



CLOSING THE OPPORTUNITY GAP IN WASHINGTON'S PUBLIC EDUCATION SYSTEM

2020 Annual Report

*By the Educational Opportunity Gap
Oversight and Accountability
Committee (EOGOAC)*

Prepared By:

Maria Flores, Director, Title II, Part A and Special Programs

Heather Rees, Administrative Assistant, Title II, Part A and Special Programs

Contents

| | |
|--|----|
| Executive Summary..... | 3 |
| Committee Membership..... | 4 |
| Committee Co-Chairs..... | 5 |
| Committee Staff..... | 5 |
| 10 years of EOGOAC..... | 7 |
| 2020 Recommendations: Introduction..... | 14 |
| 1. Expanding Social Emotional Learning..... | 16 |
| Recommendation 1A..... | 17 |
| Recommendation 1B..... | 17 |
| Recommendation 1C..... | 17 |
| Recommendation 1D..... | 17 |
| 2. Implementing Student Discipline Reform..... | 18 |
| Recommendation 2A..... | 18 |
| Recommendation 2B..... | 18 |
| Recommendation 2C..... | 19 |
| 3. Dismantling Disproportionality for Students of Color with Disabilities..... | 20 |
| Recommendation 3A..... | 20 |
| Recommendation 3B..... | 21 |
| Recommendation 3C..... | 21 |
| Recommendation 3D..... | 21 |
| Recommendation 3E..... | 22 |
| 4. Building Authentic Systems for Family Engagement..... | 23 |
| Recommendation 4A..... | 23 |
| Recommendation 4B..... | 23 |
| Recommendation 4C..... | 24 |
| Recommendation 4D..... | 24 |
| 5. Investing in Integrated Student Supports..... | 25 |
| Recommendation 5A..... | 25 |
| Recommendation 5B..... | 25 |
| Recommendation 5C..... | 26 |
| 6. Ensuring Culturally Competent Educators..... | 27 |
| Recommendation 6A..... | 27 |
| Recommendation 6B..... | 28 |

| | |
|--|----|
| Future Work..... | 29 |
| 1. Foster Care..... | 29 |
| 2. Language Access | 29 |
| 3. Mastery Based Learning..... | 29 |
| 4. Student Discipline | 29 |
| 5. Immigrant and Refugee Families | 30 |
| 6. Students Experiencing Homelessness..... | 30 |
| Conclusion..... | 30 |
| Acronym Glossary | 31 |

Executive Summary

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is a bicameral, bipartisan legislative and community workgroup committed to closing racial opportunity gaps in Washington’s K-12 public education system.

The term ‘opportunity gap’ refers to systemic inequities that structurally disadvantage the experience and the opportunities of students of color in the public education system. The EOGOAC is committed to alleviating these structural inequities, institutionalized racism, and inequitable educational opportunities by identifying and dismantling discriminatory and disparate laws, policies and practices that affect students of color.

The EOGOAC’s 2020 report provides policy and strategy recommendations for decreasing pervasive racial disparities in education. The order in which recommendations are presented in this report do not imply a hierarchy of priority or a sequence of steps. Since its creation in 2009, the EOGOAC has made recommendations representing a holistic approach toward closing the opportunity gap.¹

The recommendations in this report follow in that tradition and are interdependent and mutually reinforcing. As part of its statutory role for oversight and accountability of the opportunity gap, all recommendations are under an umbrella of emphasis on the review and analysis of disaggregated data for students of color.

The focus of the recommendations within the 2020 EOGOAC report include the following:

1. Expanding Social Emotional Learning
2. Implementing Student Discipline Reform
3. Dismantling Disproportionality for Students of Color with Disabilities
4. Building Authentic Systems for Family Engagement
5. Investing in Integrated Student Support Systems
6. Ensuring Culturally Competent Educators

The EOGOAC has also defined several policy areas for future work, including:

- Inequitable outcomes and treatment by students and families of color in the foster care system
- Ensuring meaningful language access for families to be able to equitably engage in their child’s educational experience and be a full partner in decision making
- Creation of a mastery-based education system which treats each student as an individual, allowing them to set the pace for their learning
- Addressing disproportionate rates of discipline, alternative strategies to exclusion and academic reengagement
- Disaggregated analysis of data for English language learners
- Supports for students from immigrant and refugee families
- Services for students and families experiencing homelessness

¹ Section 1(3) of 4SHB 1541 reads: “The legislature finds that these recommendations represent a holistic approach to making progress toward closing the opportunity gap. The recommendations are interdependent and mutually reinforcing.” Washington State Legislature. (2016). Fourth Substitute House Bill 1541 Education—Opportunities and Outcomes. Retrieved from: <http://lawfilesexst.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>.

Background on Committee

The committee was established in 2009 by [Second Substitute Senate Bill 5973](#)² and is charged by [RCW 28A.300.136](#)³ to:

*“synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan, and to recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board, and the State Board of Education.”*⁴

Recommendations by the EOGOAC must, at a minimum, encompass 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 opportunity gap.
- Identifying data elements and systems needed to monitor progress in closing the gap.
- Making closing the opportunity gap part of the school and school district improvement process.
- Exploring innovative school models that have shown success in closing the opportunity gap.

Since its inception, the EOGOAC has published annual reports to the Legislature, the Governor, the House and Senate Education Committees, the Office of Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board (PESB), and the State Board of Education (SBE).

Although the EOGOAC focuses specifically on the K-12 education system, committee members are unanimous in their belief that learning is a continuum. From early childhood to higher education, equitable opportunities for students of color must exist in all facets of the education system.

Governance and Structure

Committee Membership

Section 4 of RCW 28A.300.136 states the EOGOAC shall be composed of the following members:

- The chairs and ranking minority members of the House and Senate Education Committees, or their designees.
- 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.
- A representative of the Governor’s Office of the Education Ombuds (OEO).
- A representative of the Center for Improvement of Student Learning (CISL) in OSPI.
- 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.

² Washington State Legislature, (2009). Second Substitute Senate Bill 5973 Closing the achievement gap in order to provide all students an excellent and equitable education. Retrieved from: <http://lawfilesexext.leg.wa.gov/biennium/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/5973-S2.PL.pdf>

³ Washington State Legislature (2009). RCW 28A.300.136 Educational opportunity gap oversight and accountability committee-policy and strategy recommendations. Retrieved from <http://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.136>

⁴ Ibid.

- Four members appointed by the Governor in consultation with the state ethnic commissions, who represent the following populations: African-Americans, Latino/a Americans, Asian Americans, and Pacific Islander Americans.

Figure I. Committee Members

| Name | Representing |
|--|---|
| Dr. Julieta Altamirano Crosby | Commission on Hispanic Affairs |
| Bill Kallappa | Governor’s Office of Indian Affairs |
| Carrie Basas | Governor’s Office of the Education Ombuds |
| Dr. Wanda Billingsly | Commission on African American Affairs |
| Fiasili Savusa | Commission on Asian Pacific American Affairs (Pacific Islander) |
| Frieda Takamura | Commission on Asian Pacific American Affairs (Asian American) |
| Representative Bob McCaslin | House of Representatives |
| Representative Lillian Ortiz-Self | House of Representatives |
| Representative Sharon Tomiko Santos | House of Representatives |
| Senator Hans Zeiger | Senate |
| Senator John McCoy | Senate |
| Senator Lisa Wellman | Senate |
| Superintendent Chris Reykdal | Office of Superintendent of Public Instruction |

Figure II. Committee Member Alternates

| Name | Representing |
|----------------------------|---|
| Dr. James Smith | Commission on African American Affairs |
| Jamila Thomas | Office of Superintendent of Public Instruction |
| Dr. Julie Kang | Commission on Asian Pacific American Affairs (Asian American) |
| Mele Aho | Commission on Asian Pacific American Affairs (Pacific Islander) |
| Yordanos Gebreamlak | Governor’s Office of the Education Ombuds |

Committee Co-Chairs

Section 7 of RCW 28A.300.136 states the chair or co-chairs of the committee shall be selected by the members of the committee. The committee co-chairs for 2017 include:

- Representative Lillian Ortiz-Self
- Senator John McCoy
- Fiasili Savusa

Committee Staff

Section 7 of RCW 28A.300.136 also states staff support for the committee shall be provided by the Center for the Improvement of Student Learning (CISL). However, due to funding removed from the CISL, staffing is now provided through Special Programs within OSPI. Committee staff include:

- Maria Flores, Director
- Heather Rees, Administrative Assistant III

Community Engagement

The EOGOAC seeks opportunities to authentically engage with families and communities across Washington, as elevating student, family, and community voice is paramount to their work. Additionally, the EOGOAC believes in modeling inclusive, culturally responsive methods of engaging with communities of color and creating space for members of those communities to see themselves reflected

in the leadership of the committee and the focus of the meetings. The members of the EOGOAC represent the Asian, African American, Latinx, Pacific Islander and Native American communities and in their role, work within their community to gather their voice and share the work of the committee. The EOGOAC annually visits different areas of the state, in order to fully understand the regional needs of our communities of color. Additionally, EOGOAC members sit on several other state level committees, representing the voice of students and families of color.

