforces them in the English language; and
(c) Tests students in the subject matter in English.

(2) "Primary language" means the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence.
(3) "Eligible student" means any student who meets the following two conditions:
(a) The primary language of the student must be other than English; and

(b) The student's English skills must be sufficiently deficient or absent to impair learning.
(4) "Alternative instructional program" means a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English."

However, not all teachers who are paid through Transitional Bilingual Instructional Program funds to provide instruction to students who are English language learners hold an appropriate endorsement in Bilingual Education or English Language Learner. There is no requirement for instructors (both teachers and instructional aides) to have an endorsement or other professional development in research based instructional strategies for language acquisition.

Recommendation:

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) recommends that the Educator Retooling Grant Program at the Professional Educator Standards Board receives increased funding to enable *all* certificated staff to receive a bilingual or ELL endorsement, in order to effectively provide instruction to ELL students. This could be phased in with a focus on staff in Priority and Focus schools as identified through the ESEA Flexibility Waiver.

The EOGOAC strongly recommends that at a minimum, certificated staff that are paid through the Transitional Bilingual Instructional Program (TBIP) must hold a bilingual or ELL endorsement.

4. Create new English Language Learner Accountability Benchmarks.

Background

The Transitional Bilingual Instructional Program (TBIP) provides additional funding to school districts and schools who have students who qualify as English language learners through their scores on the Washington English Language Proficiency Assessment (WELPA).The TBIP funds are intended to be used for research-based interventions and instructional models that have been proven effective in second language acquisition for students who are English language learners.

The Office of Superintendent of Public Instruction has provided guidance on which instructional models can be used with TBIP funds:

Dual Language Program (Two-Way Immersion or Two-Way Bilingual Education)
Dual Language Programs (also known as two-way bilingual education and two-way immersion) provide integrated language and academic instruction for native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

Developmental Bilingual Education (DBE or Late-Exit)
Developmental Bilingual Education (DBE), also referred to as late-exit bilingual education, is an enrichment program that educates ELL students using both English and their first language for academic instruction. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.

Transitional Bilingual Education (Early-Exit or TBE)
Transitional Bilingual Education (TBE), also known as early-exit bilingual education is the most common form of bilingual education for ELLs in the United States. TBE provides academic instruction in the ELLs primary language as they learn English.

Sheltered Instruction
Sheltered Instruction (SI) is an approach used widely for teaching language and content to ELLs, particularly as schools prepare students to achieve high academic standards. In SI, academic subjects (e.g., science, social studies) are taught using English as the medium of instruction. SI is most often used in classes comprised solely of ELLs, although it may be used in classes with both native English speakers and ELLs when necessitated by scheduling considerations or by small numbers of ELLs.

Newcomer Program
The goals of newcomer programs are to help students acquire beginning English language skills along with core academic skills and knowledge, and to acculturate to the U.S. school system. Some programs have additional goals, such as developing students' primary language skills and preparing students for their new communities.

Legal Requirements

Both state and federal law require meaningful language access to limited English proficient persons (LEP), which could include students, families, and community members. Discrimination based on national origin is strictly prohibited; national origin includes the language an individual speaks, which conveys national origin.

While there is significant guidance for schools and school districts to support the TBIP, the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is concerned that there is not sufficient accountability for the programs serving students who are English language learners.

Recommendation

The Educational Opportunity Gap Oversight and Accountability Committee recommends that new English Language Learner Accountability Benchmarks are created by the Office of Bilingual and Migrant Education within the Office of Superintendent of Public Instruction. The EOGOAC recommends that an English Language Learner Accountability Benchmark taskforce be created 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. The EOGOAC intends these benchmarks to be used to assess the instructional programs and interventions being employed by schools and school districts using TBIP funds.

5. Provide tools for deeper data analysis and disaggregation of student demographic data to inform instructional strategies to close the opportunity gap.

Background

As the demographics of students in public schools in Washington have changed, the collection of accurate and relevant ethnic and racial data has become increasingly important. The ability to self-identify one's racial and ethnic identity requires categories that allow for the vast differences between specific sub-ethnic groups.

This data not only allows families to accurately describe their children, but also allows schools and school districts to evaluate their instructional needs in order to provide an equitable education for all students and identify opportunity gaps among specific ethnic and racial populations. See Appendix 3-Historical Review on Opportunity Gap for more data on gaps among specific ethnic and racial populations.

The Office of Superintendent of Public Instruction currently collects student racial and ethnic data in the Comprehensive Education and Data Research System (CEDARS) in accordance with the federal guidance from the U.S. Department of Education. In 1997, the Office of Management and Budget published new standards for federal agencies on the collection of racial and ethnic data. As part of the new standards and guidance for the collection of racial and ethnic data, respondents self-identify his or her race and ethnicity and are provided with the option to select more than one racial or ethnic designation. Additionally, the new standards require the use of a two-part question, focusing first on ethnicity and second on race when collecting data from individuals.

The minimum requirements for the two part question to be used for collection of racial and ethnic data is as follows:

What is your ethnicity?

Hispanic or Latino
Not Hispanic or Latino

What is your race? Mark one or more races to indicate what races you consider yourself to be.

American Indian or Alaska Native
Asian
Black or African American
Pacific Islander or Native Hawaiian
White

A response is required for both questions. The new federal requirements specify that the categories of "Unknown," "Multi-racial" and "Not Provided" will not be valid responses. Additionally, high school students may self-identify his or her ethnicity and race categories, but it is recommended for parents or guardians report ethnicity categories for students who are not yet high school age. While self-identification (through student, parent, or guardian) is the preferred method of gathering a student's ethnic and racial data, the federal guidance requires the use of observer identification of students' ethnicity and race, as a last resort, if such information is not provided by parents, guardians, or students.

The Office of Superintendent of Public Instruction (OSPI) has adopted standards that allow one or more selections from 57 sub-racial categories.

A sample data collection form was developed by OSPI, however school districts are not required to use it or the categories included.

While school districts are required to report data in the federal ethnicity and race categories, they are not required to provide the sub-ethnic and sub-racial information listed above in the sample form. In districts that have included sub-ethnic and sub-racial categories in their data forms and systems, the rate of completion by parents/guardians and students varies, as not all individuals chose to self-identify their sub-ethnic or sub-racial identity. Additionally, school districts have differing capacity to gather and interpret data and many have expressed interest in receiving professional development on how to use data to inform decisions and improve teaching.

The Office of Superintendent of Public Instruction (OSPI) is authorized in statute under RCW 28A.300.500 to establish a longitudinal data system for and on behalf of school districts in the state. The purpose of this data system is to better aid research into programs and interventions that are most cost effective in improving student performance. Student growth data is a requirement of the teacher and principal evaluation process, as well as part of the school improvement process with Priority, Focus and Emerging schools.

Recommendation

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) recommends that school districts gather and report the minimum federal ethnicity and racial categories, as well as sub-ethnic and sub-racial categories.

The EOGOAC recommends that a revision of the race and ethnicity guidance is completed by 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.

The EOGOAC further recommends that under the federal race category of Black/African American, that the following sub-ethnic categories are included to provide for disaggregation of that category: Black: National origin from a country in the continent of Africa (indicate Country of Origin) African American: National origin from the United States of America, with African ancestors.

The EOGOAC recommends that the race category Asian be disaggregated into the following categories: Cambodian, Chinese, Filipino, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Pakistani, Singaporean, Taiwanese, Thai, Vietnamese, and Other Asian.

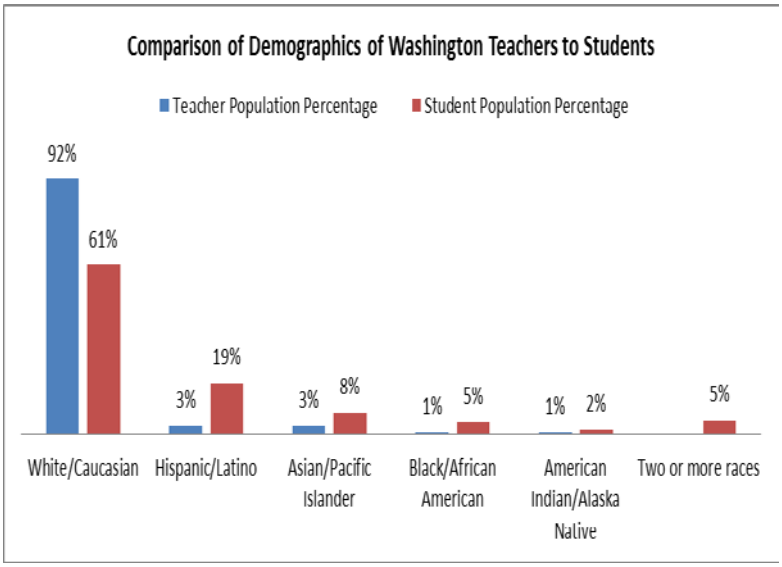
The EOGOAC recommends that the race category of White is disaggregated to include sub-ethnic categories that include Eastern European nationalities that have significant populations in Washington (Russian, Ukrainian, etc.). The EOGOAC recommends that students that select two or more races are reported not only as "Multi-Racial" but in discrete categories for their racial and ethnic combination.

The EOGOAC supports the OSPI budget request to the Legislature to create a K-12 Statewide Longitudinal Data System (K-12 SLDS). Additionally the EOGOAC supports the OSPI budget request to provide professional development on data driven decisions, in the form of ESD data teams that would provide technical assistance for 90 grants to school districts to implement data driven decisions that change instructional practices in the classroom. Additional professional development on data collection and evolving racial/ethnic categories should be provided for educators as well.

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

Background

In Washington public schools, the majority of teachers do not reflect the racial and ethnic demographics of the students they serve. In 2010, 92 percent of teachers serving in Washington Schools identified as White, with only 8 percent being teachers of color. The racial and ethnic identity of students in Washington differs significantly from their teachers. In 2010, 61 percent of students in Washington public schools identified as White, with 39 percent being students of color.



Source: Professional Educator Standards Board (PESB)-2010 Teacher Demographics, Race-Ethnicity. http://data.pesb.wa.gov/demographics/race-ethnicity , Office of Superintendent of Public Instruction (OSPI)-2010 Washington State Report Card. http://reportcard.ospi.k12.wa.us/summary.aspx?year=2010-11

Within the last ten years, the demographics of the student population served by Washington educators has shifted, with an increase of many students of color and a decrease in White students. Many of the students of color also qualify for services under the Transitional Bilingual Instructional Program (TBIP), as their primary language is not English.

The varied cultural backgrounds and experiences of students of color should inform educator practice and school/school district policies and procedures. Educators of color can contribute to deeper understanding of the "funds of knowledge" of students and their families, informing both the practices of their colleagues and the institutionalized structures within a school or a school district. The capacity for schools to understand the broad range of experiences that students bring into the classroom and how those experiences impact student learning will be increased by creating an educator workforce that is representative of the students served.

The Educational Opportunity Gap Oversight and Accountability Committee reviewed existing research to help guide their understanding of the experience of students of color and students in poverty, particularly in schools with low levels of student achievement. Such schools have been described as "hard to fill" schools, as they experience difficulty attracting and retaining experienced, effective teachers, nonetheless teachers of color.

Recommendation

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 teachers.

In order to retain educators of color once they have entered the teaching workforce, additional district and school level support services should be provided in order to create an inclusive work environment. The EOGOAC recommends that in addition to support services, additional focus should be placed on the recruitment of qualified educators of color, particularly targeting ethnic serving higher education institutions.

Basic Education Funding Recommendations

Chapter 548, Laws of 2009 (ESHB 2261)

1. Increased Instructional Hours
Required an increase in minimum instructional hours, from 1,000 hours as a district-wide average across all grades, to 1,000 hours for grades 1 – 6 and 1,080 hours for grades 7 – 12, to be implemented according to a schedule adopted by the Legislature, but not before the 2014-15 school year.

EOGOAC Recommendation

The EOGOAC recommends that the legislature consider providing additional funding for more instructional hours for schools in improvement status (Priority, Focus, and Emerging schools) in order to provide necessary academic intervention to improve student achievement and close achievement gaps. The EOGOAC supports increasing minimum instructional hours to provide more opportunity for students to learn, particularly in secondary education in order to become college and career ready upon graduation.

2. **All-Day Kindergarten**
Continuing to phase-in all-day kindergarten, starting with schools with the highest poverty levels.

EOGOAC Recommendation

The EOGOAC supports focusing the initial phase-in of all-day kindergarten in schools with the highest levels of poverty, as many of the students in poverty are in the opportunity gap and have not received formal early learning in the form of pre-school and out of home childcare.

Basic Education Funding Recommendations, continued

Chapter 548, Laws of 2009 (ESHB 2261)

3. 24 Credits for High School Graduation
Required instruction that provides the opportunity for students to complete 24 credits for high school graduation, subject to a phased-in implementation established by the Legislature.

EOGOAC Recommendation

The EOGOAC supports providing the opportunity for students to complete 24 credits for high school graduation. However, the EOGOAC is concerned about the capacity to provide this opportunity in rural school districts that will need additional staff and space, as well as the capacity of schools with large opportunity gaps to offer additional credits. The EOGOAC recommends that the 24 credits are fully funded and phased in before the credits are part of a high school graduation requirement.

4. Highly Capable Program
Added the Highly Capable Program, funded at 2.314% of student enrollment.

EOGOAC Recommendation

The EOGOAC supports the inclusion of the Highly Capable Program within the program of Basic Education, as differentiated instruction means supporting the full spectrum of learning needs in a classroom including advanced students. The EOGOAC recommends that the Highly Capable Program include equitable opportunities for students of color to be identified and represented in the program.

5. Inclusion of Other Programs Referenced in Prior Court Decisions into Definition of Basic Education
Specifically including in the definition other programs referenced by prior Court decisions (Learning Assistance Program, Bilingual, Special Education, programs for students in residential schools and detention facilities, transportation of students to and from school).

EOGOAC Recommendation

Just as the Learning Assistance program, Transitional Bilingual Instructional Program, Special Education and programs for students in residential schools/detention facilities, and the transportation of students to and from school has been consolidated into the definition of basic education (RCW 28A.150.200 and RCW 28A.150.220), the EOGOAC recommends the inclusion of several additional programs into the definition of basic education.

The EOGOAC recommends the inclusion of family involvement and community engagement, social and emotional support services, mentoring and school improvement academic interventions in the definition of basic education.

6. Full Implementation of Redefined Program of Basic Education and Funding by 2018
Stated Legislative intent that the redefined program of Basic Education and funding for the program be fully implemented by 2018.

EOGOAC Recommendation

The EOGOAC supports the full implementation of the redefined program of Basic Education and urges that changes be funded as soon as possible, but at minimum by 2018. The EOGOAC recommends that the priority for funding be given to components that support schools with large

opportunity gaps among racial sub-groups and schools in improvement status (Priority, Focus, and Emerging schools).

7. Prototypical Schools Funding Formula
Defined prototypical schools funding formula to allocate funds to school districts, including staff and non-staff costs to support instruction and operations in "prototypical" schools. Specified formula elements: class size; types of building staff; categories of maintenance, supplies, and operating costs; administration; and allocations for categorical programs.

EOGOAC Recommendation

The EOGOAC supports the prototypical schools funding formula, as it provides more clarity about school funding to family and community members.

