CLOSING OPPORTUNITY GAPS IN WASHINGTON'S PUBLIC EDUCATION SYSTEM

2016 Annual Report from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

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Committee Background

Oversight and Accountability

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) was established by Second Substitute Senate Bill 5973 to address the opportunity gap in Washington State.[1] The committee is charged by RCW 28A.300.136 to synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan and continue to recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board, and the State Board of Education in the following areas:

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

The EOGOAC believes in modeling culturally responsive communication and is committed to elevating student and community voice. In addition to regular monthly meetings, the EOGOAC has held community forums with the intent to increase community understanding and involvement in the work of the EOGOAC through sharing their current recommendations with parents, students, and other members of the community. In 2015, the EOGOAC held two community forums; the first was hosted by Highline College in Des Moines and more recently, the Washington State University in Spokane.

The EOGOAC seeks every opportunity to share their recommendations. Members of the EOGOAC and staff regularly present at stakeholder meetings and local conferences. For example, in October 2015, three members presented at the statewide *Pave the Way Conference* hosted by the Washington Student Achievement Council. The theme of the conference was "Advancing Equity, Access, Readiness" with a focus on engaging educators, counselors and administrative leaders from across the state in a collective conversation about the factors that contribute to the opportunity gap. The EOGOAC participated in a panel discussion which used the EOGOAC policy recommendations as a platform for policy solutions that address the educational opportunity gap.

To achieve a multidisciplinary approach, statute encourages the committee to seek input and advice from other state and local agencies as well as other organizations with expertise in health, social services, gang and violence prevention, substance abuse prevention, and other issues that disproportionately affect student achievement and student success.[2]

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[1] Washington State Legislature. (2009). SB 5973 - 2009-10. Closing the achievement gap in order to provide all students an excellent and equitable education. Retrieved from: http://apps.leg.wa.gov/billinfo/summary.aspx?bill=5973&year=2009
[2] 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

Governance and Structure

RCW 28A.300.136 Section (4)[3] states 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.

Committee Co-chairs

RCW 28A.300.136 (7) states the chair or co-chairs of the committee shall be selected by the members of the committee: Representative Lillian Ortiz-Self, Senator John McCoy, and Frieda Takamura.

Committee Staff

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

Committee Members

Carrie Basas	Office of the Education Ombuds (OEO)
Fiasili Savusa	Commission on Asian Pacific American Affairs (Pacific American)
Frieda Takamura	Commission on Asian Pacific American Affairs (Asian American)
Senator John McCoy	Senate, Designee for Ranking Minority Member
Representative Kevin Parker	House of Representatives, Designee for Ranking Minority Member
Representative Lillian Ortiz-Self	House of Representatives, Additional member appointed by the Speaker of the House

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[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

Senator Pramila Jayapal	Senate, Additional member appointed by the President of the Senate
Superintendent Randy Dorn	Office of Superintendent of Public Instruction (OSPI)
Sally Brownfield	Tribal Nations–Governor's Office of Indian Affairs
Representative Sharon Tomiko Santos	House of Representatives, Education Committee Chair
Senator Steve Litzow	Senate, Early Learning and K-12 Education Chair
Wanda Billingsly	Commission on African American Affairs
Suzy Martinez – current Raquel Ferrell-Crowley - former	Commission on Hispanic Affairs

Alternates

Ben Kodama	Commission on Asian Pacific American Affairs (Asian American)
Bernard Thomas	Tribal Nations–Governor's Office of Indian Affairs
Deputy Superintendent Dr. Gil Mendoza	Office of Superintendent of Public Instruction (OSPI)
Dr. James Smith	Commission on African American Affairs
Mele Aho	Commission on Asian Pacific American Affairs (Pacific American)
Uriel Iñiguez	Commission on Hispanic Affairs

Introduction

What is the opportunity gap?

The term "opportunity gap" acknowledges there are still structural issues with institutionalized racism, disparate educational opportunities, and different treatment experienced by students of color. However, opportunity gaps can and have been closed through careful analysis of disaggregated student data, targeted strategies to provide equal opportunities to all students, and meaningful partnerships with communities and families. We need to acknowledge the success in our state – there are school districts and schools who have closed their opportunity gaps. Students of color, their families, and communities bring assets to schools, have deep strengths, and when given equitable opportunities by the public school system, are not in the opportunity gap.

The opportunity gap has often been referred to as the "achievement gap." Opportunity gaps and achievement gaps are not synonymous terms. Achievement gaps are the symptoms of a public school system that consistently provides different and unequal educational opportunities to students of color. Achievement gap language negatively focuses on the students of color and their families for being responsible for disproportionally low student achievement. It does not put the responsibility where it belongs, on the public school system to provide an equitable education to all students. In reality, it is our public school system failing our students not our students failing the system.

Why is it important?

Closing the opportunity gap for our African American, Asian, Latino, Native American, and Pacific Islander students is a moral imperative and a civil rights obligation. The opportunity gap in Washington State is persistent, pervasive, and unacceptable.

Opportunity gaps are often attributed to the poverty status of students to avoid addressing race. However, as illustrated in the graphs below, the opportunity gap between racial groups persists even among low income and non-low income students of color. It is not acceptable for there to be a consistent 20–30 percentage point gap in student achievement between students of color and White and many Asian[4] students. While poverty can compound the opportunity gap for students of color, we must acknowledge that our middle and upper income students of color are still in the opportunity gap. The system must address the needs of these students.

The closure of the opportunity gap is an integral part of basic education in Washington state. RCW 28A.150.210 outlines Basic Education. "Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement for all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success."

Closing the Opportunity Gap

The Educational Opportunity Gap Oversight and Accountability Committee is composed of representatives of the very communities of color whose students are not receiving the same educational opportunities as other students. The recommendations within this annual report provide culturally

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[4] White and Asian student subgroups have historically had the highest levels of proficiency in Washington State. However when Asian is disaggregated into subethnic groups, there are many "Asian" students in the opportunity gap. See recommendation #5 for more information.

responsive and relevant solutions to close the opportunity gap within Washington State. The recommendations are applicable to all public schools, including tribal compact[5] and charter schools. The Educational Opportunity Gap Oversight and Accountability Committee's recommendations are to be taken as a whole, as mutually reinforcing and interdependent structural policy changes which if implemented entirely, will close the opportunity gap.

Figure 1. Statewide Reading Gap - Non low income
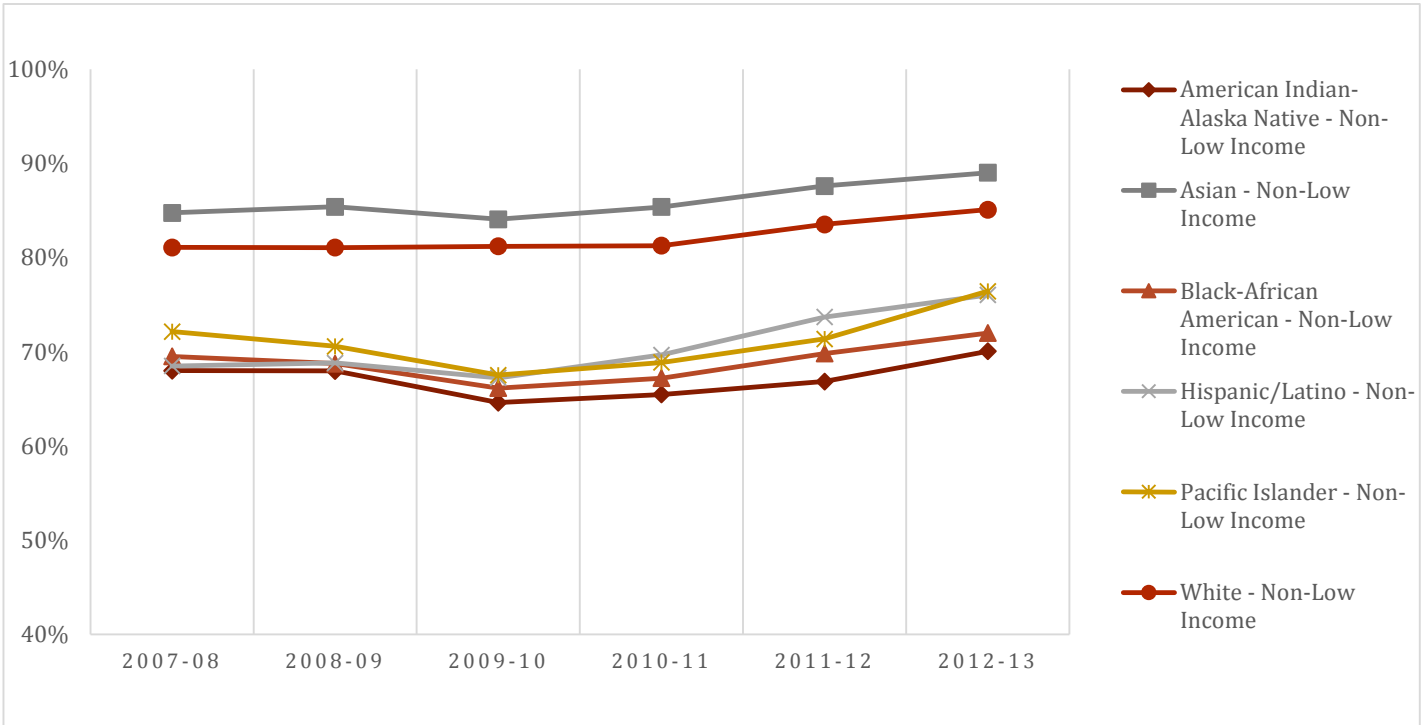
Source: Office of Superintendent of Public Instruction. (2015). Assessment Data – Subgroup interactive charts. 2008 – 13 Student score breakdown by subgroup. Retrieved from: http://k12.wa.us/DataAdmin /default.aspx