In 2019, the EOGOAC visited the Lummi Nation and the Lummi Nation School in order to learn more about the experience of our Native students and families in our tribal compact schools. The Lummi Nation visit included a welcoming ceremony by the Blackhawk Singers, a tour of the building, review of instructional and program offerings and an evening community forum.



The Lummi Nation School has focused on offering culturally responsive, mastery-based course offerings, including a focus on the tribe’s traditional relationship with the ocean, weaving this knowledge into the marine sciences, environmental ocean monitoring and boat building. The school also has created an integrated student support system, with an on-site health and dental center which serves students identified through the universal screening of students for mental and physical health. Students with disabilities and those who have experienced trauma are also provided with a calm room, a place to discuss their emotions, deescalate and focus on healing.

Following their visit to the Lummi Nation, the EOGOAC held their meeting on the campus of Western Washington University, focusing on the Professional Educator Standards Board (PESB) and their role in overseeing teacher preparation programs, a review of the Collaborative Schools for Innovation and Success pilot and an examination of how teacher and principal evaluations address equity and cultural competence in the Teacher and Principal Evaluation Program (TPEP).

The EOGOAC advocates for the role of student, family and community voice and representation of people of color in local and state decision making. The EOGOAC has been influential in encouraging the representation of people of color in other state agencies, building deeper collaboration and representative decision making.

The EOGOAC has also partnered with the State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) on the Joint School Recognition System Committee, collaborating on the creation of a new system to identify and recognize schools for improvement. The EOGOAC focused on a crucial concept- that schools should be recognized along a continuum of growth and proficiency. This continuum would recognize that all schools, even those identified for school improvement as Comprehensive or Targeted schools, that are making progress in closing gaps and growth and deserve to be celebrated. Based on this idea, the committee created three pathways for school recognition- Closing Gaps, Growth and Achievement, which allows the progress and good work of schools to be honored.

10 years of EOGOAC

In 1889, the Washington State Constitution was approved. In Article IX, Section 1 it states,

*“It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of **race, color, cast or sex.**”*

After 131 years, Washington has yet to meet its constitutional duty to equitably educate students of color.

Students in Washington have a positive constitutional right to an amply funded education. The *McCleary v. State of Washington* Supreme Court Decision confirmed that Article IX, Section 1, “confers on children in Washington a positive constitutional right to an amply funded education.” Many constitutional rights are negative in their orientation, “framed as negative restrictions on government action.” Conversely, a positive constitutional right such as this uses a different lens “where the court is concerned not with whether the State has done too much, but with whether the State has done enough. Positive constitutional rights do not restrain government action; **they require it.**”

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) has celebrated a decade of work dedicated to speaking truth to power, lifting the voices of students, families and communities of color and their experiences of the public education system. Unique in the nation, the EOGOAC is the only committee designed with a governance structure that has communities of color serving as the **sole** authorities on what their students and families need, honoring the unique cultural identities and historical contexts of African Americans, Asians, Latinx, Native American and Pacific Islander communities in Washington. The public education system was not designed to serve the needs of students of color; rather it has institutionalized the pervasive racism and bias in society into a system that stigmatizes and perpetuates deficit-based stereotypes, reinforces white privilege and maintains a status quo that tells students and families that they are to blame for their “achievement gaps.” The EOGOAC has dismantled the achievement gap paradigm and placed the onus where it should be- on the public education system itself for systematically discriminating against students of color.

Evidence of this negative paradigm was in the authorizing statute of the EOGOAC, as the committee was originally called the Achievement Gap Oversight and Accountability Committee. The committee had the statute changed to “opportunity gap”- in order to institutionalize the paradigm shift.

The members of the EOGOAC hold a revelatory mirror to the public education system precisely because they are both people of color and also Governor or Legislative appointees to the committee. The members experience the duality of living as an individual with experiences of institutionalized racism in schools and having that experience only be considered legitimate once authorized by the Legislature to be appointed to the committee. As citizens and people of color, their experiences was ignored, delegitimized and considered anecdotal. As committee members, they have fought for 10 years to have that experience be even considered in educational policy decisions and legislation.

Every person of color encounters this duality- of knowing how the world sees them and navigating the constructs created to keep them from sharing their experience. As W.E.B. Du Bois eloquently said,

“It is a peculiar sensation, this double-consciousness, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of a world that looks on in amused contempt and pity. One ever feels his two-ness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.”⁵

The EOGOAC uses their lived experience and expertise in public education to address not only K-12, but also the transitions from pre-k into elementary and high school into college or career. The committee believes reviewing the entire continuum of education is the only way to continue to expose and dig deeper into where opportunity gaps exist that continue to act as barriers for students of color.

Recommendations and Progress Through the Years

Figures 3 and 4 on the next two pages highlight key recommendations that the EOGOAC has made over the last ten years and significant progress grouped into 8 main topics: student discipline, English Language Learners, family engagement, student supports, cultural competency, data, social emotional learning, and improvement, achievement and recognition. On some issues, the EOGOAC has continually made the same recommendations with little progress made. Arrows indicate spans of time where the EOGOAC continued to advocate for the same recommendation, with no action by the Legislature or the public education agencies.

⁵ Du Bois, W. E. B. (William Edward Burghardt), 1868-1963. *The Souls of Black Folk; Essays and Sketches*. Chicago, A. G. McClurg, 1903. New York: Johnson Reprint Corp., 1968.