8. Transportation
Pupil transportation funding formula phase-in

EOGOAC Recommendation

The EOGOAC supports the full funding of pupil transportation through the phase-in.

Chapter 236, Laws of 2010 (SHB 2776)

1. Prototypical School Funding Formula Technical Details
Adopted in statute the technical details of the new prototypical school funding formula for the Instructional Program of Basic Education, using baseline numeric values as of 2009–10.

- *Average class size of different grade levels*
- *Allocations of different categories of building-level staff, based on school type (principals, counselors, librarians, health/social services, custodians, office support)*
- *Allocations for discrete categories of Maintenance, Supplies and Operating Costs (MSOC)*
- *Staff for central office and district-wide support*
- *Supplemental allocations for categorical programs (LAP, Bilingual, Highly Capable, Special Education)*

EOGOAC Recommendation

The EOGOAC supports the prototypical school funding formula as adopted in statute. The staff category of "parent involvement coordinator" was included in statute, but at this point it does not allocate any funds for that category.

The EOGOAC recommends that the title of the "parent involvement coordinator" is changed to the family involvement and community engagement coordinator. The EOGOAC further recommends that the family involvement and engagement coordinator be allocated using the comparable labor market analysis wage of $45,346 established for the position by the Compensation Technical Working Group.

The EOGOAC recommends that 1 full time equivalent (FTE) staff be allocated per each prototypical elementary, middle, and high school. The EOGOAC recommends that this allocation must be filled with a family involvement and community engagement coordinator, as this position is vital in bridging the gap between schools and the families and communities which students come from.

Basic Education Funding Recommendations, continued

Chapter 236, Laws of 2010 (SHB 2776)

2. Implementation Timeline

Timeline for enhancements to the program of Basic Education that are required to be implemented by 2018.

EOGOAC Recommendation

The EOGOAC supports the full implementation of the redefined program of Basic Education and urges that changes be funded as soon as possible, but at minimum by 2018.

Joint Task Force on Education Finance

The EOGOAC supports Representative Marcie Maxwell's Straw Man Proposal[3] to the Joint Taskforce on Education Funding (JTFEF) and the final recommendation of the JTFEF which included additional funding for State Accountability, Teacher and Principal Evaluation and Common Core Implementation, which "are laser-focused on improving student achievement in our state and closing the achievement gap."

The Final Report of the Joint Taskforce on Education Funding includes additional funding for Accountability, Evaluation and Common Core with the following values: $66.5 million in the 2013-15 Biennium, $44.5 million in the 2015-17 Biennium and $42.0 million in the 2017-19 Biennium.

Any additional funding allocated as part of basic education towards State Accountability should be prioritized to be used in schools with large opportunity gaps, specifically Priority, Focus and Emerging schools as identified through the ESEA Flexibility Waiver through OSPI.

[3] Representative Maxwell's Accountability Enhancement Strawman Proposal. http://www.leg.wa.gov/JointCommittees/EFTF/Documents/Maxwells%20Accountability%20Enhancement%20Straw%20Proposal.pdf

APPENDIX 1:

Mandatory Discipline Offenses
Weapons (handgun, shotgun/rifle, multiple firearms, other firearms, knife/dagger or other weapon)
Harassment, intimidation and bullying (HIB)
Possession, use, distribution or sale of tobacco products
Manufacture, sale, purchase, transportation, possession or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.
Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation or importation of any controlled drug or narcotic substance or violation of the district drug policy. Includes the use, possession, or distribution of any prescription or over-the-counter medication (e.g. aspirin, cough syrups, caffeine pills, nasal sprays) in violation of district policy.
Major injury-when one or more students, school personnel, or other persons on school grounds require professional medical attention. *Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.* Violent incidents w/ major injury: • Severe fighting that results in a major injury • Assault • Homicide • Malicious Harassment • Kidnapping • Rape • Robbery
Violent Incidents without major injury Fighting without major injury • Violent incidents without major injury • Assault • Malicious Harassment • Kidnapping • Rape • Robbery

Source: Office of Superintendent of Public Instruction. School Safety Center. Student Behavior Data. Retrieved December 12, 2012 from http://www.k12.wa.us/Safetycenter/Behavior/default.aspx

APPENDIX 2:

Top 25 Languages of Students in the Transitional Bilingual Instructional Program (2010-11 School Year)

Language	# of Students	Language	# of Students
Spanish	65,773	Amharic	641
Russian	4,395	Japanese	567
Vietnamese	4,033	Nepali	455
Somali	2,506	Rumanian	396
Ukrainian	2,139	Tigrinya	351
*Chinese	1,922	French	349
Korean	1,552	Hindi	346
Tagalog	1,376	Lao	323
Arabic	1,188	Burmese	301
Punjabi	965	Swahili	290
Cambodian	837	Mixteco	274
Marshallese	773	Urdu	245
Samoan	685		

*Includes Cantonese, Fukienese, Mandarin, Taiwanese and unspecified Chinese

APPENDIX 3:

Historical Review of the Opportunity Gap Presentation to the Educational Opportunity Gap Oversight and Accountability Committee by Dr. Alan Burke, Deputy Superintendent, Office of Superintendent of Public Instruction

APPENDIX 4:

Black/African-American Student Data: ELL, Languages and Assessment Outcomes by Deb Came, Office of Superintendent of Public Instruction

Historical Review on Opportunity Gap

Alan Burke, Ed.D.
Deputy Superintendent
October 16, 2012

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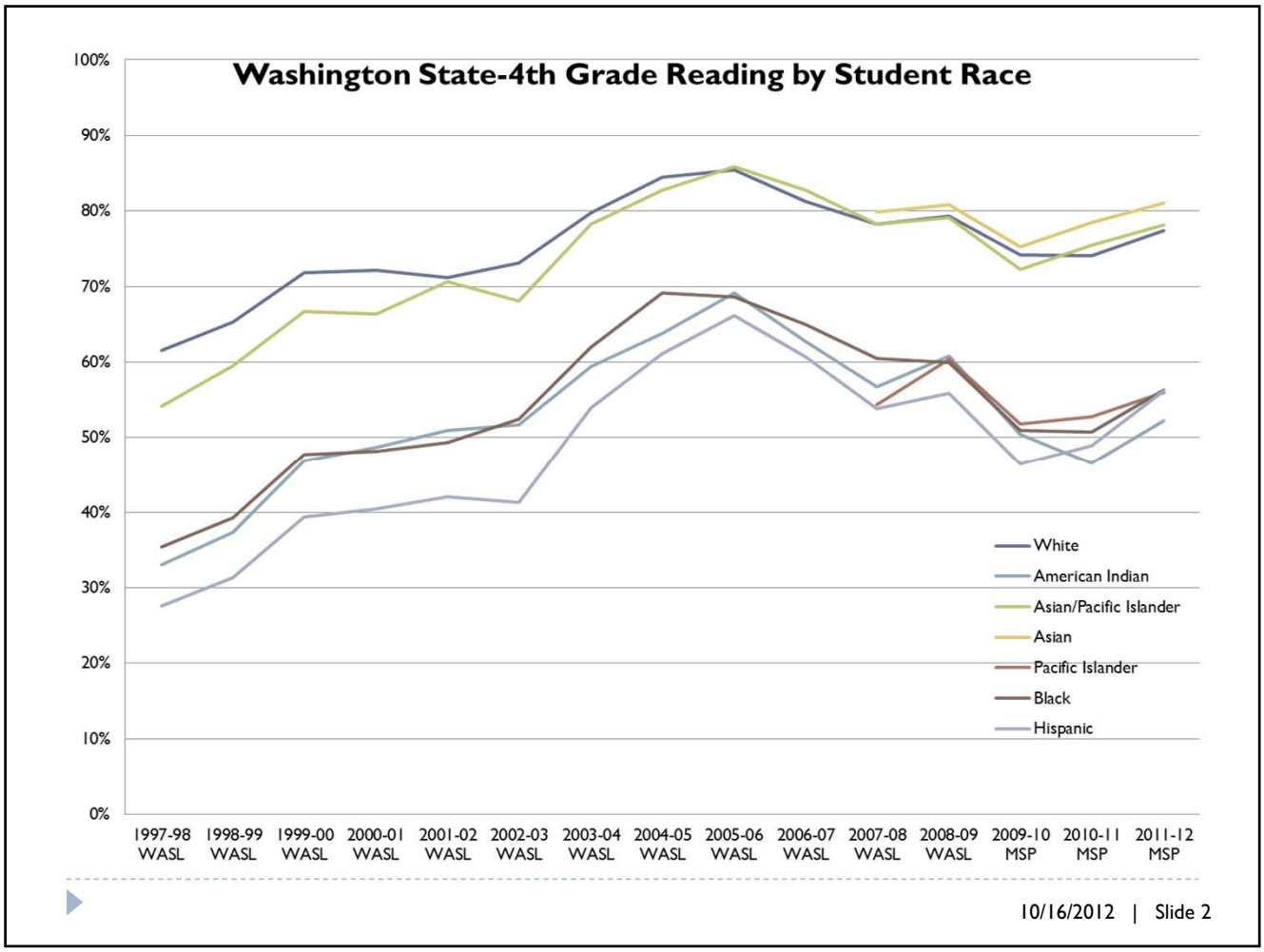
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100%
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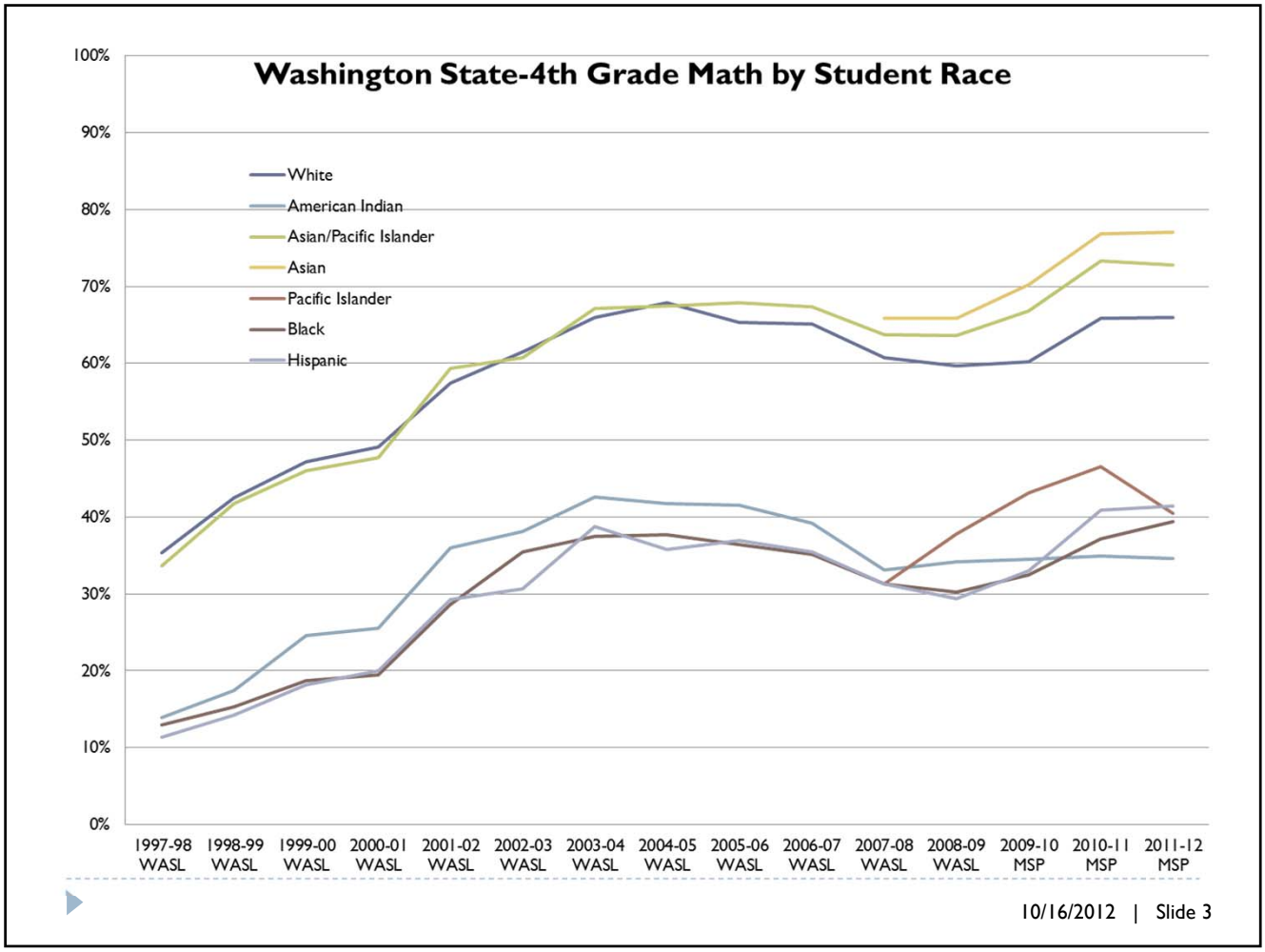
1997-98 WASL
1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 MSP
2010-11 MSP
2011-12 MSP
White
American Indian
Asian/Pacific Islander
Asian
Pacific Islander
Black
Hispanic
10/16/2012 | Slide 2


Washington State-4th Grade Math by Student Race
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White
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Black
Hispanic
1997-98 WASL
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1999-00 WASL
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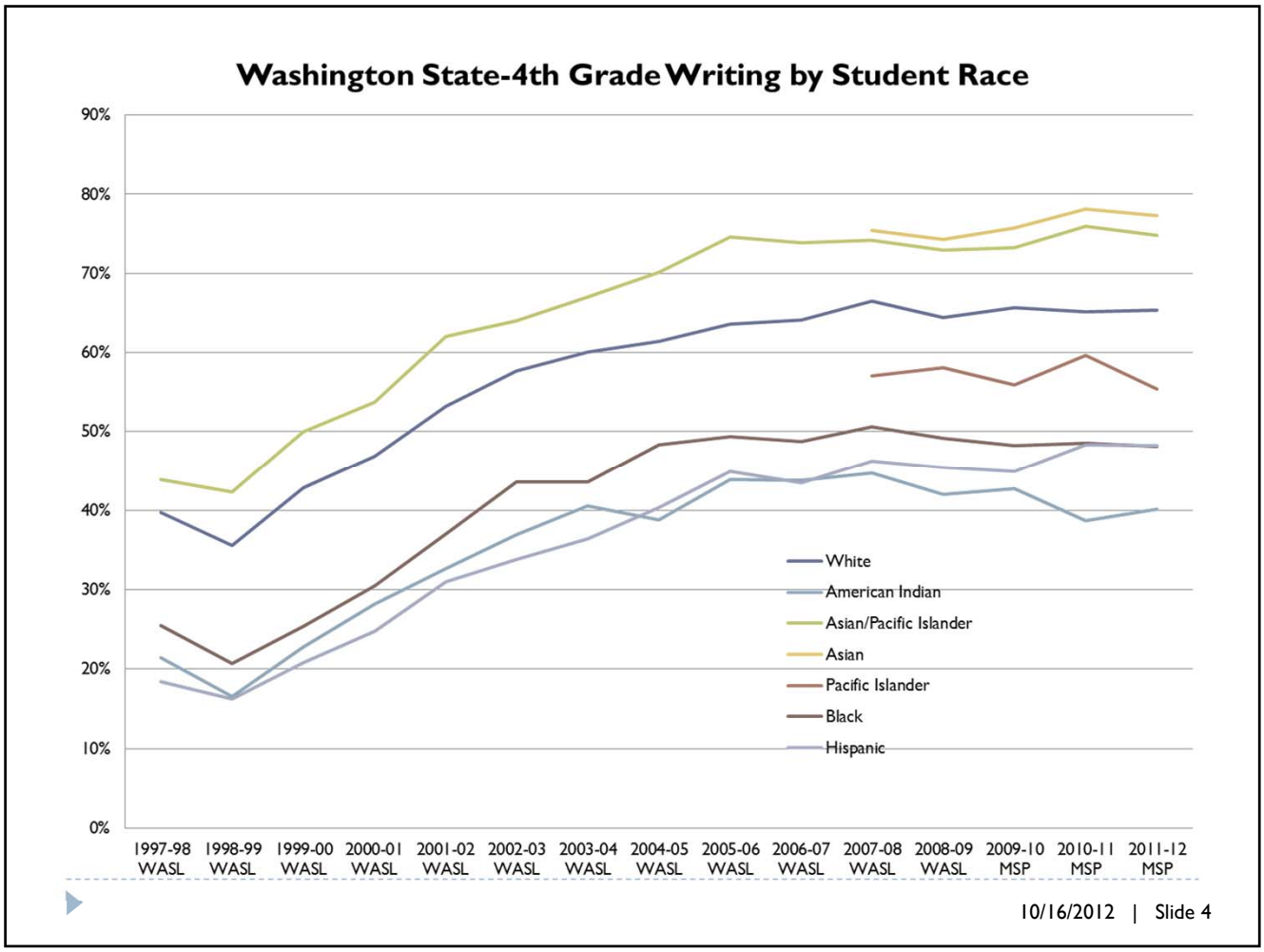
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 MSP
2010-11 MSP
2011-12 MSP
10/16/2012 | Slide 3