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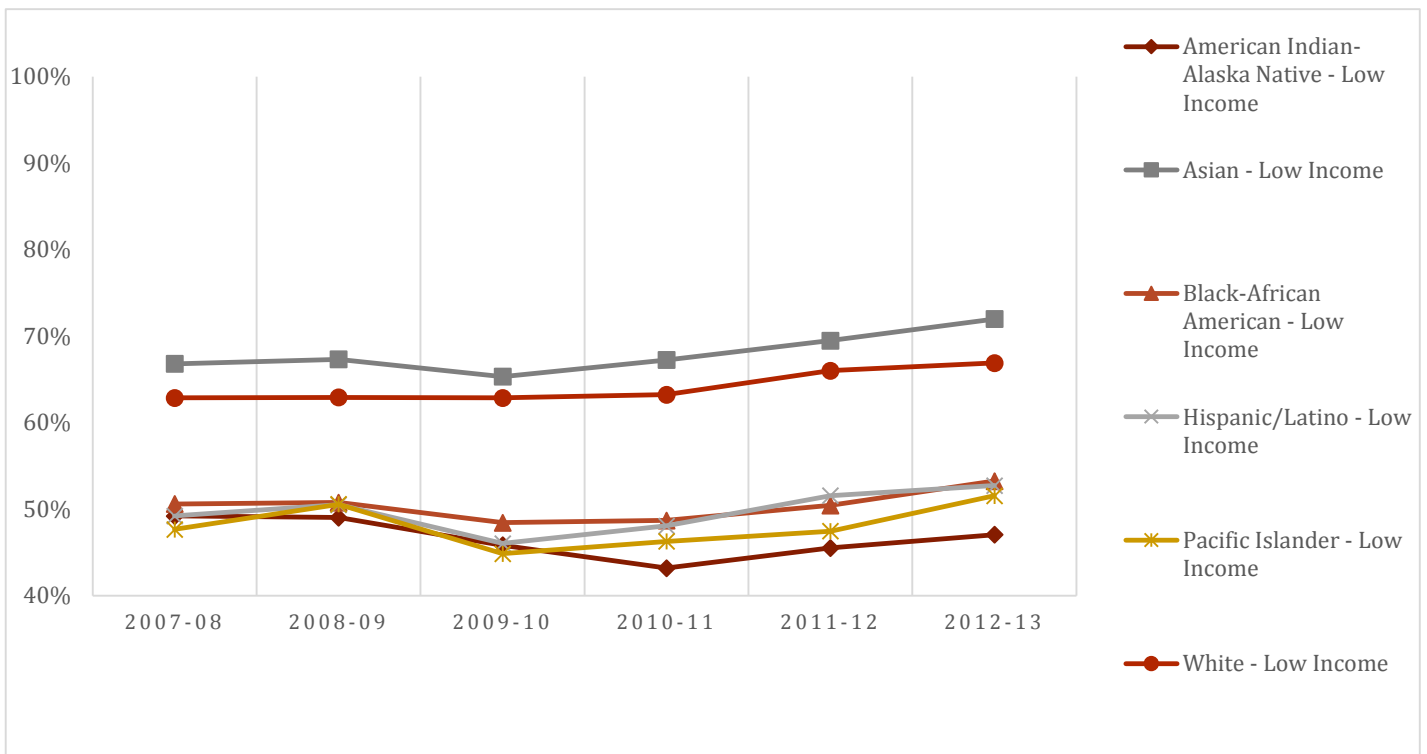[5] A school operated according to the terms of a state-tribal education compact.

Figure 2. Statewide Reading Gap - Low Income

Source: Office of Superintendent of Public Instruction. (2015). Assessment Data – Subgroup interactive charts. 2008 – 13 Student score breakdown by subgroup. Retrieved from: http://k12.wa.us/DataAdmin /default.aspx

There are many key components, ideas, and concepts that are essential to understanding the opportunity gap in order to engage in meaningful conversations and begin closing the gap. A glossary of terms is included as part of appendix A. These definitions provide a common language to help construct meaningful conversations. The EOGOAC has identified the importance of clearly defining these terms and plans to go more in depth into surfacing and defining key terms as part of the 2016 work plan.

Summary of Recommendations

This report provides background on the Educational Opportunity Gap Oversight and Accountability Committee's 2015 recommendations:

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

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

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Background

In previous reports, the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) outlined some major concerns with the current system in regards to student discipline. Students of color and students with disabilities are disproportionately impacted by the use of suspensions and expulsions—giving rise to concerns about equitable treatment, equal opportunities, and discrimination.

In 2013, the state legislature made substantial changes to the laws that govern student discipline. Engrossed Substitute Senate Bill 5946 (2013) amended RCW 28A.600.015 to add that expulsion or suspension of a student may not be for an indefinite period of time.[6]

Despite these efforts, exclusionary discipline continues to cause significant loss of instructional time among Washington students which can lead students away from high school completion and towards criminal justice involvement.[7]

- Approximately 4% of all Washington Students were suspended or expelled during the 2014– 15 school year. That's 43,275 distinct students who have been suspended or expelled.[8]
- Being suspended from school is a better predictor of high school dropout than low socio-economic status, a high number of school changes, or not living with both biological parents.[9]
- Youth who drop out of high school are 3.5 times more likely to be arrested than high school graduates.[10]
- American Indian, Pacific Islanders, Black, and Hispanic students in Washington have disproportionately high percentages of dropouts.

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[6] Washington State Legislature. (2013). Engrossed Substitute Senate Bill 5946. Part III, student discipline. Sec. 302 (1). Retrieved from http://apps.leg.wa.gov/documents/billdocs/2013-14/Pdf/Bills/Senate%20Passed%20Legislature/5946-S.PL.pdf
[7] Team Child. (2008). The School to Prison Pipeline in Washington. What is the school to prison pipeline? Retrieved from http://www.teamchild.org/stp/introduction.htm
[8] OSPI. (2015). K-12 Data and Reports. Data and Analytics: Suspension and Expulsion PPT. Retrieved from: http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics/DisciplineDataWalkThrough.pptx
[9] Suhyun Suh, Jingyo Suh, & Irene Houston. (2007). Predictors of Categorical At-Risk High School Dropouts. Journal of counseling and development 196, 196-203.
[10] Coalition for Juvenile Justice. (2001). Abandoned in the Back Row: New Lessons in Education and Delinquency Prevention. Retrieved from http://www.juvjustice.org/sites/default/files/resource-files/resource_122_0.pdf

Figure 3. Washington State Student Discipline Rates 2014-15 –Suspensions and Expulsions
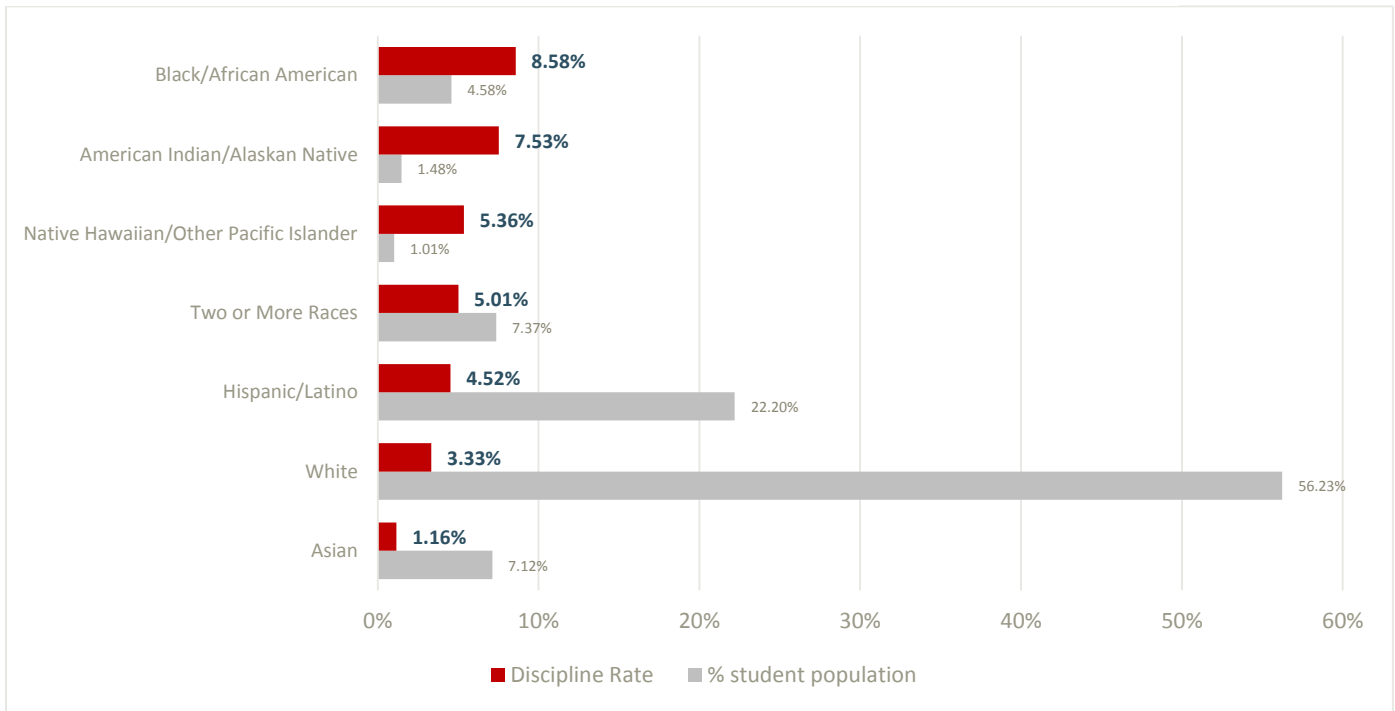