Figure III. Recommendations and Progress Through the Years

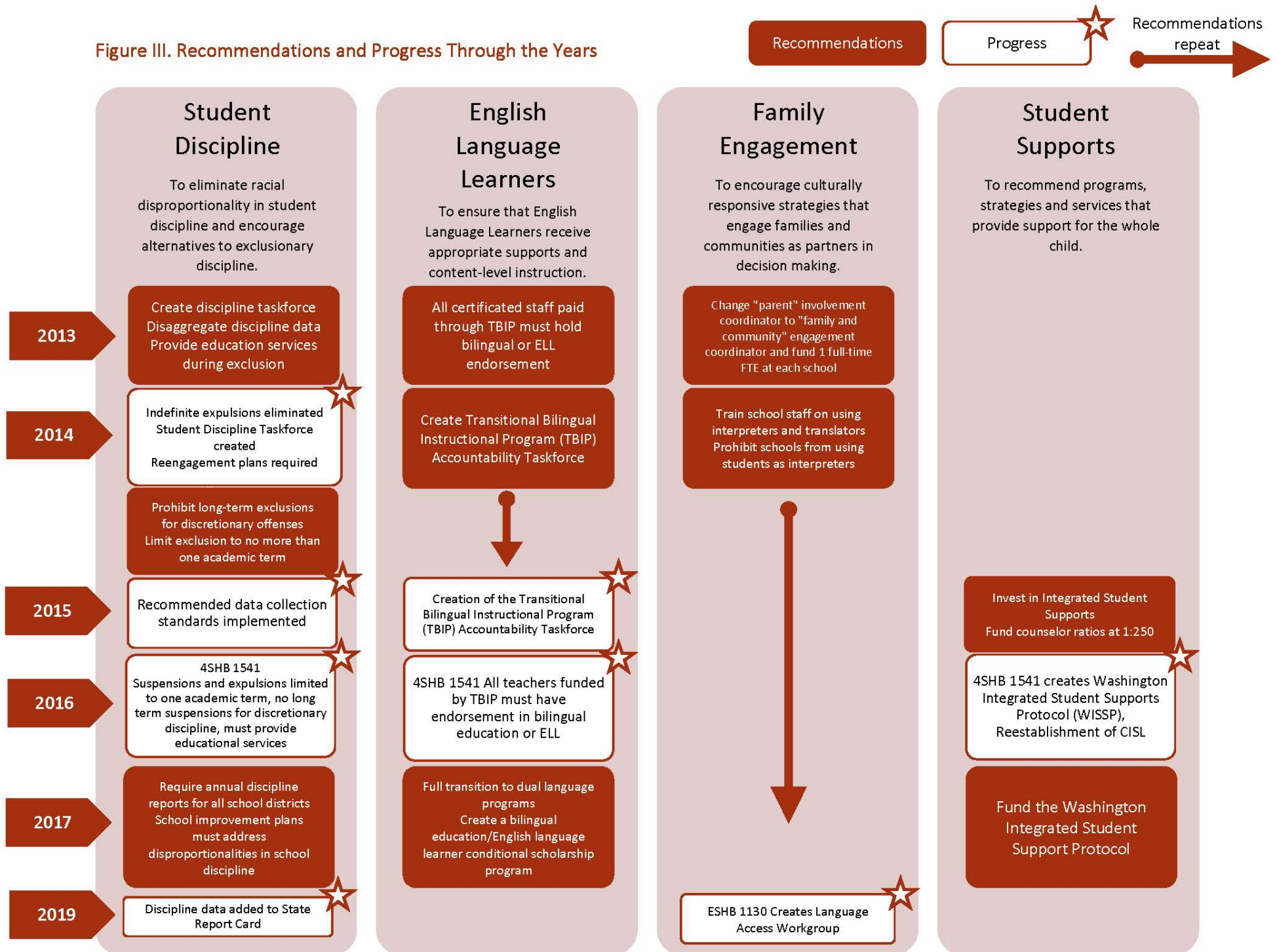
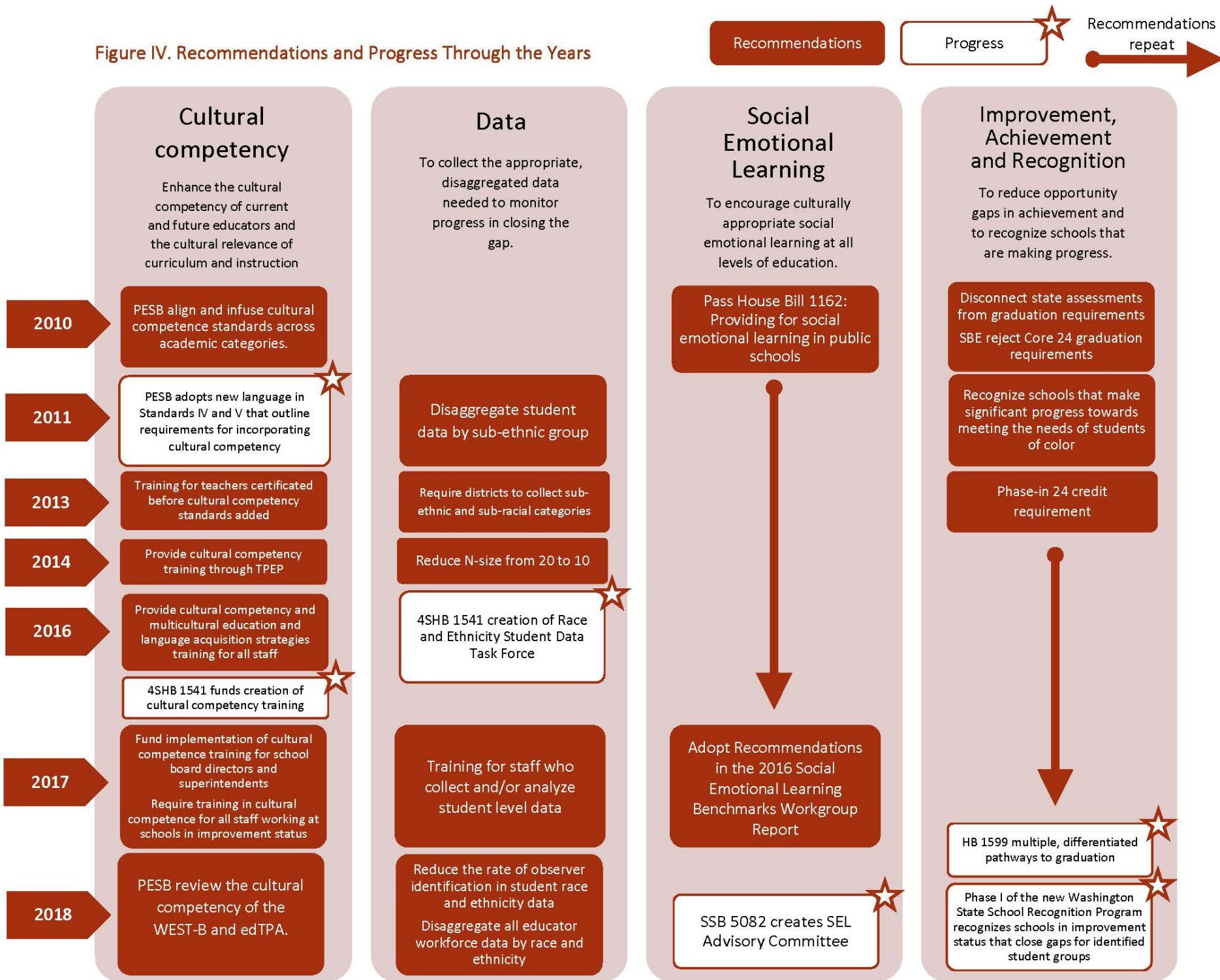


Figure IV. Recommendations and Progress Through the Years



Fourth Substitute House Bill 1541

[Fourth Substitute House Bill 1541](#)⁶ passed during the 2016 legislative session. This bill outlines strategies to close opportunity gaps in Washington and was based on recommendations made by the EOGOAC. Topics addressed in 4SHB 1541 include: (1) student discipline; (2) educator cultural competence; (3) instructing English language learners; (4) English language learner accountability; (5) disaggregated student data; (6) recruitment and retention of educators; and (7) integrated student supports and family engagement. Figure III outlines the changes and provisions to state law due to 4SHB 1541.

Figure V. Changes due to Fourth Substitute House Bill 1541

| TOPIC | Changes due to Fourth Substitute House Bill 1541 |
|---------------------------|---|
| Student Discipline | <ul style="list-style-type: none">• Suspension and expulsions must have an end date of no more than the length of one academic term (as defined by the local school board).• Prohibits districts from imposing a long-term suspension as a form of discretionary discipline.• School districts must provide educational services to students who have been suspended or expelled.• Educational services should be comparable, equitable, and appropriate to the regular education services.• Adds a tribal representative to the Student Discipline Task Force.• Requires school districts to annually disseminate discipline policies and procedures to students, families, and the community.• Requires school districts to use disaggregated data.• Requires school districts to periodically review and update discipline rules, policies, and procedures.• Requires the Washington State School Directors' Association (WSSDA) to create model school discipline policies and procedures and post them by December 1, 2016. (School districts must adopt and enforce policies by 2017-2018 school year.)• The OSPI must develop a training program to support implementation of discipline policies/procedures.• School districts are strongly encouraged to provide training to all school and district staff.• School districts must convene a meeting with student and respective guardian(s) within 20 days of suspension or expulsion. Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally reengagement plan.• Revises data sharing and research agreement provision for the Administrative Office of the Courts. |

⁶ Washington State Legislature. (2016). Fourth Substitute House Bill 1541 Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexext.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