Washington State-4th Grade Writing by Student Race
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1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 MSP
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2011-12 MSP
White
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Asian/Pacific Islander
Asian
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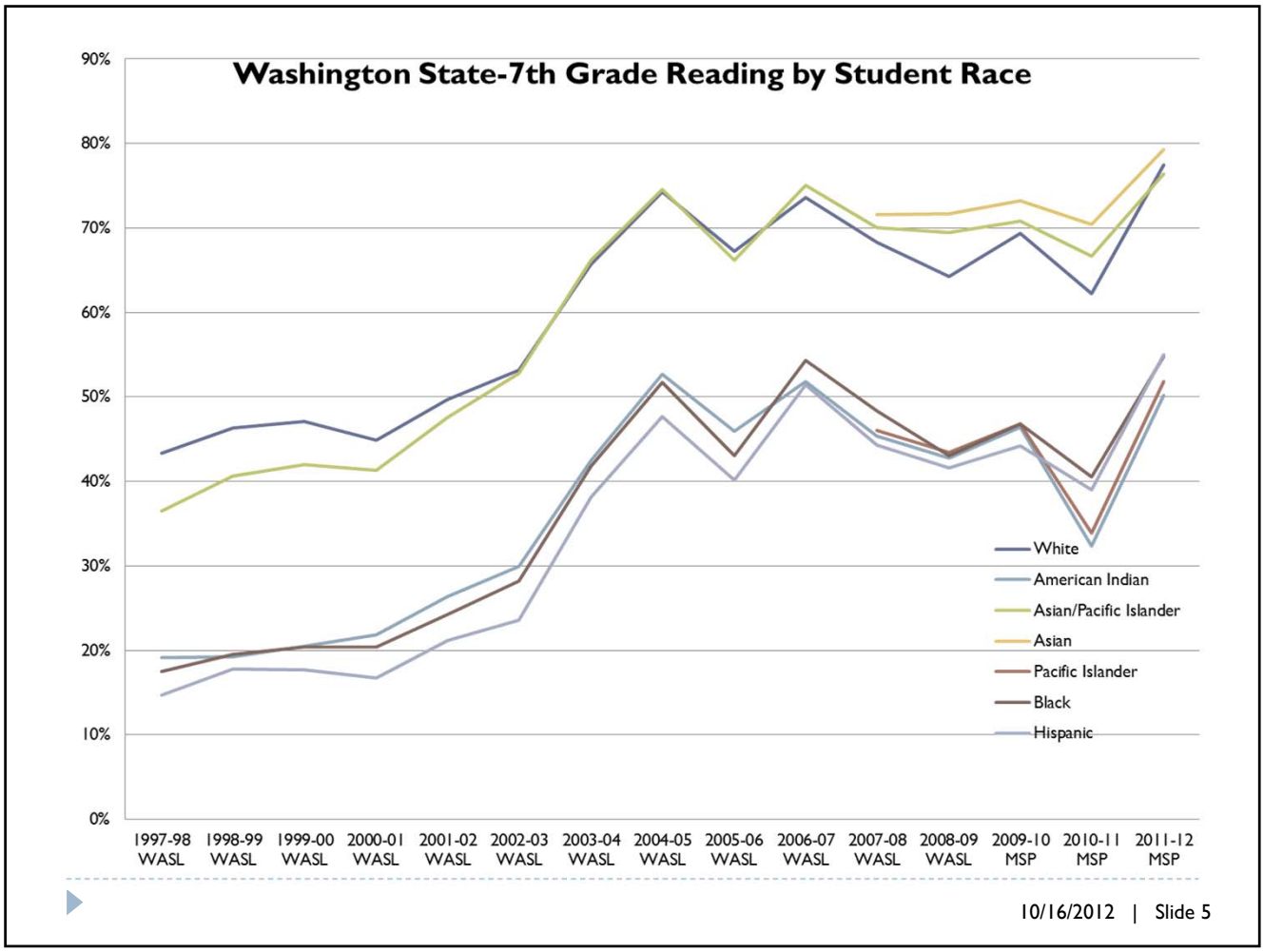
Black
Hispanic
10/16/2012 | Slide 4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1997-98 WASL
1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 MSP
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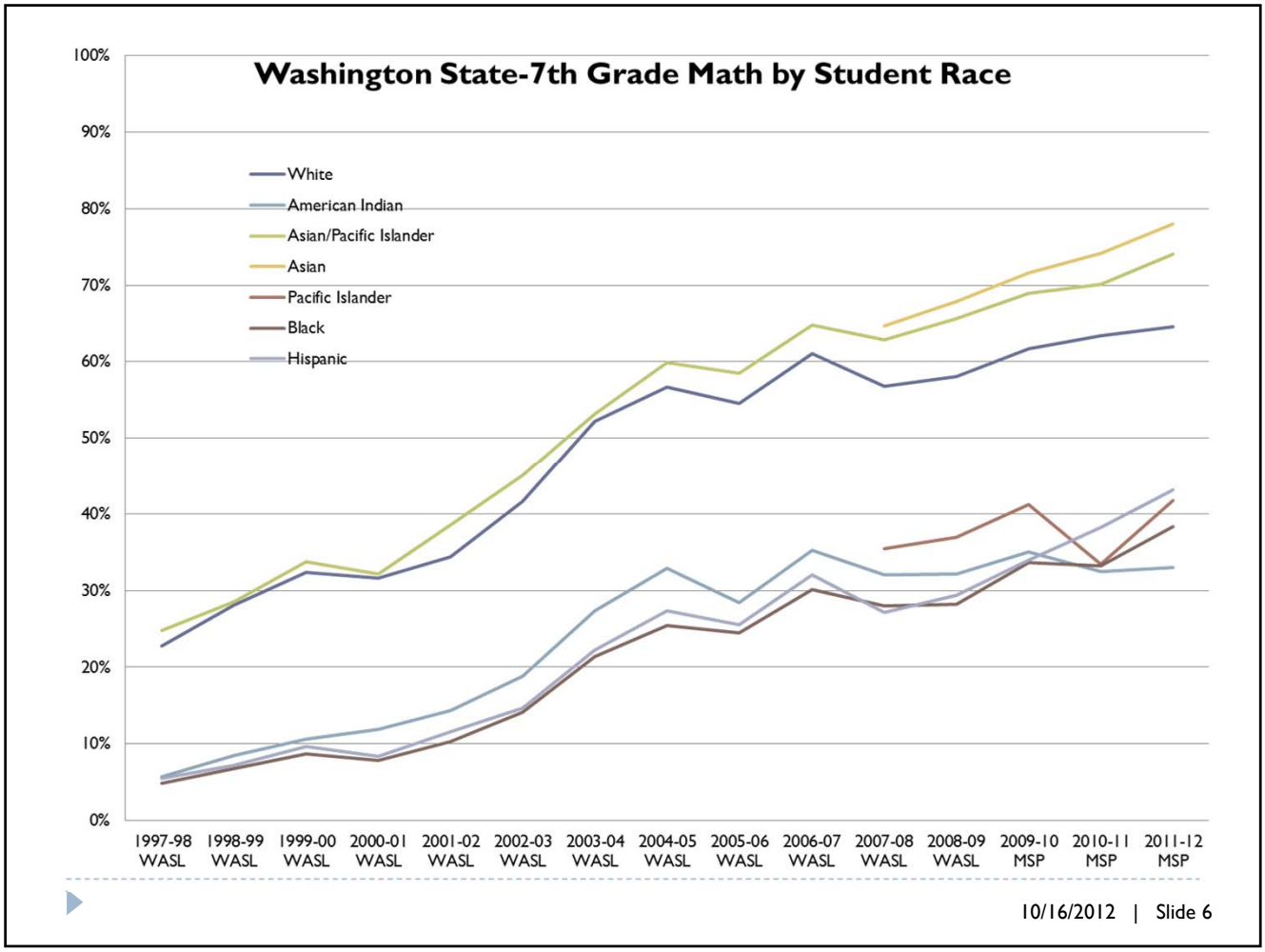
Black
Hispanic
10/16/2012 | Slide 5


Washington State-7th Grade Math by Student Race
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White
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Asian/Pacific Islander
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Pacific Islander
Black
Hispanic
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1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
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2009-10 MSP
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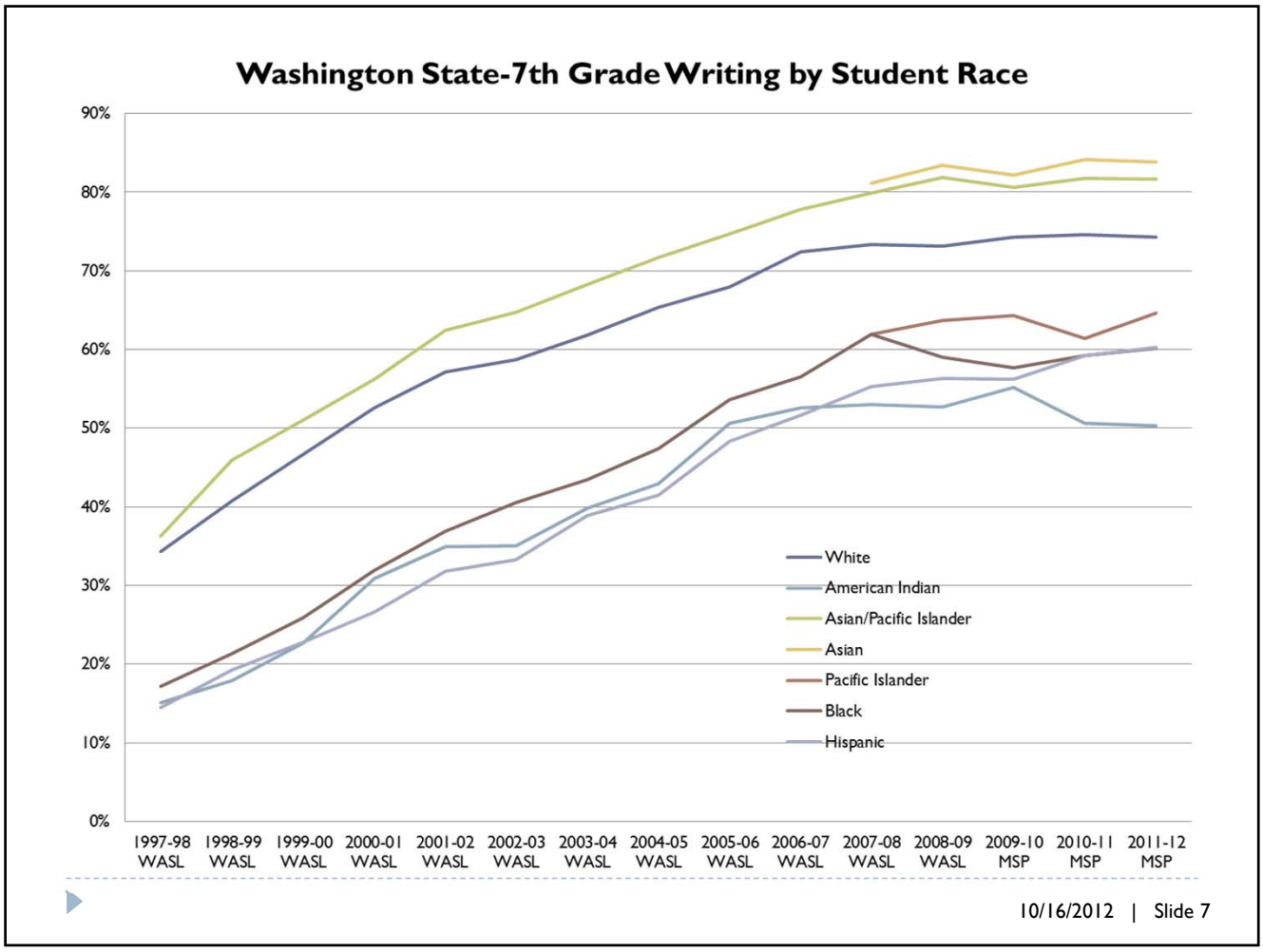
2011-12 MSP
10/16/2012 | Slide 6