Figure 4. Behaviors Associated with Suspensions or Expulsions 2014-2015
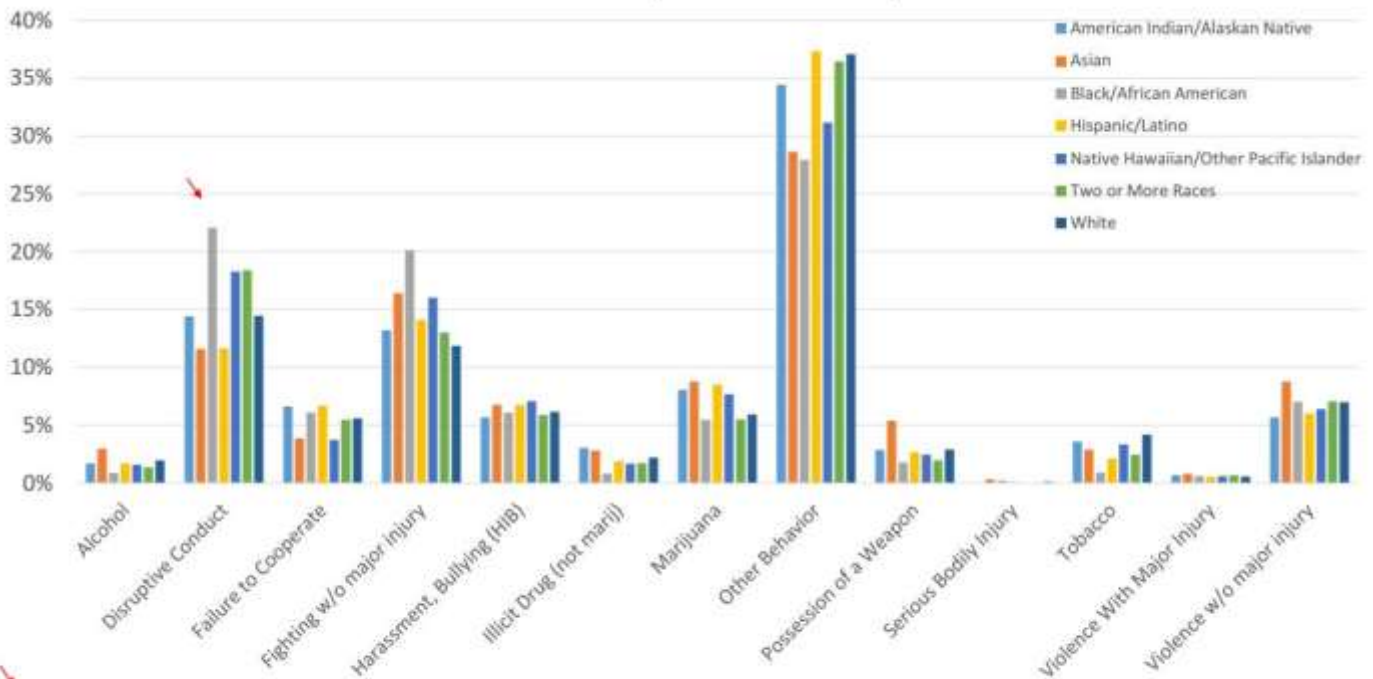

Chart reads: Among suspension or expulsions of black students, 22% of those incidents were attributed to disruptive conduct

Recommendations

While progress has been made to reduce the inequities in student discipline, there are still inconsistencies in districts' implementation of existing discipline policy. The length of time students are excluded from school due to a suspension or expulsion, particularly students of color, must be reduced even further. In order to support changes in discipline policy and procedures, districts must increase access to discipline policy services, require mandatory, culturally responsive, and relevant training to implement discipline policy changes, and include communities and families in the discipline process. In the case that students do receive exclusionary discipline, they must be provided access to appropriate education services during the period of exclusionary discipline.

The Legislature must reduce the length of time students are excluded from school due to suspensions and expulsions.

- Long term suspensions and expulsions must:
    1) Be limited to mandatory disciplinary offenses only; and
    2) Last no more than one academic term (trimester or semester, dependent on the academic calendar of the school).

Districts must provide an opportunity for a student to receive educational services while suspended or expelled.

- Districts may not suspend the provision of educational services as a disciplinary action and must provide an opportunity for a student to receive educational services while suspended or expelled.
- Districts must prioritize- the use of funds- to support students in exclusionary discipline, with state funding being provided (apportionment).The EOGOAC encourages schools and school districts to make greater use of alternative educational settings which are comparable, equitable, and appropriate to the regular educational services a student would have received without the exclusionary discipline. These settings may include but are not limited to: alternative high schools or placements, one-on-one tutoring, online learning, etc.
- Overall, the EOGOAC urges careful consideration in dispensing the amount of time a student is out of the classroom or out of school with every effort made to limit that amount of time.
- OSPI must review changes to discipline policy and procedures at the district level as part of the Equity and Civil Rights portion of the Consolidated Program Review process.
- To ensure that districts are complying with civil rights law, OSPI must include a review of discipline policies and procedures as a checklist item in their annual Consolidated Program Review process.
- The Office of Equity and Civil Rights must review equity/fair consequences- and inconsistency of the implementation of policies and procedures that the Consolidated Program Review identifies.
- OSPI, in partnership with Washington State School Directors' Association (WSSDA), Washington Association of School Administrators (WASA), and the educational school districts (ESDs), must provide mandatory, culturally responsive, and relevant training to implement discipline policy changes.
- Training must include, at minimum, school district staff, school building staff, and colleges of education teacher preparation and principal leadership programs. Ultimately, training should be

provided to all adults interacting with students, including both instructional and non-instructional staff.

- Trainings must be offered on a regular basis to ensure every candidate has the opportunity to attend and be culturally responsive and relevant to the students' communities served.
- Furthermore, the EOGOAC recommends the mandatory dissemination of the school discipline changes to families and communities.

OSPI must amend WAC 392-400-420 to mandate that family involvement, partnerships, and comprehensive social emotional and academic student supports be required in all reengagement meetings and plans.

- After a student is suspended or expelled, the district must convene a reengagement meeting with the student that allows the family to provide meaningful input on a culturally sensitive and culturally responsive reengagement plan.
- Families must have access to, provide meaningful input, and participate in a culturally sensitive and responsive reengagement plan.
- Throughout the entire discipline process, families, school staff and community members must work together. This solution-based approach must involve: decision-making, creating policy, attending the meeting, participating in the process, readmission as part of due process, language access, notification of issue, and reengagement.

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

Background

Year after year, the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) has emphasized the need for Washington state to recruit, develop, place, and retain educators who are culturally competent and possess skills and competencies in language acquisition. As demographics change in the student populations 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. These changes also require culturally competent community and parent outreach, including equitable language access to all families.

Substitute Senate Bill 5433 (2015) amended RCW 28A.320.170, adding that "when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian Tribes or tribes, so that students learn about the unique heritage and experience of their closest neighbors."[11] RCW 28A.410.045 established the First Peoples' teacher certification program to provide subject area endorsements

> "Immigrant families who speak a home language other than English should be considered powerful assets in their children's education and partners with a shared responsibility for student learning and achievement."
> - *Office of the Education Ombuds*
> *Feasibility Study for Foreign Language Educational*
> *Interpreter Training and Certification (January, 2015)*

in language, culture, and oral tribal traditions. Section 3(a) states, "only a participating sovereign tribal government may certify individuals who meet the tribe's criteria for certification."[12] In the 2015 operational budget, ESSB 6052 sec 501 (34) directed the Washington state school directors association (WSSDA) to develop a model policy and procedures for language access by limited-English proficient parents.

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

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[11] Washington State Legislature. (2015). Substitute Senate Bill 5433. AN ACT Relating to teaching Washington's tribal history, culture, and government in the common schools. Retrieved from http://lawfilesext.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/Senate/5433-S.SL.pdf

[12] Washington State Legislature. (2007). RCW 28A.410.045. First peoples' language, culture, and oral tribal traditions teacher certification program — established — rules. Retrieved from: http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.410.045

Washington state public schools and communities."[13] The components were integrated into Standard V as part of the preparation for all Residency Certification candidates, as well as principles of second language acquisition. While all new teacher–candidates will be required to develop competencies related to cultural competency, and all teachers (new and existing) will be evaluated on such criteria, there is no way of knowing which of the existing educators have received cultural competency professional development. The table below, identifies how cultural competency is an integral piece of both professional certification standards and both principal and teacher evaluation criteria.

Cultural Competence Components	Principal Evaluation Criteria	Teacher Evaluation Criteria
Component 1.0: Professional Ethics within a Global and Multicultural Society	**Criterion 1:** Creating a Culture **Criterion 6:** Managing Resources **Criterion 8:** Closing the Gap	**Criterion 1:** Centering Instruction on High Expectations for Student Achievement **Criterion 3:** Recognizing Individual Student Needs and Developing Strategies to Address Those Needs **Criterion 7:** Communicating and Collaborating with Parents and the School Community
Component 2.0 Civil Rights and Nondiscrimination Law	**Criterion 2:** Ensuring School Safety **Criterion 8:** Closing the Gap	**Criterion 5:** Fostering and Managing a Safe Positive Learning Environment **Criterion 7:** Communicating and Collaborating with Parents and the School Community
Component 3.0 Reflective Practice, Self-Awareness & Anti-Bias	**Criterion 1:** Creating a Culture **Criterion 2:** Ensuring School Safety **Criterion 4:** Aligning Curriculum **Criterion 6:** Managing Resources **Criterion 8:** Closing the Gap	**Criterion 1:** Centering Instruction on High Expectations for Student Achievement **Criterion 2:** Demonstrating Effective Teaching Practices **Criterion 3:** Recognizing Individual Student Needs and Developing Strategies to Address Those Needs **Criterion 8:** Exhibiting Collaborative and Collegial Practices Focused on Improving Instructional Practice and Student Learning
Component 4.0 Repertoires of Practice for Teaching Effectiveness for Culturally Diverse Populations	**Criterion 1:** Creating a Culture **Criterion 4:** Aligning Curriculum **Criterion 5:** Improving Instruction **Criterion 7:** Engaging Communities **Criterion 8:** Closing the Gap	**Criterion 1:** Centering Instruction on High Expectations for Student Achievement **Criterion 2:** Demonstrating Effective Teaching Practices **Criterion 3:** Recognizing Individual Student Needs and Developing Strategies to Address Those Needs **Criterion 4:** Providing Clear and Intentional Focus on Subject Matter, Content and Curriculum

"The quality of the social and cultural context of the school can have a powerful impact on a school's capacity to improve."
-Basha Krasnoff, Education Northwest
The Qualitative factors that Affect Teacher Distribution

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[13] Professional Educator Standards Board. (2010). Standard 5 – Knowledge and Skills, Residency Teacher. Retrieved from: http://program.pesb.wa.gov/program-review/site-visits/rubrics/2010/standard-5/teacher

[RCW 28A.410.260](#) requires Washington Professional Educator Standards Board to create a list of model standards for cultural competency. To help programs address Standard 4.E (Diversity) in the PESB Program Design rubric, components 1-4 were shared by programs to build cultural competence awareness and skills with faculty, staff, and candidates.

Recommendations

The state must provide cultural competence training for all staff

- Teachers who received their Residency or Professional Certification before the cultural competence standards were enacted must receive additional cultural competence training.
- Certificated administrative and classified staff are recommended to receive cultural competence training based on the Professional Educator Standards Board's cultural competence standards.
- Training must be developed and provided through Washington State School Directors' Association (WSSDA) to school board members, through Washington Association of School Administrators (WASA) to superintendents, and through Association of Washington School Principals (AWSP) for principals.
- To the extent that this training is phased in, the EOGOAC recommends that cultural competence training is provided first to Required Action Districts, districts with schools that receive the federal School Improvement Grant, and districts with schools identified by the Superintendent of Public Instruction as priority or focus. These schools are prioritized due to their need; however, the EOGOAC adamantly urges that this recommendation be implemented to include all schools and educators as quickly as possible.
- The WSSDA, WASA, and AWSP must collaborate with the EOGOAC when developing cultural competency trainings to ensure training is culturally appropriate.