TOPIC **Changes due to Fourth Substitute House Bill 1541**

| | |
|---|--|
| <p>Educator and Cultural Competence</p> | <ul style="list-style-type: none"> • The OSPI, in collaboration with partner organizations, shall outline professional development and training in cultural competence that must be aligned with the PESB standards and include foundational elements of cultural competence, focusing on multicultural education, principles of English language acquisition, and best practices to implement the tribal history and culture curriculum. • Strongly encourages school districts who are under improvement status to provide culturally competent professional development and training for classified, certificated instructional, and administrative staff. • WSSDA, in collaboration with partnering organizations, must develop a plan for the creation and delivery of cultural competency training. • OSPI shall develop and make available a professional development program to support the implementation of the evaluation systems required by RCW 28A.405.100. Training should include information regarding best practices to implement the tribal history and culture curriculum and must be aligned with PESB and cultural competency principles. • Before implementation of revised evaluation systems, school districts must provide professional development that includes foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition. |
| <p>Instructing English Language Learners</p> | <ul style="list-style-type: none"> • By the 2019-2020 school year, all classroom teachers assigned using Transitional Bilingual Instructional Program (TBIP) funds must hold an endorsement in bilingual education or ELL. |
| <p>English Language Learner Accountability</p> | <ul style="list-style-type: none"> • Removes the requirement for the OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils. • The OSPI shall identify schools in the top 5% of schools with the highest percent growth during the previous two school years in enrollment of English language learner students compared to previous enrollment trends. Schools and school districts identified are strongly encouraged to provide cultural competence professional development and training developed under RCW 28A.405.106, 28A.405.120, and Section 204 of 4SHB1541. |
| <p>Disaggregated Student Data</p> | <ul style="list-style-type: none"> • Requires the OSPI to convene a task force to review the U.S. Education 2007 Race and Ethnicity Reporting Guidelines and develop guidance for the state. • Starting in the 2017-18 school year, the OSPI must collect and school districts must submit all student-level data using federal guidelines. Data must also be disaggregated further for African American, White, Asian, multiracial categories. • By August 1, 2016, the only student data that should not be reported to public reporting and accountability are data where the school or school district has fewer than ten students in a grade level or student subgroup. This expires August 1, 2017. |
| <p>Recruitment and Retention of educators</p> | <ul style="list-style-type: none"> • The OSPI shall make certain reports available on the internet that include: <ul style="list-style-type: none"> ➢ Percent of classroom teachers per school district, disaggregated by race/ethnicity. ➢ Average length of service of classroom teachers per school district and per school, disaggregated by race/ethnicity. • Disaggregated classroom teacher data should follow the guidelines described in 28A.300.0421(1) for student level data. |

| TOPIC | Changes due to Fourth Substitute House Bill 1541 |
|--|--|
| Transitions | <ul style="list-style-type: none"> Requires Department of Early Learning to create a community information and involvement plan that will inform home-based, tribal, and family early learning providers of the Early Achievers Program. |
| Integrated Student Services and Family Engagement | <ul style="list-style-type: none"> Establishes the Washington Integrated Student Supports Protocol (WISSP) and outlines WISSP's Framework. The OSPI shall create a work group to determine how best to implement the WISSP Framework throughout the state. Strikes the requirement that the Learning Assistance Program (LAP) expenditures be consistent with provisions of 28A.655.235. The bill also strikes the requirement that the OSPI must approve any community-based organization or local agency before LAP funds can be spent for readiness to learn. Now, school boards must approve any community-based organization or local agency in an open meeting before LAP funds may be expended for Readiness to Learn components to be included in the framework. Reestablishes CISL at the OSPI. |

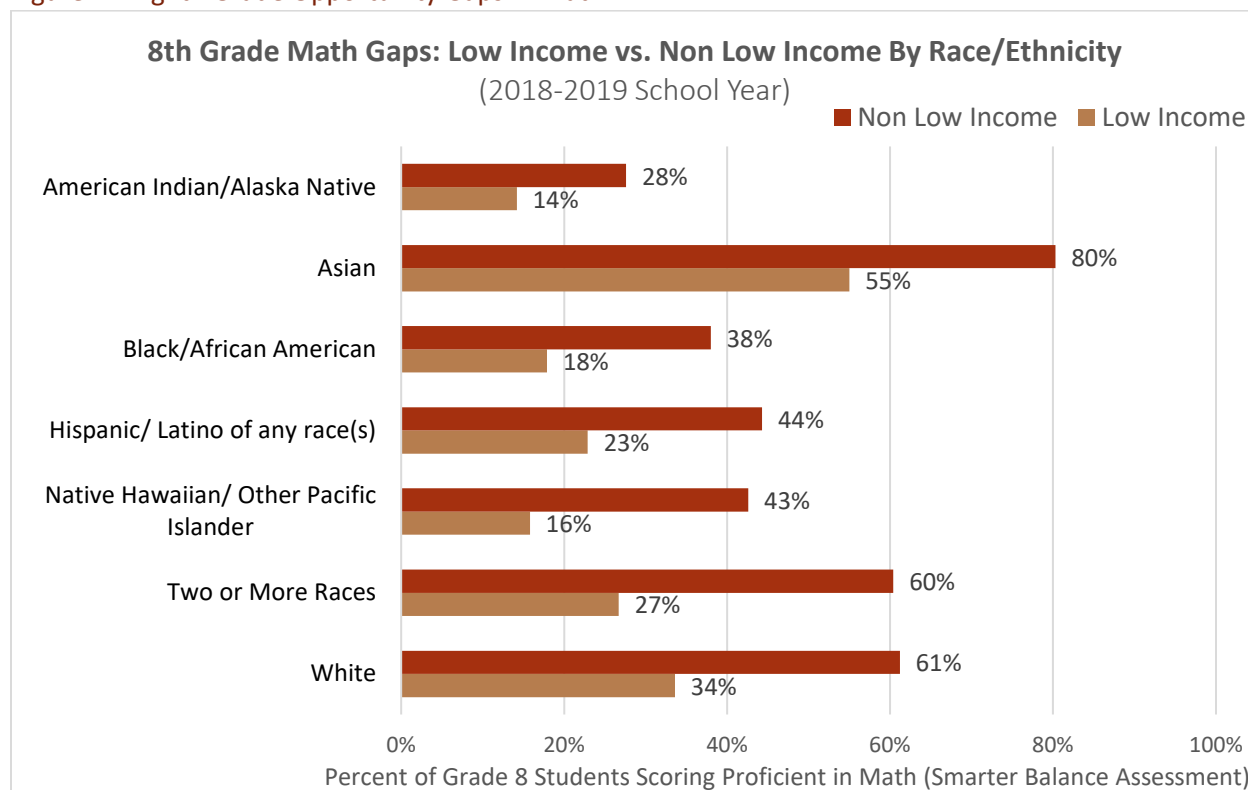
2020 Recommendations: Introduction

The term ‘opportunity gap’ refers to the systemic inequity in the education system that structurally disadvantages certain demographics of students. When educational opportunity gaps exist, achievement gaps form.

Achievement gaps have been and continue to be pervasive in Washington’s K-12 education system. [Figure III](#) demonstrates that, regardless of income level, students of color face inequities in public education. The insistence on using poverty as the sole explanation for opportunity gaps is an insidious form of institutionalized racism. Poverty is not a proxy for race; by this theory if it were, once a student of color’s family made it out of poverty, all opportunity gaps should vanish and students of color would be performing at the same level as White students. Students of color from middle and high income families are still historically within the opportunity gap- even given the privilege of their income. To deny the lived experience of students of color is to minimize their existence and experiences and insist that they do not know or are mistaken by their experience of racism. It is to deny the historically complex and fraught contexts each community of color experiences within the public education system.

Achievement gaps will not close until the education system addresses and alleviates educational opportunity gaps. Until then, the public education system is failing our students. These gaps are not due to our students and families failures, but rather the failed responsibility of our system to enforce every student’s legal right to a high-quality education.

