

EOGOAC

December 15, 2020

9:30 a.m. – 3:00 p.m.

Theme/Goal: Draft Annual Report Recommendations

Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs
Representative Sharon Tomiko Santos, House of Representatives
Bill Kallappa, Governor's Office of Indian Affairs
Rodrigo Renteria Valencia, Commission on Hispanic
Tennille Jefferies-Simmons, alternate for Chris Reykdal
Senator Lisa Wellman, Senate
Senator Bob Hasegawa, Senate
Fiasili Savusa, Commission on Asian Pacific American Affairs
Carrie Basas, Office of Education Ombuds
Dr. Jim Smith, Commission on African American Affairs
Representative Lillian Ortiz-Self, House of Representatives

Staff and Public Attendees: Heather Rees, Office of Superintendent of Public Instruction
Maria Flores, Office of Superintendent of Public Instruction
Robin Howe, Office of Superintendent of Public Instruction

Members Not in Attendance:

Superintendent Chris Reykdal, Office of Superintendent of Public
Instruction
Lydia Faitalia, alternate for Fiasili Savusa
Nicole Sutton, alternate for Bill Kallappa
Representative Bob McCaslin, House of Representatives
American Affairs
Julie Kang, alternate for Frieda Takamura
Senator Hans Zeiger, Senate
Tyson marsh, alternate for Dr. Jim Smith
Sean Heans, alternate for Carrie Basas

Minutes

Agenda item: Introductions, agenda overview, and approval of meeting minutes

Facilitator: Heather Rees, Research Analyst, OSPI

Motion

[Rep. Santos] moved [Sen. Lisa Wellman] seconded

To: Approved EGOAC September and October, 2020 Meeting Minutes with edits submitted by Frieda Takamura

[X] carried [] failed

Comment:

EGOAC – School district near Olympia put in their profile that they disaggregated and reported their students as students of color, Asian, and white. National organization pointed out that Asians are considered students of color. Note for the record that our EGOAC should make inquiries over the 2021 year about how well school districts understand the mandate for collecting and reporting data and why they are doing it. This was not the way to display the data of the students in the district.

Agenda item: Mastery Based Learning and Recommendations and Discussion

Presenter: Alissa Muller, State Board of Education

- This is a follow up presentation of information that was shared with the EGOAC at the beginning of last year.
- Workgroup’s purpose was to examine barriers to master based learning.
- Frieda was the EGOAC representative and additionally Rep. Santos and Sen. Wellman joined.
- Had multiple levels of education representation in the workgroup.
- Vision of closing the opportunity and achievement gap via mastery based learning.
- There are already programs in Washington State that utilize mastery based learning and establish a pace for students that fits their needs.
- Report recommendations specific to EGOAC:
 - Addressing barriers to MBL
 - High school and beyond plan (HSBP)

EGOAC December 15, 2020 Meeting Minutes

- Develop Washington profile of a graduate
- Develop supports for MBL implementation
- Fund counselors at national ratio and support a diverse work force.
- Professional development for educators for MBL and HSBP so that they can be responsive to their student's interests.
- Districts are required to review disaggregated data to see what students are accessing MBL and if there is disproportionality, they need to address it.

Discussion:

- EOGOAC – Thank you for facilitating this work. There were references that this does eliminate the need for specific set asides for gifted and that they advance on mastery, and it also addresses the movement that we are seeing today in the field of special education. Mastery based learning is a vision of inclusionary practice because the student is still advancing at their own pace. When we focus on equity that is a full expression is where every student is their own agent. We need to have our system spend its money in a way that supports every student on their educational journey. Recognize that every student is an individual.
- EOGOAC – Its unrealistic to expect students to be well rounded without giving them the tools to do so. Educators are essential and will have a transformation in their role. There will be rerouting of funding in different ways in order to address the concern of paying for mastery based learning within the educational system.
- EOGOAC – We need to make sure that the training prepares them for the change, that it prepares students for higher education, and that counselors understand their role in the process.
- EOGOAC – Possibly mastery based learning should be included in the EOGOAC report and support recommendations.
- EOGOAC – There is a strong connection to addressing institutionalized racism and the gap through mastery based learning and showing real examples. The way that our system is set up with accountability deals more with compliance. What are we doing to ensure that at the end of the day what is occurring is students are learning and growing. EOGOAC reports have been received more as additional compliance rather than recommendations and that we have given information to help see the problem instead of saying, “Here is a system you can put in place instead of what already exists.”
- EOGOAC – The transition is the challenge because it is not just a matter of turning one off and the other on. It is more the acceptance from the community and those that work within the system.
 - Will districts and communities solve the problem in the same way? This will make it hard to prescribe one universal system.