Enhance multicultural education/language acquisition strategies for all school staff

- In line with the requirements for pre-service teachers, all school staff members must complete a foundational course in both multicultural education and language acquisition strategies for English Language Learners. Included in such training should be information regarding best practices to implement the tribal history and culture curriculum.
- Partnerships must be encouraged and utilized for cultural competence training between diverse community organizations, families, schools, tribal governments, and institutions of higher education. Cultural competency and cultural responsiveness cannot be siloed, and must be integrated in all professional development content areas and pedagogy.

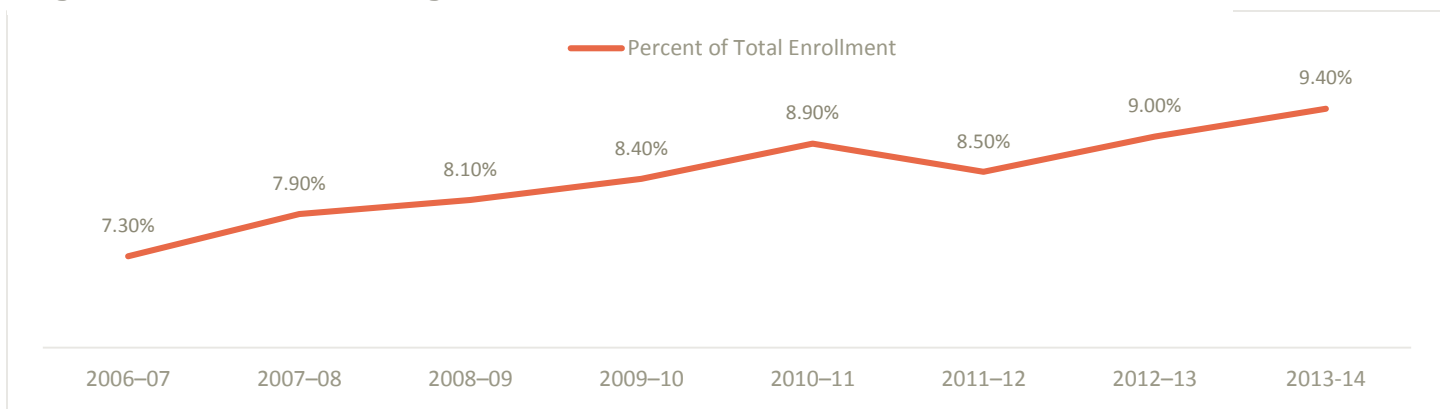# 3 ENDORSE ALL EDUCATORS IN ENGLISH LANGUAGE ACQUISITION

Background

English Language Learner student enrollment is growing rapidly. As Washington state becomes increasingly multilingual, our educational practices appear to be moving in the opposite direction. In October 2013, there were 99,577 English Language Learner (ELL) students identified for service statewide.[14] Not all teachers who provide instruction to English Language Learners, and who are paid from Transitional Bilingual Instructional Program funds, hold an appropriate endorsement in Bilingual Education or English Language Acquisition.

There is no requirement for instructors (neither teachers nor instructional aides) to have an endorsement or other professional development in research-based instructional strategies for language acquisition. Students served by the Transitional Bilingual Instructional Program in Washington state spoke a total of 219 languages in the 2013–14 school year. The majority of students spoke Spanish (67.4 percent of students), the other most common languages spoken being Russian, Vietnamese, Somali, Ukrainian, Arabic, Tagalog, and Korean.

Figure 4. Growth of Washington State ELL Students over Time

Percent of Total Enrollment

2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013-14
7.30%	7.90%	8.10%	8.40%	8.90%	8.50%	9.00%	9.40%

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[14] Office of Superintendent of Public Instruction, Student Information Source: Comprehensive Education Data And Research System (CEDARS).

Figure 5. Number of Certified/Licensed Teachers Working in Title III Language Instruction Educational Programs
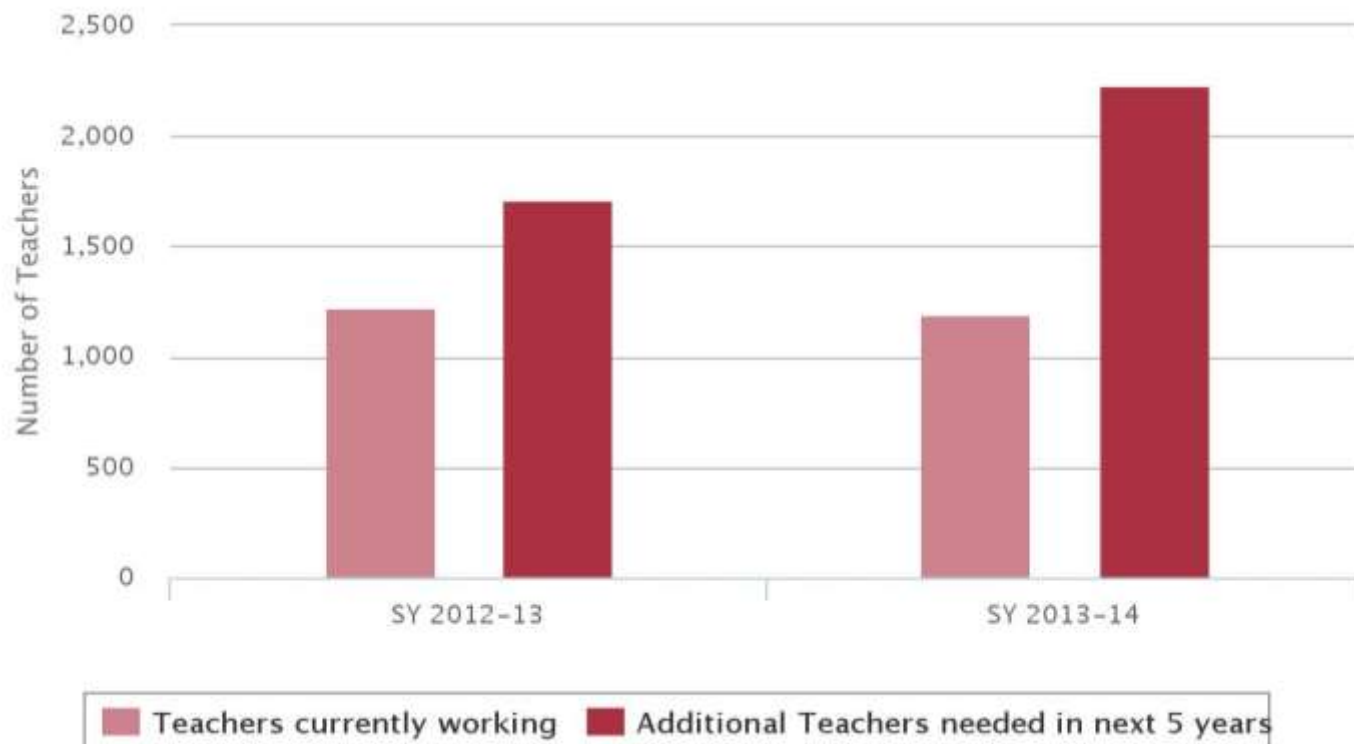
According to the Migrant and Bilingual Education Department at OSPI, the national trend points to an increased need for ELL teachers. This is especially salient for Washington state as we are the third largest state for migrant students.

Recommendation

Increase funding for Educator Retooling Grant Program
- The Educator Retooling Grant Program at the Professional Educator Standards Board must receive increased funding to enable all certificated staff to receive a bilingual or ELL endorsement, in order to effectively provide instruction to ELL students.
- Preference for Educator Retooling Conditional Scholarships to pursue bilingual education or English Language Learner (ELL) endorsements must be given to teachers assigned to a school implementing a plan for improvement and to teachers assigned to a school with a growing populations of ELL students.

Require ELL/ELA endorsements for all TBIP-funded Staff
- All certificated staff who are paid through the Transitional Bilingual Instructional Program (TBIP) must hold a bilingual or ELL endorsement by the 2019-20 School Year.
- Classified staff providing instructional services to students (paraeducators) should receive ELL/Second Language Acquisition training.

Elevate students' primary languages through use of Dual Language Program Models
- Primary language is to be celebrated and Standard English should be used as an additional communication tool.

- Dual language models are to be the primary recommended TBIP models in Washington state. Districts who choose to use a different method must provide justification.

INCREASE ACCOUNTABILITY FOR INSTRUCTIONAL SERVICES PROVIDED TO ENGLISH LANGUAGE LEARNERS
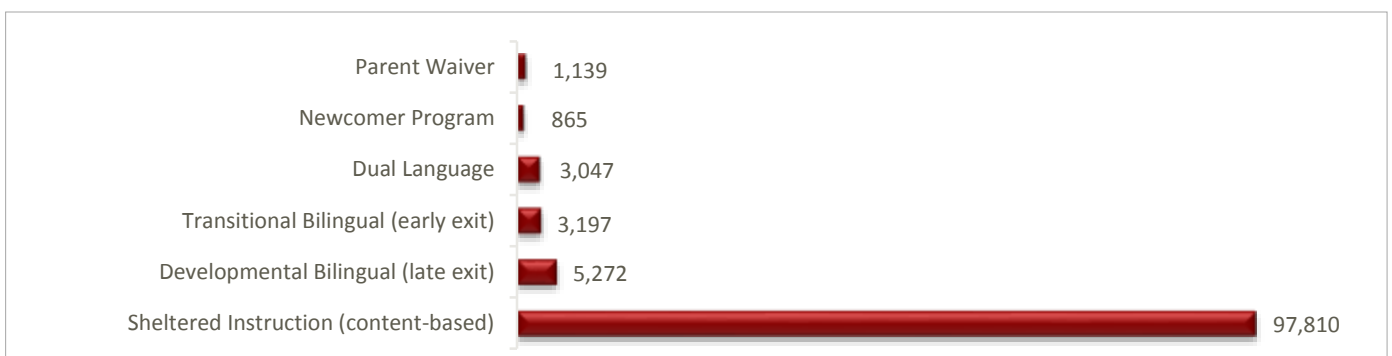
Background

In addition to basic education funding that is provided for all students, districts receive additional TBIP funding to provide supplemental instruction to support language development for English Language Learners (ELLs). Washington state has adopted new English Language Proficiency (ELP) standards which focus on language knowledge and skills that are essential for ELLs as they work towards academic success. Beyond understanding common English usage, ELLs need to understand language used

> Many districts supplement their state TBIP funds and federal Title III funds with local levy dollars. In the 2013–14 school year, districts reported contributing approximately $24.7 million beyond state TBIP funding to provide English language instruction to ELLs.

for grade-level instruction in English language arts (ELAs), mathematics, and science.[15] In the 2013–14 school year, the state's TBIP reported a 5.3 percent increase in students identified for services as compared to the previous school year.