Figure VI. Eighth Grade Opportunity Gaps in Math



*****Note: OSPI has been collecting student-level data in accordance with federally mandated race and ethnicity categories (shown in the graph above). According to [RCW 28A.300.042](#), and beginning the 2018-19 school year, school districts are required to collect student data using a list of further disaggregated subracial and subethnic categories, which can help administrators and policymakers**

reveal additional opportunity gaps. Data Source: *The Office of Superintendent of Public Instruction, Student Information Department: Comprehensive Education Data and Research System.*

Currently the word “equity” is popular and is used frequently within public school settings without a full realization of its meaning. While the idea of equity has caught on, racism still exists in the structure and policies we have in place. Communities of color continue to experience how their concerns are minimized and racism persists in our public-school system when legal requirements are not followed that impact students of color.

Examples of structural racism:

- Based on recommendations from the EOGOAC, the law was changed under 4ESHB 1541 to require that teachers who are teaching bilingual students under the Transitional Bilingual Instructional Program (TBIP) have bilingual endorsements, with a 4-year window for teachers to gain the endorsements. After 4 years- yet another grace period was created for teachers to have bilingual endorsement by the 19/20 school year. During this period- English learner students are still being taught by teachers without a bilingual and EL endorsement.
- The Washington tribal sovereignty curriculum, Since Time Immemorial (STI), is required to be taught. However, even with this requirement, the curriculum has not been fully implemented in schools. Native American students are experiencing their culture and tribal sovereignty being treated as an elective, not a requirement and other students are not benefitting from understanding the full history of Washington state.
- Attendance policies perpetuate a punitive approach to the realities students experience in their lives and families and the cultural expectations they may need to attend to when missing school (for example, the need to mourn for an extended period with a family death). It also perpetuates equating seat time with learning and punishes students for moving at their own pace, as they would with mastery-based learning. Outdated attendance policies punish students of color for their identity and family needs, rather than honoring them and focusing on learning, instead of seat time.
- Based on 4SHB 1541- the student discipline laws have been drastically reformed, OSPI has made rule changes to reflect those laws and WSSDA has issued model policies and procedures to reflect the changes. However, school districts still publicly report their refusal to comply with the law and tout their noncompliance and illegal use of outdated policy. When the school system allows this illegal refusal to continue with impunity, it signals to all of our students of color who are disproportionately disciplined that the status quo is acceptable and that they do not have a right to a fair discipline system.

Until communities of color experience the implementation of the changes they have fought diligently for in the Legislature, structural racism will continue to exist and equity will remain an ideal, not the reality. Communities of color are the authorities to decide when we have achieved equity.

1. Expanding Social Emotional Learning

Background

Students of color are often misunderstood in public schools by those who don't share their same identity or experiences. Their behavior can be viewed through a biased lens, without a full understanding of their culture or the context of their reaction to their school setting. Social emotional learning is critical to be used as a support, not with a punitive approach, to understanding student behavior and proactively teaching students how their emotions impact themselves and their interactions with peers and their communities.

Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions, leading to success in school and in life.⁷ Social emotional learning develops cognitive social competencies, such as self-awareness, self-management, and social awareness. Developing such skills fosters positive social skills, reduces conduct problems, diminishes emotional stress, and improves academic performance. Furthermore, when we develop SEL skills, our ability to form relationships and build social awareness increases, enhancing our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities. By implementing SEL on a macro-level, we create more equitable, better performing schools and communities. This type of cultural change creates environments in which all students learn the skills needed to be prepared for career, college, and life. As an educational approach, SEL recognizes that students are complex human beings whose learning and behavior are just as impacted by their emotions – and their control over those emotions – as they are by the quality of instruction and discipline. Research shows SEL on a large scale supports better performing and more positive school communities.⁸

Social emotional learning has been a focus in Washington, with the Legislature creating two workgroups focused on created social emotional benchmarks and indicators for the public-school system. In the 2019 Legislative session, an ongoing Social Emotional Learning Advisory Committee was created to provide oversight and support implementation of the SEL benchmarks and indicators.

Beyond the benefits SEL provides for students, educators and other adults in a school need to also have a focus on developing their social emotional capacity in order to serve the needs of all students. Educators, as well as school and district leaders, must develop a deep knowledge of an overall SEL framework for students to have the flexibility to address each student's unique needs, rather than piecemeal solutions focusing on isolated aspects of social emotional learning and physical and mental health.

⁷ CASEL. (2015). What is Social and Emotional Learning? Retrieved from: <https://casel.squarespace.com/social-and-emotional-learning/>; Oakland Unified School District. (2016). Oakland SEL Briefing Notes. Retrieved from: https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1

⁸ Elias. (1997). Promoting social and emotional learning: Guidelines for educators. Alexandria, VA: Association for Supervision and Curriculum Development; Zins, Weissberg, Wang, & Walberg. (2004). Building academic success on social and emotional learning: What does the research say? Teachers College Press; Durlak, Durlak, Weissberg, Dymnicki, Taylor, & Schellinger. (2011). The impact of enhancing students' social and emotional learning: A metaanalysis of school based universal interventions. Child Development, 82(1), 1-29.

Social Emotional Learning Recommendations

Recommendation 1A.

Social emotional learning is currently not included in the standards for teachers in colleges of education.

The EOGOAC recommends the Professional Educator Standards Board (PESB) and OSPI collaborate with the standing Social Emotional Learning (SEL) Advisory Committee to integrate the SEL Benchmarks and Indicators to ensure alignment to the standards for students in public schools with the standards for educators in colleges of education within Washington.

Recommendation 1B.

Washington has little data collected at the state level on school climate and levels of student engagement and belonging to inform policies and decision making. While some school districts administer local school climate surveys, the state lacks a uniform, culturally responsive method of gathering such data.

The EOGOAC recommends that the Office of Superintendent of Public Instruction (OSPI) work with families and community members of color and leading researchers in family engagement and school climate to create a statewide, school climate and culture best practices toolkit for surveying families, students, community members. The toolkit must be created with and responsive to the students and families of color, with culturally responsive methods for engaging diverse communities.

Recommendation 1C.

While there is a substantial body of research on the overall benefits of social emotional learning for students, there is insufficient research on the impact of implementing social emotional learning in a school system on the outcomes of students of color.

The EOGOAC recommends that the Legislature fund a study to examine schools in Washington that have implemented social emotional learning and the impact on closing opportunity gaps for students of color.

Recommendation 1D.

In order for the Social Emotional Learning Benchmarks and Indicators to be implemented with fidelity in schools, existing SEL resources must be evaluated and shared with school districts.

The EOGOAC recommends that the standing Social Emotional Learning Advisory Committee evaluate SEL curriculum and create a menu of best practices and guidance for school districts.

[Social Emotional Learning Recommendations]

Recommendation 1A.

The EOGOAC recommends that PESB and OSPI collaborate with the standing Social Emotional Learning (SEL) Advisory Committee to integrate the SEL Benchmarks and Indicators to ensure alignment to the standards for students in public schools with the standards for educators in colleges of education within Washington.

Recommendation 1B.

The EOGOAC recommends that OSPI work with families and community members of color and leading researchers in family engagement and school climate to create a statewide, school climate and culture best practices toolkit for surveying families, students, community members.

Recommendation 1C.

The EOGOAC recommends that the Legislature fund a study to examine schools in Washington that have implemented social emotional learning and the impact on closing opportunity gaps for students of color.

Recommendation 1D.

The EOGOAC recommends that the standing Social Emotional Learning Advisory Committee evaluate SEL curriculum and create a menu of best practices and guidance for school districts.

2. Implementing Student Discipline Reform

Background

In Washington, students of color experience persistent and pervasive disproportionality in student discipline, being suspended or expelled at rates 2-8 times as much as their white peers.⁹ The EOGOAC led and continues to lead student discipline reform, passing 4SHB 1541 which eliminated indefinite exclusions, required disaggregated data analysis of student groups to identify disproportionalities, changed the behavior categories to reduce the use of subjective, biased descriptions of student behavior, provided additional due process rights and the requirement for education services to be provided to the student during the period of the exclusion (suspension or expulsion) and for a reengagement meeting to ensure a successful transition back to their traditional school setting. These changes were necessary to provide each student with their positive constitutional right to an ample education, as outlined in Washington State's constitution. However, as the laws around student discipline have been changed, misinformation and a reluctance to change is negatively affecting implementation. From myths and misinformation about the changes, tensions between teachers and administrators, a lack of resource allocation to support implementation and training, to push back by risk adverse school district legal departments- school discipline law has not been fully implemented in Washington.