Washington State-7th Grade Writing by Student Race
90%
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40%
30%
20%
10%
0%
1997-98 WASL
1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 MSP
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2011-12 MSP
White
American Indian
Asian/Pacific Islander
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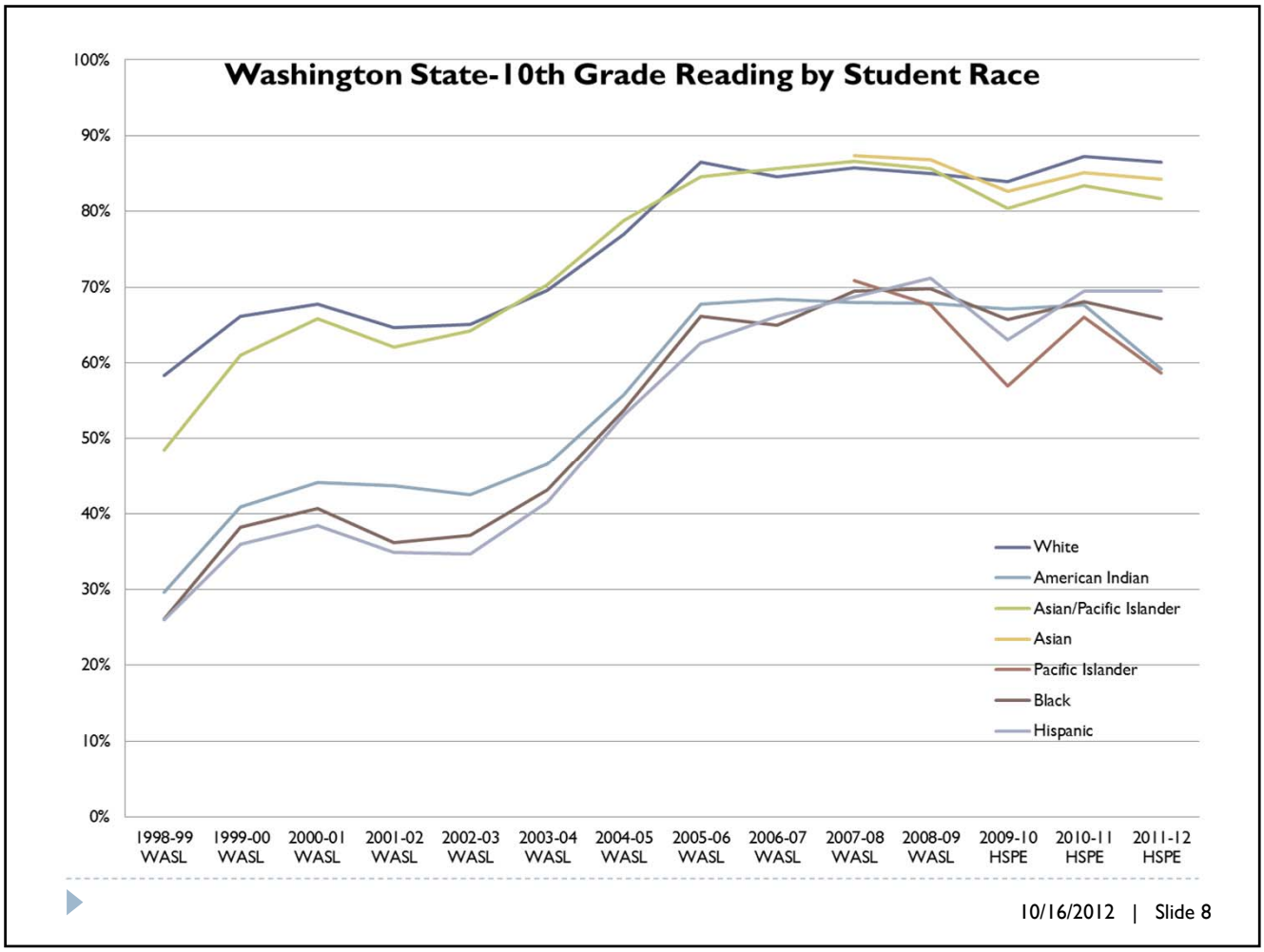
Pacific Islander
Black
Hispanic
10/16/2012 | Slide 7


Washington State-10th Grade Reading by Student Race
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1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 HSPE
2010-11 HSPE
2011-12 HSPE
White
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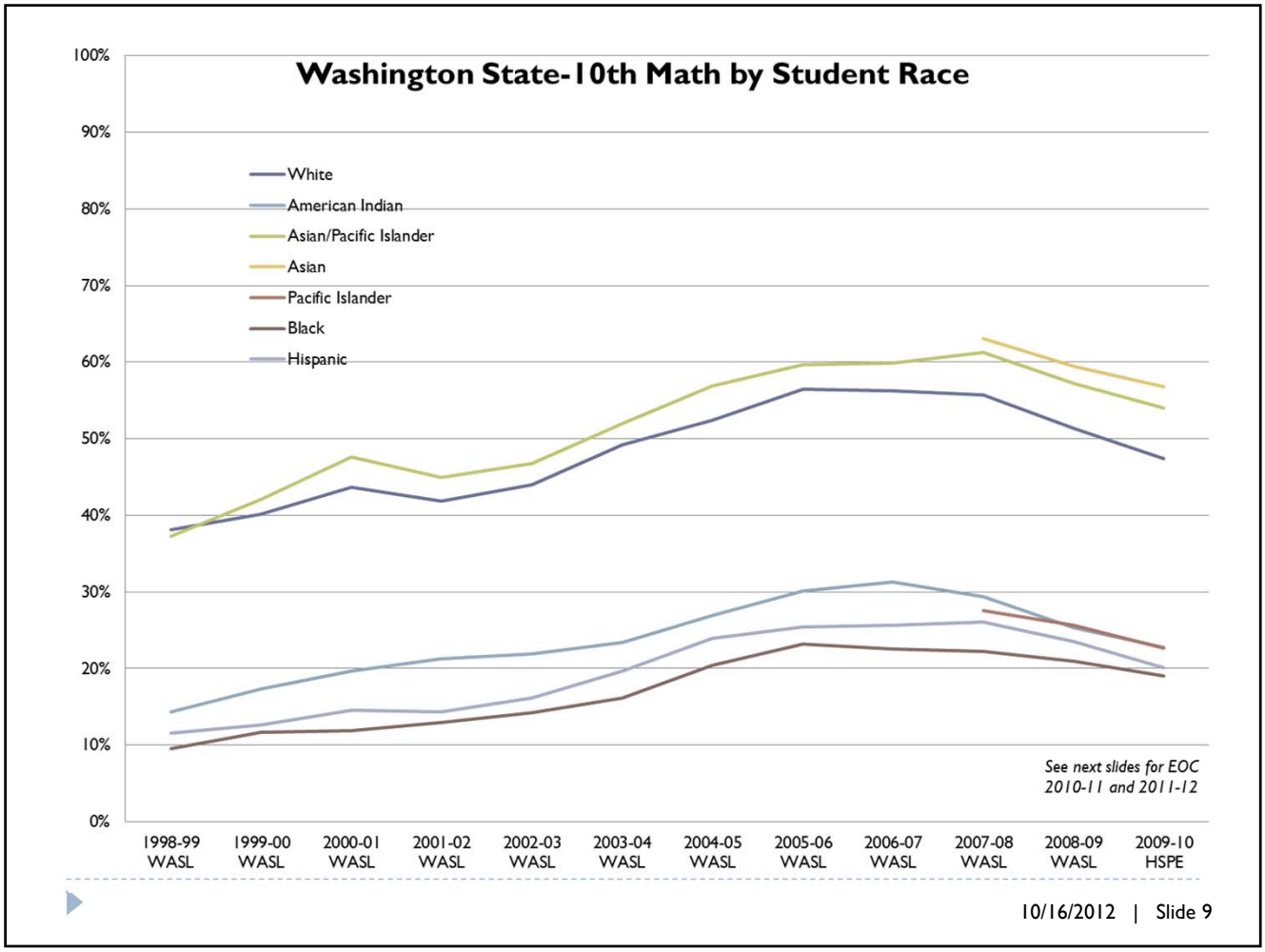
Asian/Pacific Islander
Asian
Pacific Islander
Black
Hispanic
10/16/2012 | Slide 8


Washington State-10th Math by Student Race
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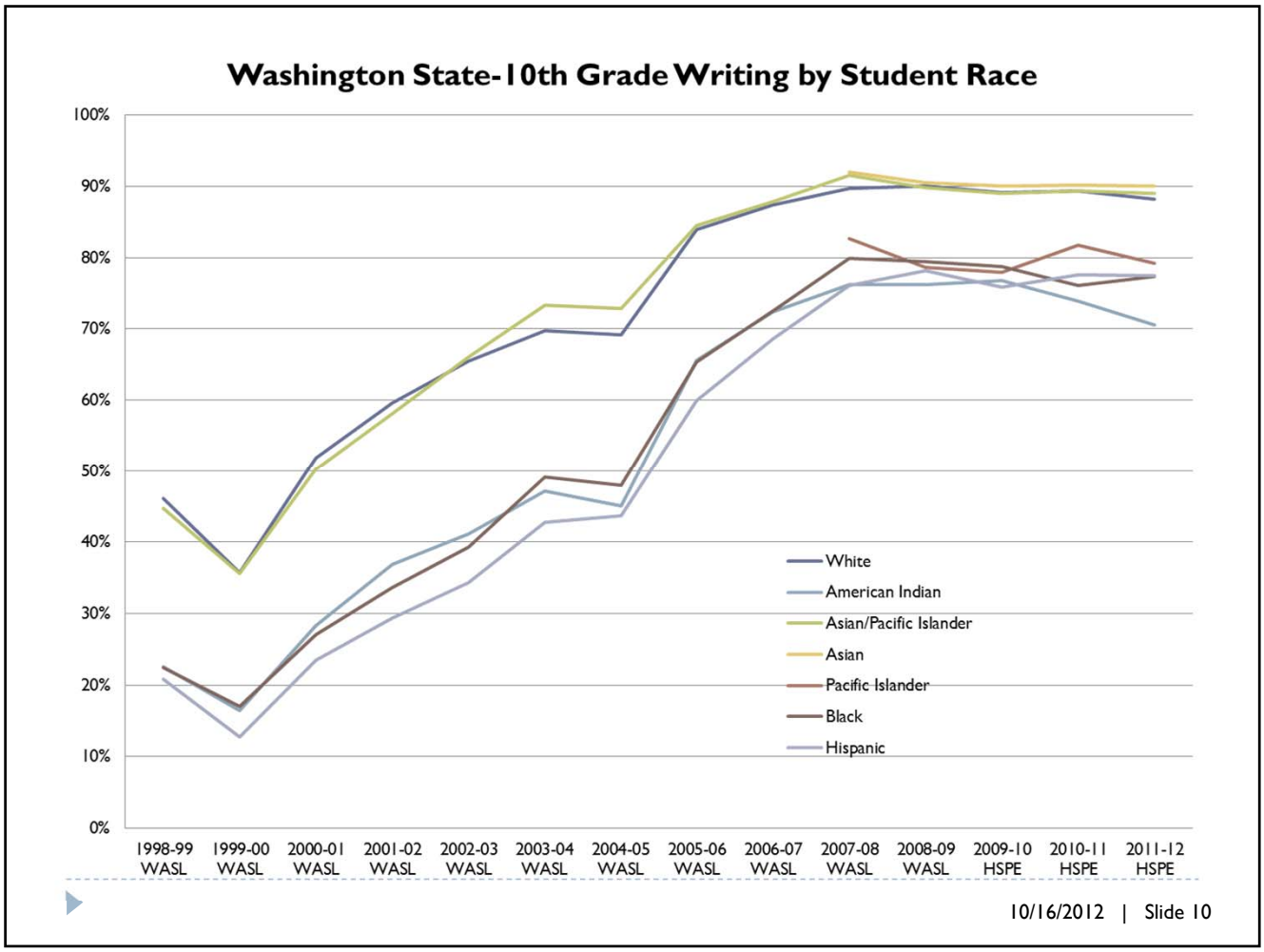
White
American Indian
Asian/Pacific Islander
Asian
Pacific Islander
Black
Hispanic
See next slides for EOC 2010-11 and 2011-12
1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 HSPE
10/16/2012 | Slide 9


Washington State-10th Grade Writing by Student Race
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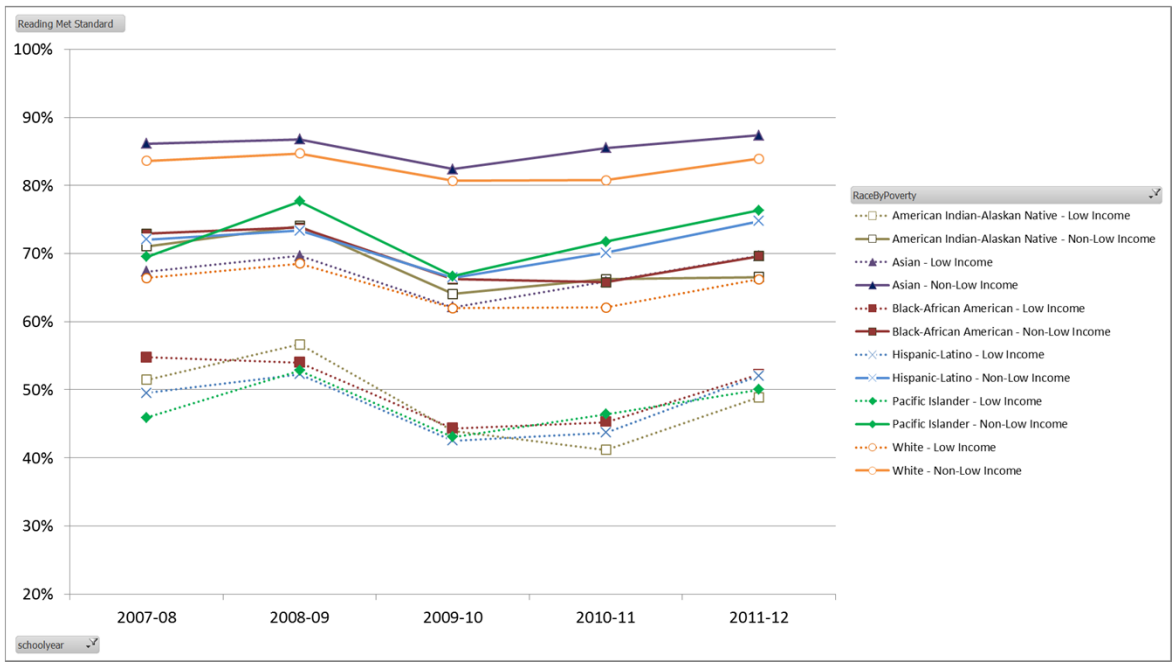
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 HSPE
2010-11 HSPE
2011-12 HSPE
White
American Indian
Asian/Pacific Islander
Asian
Pacific Islander
Black
Hispanic
10/16/2012 | Slide 10

4th Grade Reading



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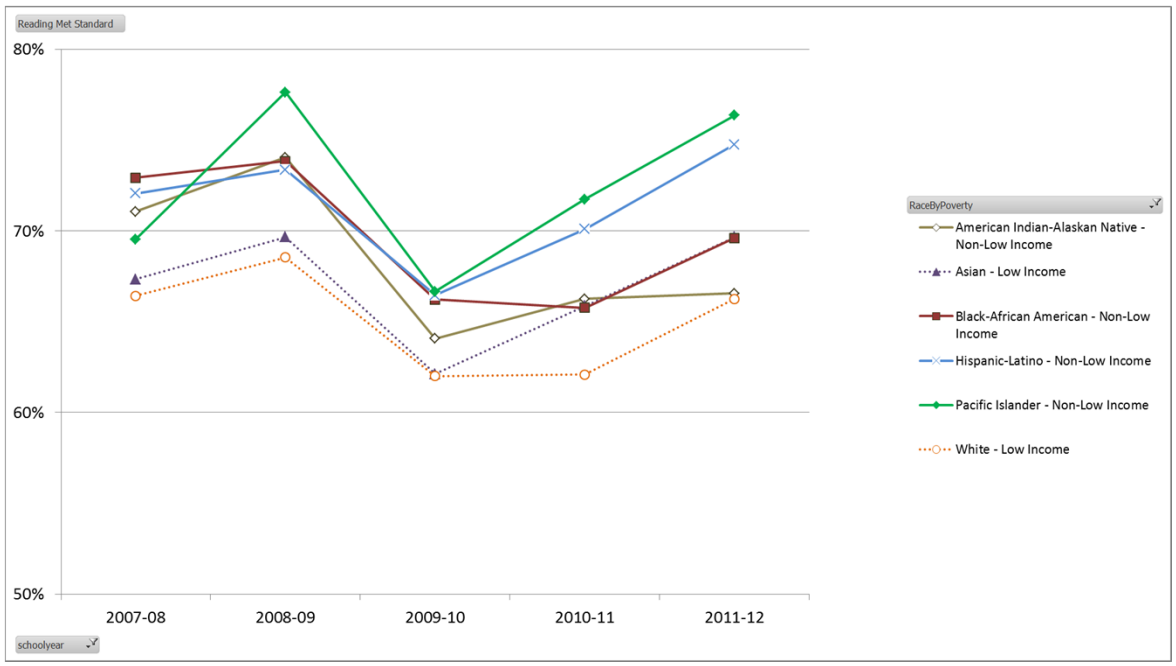
4th Grade Reading (subset)