The state Transitional Bilingual Instructional Program (TBIP) provides temporary English language instructional support to assist ELLS in acquiring the English proficiency necessary to access mainstream curriculum and assessments. Program Supervisors at OSPI are required to provide leadership, technical assistance, and advocacy to promote the language development of ELLs and close the opportunity gap for ELL students. In 2010, the number of Program Supervisors was reduced from four positions to two and the Administrative Program Supervisor was also removed. While the state TBIP funds Language

Figure 6. Number of TBIP Students Enrolled by Program 2013-14

Program	Students
Parent Waiver	1,139
Newcomer Program	865
Dual Language	3,047
Transitional Bilingual (early exit)	3,197
Developmental Bilingual (late exit)	5,272
Sheltered Instruction (content-based)	97,810

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[15] English Language Proficiency Assessment for the 21st Century. (2013). ELP Standards. Retrieved from http://www.elpa21.org/elp-standards

Proficiency assessment and data tracking for current and former ELLs, the state does not fund any staff to administer the programs and minimal staffing is funded through the State General Fund.

While the grant amounts provided to school districts have increased over the years, staffing within OSPI to support districts has been reduced. Dual Language models support ELLs by acknowledging that the language they bring is an asset. Research shows that dual language programs not only support ELL students in English Language Acquisition, but also provide native English speakers with valuable cultural and bilingual experiences. Despite this knowledge, in 2013-14, majority of students were enrolled in Sheltered Instruction (content-based) programs which integrate English language development with academic content learning using English as the language of instruction. ESSB 6002 Section 501 (y) directed $117,000 of the 2015 general fund to the Office of Superintendent of Public Instruction to convene a task force to design a performance-based assistance and accountability system for the Transitional Bilingual Instruction Program.[16] The task force submitted a report with their recommendations to the education and fiscal committees of the legislature in 2016.

Figure 7. Current TBIP Funding Amounts

Staff Position	FTE
Program Director	0.10 FTE
Program Supervisor	0.45 FTE
Administrative Assistant	0.50 FTE
Purpose	Funding
Goods and other services	$3600
Travel	$3600

> Research indicates that second language learners score higher on both verbal and quantitative portions of standardized tests and suggest that grades and graduation rates are significantly higher for students in rigorous foreign language programs.
>
> *-GlobalWA Report on the State of Global Education in Washington State*

Recommendations (as also recommended by TBIP work group)

Elevate Dual Language Programs for the Transitional Bilingual Instructional Bilingual Program

- Beginning in 2016-17, districts must begin transitioning all programs to dual language programs to support ELLs. If dual language cannot be provided, districts must submit to OSPI their reasons for using any other model other than a dual language model.
- By 2019-20, all districts must use a dual language program, or provide evidence and justification for using any other model.

The Office of Superintendent of Public Instruction must provide districts with assistance and support related to the Transitional Bilingual Instructional Program.

- Assistance and support must include professional development, providing research-based language acquisition strategies, guidance for recommended dual language programs, oversight and accountability, and monitoring.
- To support the increased number of districts seeking support, additional funding must be provided to increase staffing levels within OSPI.

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[16] Washington State Legislature. (2014). SB 6002 – 2013-14. Making 2014 supplemental operating appropriations. Retrieved from: http://apps.leg.wa.gov/documents/billdocs/2013-14/Pdf/Bills/Session%20Laws/Senate/6002-S.SL.pdf

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

Background

In order to guide instruction, inform decision making, and address accountability to State and Federal requirements, schools must collect accurate and relevant ethnic and racial data.

OSPI 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. Federal standards require the use of a two-part question, focusing first on ethnicity and second on race when collecting data from individuals (See Figure 8).

Figure 8. Federal Race and Ethnicity Data Collection Standards

What is your ethnicity?
• Hispanic or Latino
• Not Hispanic or Latino
What is your race? (Mark one or more)
• *American Indian or Alaska Native*
• Asian
• Black or African American
• Pacific Islander or Native Hawaiian
• White

In 2014, OSPI disaggregated data for Asian Americans and Native Hawaiians and Pacific Islanders (NHPI), providing a unique opportunity to examine the differences that can be revealed through the utilization of disaggregated data. In an analysis done by the National Commission on Asian American and Pacific Islander Research in Education (CARE) (2015), Asian American and Pacific Islander (AAPI) students make up 7.0 percent of the free and reduced lunch (FRL) enrollment, in the aggregate, which suggests a lower poverty rate as compared to the general population. However, there are some AAPI ethnic subgroups that are disproportionately represented in FRL enrollment. Vietnamese students, for example, make up 11.0 percent of the total AAPI K–12 enrollment, but 15 percent of FRL enrollment. The Office of Superintendent of Public Instruction (OSPI) has adopted standards that allow one or more selections from 57 sub-racial categories as well as special education and students covered by Section 504 (See Appendix B for a complete list of sub-categories). A sample data collection form was developed by OSPI, however school districts are not required to use it or the categories included.

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/third party identification of students' ethnicity and race, as a last resort, if such information is not provided by parents, guardians, or students. There are problems with language access and guidance in school forms, leading to issues with data credibility. School districts and staff are not trained on how to identify a student's race/ethnicity. This is a challenge as we become an increasingly diverse and multiracial society. We cannot identify a students' race/ethnicity based on their physical appearance.

While school districts are required to report data in the federal ethnicity and race categories, they are not required to provide the sub-ethnic or sub-racial information. 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 choose to self- identify their sub-ethnic or sub-racial identity. Additionally, school districts have differing capacity to gather and interpret data. Many districts have expressed interest in receiving professional development on how to use data to inform decisions and

> "Community organizations, teachers and other educational stakeholders voiced their needs for disaggregated data to not only represent their unique experiences, but also to examine opportunities for better serving their constituencies."
> - National Commission on Asian American and Pacific Islander Research in Education (2015)

improve teaching. With the reauthorization of federal education law in the Every Student Succeeds Act (ESSA), each state must set the minimum number of students (n-size) with respect to disaggregation as part of the statewide accountability system.

Recommendations

Deeper Disaggregation of Data

- The OSPI must collect, and school districts must submit, student data using federal race and ethnicity guidelines, including the sub-racial and sub-ethnic categories, with the following additions:
  - Further disaggregation of the African American/Black category to include:
    - 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;
  - Further disaggregation of the Asian category to include Burmese, Cambodian/Khmer, Cham, Chinese, Filipino, Hmong, Indian, Indonesian, Japanese, Korean, Lao, Malaysian, Mien, Pakistani, Singaporean, Taiwanese, Thai, Vietnamese, and Other Asian;
  - Further disaggregation of the White category to include Eastern European nationalities with significant populations in Washington; and
  - Students selecting two or more races are reported not only as "two or more races" but in discrete categories for their racial and ethnic combination (see Appendix A).
- Disaggregated student data must be collected beginning in the 2017-18 school year for students who newly enroll, transfer, or change schools within a district.
- The K-12 Data Governance Group must develop protocols and guidance for data collection, and the OSPI must incorporate training on best practices for collecting data on racial and ethnic categories into other data related training.

Creation of a Race and Ethnicity Collection Task Force within OSPI

- The EOGOAC recommends that OSPI be directed to convene a taskforce to review the federal guidelines to clarify why collection of race and ethnicity data is important and how students and families can help administrators properly identify them.
- The taskforce must have representation from the EOGOAC, the Ethnic Commissions, Governor's Office of Indian Affairs, and diverse parents. The task force should utilize the U.S. Census and the American Community Survey in the development of the guidance.

Reduce N-size Requirements for reporting and school accountability

- OSPI must reduce the N-size requirement for reporting and school accountability of subgroup data from an N-size of 20 students to an N-size of 10 students.

Provide technical assistance, guidance, and reporting guidelines for disaggregating student data

- Schools and districts must regularly utilize disaggregated student data into their improvement plans to inform instructional decisions and differentiated support for student needs.
- The EOGOAC recommends that the Office of Equity and Civil Rights within OSPI provides technical assistance, guidance, and reporting guidelines for school districts to report and disaggregate student data.
- Under Principle Five of the Seven Turnaround Principles, the EOGOAC recommends guidance be developed around the required use of data to inform instruction for Priority, Focus, School Improvement Grant (SIG), and Required Action District (RAD) schools. Additionally, attention to district responsibility is needed to effectively meet the needs of identified Priority and Focus schools, particularly in districts with clusters of identified subgroups. Focus school plans must appropriately reflect accountability for subgroups and include technical assistance to support the unique needs of students identified in particular racial/ethnic, students in poverty, ELL, and SPED subgroups.

"AAPI struggles are often masked and misconceived. Data disaggregation will give visibility to AAPIs and their needs so they can be addressed—a key for educational advancement."

– High school student in Washington State
National Commission on Asian American and Pacific Islander Research in Education (2015)

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

Background

In previous reports, the EOGOAC outlined some of their concerns such as:

- In Washington public schools, the majority of educators do not reflect the racial and ethnic demographics of the students they serve.
- The difficulty of completing certification/licensure requirements.
- The lack of support for new teachers, especially teachers of color.
- The Annual Report from the Professional Educator Standards Board states that on average 5 – 5.5 percent of teachers leave the workforce each year. This rate is on the rise, particularly for teachers of color.
- The EOGOAC has expressed their concern about the need to recruit, hire and retain educators of color to better reflect the population of students being served in Washington state.

