

# EOGOAC

July 21, 2020

9:30 a.m. – 2:30 p.m.

Theme/Goal: WaKIDS Assessment Review and Family Forum Planning

**Members in Attendance:** Fiasili Savusa, Commission on Asian Pacific American Affairs  
Frieda Takamura, Commission on Asian Pacific American Affairs  
Dr. James Smith, alternate for Dr. Wanda Billingsly  
Senator Lisa Wellman, Senate  
Carrie Basas, Office of Education Ombuds  
Representative Sharon Tomiko Santos, House of Representatives  
Bill Kallappa, Governor’s Office of Indian Affairs  
Representative Lillian Ortiz-Self, House of Representatives

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

**Members Not in Attendance:**  
Jamila Thomas, alternate for Chris Reykdal  
Superintendent Chris Reykdal, Office of Superintendent of Public Instruction  
Dr. Wanda Billingsly, Commission on African American Affairs  
Mele Aho, alternate for Fiasili Savusa  
Nicole Sutton, alternate for Bill Kallappa  
Representative Bob McCaslin, House of Representatives  
Julieta Altamirano-Crosby Ph.D., Commission on Hispanic American Affairs  
Julie Kang, alternate for Frieda Takamura  
Senator Hans Zeiger, Senate

## Minutes

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

Facilitator: Maria Flores

### Motion

[Sen. Lisa Wellman] moved [Bill Kallapa] seconded

To: Approved EOGOAC June 16, 2020 Meeting Minutes with edits submitted by Frieda Takamura

[X ] carried [ ] failed

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### Agenda item: Ongoing COVID Responding Updates and Review of Timeline for Guidance Document

#### Discussion:

- No August 2020 special session in response to COVID
- Many of our school buildings have failed or failing HVA systems and rooms with no-windows or they don't open; looking into options to solve this when the students go back to school.
- Rumors of lawsuits if teachers have to go back to school
- How do schools handle students that are transitioning while remote learning is happening?
- Speaker is meeting with Governor about schools re-opening
- Guidance document needs to reflect the concerns of re-opening schools and keeping students of color at the focus of the discussion. Those that were behind are further behind now.
- Need for compensatory services to get the students back to their original education level but this will still be behind other student groups due to opportunity gaps that existed prior to COVID.
- With the re-opening of schools will the legislature be giving OSPI and school districts directives on how to spend federal dollars?
  - Procedural challenge – legislature is not in session so everything that will be done will be informal for guidance to the superintendent.
  - Of the CARES dollars that are already out, 10% was intended for OSPI to use for statewide issues and the bulk of this is to be spent on providing connectivity resources.
    - Funds have not been released from Office of Financial Management yet.
  - Some districts are banking on getting more money to make up for revenue loss
- Need to address how to get services to students with disabilities
- Professional development needed to prepare teachers for virtual teaching for the next school year to fill in the educational gaps.
- EOGOAC equity focused guidance review

- Still working on draft for final review and editing by staff before being sent to committee members
  - Get to committee by July 28, 2020 for review and get comments back by July 31, 2020
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Agenda item: Introduction to WaKIDS

Presenter: Karma Hugo, OSPI

- Age based eligibility – If we did not have this requirement many students would possibly be denied because of inappropriate application of the concept of “school readiness.”
- 2005 launch of Washington Learns program to evaluate the Washington educational system
  - Recommendations: full-day kindergarten, kindergarten readiness assessment tool, and build solid foundation K-3
- EGOAC – In the requested legislation, there was the issue of working with the Washington Learns Committee. One of the things that was struggled with was people from the community running early learning facilities did not wish to be brought under the umbrella of K-12 and concern that the institutions of government would not be engaged in supporting children of color.
- 2007 passing of SB 5841 appropriated funding for all day kindergarten that would increase 10% each year to reach all schools.
- Schools with higher proportions of free and reduced lunch were prioritized and as of 2017 all Washington State schools receive funding for all day kindergarten.
- Kindergarten is the only level of education that has its own statute.
- RCW 28A.150.315 :
  - 100 – hour instructional program
  - Rich and varied whole child experiences
  - Developmentally appropriate environments
  - Strong connections with early learning providers
  - Kindergarten readiness activities with families and providers
  - Administer WaKIDS
- EGOAC – Was there an explicit connection with communities and families of color and care providers of color?
  - There was no explicit or implicit reach out to communities of color. EGOAC gave feedback on this and did incorporate some in the final version.
  - There was a budget proviso for the re-evaluation of WAKIDS to address this issue.