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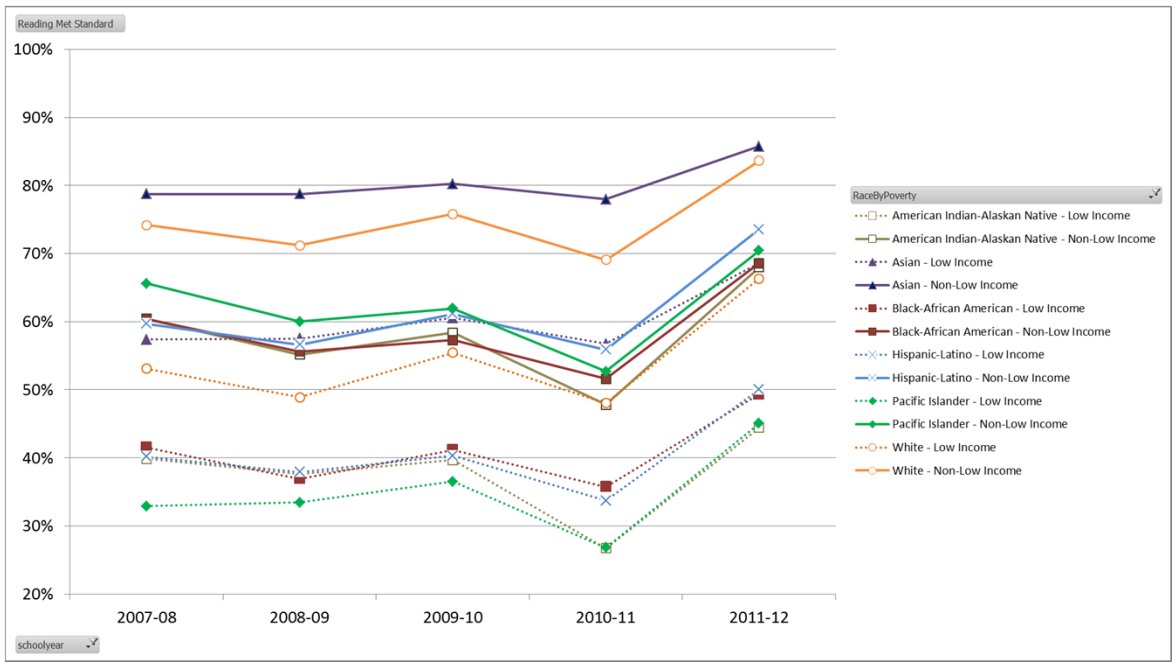
7th Grade Reading



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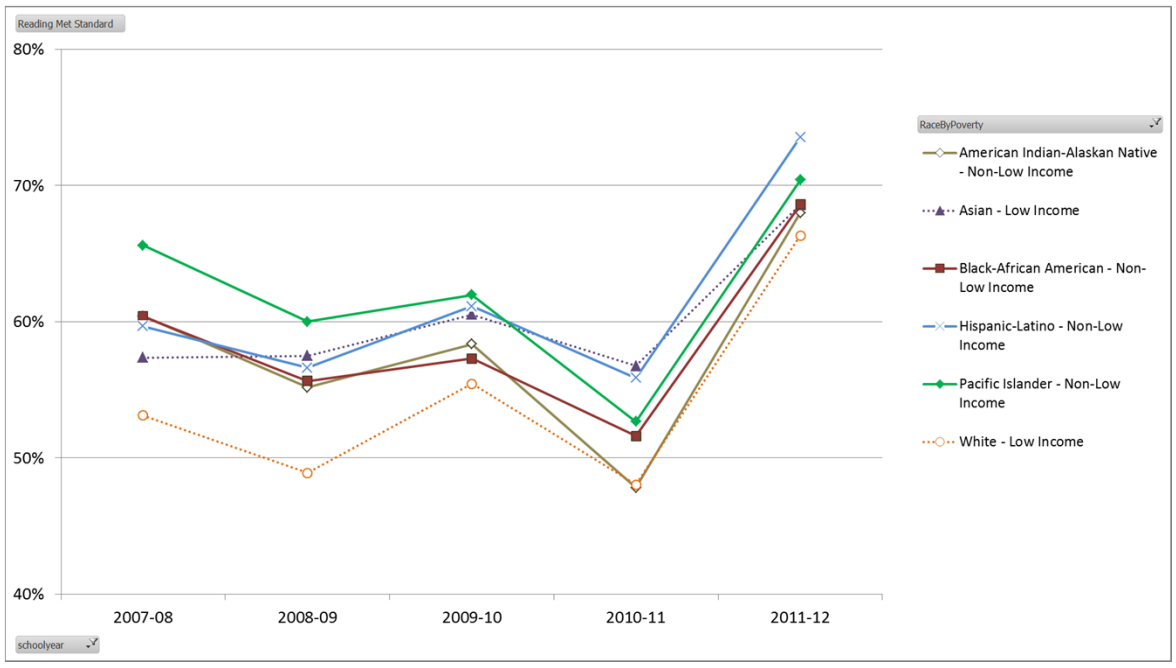
7th Grade Reading (subset)



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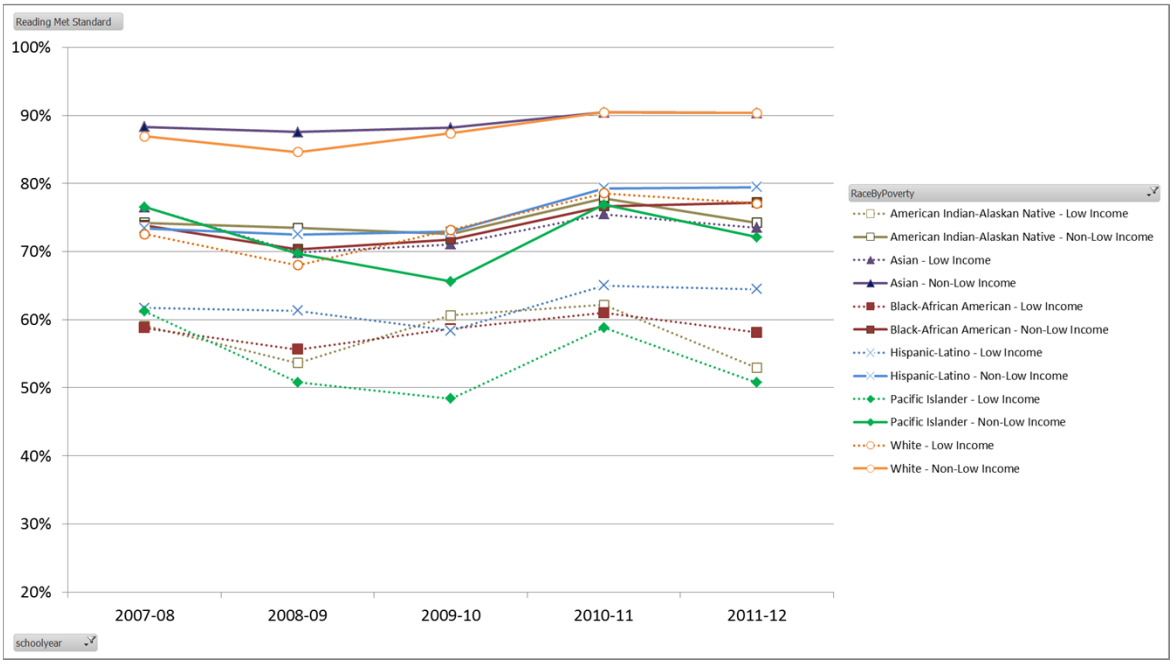
10th Grade Reading



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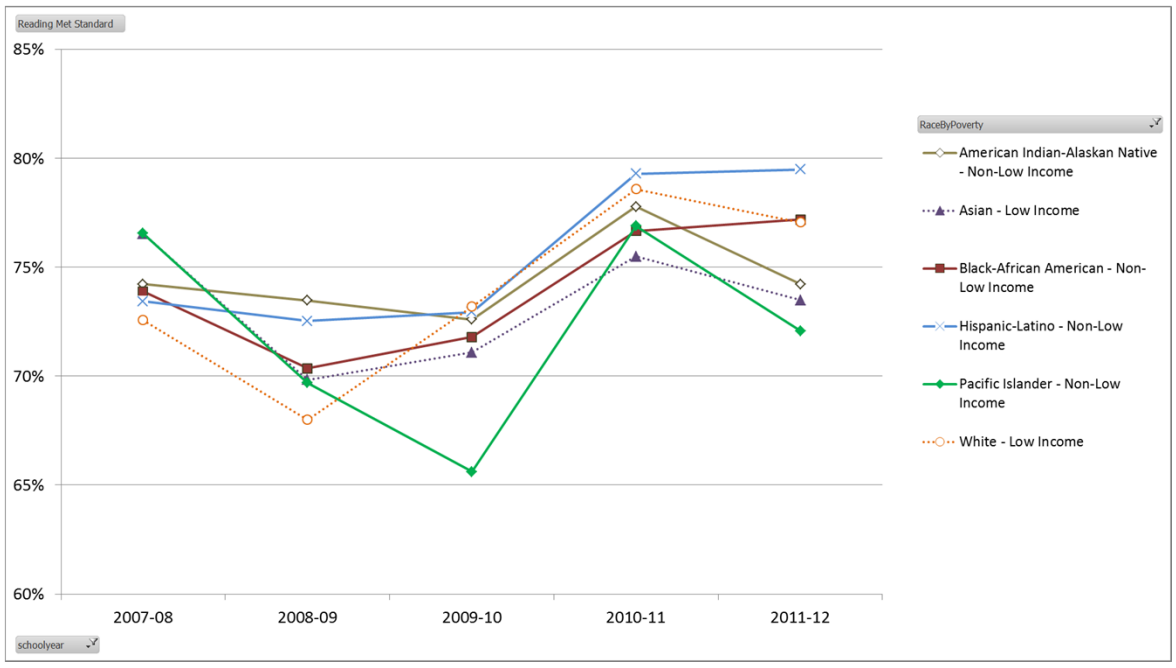
10th Grade Reading (subset)



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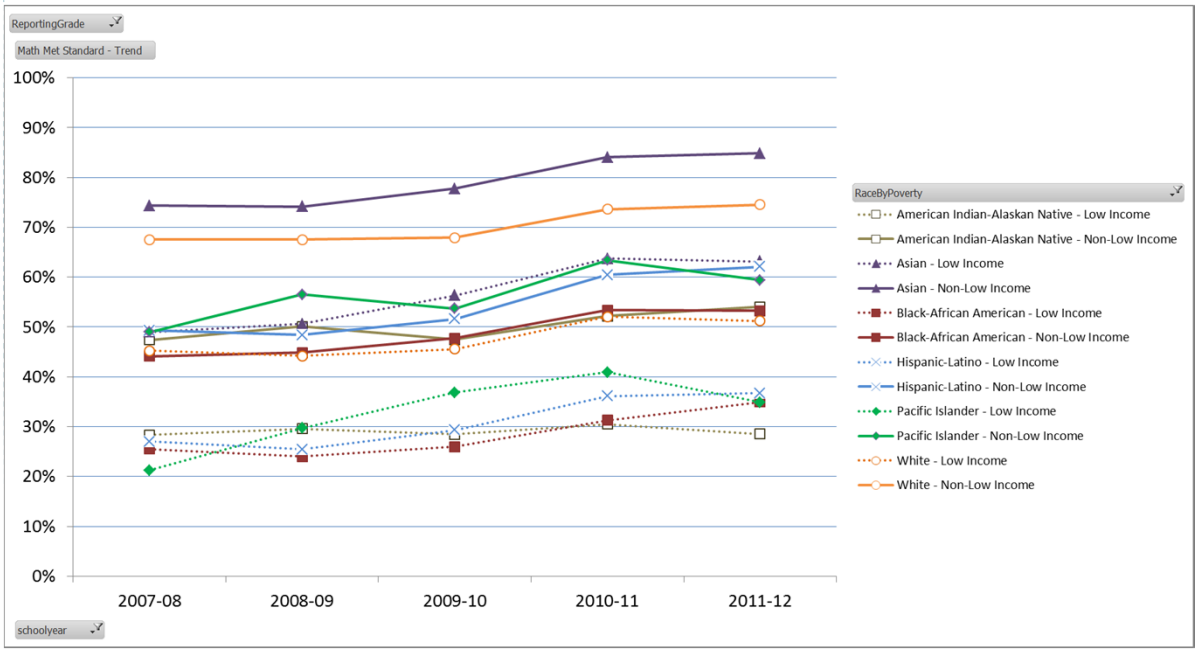
4th Grade Math



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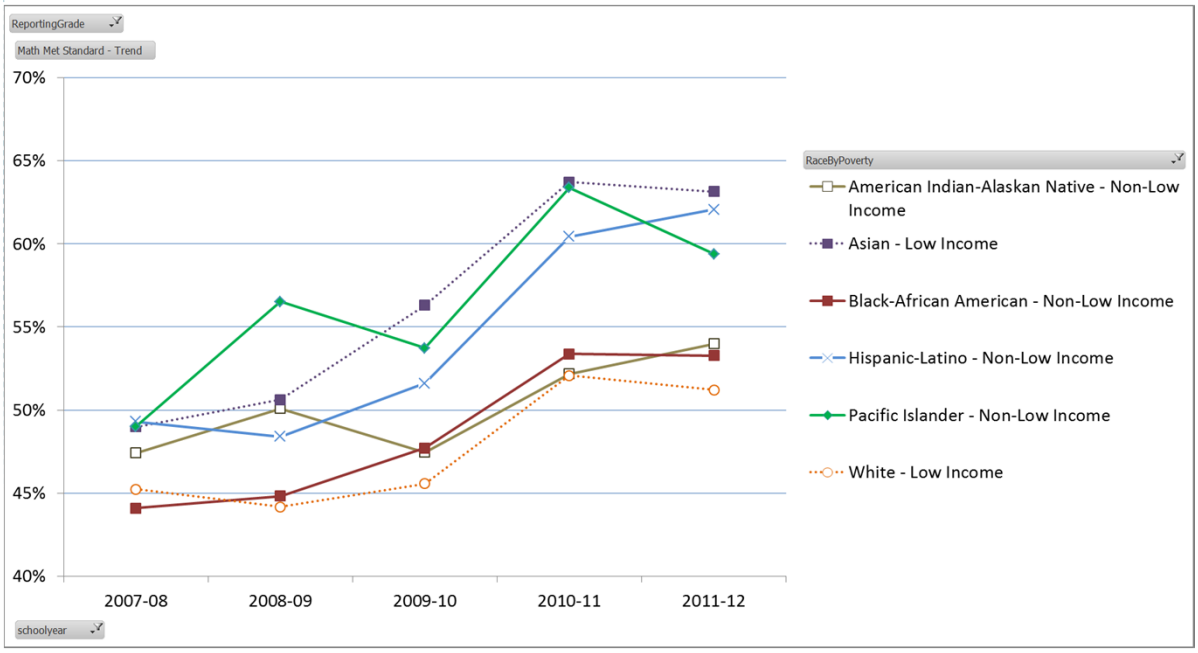
4th Grade Math (subset)