Student Discipline Recommendations

Recommendation 2A.

Student discipline reform, as defined by the EOGOAC in the omnibus Fourth Substitute House Bill 1541, has been fully implemented into law, with the Office of Superintendent of Public Instruction recently completing rulemaking updates to ensure the Washington Administrative Code (WAC) matched the Revised Code of Washington (RCW). However, the changes to the student discipline data collection in the Comprehensive Education Data and Research System (CEDARS) have not been reflected in the model policy and procedures provided by the Washington State School Directors Association (WSSDA). The CEDARS behavior codes are the codes which were developed with the Student Discipline Taskforce in order to reduce the use of the "other" category, have consistent, reliable statewide data, and eliminate the use of subjective behavior codes, such as "defiance", "disruption" and "disrespect" which disproportionately target students of color.

The EOGOAC recommends that the Washington State School Directors Association (WSSDA) revise their model Student Discipline Policy and Procedure, eliminating their unique behavior codes and only including the behavior codes in the Comprehensive Education Data and Research System (CEDARS).

Recommendation 2B.

In order for the changes of student discipline to be implemented at the local level, principals, school board members, administrators and superintendents must understand changes to the law and how the programs and practices within their school districts must change to address the law and new student discipline model policy and procedure.

⁹Office of Superintendent of Public Instruction. (n.d.). Equity in Student Discipline. Retrieved January 26, 2020, from <https://www.k12.wa.us/student-success/support-programs/student-discipline/equity-student-discipline>

The EOGOAC recommends that the Washington State School Directors (WSSDA), Washington Administrators and Superintendents Association (WASA) and Association of Washington School Principals (AWSP) provide mandatory student discipline best practices and legal requirements training in their initial and continuing professional learning to their members as a condition of their membership.

Recommendation 2C.

The Teacher and Principal Evaluation Program (TPEP) was directed under 4SHB 1541 to update existing training on TPEP to “include the foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition, including information regarding best practices to implement the tribal history and culture curriculum. The content of the training must be aligned with the standards for cultural competence developed by the professional educator standards board under RCW 28A.410.270.”¹⁰

The EOGOAC recommends that the TPEP Steering Committee develop an implementation plan on the training and evaluation of the efficacy to ensure that culturally responsive classroom management is part of the evaluation of teachers, under the Teacher and Principal Evaluation Program (TPEP).



[Student Discipline Recommendations]

Recommendation 2A.

The EOGOAC recommends that WSSDA revise their model Student Discipline Policy and Procedure, eliminating their unique behavior codes and only including the behavior codes in the Comprehensive Education Data and Research System (CEDARS).

Recommendation 2B.

The EOGOAC recommends that WSSDA, Washington Administrators and WASA and AWSP provide mandatory student discipline best practices and legal requirements training in their initial and continuing professional learning to their members as a condition of their membership.

Recommendation 2C.

The EOGOAC recommends that the TPEP Steering Committee develop an implementation plan on the training and evaluation of the efficacy to ensure that culturally responsive classroom management is part of the evaluation of teachers, under the Teacher and Principal Evaluation Program (TPEP).

¹⁰ Washington State Legislature. (2016). Fourth Substitute House Bill 1541 Education--Opportunities and Outcomes. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf?q=20200121010204>

3. Dismantling Disproportionality for Students of Color with Disabilities

Background

Students of color within the special education system are often overrepresented in specific disability categories and underrepresented in others. This inaccurate identification is due to systemic bias by educators in both the referral of students for an evaluation for special education services and pervasive bias in the evaluation tools themselves. The disproportionality of students of color in particular disability categories, such as in the emotional behavioral disorder category represents institutionalized racism and is so pervasive that the federal Individuals with Disabilities in Education Act (IDEA), requires states to create a measure of significant disproportionality to monitor school districts to be in compliance with the law. In Washington, “significant disproportionality as a risk ratio of >3.0 for three consecutive years for any racial/ethnic group in any of the following areas:

- The identification of children as children with disabilities,
- The identification of children with a particular disability,
- The placement of children in particular educational settings or
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The risk ratio is a measure of the risk that a student from a specific racial/ethnic group will be served in a specific disability category compared to the risk of all other students being served in that category. For example, a risk ratio of 1.00 means that students from that group are as likely to be served in the category as all other students. A risk ratio greater than 1.00 indicates the degree to which students in the racial/ethnic group are over-represented.”¹¹

While overrepresentation is an issue, under-representation is also a problem for students of color, with some never receiving the services they are entitled to for their disability.

Students of Color with Disabilities Recommendations

Recommendation 3A.

To the greatest extent possible, students with disabilities should be included in the general education setting with specially designed instruction and accommodations to meet their needs.

The EOGOAC supports the inclusionary practices and principles built through a budget proviso to OSPI and the inclusionary focus in House Bill 1454 by Rep. Pollet and recommends its passage by the Legislature with an amendment that specifies that all data on students with disabilities will be disaggregated by race and ethnicity. The EOGOAC recommends that the special education advisory group in the bill should include representatives of students of color, including appointees from the EOGOAC, the Governor’s Office of Indian Affairs and Tribal Leaders Congress, the Commission on African American Affairs, the Commission on Hispanic Affairs, the Commission on Asian and Pacific American Affairs.

¹¹ Office of Superintendent of Public Instruction. (n.d.). Significant disproportionality. Retrieved from: <https://www.k12.wa.us/student-success/special-education/program-improvement/significant-disproportionality>

Recommendation 3B.

Dual identified students are those students who have been both identified as having a disability and receiving special education services as well as being an English language learner. However, many dual identified students are inappropriately referred for special education for a communication or specific learning disability when in fact they are simply not proficient in English. Additionally, students of color are more likely to be disproportionately identified in particular disability categories due to systemic bias. Among students with disabilities, both students of color and students receiving English learner services often experience the most substantial opportunity gaps as compared to other student groups with disabilities.

The EOGOAC recommends that the Office of Superintendent of Public Instruction (OSPI) create longitudinal data reports on students with disabilities for cohorts of students of color and students who receive English learner services, including data on when the student was referred for special education, qualifying disability(ies), how long they were served and their student outcomes.

Recommendation 3C.

An Individualized Education Program (IEP) meeting is a daunting to most parents who do not have knowledge of the rights of their student under the Individuals with Disabilities in Education Act (IDEA). For families of color, IEP meetings are even more difficult to navigate with issues of institutionalized racism and systemic bias often affecting the outcome of the meetings.

The EOGOAC recommends that OSPI in consultation with the Office of Education Ombuds (OEO) create guidance and training to school districts on to how lead culturally competent IEP meetings. This guidance should be asset-based, focused on a strengths-based orientation to the student, be student led (if appropriate) and focus on authentic, culturally responsive family engagement strategies.

Recommendation 3D.

The diagnostic tools used to evaluate a student for an IEP can be administered in biased manner, both in the very questions contained within the tools and the interpretation of results by the educator who administered the diagnostic.

The EOGOAC recommends that the Legislature fund a bias and sensitivity review of materials used to refer, screen and evaluate students with disabilities. The bias and sensitivity review should include diagnostic materials, protocols and questionnaires, including the scripted administration of such diagnostic materials to ensure reliable, unbiased administration. The bias and sensitivity review committee must be comprised of

[Students of Color with Disabilities Recommendations]

Recommendation 3A.

The EOGOAC supports the inclusionary practices and principles built through a budget proviso to OSPI and the inclusionary focus in House Bill 1454 by Rep. Pollet and recommends its passage by the Legislature with an amendment that specifies that all data on students with disabilities will be disaggregated by race and ethnicity.

Recommendation 3B.