- EOGOAC – There is a need to fully break down educational institutions and rebuild to fully establish equity in education and to acknowledge the value of learning from community and families. Cultural genocide begins in our structural institutions.
- WaKIDS assessment is a formative and summative assessment
  - Considered a whole child assessment recognizing that children’s academic and social growth draws upon all areas of development of learning including cognitive, physical, and language development.
  - Observation based – challenge is that students have to have opportunity for play, autonomy, and ability to make choices.
- Recognition that student’s intellectual growth is intellectually, physically, and social emotionally related.
- The kindergarten year represents the time in public school education in which the largest maturation differences occur.
- Washington State Early Learning and Development Guidelines are tools to leverage knowledge of student development to provide information and practical strategies for students at different stages of growth.
- Teaching Gold tool – 31 objectives for development and learning that we use as a part of teaching strategies in gold when assessing.
  - The developmental trajectories acknowledge that students’ progress at different speeds for skills.
- Summative data – kindergarten readiness by range of skills found on the OSPI report card. WaKIDS readiness for fall of 2019-20 looks at the social emotional and the dotted black line is the normative trajectory to identify where in the range the majority of student’s development falls.
  - WaKIDS also reviews how many areas in which a student is ready.
  - Data can be broken down as well by demographic or student program and characteristic.
- Reconsider the terminology of “kindergarten-readiness” due to the pressure that it places on the family, parent, or caregiver that something should be happening prior to kindergarten.
- WAKIDS data collection between K-3 is calling into question the early experience of students of color and what those experiences are in the first years of school that’s causing them to lose ground.
- Classroom environment is a key to accurately gathering documentation of student learning.
- Recommendations
  - Examine how programs implement to shed a light on how differences arise when being administered.
  - Examine the evidence being used by teachers to assess students to make sure they are making decisions based on where the students may be in their developmental growth.

- Lack of understanding with early learning and what teachers are creating and/or looking for may demonstrate their bias and whether they are allowing children opportunity to demonstrate what they know.
- Affirm that developmentally appropriate practices are not optional.
- Need for greater family involvement
- Emphasize the role of district administration and training
- Evaluate the system as a whole

Discussion:

- EOGOAC- is there a workgroup that continues to work with OSPI to keep refining these issues?
  - Not currently
    - EOGOAC - What will be done about that?
      - Currently the focus is the adaption of WaKIDS due to COVID
      - Engaging with parent advocacy groups and families to discuss how they would like to identify goals for their children's learning.
  - EOGOAC – will there be early childhood educators of color involved in the efforts?
    - Attempting to schedule meeting with families of color at the moment. Waiting for guidance from OSPI on how WaKIDS will move forward into the next year.
    - EOGOAC - Possible recommendation is a culturally responsive advisory committee.
- EOGOAC – What is going to be done for professional development for beyond K-3 so that transitioning goes smoothly past the point that WaKIDS covers? Is partnering happening with higher education to prepare teachers to help them understand these lower grades, transitioning, and disaggregation of data?
  - WaKIDS is focused on kindergarten even though overall it is K-3. There is an opportunity to follow growth from one side to the other. There is no overall addressing of this issue with the lack of information that currently exists.
  - It would require a recommendation from this group for the outside Kindergarten learning that happens and that teachers need training specific to this.
  - Need to have an overall understanding of student development to implement training requirements.
  - Possible early learning endorsements to bring best practices in but teachers shy away from it because they believe it restricts their ability to teach multiple grade levels.
- EOGOAC – How much training has your team had in regard to WaKIDS in communities of color in regard to diversity, equity, and inclusion?
  - Only where the individual has made the effort to make community connections and partnerships does it thrive. The issue though is that when they leave, the

connection is lost. This causes inconsistency across the program and shows bias in the level of effort they give in trying.