**Figure 9. Percent of Teachers Leaving the Workforce by Race/Ethnicity**
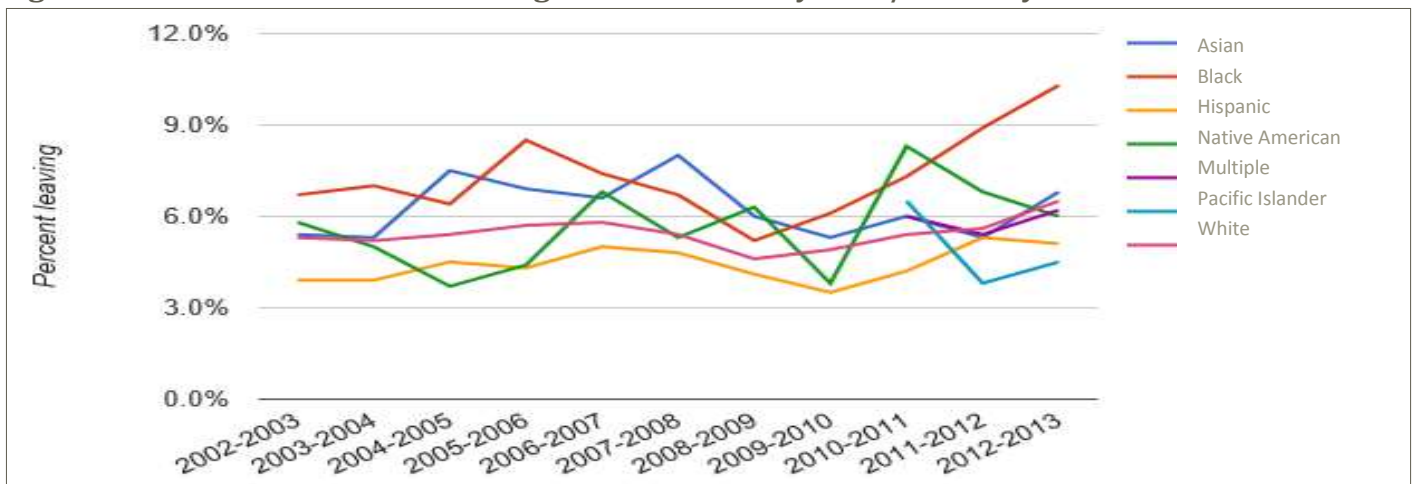
Source: PESB Annual Report. (2015). Race/ethnicity. Retrieved from: http://data.pesb.wa.gov/retention/leavers/ethnicty

The Department of Education has increased their expectations for accountability with highly qualified educators. The State Equity Plan guidance; issued November 10, 2014; outlined the requirements of the Excellent Educators for All Initiative and the requirement for states to ensure that "poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers." Highly qualified credentials are not the sole or foremost criteria for determining effective teachers. It is important for students to be taught by someone who looks like them and shares their experiences, acts as a role model, and inspires other students to become teachers.

As shown in the following chart, 5.2 percent of Black/African American teachers left the teaching workforce in the 2008-09 school year. This has grown increasingly to 10.3 percent of Black/African American teachers leaving the teaching workforce in 2012–13.

Figure 10. 2013-14 Comparison of Racial and Ethnic Demographics of Educators to the Student
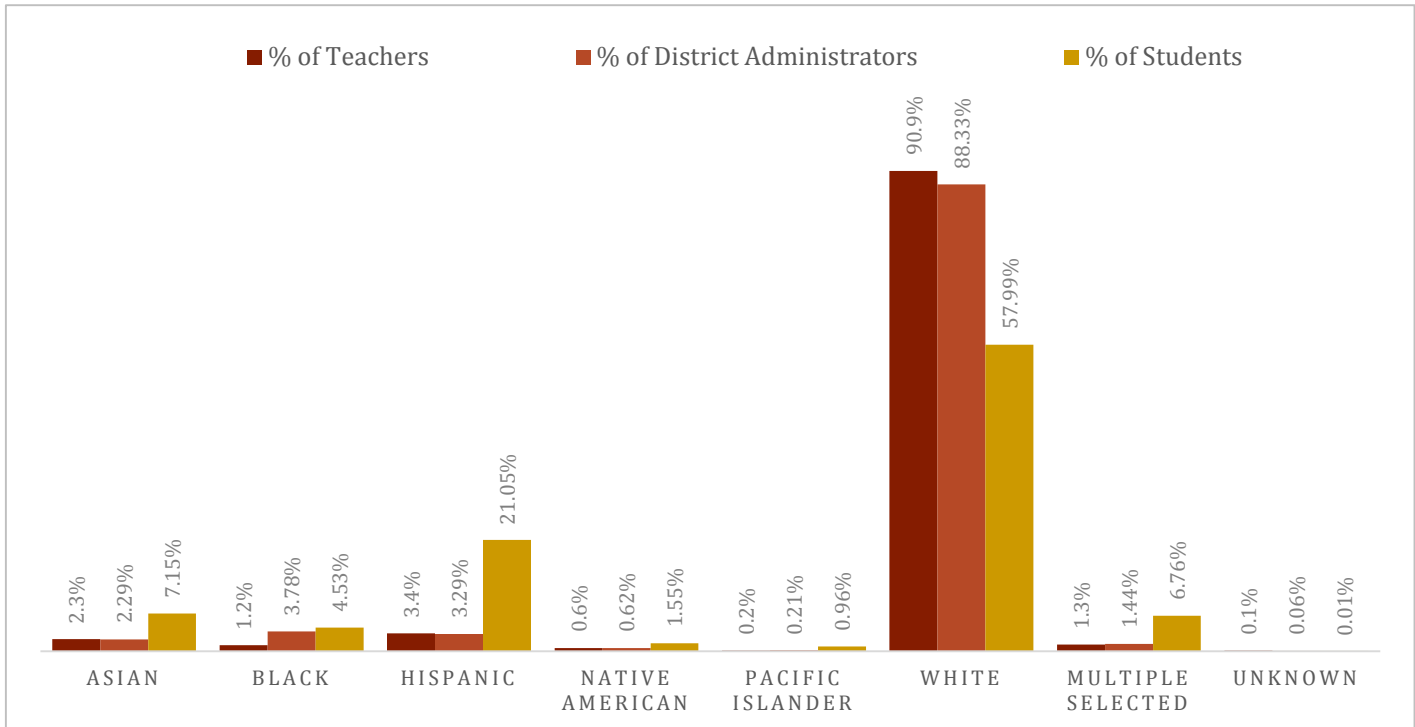
Source: Professional Educator Standards Board (PESB). District workforce trends. Retrieved from: http://data.pesb.wa.gov/ production/district/trends and Office of Superintendent of Public Instruction (OSPI). 2013-14 Washington State Report Card. Retrieved from: http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&year=2013-14

The EOGOAC has concerns with the limited culturally responsive support mechanisms in school districts to retain teachers and administrators of color. There is especially a shortage of male teachers of color represented in the profession.

Recommendations

Increase access for candidates of color to become educators

The EOGOAC recommends the Washington State Teacher/Principal Evaluation Program (TPEP) criteria be used in hiring teachers, specifically, candidates who score 3-4 in these criteria areas (i.e., teacher or principal is in their profession over 5 years and are past induction period of career):

- Teachers
  1) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
- Principals
  2) Demonstrating commitment to closing the opportunity gap.

Increase Support for school staff, teachers, and administrators of color

- Support mechanisms may include but are not limited to: mentorships, professional affiliations/networks, community linkages, Martinez Foundation scholars Technology Access Foundation (Previously Martinez Foundation) scholars, and professional development.

- The legislature must grant additional support, funding, and release time for educators to participate in local mentor programs.
- The EOGOAC would like to broaden their recommendations to all educators and staff, including but not limited to: paraeducators, teachers, counselors, principals, superintendents and other school employees.

Reduce barriers through partnerships, scholarships, and loan forgiveness
- Existing federal grants (e.g. TEACH) and loan repayment options are valuable to students beginning a career in teaching. However, there are less financial assistance programs at the state level and those programs available have limited funds. Therefore, the EOGOAC recommends the legislature support additional funding for state loan forgiveness programs.

7 INCORPORATE INTEGRATED STUDENT SERVICES AND FAMILY ENGAGEMENT

Background

The EOGOAC has identified in past reports, the need for integration of Integrated Student Supports (ISS) into the policies and operation of the school for the following reasons:

- ISS focuses on the needs of the whole child and can impact student achievement and behavior.
- Research shows ISS can contribute to student academic progress as measured by decreases in grade retention and dropout, and increases in attendance, math achievement, reading and ELA (English Language Arts) achievement, and overall GPA.[17]
- Preliminary studies have found a positive return on investment in ISS, ranging from more than $4 saved for every $1 invested to almost $15 saved for every $1 invested.[18]
- Community based organizations have the capacity to work with schools to engage local community stakeholders in conversation and decision-making. This is essential to sustain culturally responsive services to a diverse population of students.

The role of Parent Involvement Coordinator is included in the prototypical schools funding model, however, an allocation value has not been set in statute and is still listed as zero.[19] In the 2014 Supplemental Budget, Section 502, Part 4, of ESSB 6002 - Classified Staff Allocations, states "the allocation for parent involvement coordinators in an elementary school shall be 0.0825 and enhancement is within the program of basic education." Currently, the Budget only provided a parent involvement coordinator allocation to elementary schools.

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[17] Moore, K. A. & Emig, C. (2014). Child Trends. Integrated student supports: A summary of the evidence base for policymakers. Retrieved from: http://www.childtrends.org/?publications=integrated-student-supports-a-summary-of-the-evidence-base-for-policymakers
[18] Moore, Kristin Anderson and Emig, Carol (2014)
[19] RCW 28A.150.260 Allocation of state funding to support instructional program of basic education — Distribution formula — Prototypical schools — Enhancements and adjustments — Review and approval — Enrollment calculation. Retrieved from http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.150.260

Recommendation

Increase Allocation for Family and Community Engagement Coordinators

- In order to be more inclusive of the diversity of families within the state and to reflect national research, the title of the position should be changed from Family Engagement Coordinator to Family and Community Engagement Coordinator.
- Each school district to receive the allocation determined in the prototypical funding model with the condition that no district receives less than 1 FTE allocation per district.
- The allocation must be used for the purposes of family engagement and not for other duties.
- Family engagement coordinators should be required to engage in cultural competence training and have the appropriate background to act as a liaison between the complex expectations of schools and unique families.

Family and community engagement framework

- Every school district must be required to adopt a family and community engagement framework based on national research and evidence-based models. The legislature must adopt family and community engagement standards to define and measure family and community engagement strategies used in schools and districts. As family engagement is a required component of both federal (Title I, Part A, Title III and school improvement for Priority, Focus and School Improvement Grants) and state (Learning Assistance Program) programs, it is essential that schools use culturally responsive research and evidence-based family engagement models and standards tailored to the community being served.

Integrated Student Supports

- The EOGOAC finds it essential that culturally responsive and relevant student support services are integrated and linked with resources in the community that provide supports to families with health, mental health, poverty, and academic needs.
- Integrated multidisciplinary teams composed of school psychologists, social workers, nurses, and counselors must work with teachers and principals to triage and provide necessary supports to struggling students. The EOGOAC recommends that programs providing students with multiple supports be integrated into schools with adequate funding.
- Resources may include tutoring and mentoring, physical and mental health care, and connecting their families to parent education, family counseling, food banks, or employment assistance.