The EOGOAC recommends that OSPI create longitudinal data reports on students with disabilities for cohorts of students of color and students who receive English learner services,

Recommendation 3C.

The EOGOAC recommends that OSPI in consultation with OEO create guidance and training to school districts on to how lead culturally competent IEP meetings.

Recommendation 3D.

The EOGOAC recommends that the Legislature fund a bias and sensitivity review of materials used to refer, screen and evaluate students with disabilities.

Recommendation 3E.

The EOGOAC recommends that (PESB review and revise the teacher standards for colleges of education to strengthen preparation for both general education, and special education teacher candidates and administrator and principal candidates.

diverse parents and educators who represent the Asian, Pacific Islander, Latinx, Native American and African American communities within Washington.

Recommendation 3E.

PESB is responsible for the ensuring that all colleges of education in Washington teach teacher candidates everything necessary to be a successful teacher and serve students equitably, including students with disabilities.

The EOGOAC recommends that the Professional Educator Standards Board (PESB) review and revise the teacher standards for colleges of education to strengthen preparation for both general education, and special education teacher candidates and administrator and principal candidates. This revision should focus on incorporating explicit instruction by the colleges of education on Universal Design for Learning (UDL) principles, inclusionary practices, meaningful accommodations and differentiation and positive disability identity and strengths-based approach to disabilities. Additionally, the revision should include how to work with families on implementation of an IEP or Section 504 plan in a culturally responsive manner.



4. Building Authentic Systems for Family Engagement

Background

Authentic family and community engagement is essential to the success of students of color in school. Yet it is often families of color who feel the least welcome in the traditional “parent involvement” paradigm that exists in many schools. Many educators have not been trained to see family engagement as an essential aspect of their teaching, and may have deficit belief systems about students of color or not have been exposed to examples of families different from their own. Likewise, families and communities may have had negative experiences with the school system that shape their perception of their child’s school, and so might not feel welcomed to contribute to their child’s education or validated for their cultural identity.

In order to shift the paradigm from parent involvement to family and community engagement, families, communities and educators must develop mutual, relational trust. Asset-based, culturally responsive and reciprocal processes must be used to focus on student learning and on the strengths that families bring to support their child. Effective family and community engagement is integrated, sustained and institutionalized by leadership, the allocation of resources and school district policies.¹²

Additionally, family and community engagement cannot occur without timely and accurate language access. It is essential that all families can access information about their child’s education and engage with the school regardless of what language they speak or their method of communication. It is the duty of the school to determine the best way to communicate with each family and to build these services into their engagement plans.

Family Engagement Recommendations

Recommendation 4A.

The Washington Legislature established the prototypical schools funding model, which allocates ratios of staffing FTE to school districts. The prototypical school funding model has had only one staff type that has remained in statute with an allocation of zero- parent involvement coordinators.

The EOGOAC recommends the Legislature adopt and fund the family engagement coordinator allocation in the prototypical schools funding model as recommended by the Staffing Enrichment Work Group. The recommended allocations for family engagement coordinators are as follows: 1.250-elementary schools, 1.157-middle schools and .833-high schools.

Recommendation 4B.

A model family engagement policy and procedure was developed by the Washington State School Directors Association without the meaningful input of students and families of color, nor integration of recent research including the Dual Capacity Building Framework for Family-School Partnerships developed by the U.S. Department of Education.

The EOGOAC recommends that the Washington State School Directors Association (WSSDA) revise its existing model family involvement policy and procedure with consultation with the EOGOAC, Governor’s Office of Indian Affairs (GOIA), Tribal Leaders Congress, Commission on African American Affairs,

¹² Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

Commission on Hispanic Affairs, Commission on Asian and Pacific American Affairs in order to ensure it is culturally responsive and addresses the needs of students and families of color.

Recommendation 4C.

The Center for the Improvement of Student Learning (CISL) was statutorily charged with creating a research clearinghouse of best practices, including family engagement. Historically, the Legislature has not made a consistent investment in funding CISL.

The EOGOAC recommends that the Center for the Improvement of Student Learning (CISL) within OSPI develop family engagement best practices within its research clearinghouse, highlighting evidence-based practices for authentic, reciprocal models of community and family engagement that resonate with linguistically diverse communities and communities of color. The CISL research clearinghouse should include case studies of school districts within Washington that are exemplars of authentic, culturally competent family and community engagement.

Recommendation 4D

Family engagement is needed across the educational continuum, from when a child is born to when students begin their careers or continue on to college.

The EOGOAC recommends the passage of HB 2631, which establishes a workgroup to create an age zero- 21 family engagement framework, across the pre-k, K-12 and post-secondary educational continuum.

[Family Engagement Recommendations]

Recommendation 4A.

The EOGOAC recommends the Legislature adopt and fund the family engagement coordinator allocation in the prototypical schools funding model as recommended by the Staffing Enrichment Work Group.

Recommendation 4B.

The EOGOAC recommends that WSSDA revise its existing model family involvement policy and procedure with consultation with the EOGOAC, Governor’s Office of Indian Affairs (GOIA), Tribal Leaders Congress, Commission on African American Affairs, Commission on Hispanic Affairs, Commission on Asian and Pacific American Affairs in order to ensure it is culturally responsive and addresses the needs of students and families of color.

Recommendation 4C.

The EOGOAC recommends that CISL within OSPI develop family engagement best practices within its research clearinghouse, highlighting evidence-based practices for authentic, reciprocal models of community and family engagement that resonate with linguistically diverse communities and communities of color.

Recommendation 4D.

The EOGOAC recommends the passage of HB 2631, which establishes a workgroup to create an age zero- 21 family engagement framework, across the pre-k, K-12 and post-secondary educational continuum.

5. Investing in Integrated Student Supports

Background

In 2016, the Legislature created the [Washington Integrated Student Supports Protocol \(WISSP\)](#) when it passed in 4SHB 1541. “Integrated student supports (ISS) is a school-based approach to promoting students’ academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement.”¹³ The WISSP framework includes components to address universal needs assessments, community partnerships, coordination of supports and integration within the school and a data driven analysis of student needs and resources. While many schools and school districts have a variety of supports, including counselors, community-based organizations and others who target the needs of students, without holistic and integrated system where students are universally screened for what they need, these supports fail. One of the key supports needed for students of color are culturally competent school counselors.

Recommendations

Recommendation 5A.

School counselors are inadequately funded through the prototypical school funding model, with many schools relying on local levy funding to fulfill a state responsibility. Many of our students of color attend school districts with the least local levy funding and have the least access to counselors.

The EGOAC recommends that the Legislature adopt the Association of School Counselors (ASCA) student to counselor ratio of 250 students: 1 counselor through funding the allocations in the prototypical schools funding model.

Recommendation 5B.

Cultural competency is a required skill set for all staff in school buildings in order to equitably serve students of color. However, the state has not funded training for all staff on cultural competency or racial literacy and not required that this training be mandatory.

The EGOAC recommends that the Legislature fund the recommendation from the Staffing Enrichment Workgroup to provide mandatory professional development on racial literacy and cultural responsiveness for certificated instructional, classified and certificated administrative staff.

[Student Support Recommendations]

Recommendation 5A.

The EGOAC recommends that the Legislature adopt the Association of School Counselors (ASCA) student to counselor ratio of 250 students: 1 counselor through funding the allocations in the prototypical schools funding model.

Recommendation 5B.

The EGOAC recommends that the Legislature fund the recommendation from the Staffing Enrichment Workgroup to provide mandatory professional development on racial literacy and cultural responsiveness for certificated instructional, classified and certificated administrative staff.

Recommendation 5C.

The EGOAC recommends that the Legislature provide funding to expand incentives provided by PESB to recruit and retain school counselors of color.

¹³ Anderson, K. & Emig, C. (2014). Integrated student supports: A summary of the evidence base for policymakers. Child Trends. Retrieved from <https://childtrends-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2014/02/2014-05ISSWhitePaper3.pdf>

Recommendation 5C.