- A possible recommendation around training could address this when putting an early learning lens on it.
  - EOGOAC – Often the burden of creating these partnerships is placed on the students because of systemic racism and bias that restricts outreach to communities.
  - EOGOAC – Please clarify your earlier statement around issues with data collection versus this being an example of the tool being broken.
    - Teachers continue to apply a different assessment paradigm and they will knock themselves out trying to collect all evidence in the first three days of school. So any evidence they collected in that time is suspect; how they gathered it, the environment in which it was collected, and noticing the scores of a classroom being dismissed outright if seen to be irregular, rather than looking into how it was collected.
  - EOGOAC – Who and how are you coming into contact with the families previously mentioned?
    - Currently there are meetings scheduled with Somali Parent Education Board that was in partnership with the Renton Public School, Open Doors, and we are still in the process of collecting recommendations.
  - EOGOAC – We should as a group consider the data points of Kindergarten readiness and how it compares ultimately to the graduation rates of student groups in our K-12 System; then comparing this information to incarceration rates to include the conversation of the school to prison pipeline.
  - EOGOAC – How do we understand the value that our students of color bring to the classroom in our institutions. If not given a chance to speak, if not given a chance to engage.
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#### Agenda item: Public Comment

#### Discussion:

- Simone Boe, WEA – WEA supports a WaKIDS cultural bias review of the assessment
  - When our institution as a whole decides to assess a cultural bias review should be a requirement.
  - Race and ethnicity is a key category that varies in kindergarten data compared to other categories.
  - A review of training and the use of the tool will also need to come at some point to make sure it is being used correctly. We know that bias in people exists and that this can come into the administration of the test.
- Dr. Rebecca Cortes

- The assessment data is based on child development knowledge which is based on white middle class data which will cause a disconnect right off the bat. If they have not been trained in child development this is implied in a biased system and this could cause issues.
  - There is a lack of value in the culture of children and what they are learning within their own culture. How do we align what we should know they are learning at home?
  - Infusing recommendations of the committee make it so that when they apply for a grant, the assessment or tool they are using infuses cultural and equity criteria that promote the cultural community they are supporting.
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Agenda item: Lunch Offline

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Agenda item: Planning for Family Forum

Facilitator: Maria Flores and Heather Rees

Discussion:

- Survey to find out what special accommodations are needed to create pre-populated breakout rooms. This will allow the ability to have room for specific languages.
  - Have a Spanish interpreter ready for anyone who shows up day before.
  - Have the main room be the closed caption room.
  - Note taking during the meeting – two EOGAC members (note taker and facilitator)
    - Members will be made co-hosts so they can screen share
    - Maybe helpful not to screen share so that the person in control of the room can see everyone on screen.
  - EOGOAC members will report out and then check in with other that were in the group so that everything was captured.
  - Will need to use a pacing protocol for interpreters
  - Communication plan and timeline
    - Finalize survey
    - Promotional flyer
      - Send to school districts and stakeholders
    - Rely on committee members to get the word out
  - Recruit support from alternates to have enough individuals for breakout rooms to keep them around 16 people to a room.
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Agenda item: Public Comment

Discussion: none

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Agenda item: Representation on Outside Committees

Discussion:

- Project Education Impact Workgroup SHB 2711
    - Carrie Basa on equity sub-committee
  - Family Engagement Framework
    - Will send a notice to the broader group and members who are not in attendance.
    - Julieta suggested for role
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Agenda item: Debrief, and Conclude Meeting

Discussion:

- Cultural responsiveness of WaKIDS review is specifically tasked to the EOGOAC to consider and we decide how we would like to consult with them on recommendations.
- Prepare presenters in the future of historical context of the EOGOAC in relation to the topic.
- Dr. Billingsly will be resigning from her position and Dr. Smith will move up from alternate to main member.
- Concern around OSPI receptiveness to EOGOAC recommendations and the implementation of them.
- Everyone in the education community keeps spouting equity and inclusion but not following up with action. This makes the EOGOAC committee frustrated because it feels as though no progress has been made, and that ten years have gone by and the EOGOAC is still answering the same questions.
- WaKIDS and OSPI need to show how they are integrating community feedback into their work.

Meeting concluded at 2:35pm

Minutes Taken By: Robin Howe

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