FTE allocations for social workers, guidance counselors, psychologists, and nurses

- Allocations for social workers, guidance counselors, psychologists, and nurses must be increased through the prototypical schools model to improve the capacity of these positions to provide the supports to students in need.
  - Guidance Counselor to student ratios should be prioritized to reflect the national standards for practice as outlined in the American School Counselors Association model of 1:250. This would be an increase from the prototypical elementary school 0.493 FTE (Full Time Employment) counselor for 400 FTE (Full Time Enrollment) students, middle school 1.116 FTE counselor for 432 FTE students, and high school 1.909 FTE counselor for 600 FTE students.
- The FTE allocations must be aligned to the job descriptions and duties of individuals in those positions.

Background

In order to close the opportunity gap, students must be supported during all of their developmental transitions from early learning through elementary and secondary and on to either college or career. Opportunity gaps emerge in early learning and elementary school and can widen if transitions are not appropriately supported with excellent educators, counseling, and support services.

- There is an overall lack of support and resources for transitions.
- There are differentiations in transitions (e.g. gender, developmental differences, and age) and educators and policy makers must use data analysis as a tool to drive resources.
- Each year, 80,000 children enter kindergarten with a varying degree of skills.
- Recommended elements of the High School and Beyond Plan include, but are not limited to: personal interests, four-year plan, research and proposed budget for postsecondary training, education, and lifestyle. These elements are not authorized by legislation or funding to be mandated and districts are not uniform in local requirements.

A focus on academic guidance for high school and beyond, academic planning, transitions in high school is essential; and individuals performing this function must be adequately qualified.

Figure 11. Student Dropout Rates by Race and Ethnicity
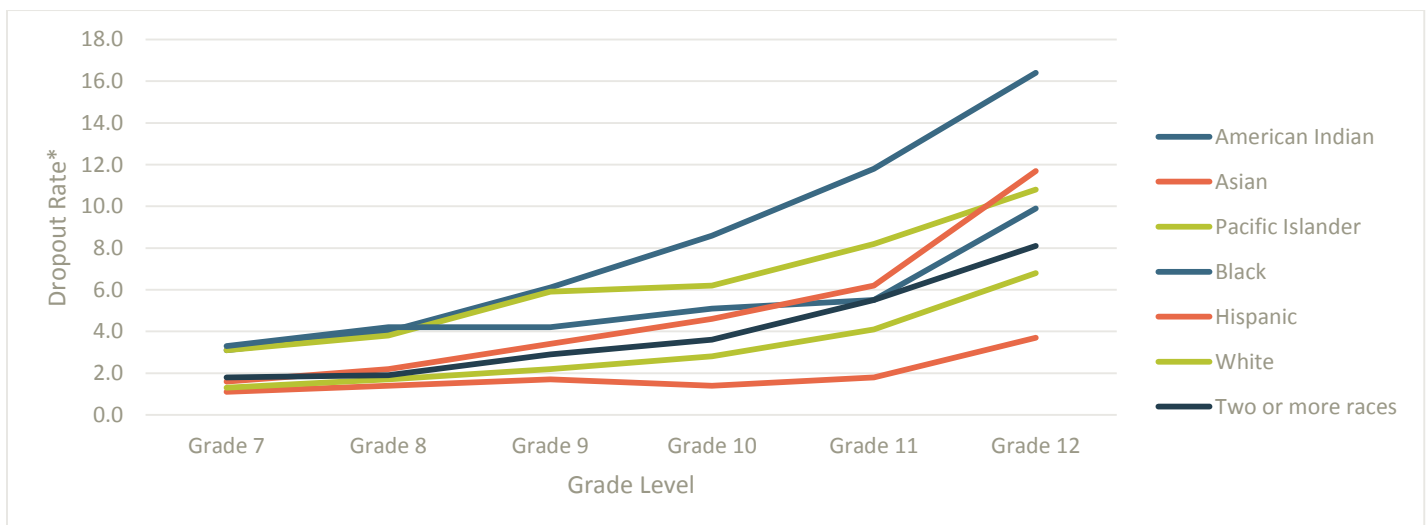
*The dropout rate is an annual snapshot for the 2013-14 school year for all students. Students reported in grades 7-12 with an expected year of graduation of 2014 or later are included.

Source: OSPI. 2015. Graduation and Dropout Statistics Annual Report. Assessment and Student Information. Retrieved from: http://www.k12.wa.us/LegisGov/2015documents/GradandDropoutStats2015.pdf

Recommendation

Early Learning

- The EOGOAC supports the Early Achievers program and recommends that the Department of Early Learning creates a community information and involvement plan to inform home-based, tribal, and family early learning providers of the Early Achievers program.
- The EOGOAC recommends that WaKIDS is implemented in a culturally responsive manner to supports families to engage in school and helps identify and connect students and families to support services.

K–12

- As a committee advocating for integrated student services, the EOGOAC would like to encourage counselors to work as a team with other social-emotional and health service providers (e.g. school nurses, psychologists, social workers, etc.).
- The EOGOAC recommends that the guidance counselor allocation is increased through the prototypical schools model to reflect the national standards for practice as outlined in the American School Counselors Association (see EOGOAC Recommendation 7 - Incorporate Integrated Student Services And Family Engagement)
- All counselors must be required to demonstrate their cultural competence and responsiveness, as is currently required for both teachers and principals through Standard V of the Professional Educator Standards Board's standards for teacher preparation and the Teacher and Principal Evaluation Program.
- The EOGOAC recommends the development of an articulated pathway to recruit, train, and retain school counselors into the profession. Additionally, the Legislature must invest in more school counselor programs in Washington public universities.

High School to College and Career Readiness

- The EOGOAC encourages opportunities for dual credits to reduce barriers and help students complete credits while in high school.
- The EOGOAC supports the Washington Student Achievement Council's plan to provide dual credits to students in high school and recommends:
  - The legislature must remove the parent or guardian witness signature requirement.
  - The Washington Student Achievement council should/must:
    - Focus on the retention and persistence of students of color in obtaining college degrees.
    - Refine their communication on scholarship requirements for undocumented students and other ineligible students. If a student is not eligible, they should not receive an acceptance certificate producing false promise.
    - Focus on community and family training on how to pay for college (e.g. filing the FAFSA and applying for grants, scholarships, and loans).
    - Develop and distribute materials about college and financial aid for Middle and High Schools to provide students.
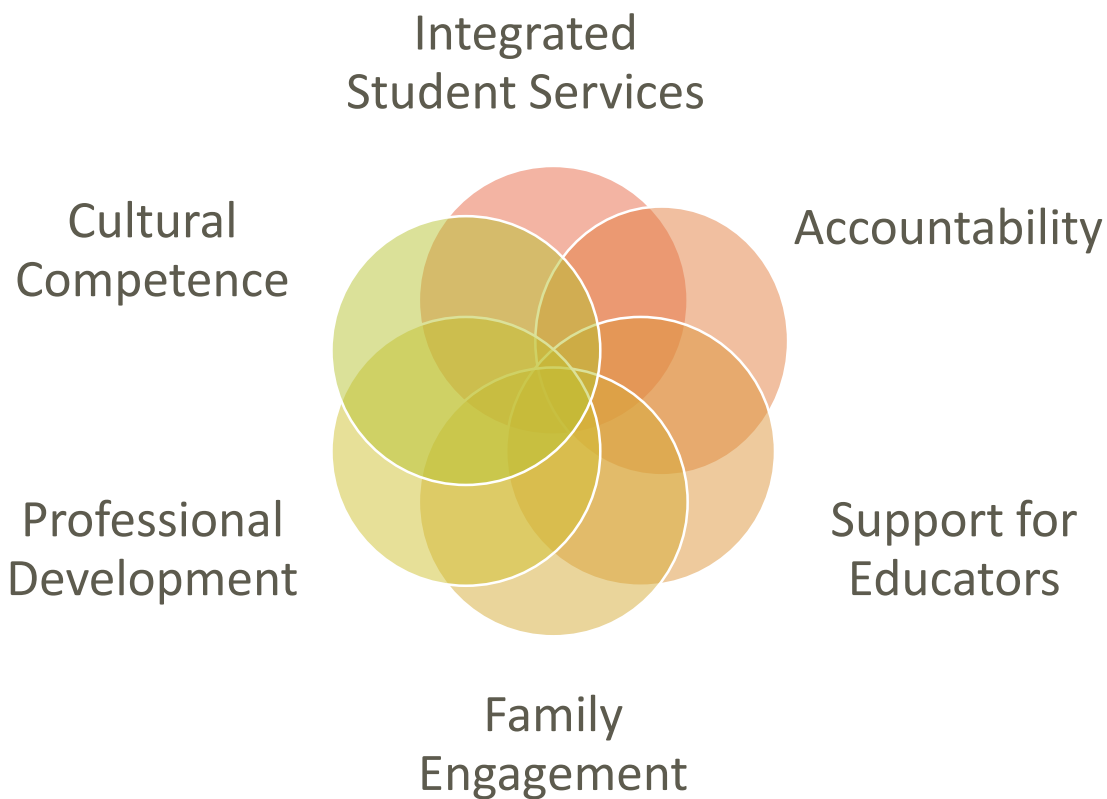
Conclusion and Next Steps

The Washington Legislature created the Educational Opportunity Gap Oversight and Accountability Committee in 2009 after commissioning studies from the very communities whose students are negatively affected by the opportunity gap. While many significant efforts have been made to close the opportunity gap, it continues to persist. The committee recommends that every portion of the system that is responsible for public education more explicitly address closing the opportunity gap and provide public strategies and progress reporting of their goals.

The authorizing legislation directed state education agencies to collaborate with the EOGOAC.

> *"(8) The superintendent of public instruction, the state board of education, the professional educator standards board, and the quality education council shall work collaboratively with the educational opportunity gap oversight and accountability committee to close the achievement gap."*

The EOGOAC has committed to regular communication and requests for information with the Office of Superintendent of Public Instruction, the State Board of Education, the Professional Educators Standards Board and the Quality Education Council. The EOGOAC would like a deeper collaborative relationship with these groups, both as is required by law and in the interest of working together in a systemic manner towards closing the opportunity gap.

The EOGOAC will continue to take a multidisciplinary approach to closing the opportunity gap, reviewing the academic, social, emotional and health supports necessary to create integrated and mutually reinforcing recommendations.

Integrated
Student Services

Cultural
Competence

Accountability

Professional
Development

Support for
Educators

Family
Engagement

2016 Work Plan

Continuing Efforts to Support Closing the Opportunity Gap in Washington State

Supporting and facilitating parent and community involvement and outreach.

Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.

Expanding pathways and strategies to prepare and recruit diverse teachers and administrators.

Recommending current programs and resources that should be redirected to narrow the gap.

Identifying data elements and systems needed to monitor progress in closing the gap.

Making closing the achievement gap part of the school and school district improvement process.

Exploring innovative school models that have shown success in closing the achievement gap.

Refining and developing key policy areas needed to work with partners to close the opportunity gap

There are many key components, ideas, and concepts that are essential to understanding the opportunity gap. In order to engage in meaningful conversations and begin closing the gap. the EOGOAC plans to surface and define key terms as part of the 2016 work plan.

The EOGOAC will continue to invite state education agencies and partners to identify efforts being taken to close the gap.

Selection of Committees/Agencies the EOGOAC have worked with:

Department of Early Learning

Expanded Learning Opportunities Council

Ethnic Commisisons

Governor's Office of Indian Affairs

Road Map

Department of Health-Health Disparities

School District Recruitment, Retention, & Promotion Plan

The EOGOAC plans to familiarize themselves with the components of districts' existing hiring plans and will use that information as a way to reinforce commitment to the recruitment, retention, promotion of teachers of color.

In addition, the EOGOAC believes strongly in supporting local mentoring programs to support educators of color, and new teachers. Mentor programs will require additional funding and release time, therefore the Committee has added this to their 2016 work plan.

Acknowledgments

The EOGOAC would like to thank all of the agencies and organizations, educators, administrators, and the public attendees who have remained committed to closing the opportunity gaps for our students. Change is made possible through collaboration across and throughout the system.

APPENDICES

Appendix A: Glossary of Terms

ASSIMILATION is an individual's or a group's adaptation to a host society or culture.

BIAS Prejudice in favor or against one thing, person, or group compared with another, usually in a way considered to be unfair.

CULTURAL COMPETENCY as defined by the Legislature in RCW 28A.410.260, cultural competency, "includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students."[20]

CULTURAL MORES are the unspoken but understood norms of a community or society; the ways of thinking and behaving shared generally by a society or group.

CULTURALLY RESPONSIVE TEACHING involves using the cultures, experiences, and perspectives of African, Native, Latino and Asian American students as filters through which to teach academic knowledge and skills. Culturally responsive teaching is based on the premises that:

a) Multicultural education and educational equity and excellence are deeply interconnected;
b) Teacher accountability involves being more self-conscious, critical, and analytical of one's own teaching beliefs and behaviors; and
c) Teachers need to develop deeper knowledge and consciousness about what is to be

"EQUITY" VERSUS "EQUALITY" "Equity is the process, Equality is the outcome." The term equity in education refers to the principle of fairness. While it is often used interchangeable with the related principle of equality, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal.[21]

ETHNOCENTRISM is the belief in superiority of one's own group/culture over all others. IDENTITY can be defined as the collective aspect of the set of characteristics by which a thing or person is definitively recognized or known, or the set of behavioral or personal characteristics by which an individual is recognizable as a member of a group.[22]

IDEOLOGY is a set of ideas/views on society firmly held by a group.

IMPLICIT BIAS is defined as the mental process that causes us to have negative feelings and attitudes about people based on characteristics like race, ethnicity, age, and appearance. Because this cognitive

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[20] Washington State Legislature. (2009). RCW 28A.410.260. Washington professional educator standards board — Model standards for cultural competency — Recommendations. Retrieved from: http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.410.260

[21] Gay, G., & Kirkland, K.. (2003). Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education. Theory into Practice, 42(3), 181–187. Retrieved from http://www.jstor.org/stable/1477418

[22] Teaching Tolerance: A Project of the Southern Poverty Law Center. *The Anti-Bias Framework: Unpacking Identity.* http://www.tolerance.org/module/anti-bias-framework-unpacking-identity

process functions in our unconscious mind, we are typically not consciously aware of the negative racial biases that we develop over the course of our lifetime.[23]

INSTITUTIONALIZED OR SYSTEMIC RACISM is the racial framing, discrimination, and institutional inequities integral to white domination of people of color. It is normative, sometimes legalized, and often manifests as inherited disadvantage. Institutionalized racism is often evident as inaction in the face of need.[24]

INTERNALIZED RACISM is the structures, policies, practices, and norms resulting in differential access to the goods, services, and opportunities of society by "race."

MICROAGGRESSIONS are brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.[25]

MULTICULTURAL EDUCATION is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers represent. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action as the basis for social change, multicultural education promotes the democratic principles of social justice.[26]

MULTICULTURALISM is organizational/educational efforts to recognize and respond to cultural diversity

"OPPORTUNITY GAP" VERSUS "ACHIEVEMENT GAP"

Achievement gap	Opportunity gap
Disproportionately low student achievement is a symptom.	Public school system (e.g., structures, practices, allocation of resources) provides or denies opportunity, creating a gap
Deficit based	Asset based
Puts onus on student and family being a challenge	Focuses the responsibility on the public school system to close the gap

RACE is a socially constructed category that people with power decide is important to single out as superior/inferior based on physical/cultural characteristics.

[23] Rudd, Tom. (2014). Racial Disproportionality in School Discipline: Implicit Bias is heavily Implicated. Education and Emerging Research. Kirwan Institute for the study of race and ethnicity, the Ohio State University. Retrieved from http://kirwaninstitute.osu.edu/wp-content/uploads/2014/02/racial-disproportionality-schools-02.pdf

[24] Jones, 2002.

[25] Solorzano, D, Ceja, M, & Yosso, T (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. The Journal of Negro Education, 69, pp 60-73.

[26] Nieto, S. (1996) Affirmind Diversity: The sociopolitical context of multicultural education (2nd Edition). New York: Longman.

RACIAL MICROAGGRESSIONS are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color.[27] According to Derald Wing Sue, a psychology professor at Columbia University, microaggressions can be broken down into three forms:

- **Microassaults:** Conscious and intentional actions or slurs, such as using racial epithets, displaying swastikas or deliberately serving a white person before a person of color in a restaurant.
- **Microinsults:** Verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person's racial heritage or identity. An example is an employee who asks a colleague of color how she got her job, implying she may have landed it through an affirmative action or quota system.
- **Microinvalidations:** Communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a person of color. For instance, white people often ask Asian-Americans where they were born, conveying the message that they are perpetual foreigners in their own land.

RACISM is a system of structuring opportunity and assigning value based on a phenotype (the way people look) that:

- Unfairly disadvantages some individuals and communities
- Unfairly advantages other individuals and communities
- Undermines realization of the full potential of the whole society through the waste of human resources. [28]

STEREOTYPES are false or exaggerated generalizations about a social group such as a racial/ethnic group.

WHITE FRAGILITY is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium.[29]

WHITE PRIVILEGE is a set of advantages and/or immunities that white people benefit from on a daily basis beyond those common to all others. White privilege can exist without white people's conscious knowledge of its presence and it helps to maintain the racial hierarchy in this country.[30]

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[27] Sue, Derald Win; Capodilupo, Christina M.; Torino, Gina C.; Bucceri, Jennifer M.; Holder, Aisha M. B.; Nadal, Kevin L.; Esquilin, Marta. (2007). Racial microaggressions in everyday life: Implications for clinical practice. American Psychologist, Vol 62(4), 271-286. http://dx.doi.org/10.1037/0003-066X.62.4.271

[28] Jones, Camara. (2002). Confronting Institutionalized Racism. Phylon (1960-), 50(1/2), 7–22. http://doi.org/10.2307/4149999

[29] DiAngelo, Robin. (2011). White Fragility. International Journal of Critical Pedagogy, Vol 3 (3) (2011) pp 54-70.

[30] Avakian, Arlene (2003) University of Massachusetts, Amherst class The Social Construction of Whiteness and Women https://www.mtholyoke.edu/org/wsar/intro.htm

Appendix B: Race Sub-Categories

1. Black Or African American Black/ African-American
2. Alaskan Native American Indian/Alaskan Native
3. Chehalis American Indian/Alaskan Native
4. Colville American Indian/Alaskan Native
5. Cowlitz American Indian/Alaskan Native
6. Hoh American Indian/Alaskan Native
7. Jamestown American Indian/Alaskan Native
8. Kalispel American Indian/Alaskan Native
9. Lower Elwha American Indian/Alaskan Native
10. Lummi American Indian/Alaskan Native
11. Makah American Indian/Alaskan Native
12. Muckleshoot American Indian/Alaskan Native
13. Nisqually American Indian/Alaskan Native
14. Nooksack American Indian/Alaskan Native
15. Port Gamble S'Klallam American Indian/Alaskan Native
16. Puyallup American Indian/Alaskan Native
17. Quileute American Indian/Alaskan Native
18. Quinault American Indian/Alaskan Native
19. Samish American Indian/Alaskan Native
20. Sauk-Suiattle American Indian/Alaskan Native
21. Shoalwater American Indian/Alaskan Native
22. Skokomish American Indian/Alaskan Native
23. Snoqualmie American Indian/Alaskan Native
24. Spokane American Indian/Alaskan Native
25. Squaxin Island American Indian/Alaskan Native
26. Stillaguamish American Indian/Alaskan Native
27. Suquamish American Indian/Alaskan Native
28. Swinomish American Indian/Alaskan Native
29. Tulalip American Indian/Alaskan Native
30. Upper Skagit American Indian/Alaskan Native
31. Yakama American Indian/Alaskan Native
32. Other Washington Indian American Indian/Alaskan Native
33. Other American Indian American Indian/Alaskan Native
34. Asian Indian Asian
35. Cambodian Asian
36. Chinese Asian
37. Filipino Asian
38. Hmong Asian
39. Indonesian Asian
40. Japanese Asian
41. Korean Asian
42. Laotian Asian

43. Malaysian Asian
44. Pakistani Asian
45. Singaporean Asian
46. Taiwanese Asian
47. Thai Asian
48. Vietnamese Asian
49. Other Asian Asian
50. Native Hawaiian Native Hawaiian/Other Pacific Islander
51. Fijian Native Hawaiian/Other Pacific Islander
52. Guamanian/Chamorro Native Hawaiian/Other Pacific Islander
53. Mariana Islander Native Hawaiian/Other Pacific Islander
54. Melanesian Native Hawaiian/Other Pacific Islander
55. Micronesian Native Hawaiian/Other Pacific Islander
56. Samoan Native Hawaiian/Other Pacific Islander
57. Tongan Native Hawaiian/Other Pacific Islander
58. Other Pacific Islander Native Hawaiian/Other Pacific Islander