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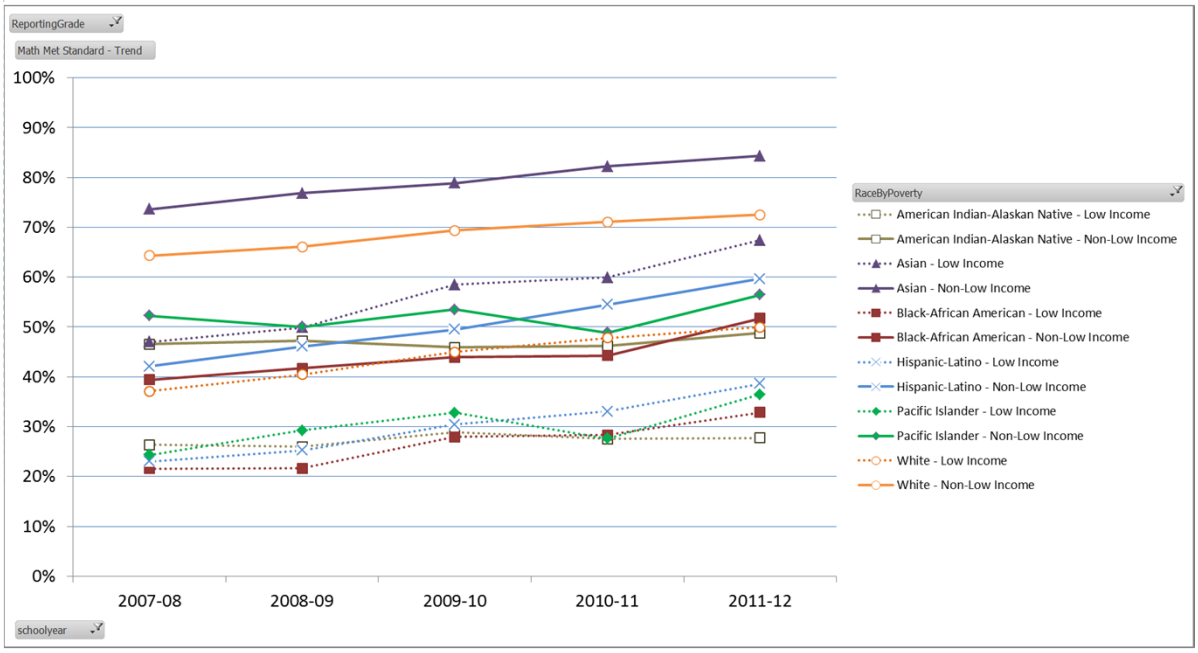
7th Grade Math



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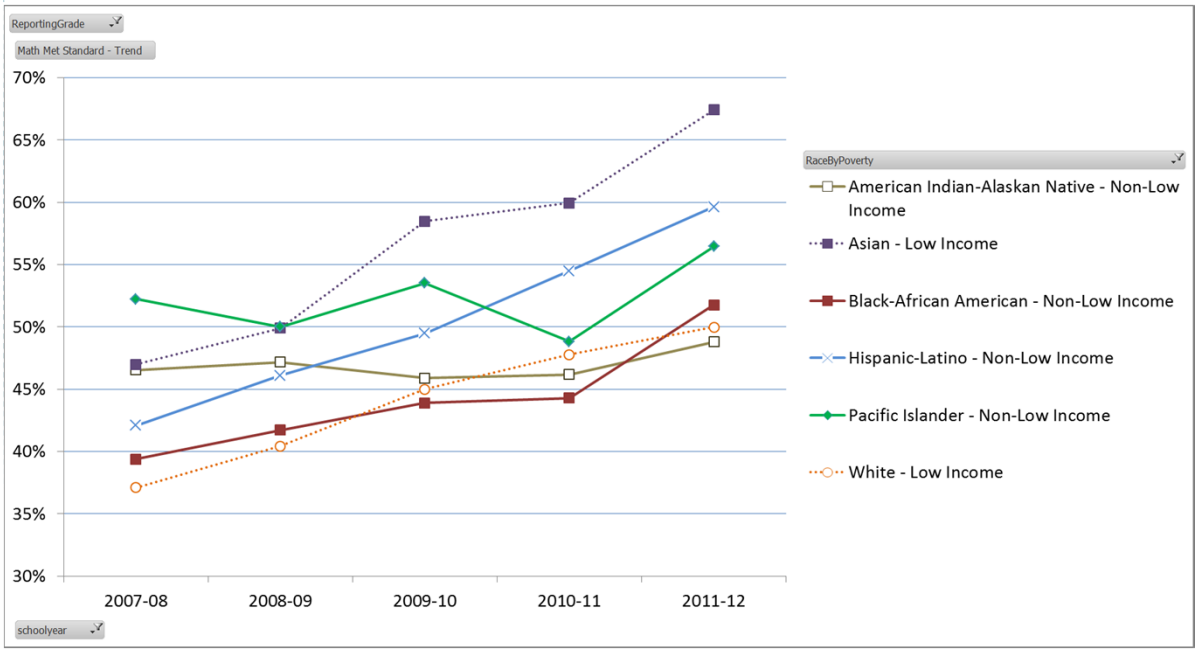
10/16/2012 | Slide 19

7th Grade Math (subset)



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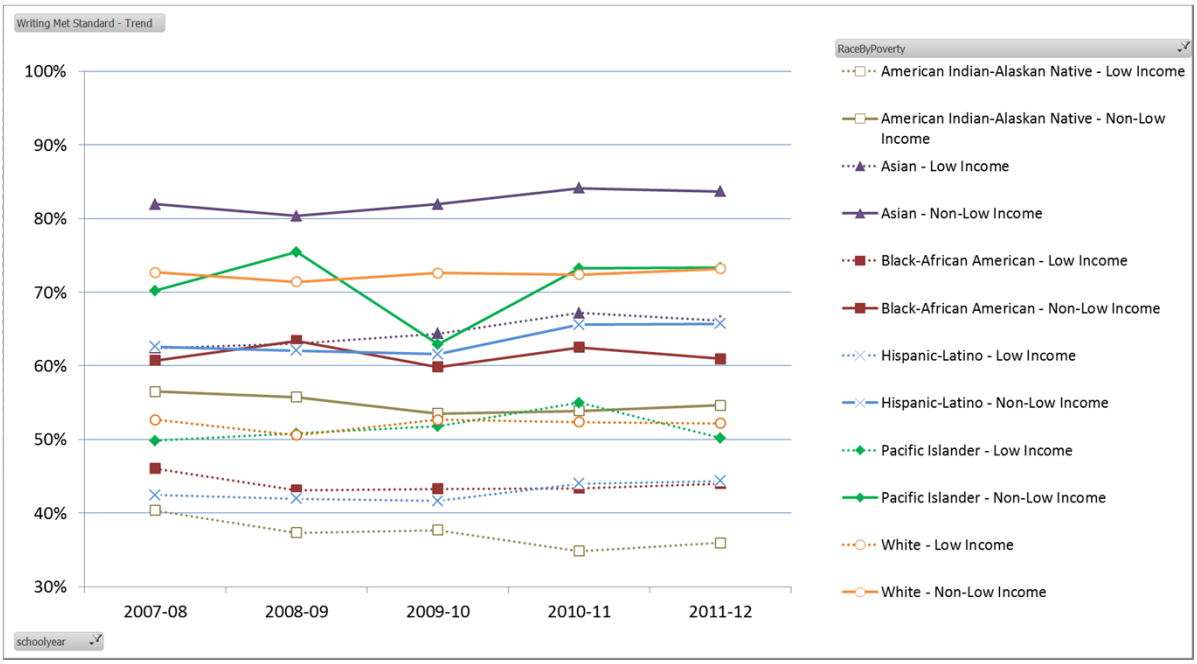
4th Grade Writing



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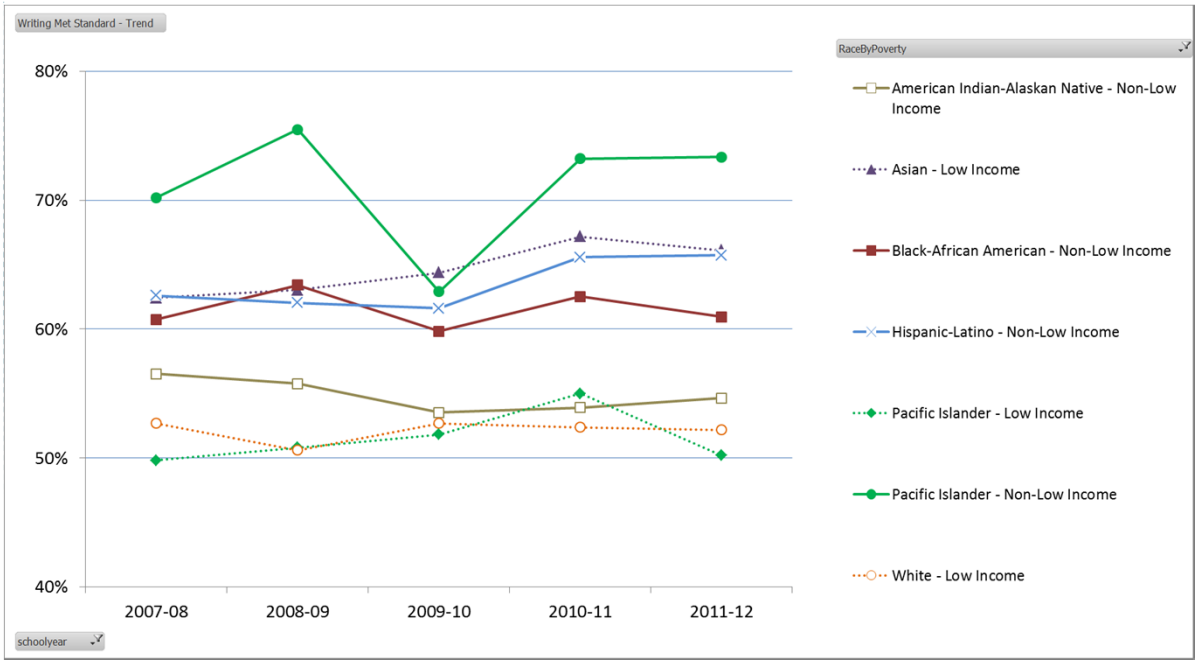
4th Grade Writing (subset)



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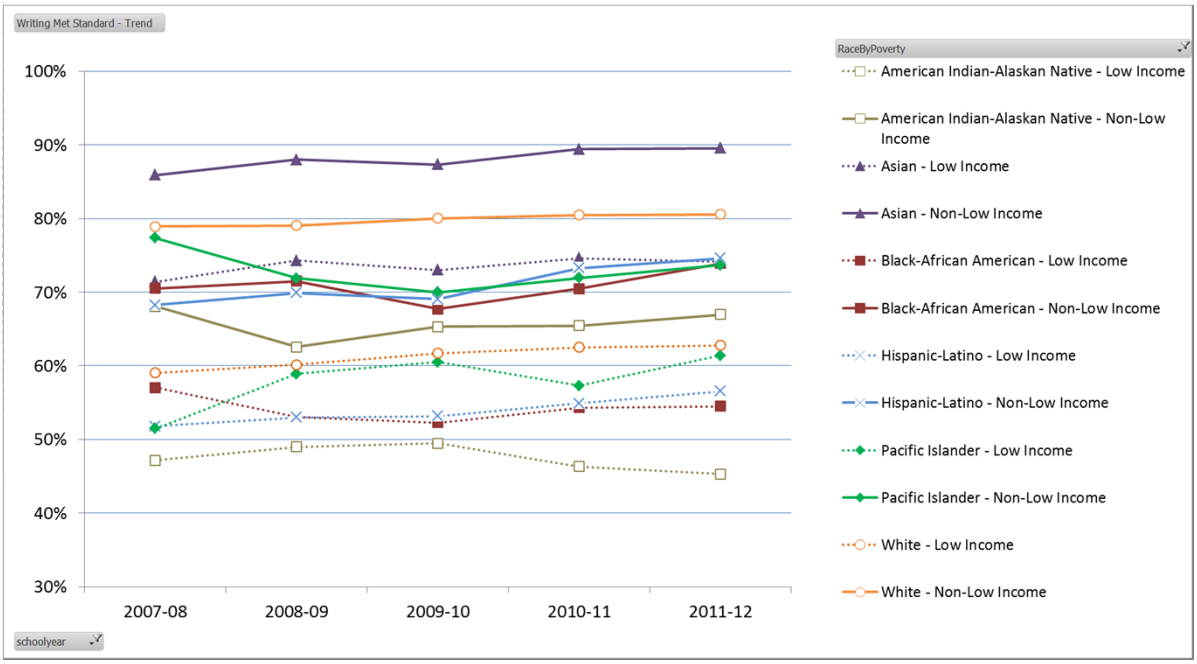
7th Grade Writing