Similar to the demographics of our teachers, school counselors do not represent the racial demographics of the students they serve. In order to have a representative workforce and provide students with counselors who share their experiences as a person of color, additional incentives are needed to recruit and retain counselors of color.

The EOGOAC recommends that the Legislature provide funding to expand incentives provided by the Professional Educator Standards Board (PESB) to recruit and retain school counselors of color.



6. Ensuring Culturally Competent Educators

Background

The Professional Educator Standards Board (PESB) is charged by RCW 28A.410.210 “to establish policies and requirements for the preparation and certification of educators that provide standards for competency in professional knowledge and practice in the areas of certification; a foundation of skills, knowledge, and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles meet or exceed the learning goals outlined in RCW [28A.150.210](#); knowledge of research-based practice; and professional development throughout a career.” PESB is responsible for both the preparation of educators in colleges of education and their certification policy requirements. The preparation program approval standards are established in [WAC 181-78A-220](#), with seven domains of practice with program components that identify program features and activities required for initial and ongoing program approval. As part of the program approval standards, PESB has integrated educator cultural competency standards, which outline the following components:

- COMPONENT 1 Professional Ethics within a Global and Multicultural Society
- COMPONENT 2 Civil Rights and Nondiscrimination Law
- COMPONENT 3 Reflective Practice, Self-Awareness, and Anti-Bias
- COMPONENT 4 Repertoires of Practice for Teaching Effectiveness for Culturally Diverse Populations¹⁴

Culturally Competent Educators Recommendations

Recommendation 6A

The PESB is responsible for the monitoring and approval of college of education teacher preparation programs. However, the review and monitoring process and approval cycle is insufficient to identify colleges of education who are struggling to implement the cultural competency standards and adequately prepare teacher candidates to meet the needs of diverse students, particularly students of color. Colleges of education have inconsistently implemented the cultural competency standards, resulting in vastly different and inequitable instructional models provided to teacher candidates on cultural competence.

The EGOAC recommends that the Legislature fund an evaluative study of the Professional Educator Standards Board (PESB) accountability monitoring of colleges of education’s preparation of teacher candidates. Specifically, the study should focus on cultural competency in teacher preparation programs and measure the effectiveness of the teaching and courses in meeting the cultural competence standards, as well as PESB’s effectiveness in evaluating a college of education’s ability to meet those standards.

[Culturally Competent Educators Recommendations]

Recommendation 6A.

The EGOAC recommends that the Legislature fund an evaluative study of PESB’s accountability monitoring of colleges of education’s preparation of teacher candidates.

Recommendation 6B.

The EGOAC recommends that PESB reconvene a cultural competency workgroup in collaboration with the EGOAC, to reexamine and revise the cultural competency standards.

¹⁴ Professional Educators Standards Board. (2018). Cultural Competency Standards. Retrieved from: <https://drive.google.com/file/d/1PYplzDlaxPxrVaZALRzfXk8bH9agBlBp/view>

Recommendation 6B

The Cultural Competence Workgroup last met in 2009 to create the Cultural Competency Standards that are infused with the PESB teacher standards. Given the changes that have occurred in Washington and the nation since that time, additional work is necessary to ensure the standards are aligned to legal requirements and currently relevant with our communities of color.

The EOGOAC recommends that PESB reconvene a cultural competency workgroup in collaboration with the EOGOAC, to reexamine and revise the standards. The workgroup should include diverse representation from educators and families from the African American, Asian, Latinx, Native American and Pacific Islander communities.



Future Work

In 2020, the EOGOAC has identified the following focus areas for its workplan. Additionally, the EOGOAC is continuing to monitor areas that have not been yet implemented (see 10 Years of EOGOAC section).

Foster Care

- Inequitable outcomes and treatment of students and families of color in the foster care system:
 - Examine the cultural responsiveness of the policies and training provided at the Department of Children, Youth and Family (DCYF) to social workers, foster parents and others involved in the foster care system
 - Review additional disaggregated data on the reasons for separation for families of color and the resulting outcomes for students of color
 - Analyze the tribal child welfare agencies outcome data in comparison to DCYF for Native students in the foster care system

Language Access

- Ensuring meaningful language access for families to be able to equitably engage in their child's educational experience and be a full partner in decision making
 - Review the recommendations in the report from the Language Access Workgroup convened by OSPI
 - Examine data on the number and use of interpreters in the school system
 - Research language access policies and programs in other states to identify best practices that could be used in Washington

Mastery-Based Learning

- Creation of a mastery-based education system which treats each student as an individual, allowing them to set the pace for their learning
 - Examine the process used by the State Board for Community and Technical Colleges (SBCTC) for assessing and giving academic credit for prior knowledge and work experience to see if a similar process could be adapted for K-12 mastery-based learning
 - Review the recommendations in the final report of the Mastery-Based Learning Workgroup convened by the SBE
 - Research the implementation of HB 1599 and the multiple pathways that incorporate mastery-based learning
 - Examine the impact of mastery-based on students of color

Student Discipline

- Full implementation of the student discipline reform changes from 4SHB 1541, including adoption of consistent school board policy and procedure, changed student handbooks and data collection systems
 - Review the training and supports provided to school district lawyers and risk managers on student discipline to determine if they are adequate and aligned to the new law
 - Examine the school to prison pipeline and the outcomes of students who have been incarcerated

- Research best practices for family engagement for schools working with formerly incarcerated students and families
- Examine the role of the community colleges in providing education for formerly incarcerated students

Immigrant and Refugee Families

- Equitable education for immigrant and refugee students and supports to their families, as is consistent with state and federal law
 - Examine the outcomes for immigrant and refugee students to expose opportunity gaps
 - Review language access requirements for immigrant and refugee families to meaningfully engage in school
 - Research the role of current federal policy on Washington schools and examine the legal construct of schools as sanctuaries from immigration enforcement

Students Experiencing Homelessness

- Address the disproportionate amounts of students of color and their families who are experiencing homelessness
 - Examine McKinney Vento coordination in schools to determine where opportunity gaps exist for homeless students of color
 - Review federal and state requirements for schools to equitably serve students experiencing homelessness
 - Analyze the outcomes for students experiencing homelessness, including grade advancement, credit accrual, discipline, graduation and academic growth and proficiency.

Conclusion

Since 2009, the EOGOAC has sought to dismantle the status quo which has created the opportunity gap in Washington’s K-12 public education system. The policies and strategies recommended in this report, if implemented, will provide more equitable learning opportunities not only for students of color, but for all students in Washington.

Until Washington has met its constitutional promise and legal duty, “to make ample provision for the education of all children residing within its borders, without distinction or preference on account of **race, color**, cast or sex,” the opportunity gap will continue and thousands of students of color will be denied their right to an equitable education. The EOGOAC will continue to target their recommendations to holistic policies that honor the unique historical contexts, experiences and identities of students of color. Students of color have a legitimate right to have the public education system meet their needs, rather than be expected to assimilate in order to maintain structural privilege, institutionalized racism and the comfort level of the system.

Acronym Glossary

| Title | Acronym |
|--|-----------------|
| Asian American and Pacific Islander | AAPI |
| Center for Improvement of Student Learning | CISL |
| Educational Gap Oversight and Accountability Committee | EOGOAC |
| Educational Service District | ESD |
| Every Student Succeeds Act | ESSA |
| Family Educational Rights and Privacy Act | FERPA |
| Fourth Substitute House Bill 1541 | 4SHB 1541 |
| Governor’s Office of Indian Affairs | GOIA |
| Governor’s Office of the Education Ombuds | OEO |
| Office of System and School Improvement | OSSI |
| Local Education Agency | LEA |
| Office of Superintendent of Public Instruction | OSPI |
| Professional Educators Standards Board | PESB |
| Race and Ethnicity Student Data Task Force | RESD Task Force |
| State Board of Education | SBE |
| State Education Agency | SEA |
| Social Emotional Learning | SEL |
| Social Emotional Learning Indicators Workgroup | SEL Workgroup |
| Transitional Bilingual Instructional Program | TBIP |
| Washington Integrated Student Supports Protocol | WISSP |
| Washington School Directors Association | WSSDA |
| Washington Student Achievement Council | WSAC |