Presenter: Randy Spaulding and Andrew Parr, State Board of Education

Discussion:

- 16 appointed positions make up the board
- System health report is part of the board's responsibility for accountability and improvement
- Metrics are established in statute. Earlier in the month the board indicated interest in re-evaluating the metrics and reviewing other states for comparison to Washington.
- Need to set long term goals, reporting on the state indicators
- Focusses on the disparate outcomes of the indicators.
- Is currently producing disparate outcomes and is not meeting/supporting improved outcomes based off current data.
- EOGOAC – Based on the data does this indicate that we are declining in readiness?
 - Yes, that would be one interpretation. Second would be, that there are trends that happen from 8th grade to high school. The high schools are doing a great job supporting students who are coming in under-prepared and getting them prepped while they are there before going on to secondary education.
 - The improvement in college readiness is related to legislative change to add a math credit in high school.
- EOGOAC – This statewide indicator is supposed to be broadly available and is a public document. It is not helpful to have a document that can be wildly interpreted without someone there to explain it. Given this, is there something that needs to be tweaked legislatively to make this document less open to interpretation or can it be done internally?
 - Dashboards don't provide analysis and output; they just provide data.
 - EOGOAC – The metrics were set legislatively, but we need to question the utility and value of this snapshot without the contextual information.
- EOGOAC – Were these metrics fed into the ESSA plan?
 - Yes, the long-term statewide goals for this piece of work are the same as the ESSA plan.
 - Maria – In the ESSA plan we put in the WISSIF and the goals. What was the projected date to meet the goal?
 - 2026
- 4th grade Smarter Balance ELA – None of the student groups are on track to meet long term goals.
- Washington's graduation rate is the lowest in the national average and lowest amongst peer states.
 - Graduation requirements changed from 28 to 24 credits recently.
- EOGOAC – We are more interested in seeing the disaggregated data than peer state data. We are perpetuating the same notion that Asian students are not struggling by not breaking down the data.

EOGOAC December 15, 2020 Meeting Minutes

- The data and sub-ethnicity data will be coming out later for disaggregation.
 - Maria – It may be beneficial for OSPI in the future to bring a layout of what districts are fully adoptive of the HB 1541 reporting requirements for student race and ethnicity data.
 - Randy - Currently looking at the board’s actions and how they can be cleaned up to address issues that have come up over the years.
 - EOGOAC – We would like a copy as soon as a plan is created to address this data. We should also ask all agencies how they will address the new data and proceed. We are also seeing that math seems to be a main barrier for students and seeing that districts try to do remedial work at the high school level and then this hinders their ability to move on to trig and calculus. Once you are behind in math it is hard to catch up to grade level.
-

Agenda item: Public Comment

Discussion:

- Roxana Norouzi from OneAmerica
 - Continue to invest in multi-lingualism in Washington State
 - Investment in dual language programs
 - Support heritage and culture programs
 - Support recommendations from Language Access Workgroup to be put into law
 - Priorities: standards of ethics and practices of interpretation and translation, point person at every school district, and proper implementation of language access.
 - Alexandra Manuel from PESB
 - Build out a cultural competency workgroup
 - Racial literacy standards for educators should be built on through professional development.
 - Collecting evidence now to show if programs are addressing cultural responsiveness and holding them accountable
 - Cultural competency standards from 2009 – would like to brief the EOGOAC in the future about the work
-

Agenda item: Lunch Offline

Agenda item: Work on EOGOAC Annual Report – Draft Recommendations

EOGOAC December 15, 2020 Meeting Minutes

Discussion:

- Emphasizing why data is important and communicating it out to the communities and families in a digestible way.
 - Adding in context of targeted services during closure and remote learning for future incidents.
 - Communicate the language access recommendation from public comment. (Will be elaborated on later in the document.)
 - How is Washington making sure that we are looking at the collected data and building change from it?
 - Concern around district accountability by the public using data in the report card to compare systems.
 - There is a question around the responsibility of the what, who, and how concerning data capacity and literacy.
 - The way data is shared can have negative impacts because of the way that information is shared.
 - All recommendations should have a segment to address a COVID environment.
 - Students should not be disciplined for not having their camera on because the students often don't want others to see their living environment.
 - Discipline needs cultural competency integrated into dealing with virtual classroom management.
 - Legally, children may not be used as translators. It would be good to reiterate what has been done in the past within the report.
 - See draft report for further details of editing.
-

Agenda item: Public Comment

Discussion:

- Trenise Rogers
 - Administration in Federal Way Public Schools has not been fully investigating issues.
 - Have not been allowing for public comment, instead they have been submitting emails and only hearing it if the school board deems that it meets the topic of the meeting.
 - School boards are not required to hear from the public right now during COVID.
 - Found out that a year ago that 90% of our kindergarteners that were suspended were black.
 - Graduation rates are rising in Federal Way, but this is being done through pushing students out the last two weeks of school. Federal Way has the lowest attendance.

- Need a path for parents to report to OSPI.
 - Tabitha Plotke
 - Humanity and the struggle of students are being pushed aside by only looking at data and not the individual student.
 - There is minimal space for reflection of data and is usually framed as what we are doing wrong not how we can improve.
 - We don't know how to hold ourselves accountable if we don't have a clear understanding of why we are looking at the data.
 - Louis Guiden
 - Federal Way Public Schools
 - Father of a child that went through K-12 and is going to college.
 - At Echo Glen, seeing a lot of students that come from Federal Way.
 - Running a non- profit.
 - Want to find a way to continue the conversation.
 - Charlotte Latte
 - There is an educator perspective in the issues that are brought up.
 - Schools feel good about submitting their required data.
 - It's difficult at the local level to have administrators not give the data and instead educators are sent to look at it on the OSPI website.
 - Would like to see semi-annual data to identify trends and hold districts accountable.
 - As long as they are in compliance with the state that's all they care about and they don't try to go beyond that.
 - Where is accountability for racism and discrimination within the school? Some don't even have systems for reporting.
-

Agenda item: Debrief, and Conclude Meeting

Discussion:

- Staff will send out notes and new draft of recommendations before the next meeting

Meeting concluded at 3:00pm

Minutes Taken By: Robin Howe