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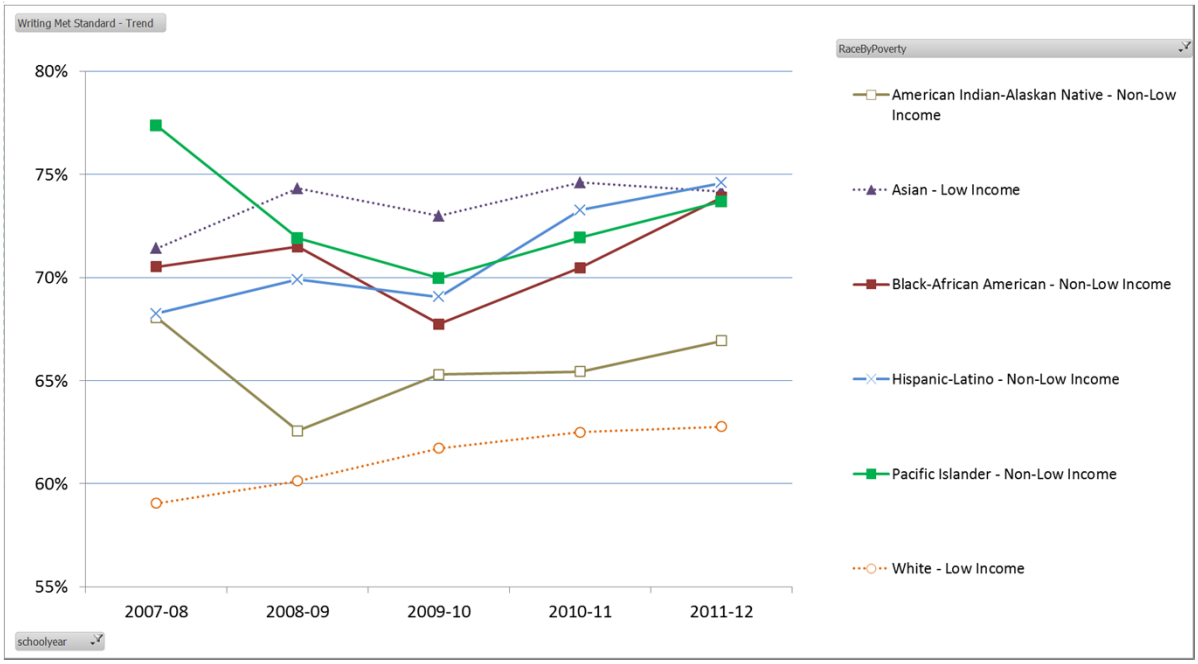
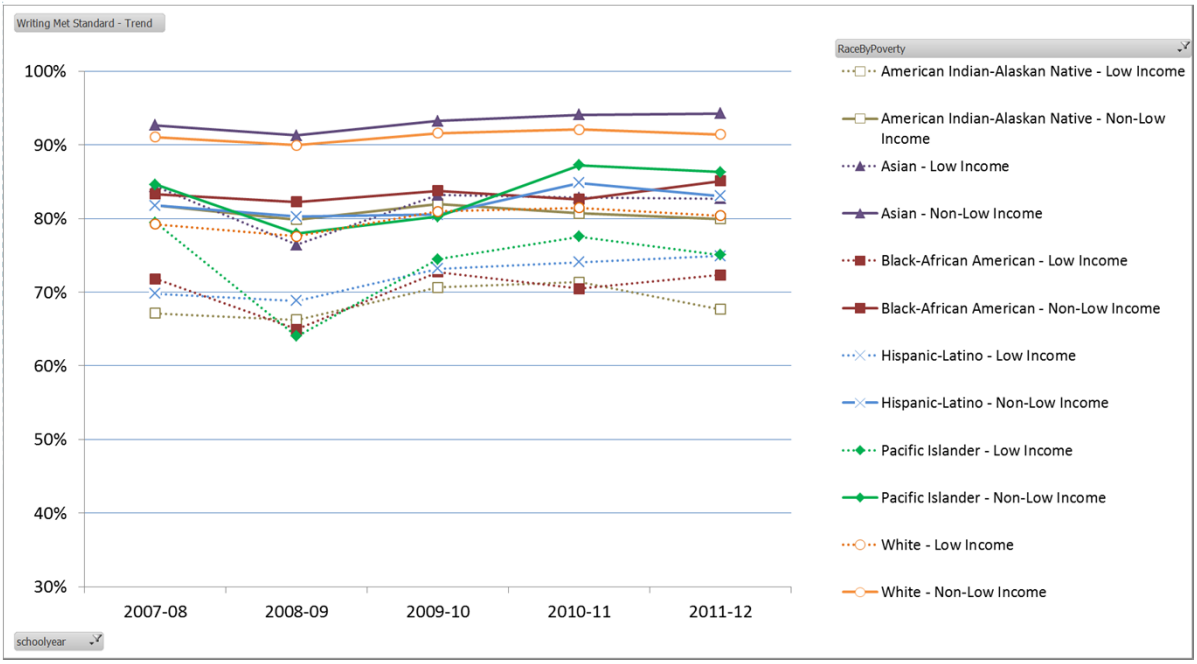
7th Grade Writing (subset)



10th Grade Writing



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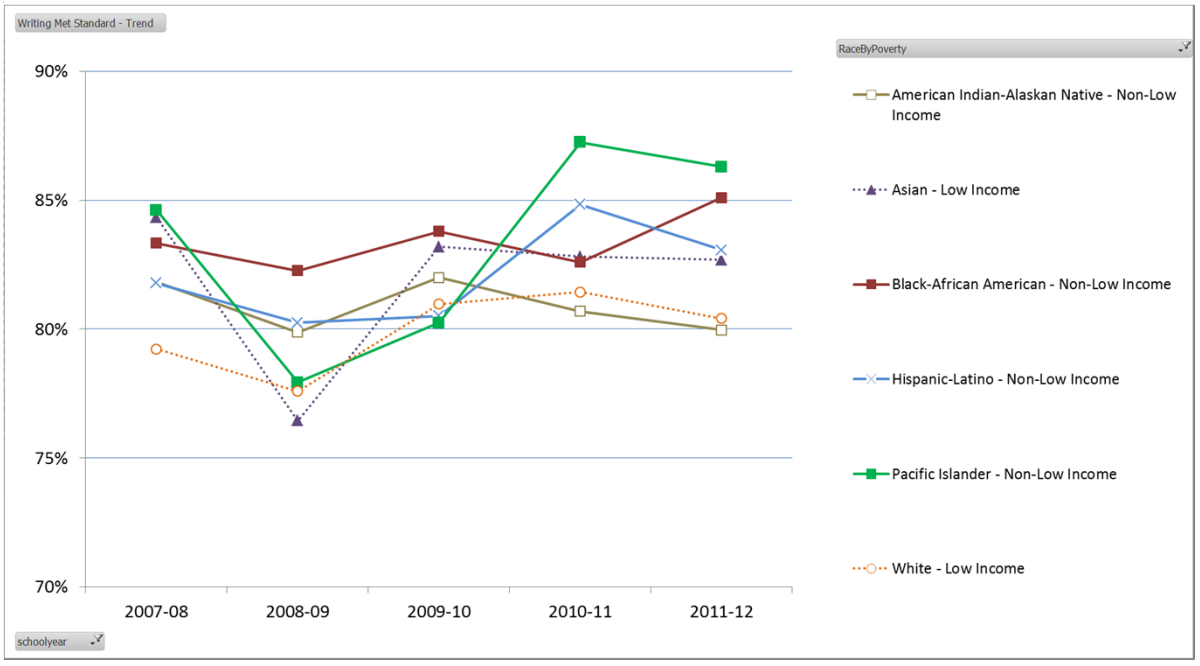
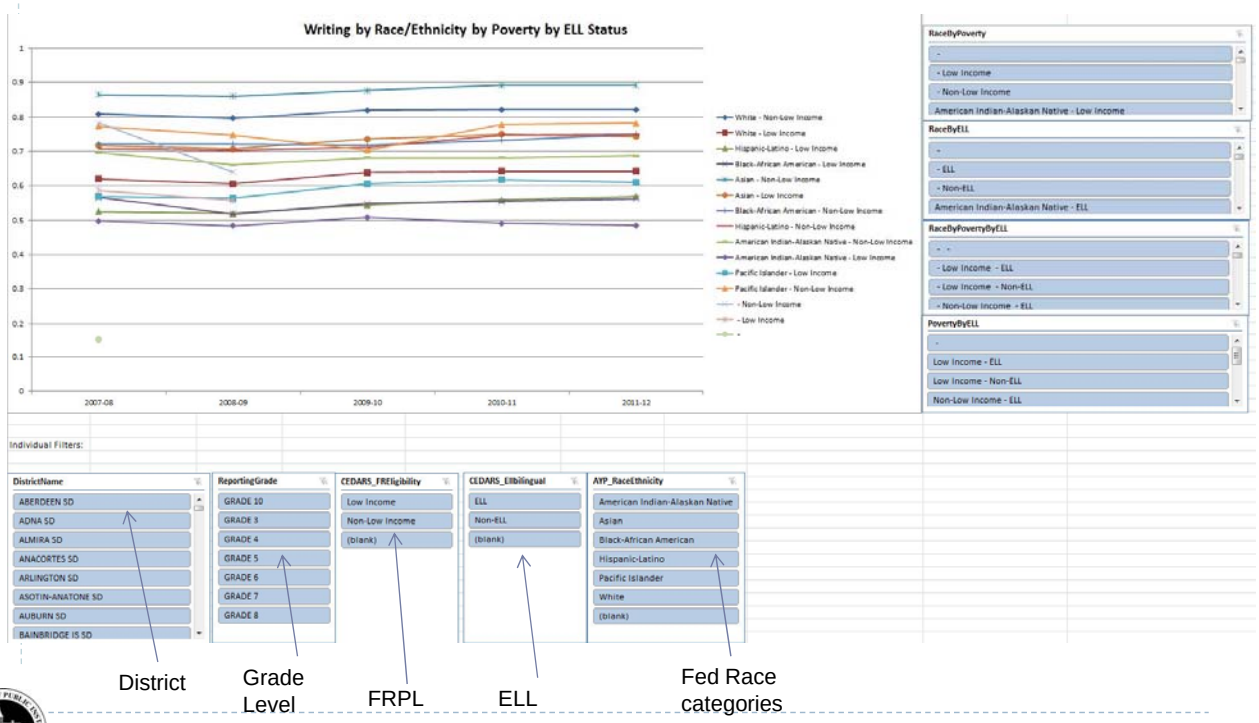
10th Grade Writing (subset)



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Interactive Excel Tool to Examine Achievement Data by Subgroups



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Questions?

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Thank you!

Black / African-American Student Data

ELL, Languages, and Assessment Outcomes

Black / African American Students: ELL Services and Primary Language

- There are 55,500 black students out of 1.1million total K-12 (~4.8% of state total)
- 8.8% of black students receive ELL services (4,908)
- Approximately one-third of ELL black students were born in the US (1,600). Among these:
  - Somali was primary language for 62%
  - Amharic was primary language for 9%
  - 74% were in grades K-3

Black / African American Students: birth country and ELL services summary

Statewide 2012 Enrolled Black/African American Students	Totals	Percent of Total Black / African American Students
All Students	**1,163,560**	
Black/African American Students	**55,524**	
Born in the USA	30,003	54.0%
Born Outside USA	5,699	10.3%
Birth Country is Unknown	19,822	35.7%
		100%
Black / African American Students Receiving ELL Services	4,908	8.8%
Born in US Receiving ELL Services	1,627	2.9%
Born Outside US Receiving ELL Services	2,900	5.2%
Receiving ELL Services and Birth Country is Unknown	381	0.7%

Most Common Languages for Black / African American Students Receiving ELL Services

Primary Language*	# Students
Somali	2,396
Amharic	593
Tigrinya	338
Swahili	248
Oromo	178
Arabic	138
French	131
Mandingo	97
Not Reported	88
Ethiopic	51

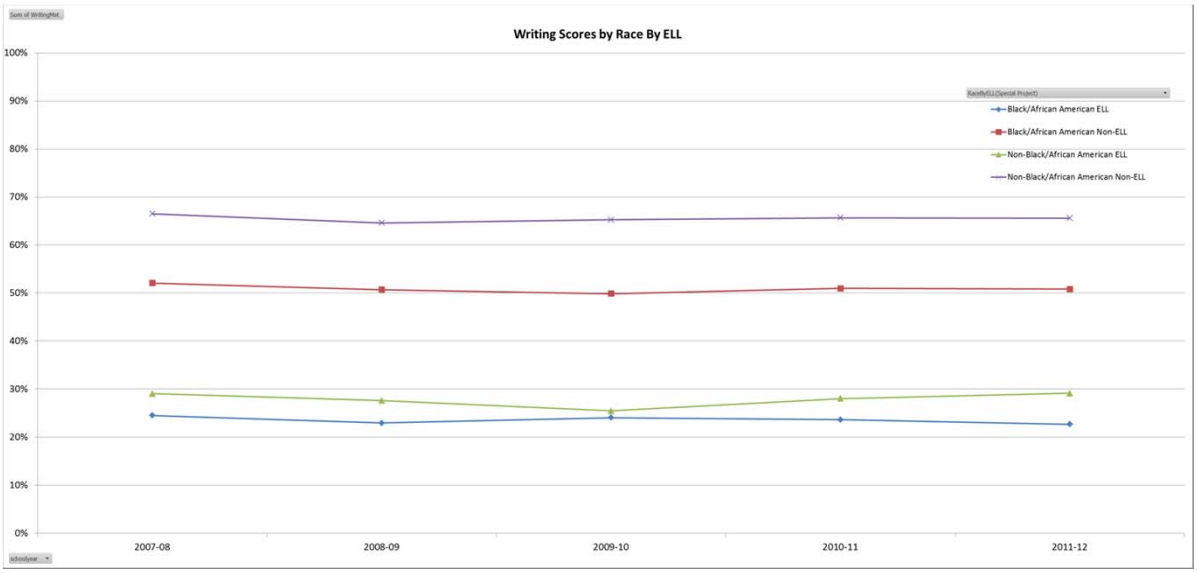
**These 10 reported languages comprise 87% of total*

Most Common Birth Countries for Black / African American Students receiving ELL services:

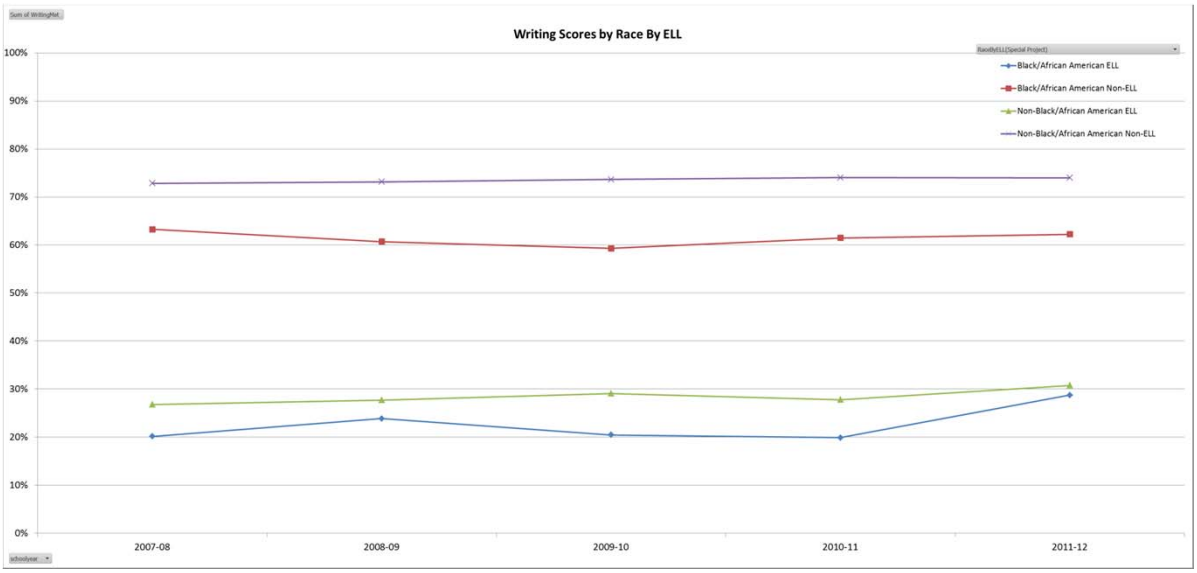
Country	Number of Students
Somalia	742
Ethiopia	644
Kenya	580
Eritrea	182
The Gambia	65
Haiti	62
Tanzania	61
Sudan	51
Republic of Congo	50
Ghana	41

**These make up 85% of Black ELL students' birth countries*

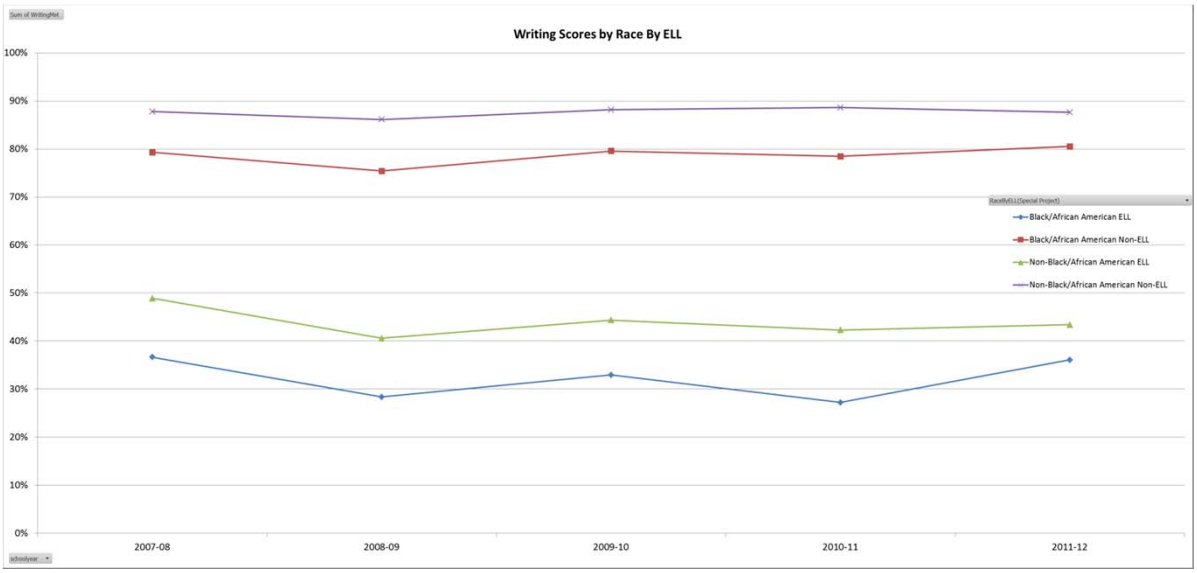
4th Grade Writing by ELL



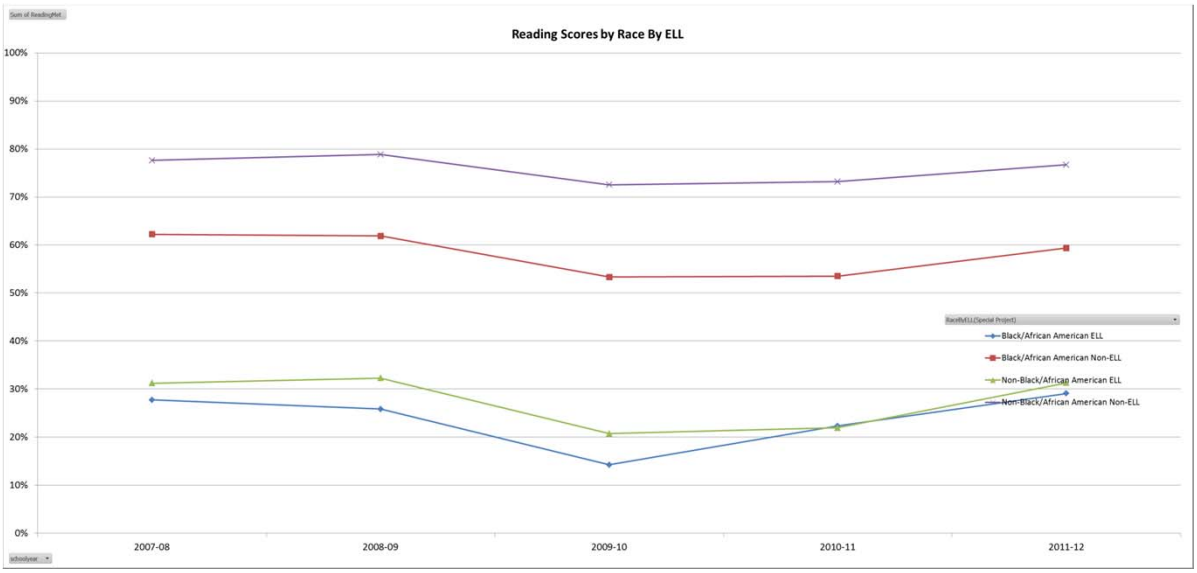
7th Grade Writing by ELL



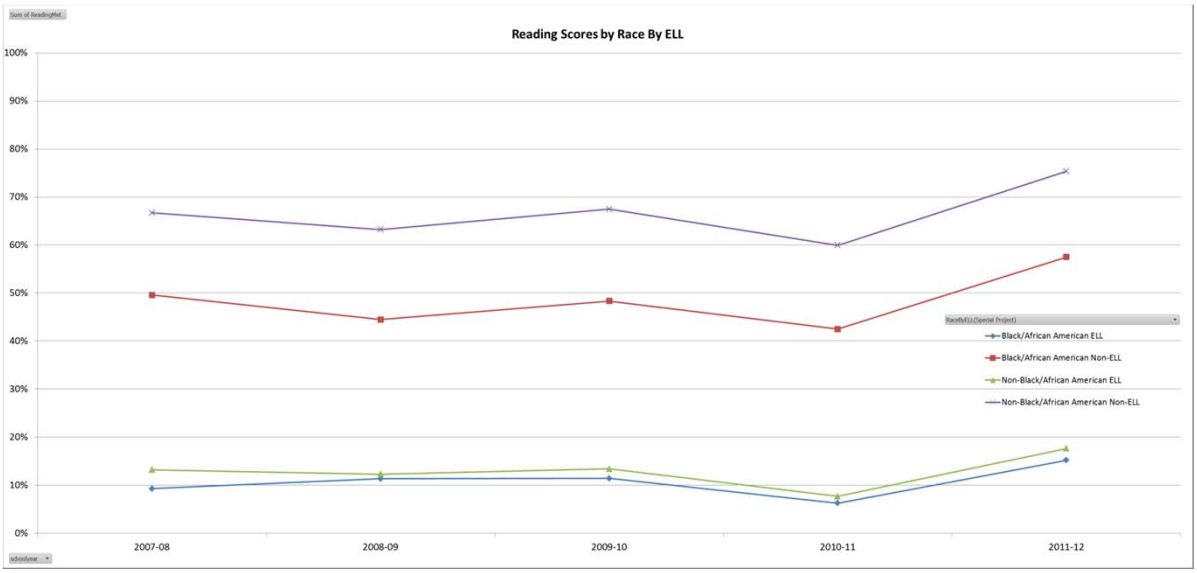
10th Grade Writing by ELL



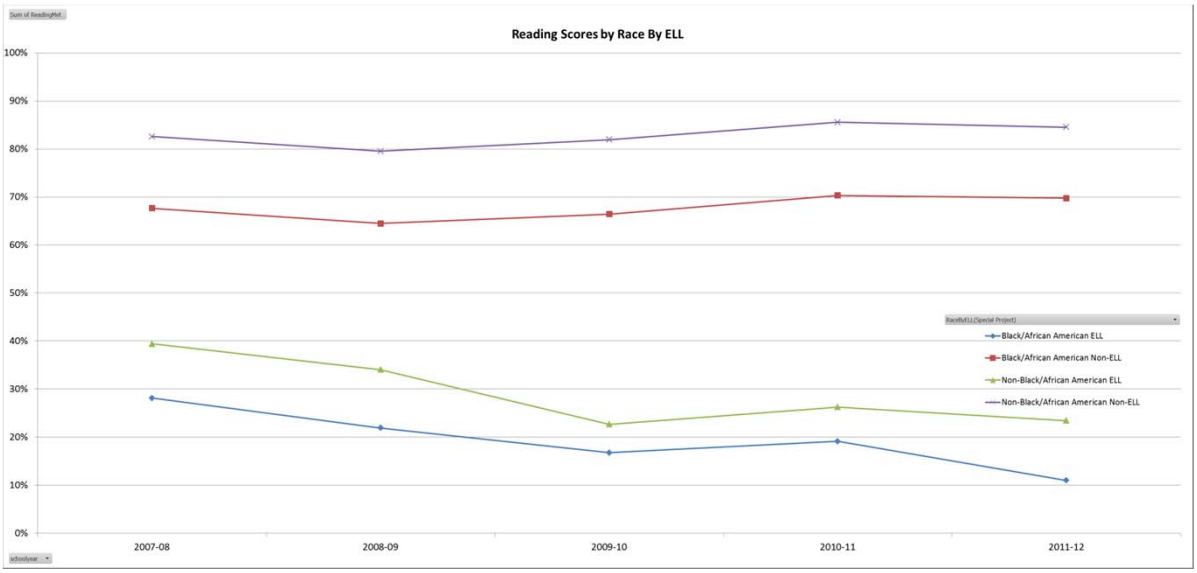
4th Grade Reading by ELL



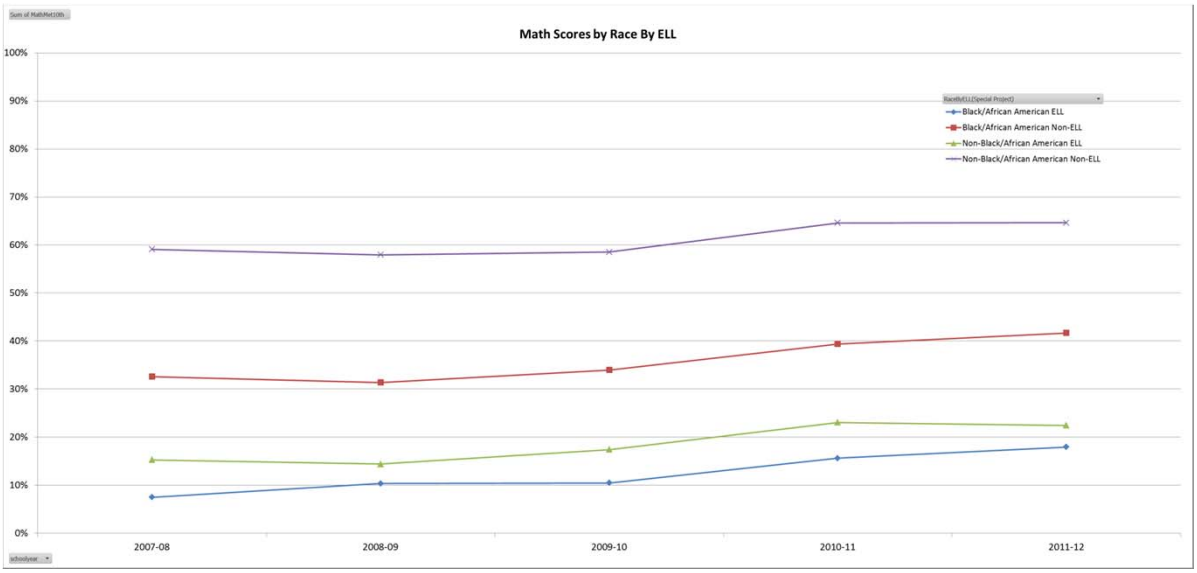
7th Grade Reading by ELL



10th Grade Reading by ELL



4th Grade Math by ELL



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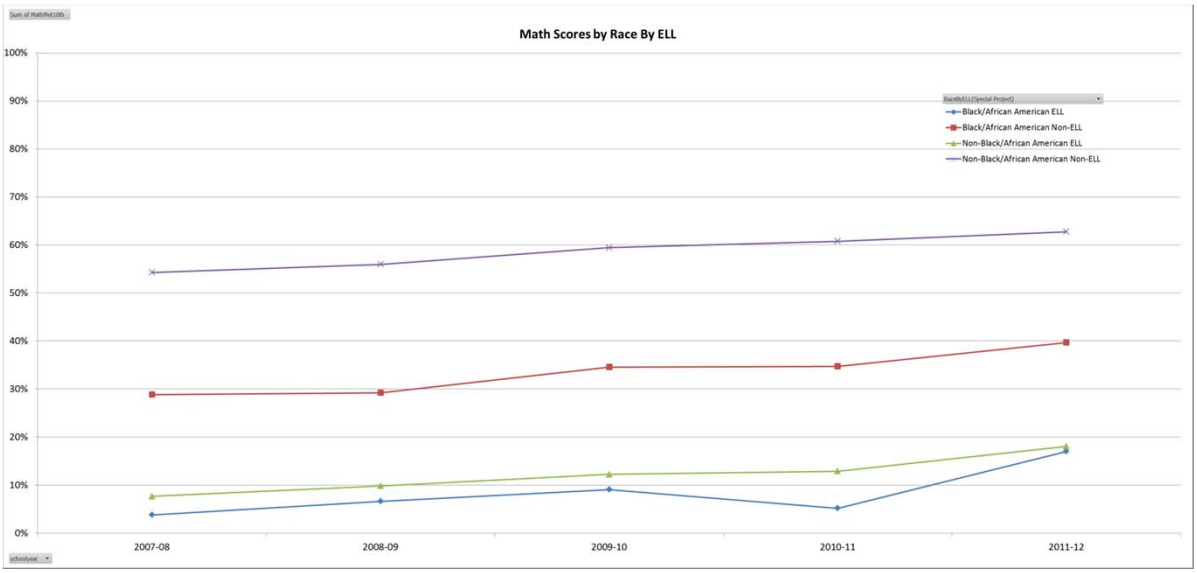
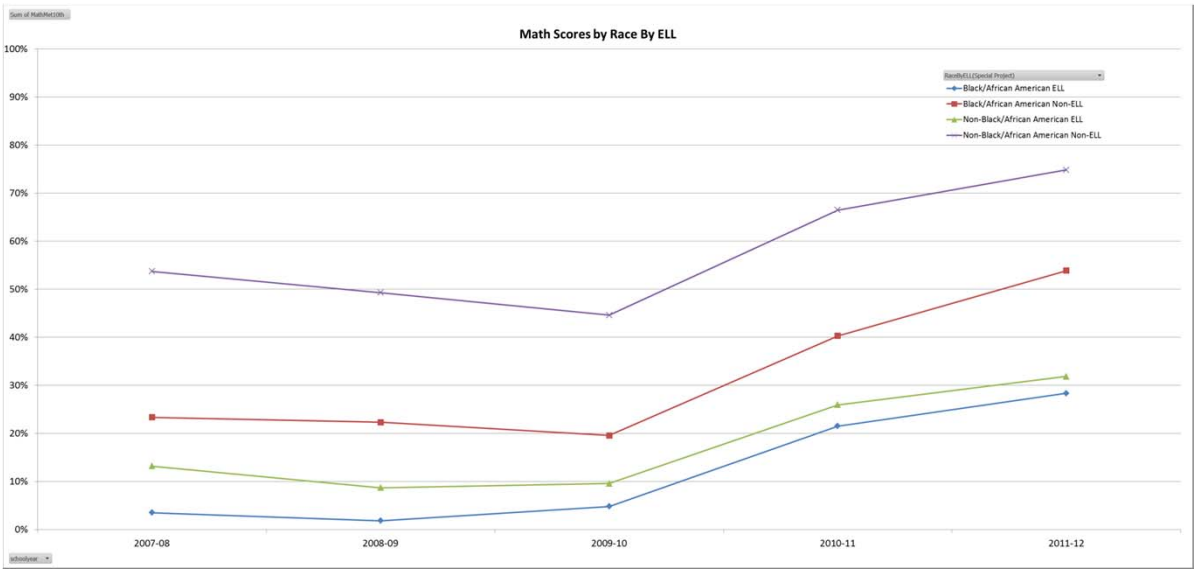
10th Grade Math by ELL