

# 2014 ANNUAL REPORT

## Recommendations from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)



<http://www.k12.wa.us/achievementgap/>

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### RECOMMENDATIONS FROM THE EDUCATIONAL OPPORTUNITY GAP OVERSIGHT AND ACCOUNTABILITY COMMITTEE (EOGOAC)

- 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) Transitional Bilingual Instructional Program Accountability for Instructional Services Provided to English Language Learner Students
- 5) Analyze the opportunity gap through deeper disaggregation of student demographic data
- 6) Invest in the recruitment, hiring, and retention of educators of color



## **Governance and Committee Structure**

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

### **Committee Co-chairs**

Representative Sharon Tomiko Santos  
Senator Steve Litzow  
Commissioner Lillian Ortiz-Self

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

### **Staff to the Committee**

*RCW 28A.300.136 (7) Staff support for the committee shall be provided by the center for the improvement of student learning. (Staff support for the committee is now provided by the Office of Student and School Success.)*

### **Membership**

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

- a) The chairs and ranking minority members of the house and senate education committees, or their designees;
- b) One additional member of the house of representatives appointed by the speaker of the house and one additional member of the senate appointed by the president of the senate;
- c) A representative of the office of the education ombudsman;
- d) A representative of the center for the improvement of student learning in the office of the superintendent of public instruction;
- e) A representative of federally recognized Indian tribes whose traditional lands and territories lie within the borders of Washington state, designated by the federally recognized tribes; and
- f) Four members appointed by the Governor in consultation with the state ethnic commissions, who represent the following populations: African-Americans, Hispanic Americans, Asian Americans, and Pacific Islander Americans.

### **Members**

#### **Wanda Billingsly**

Commission on African American Affairs

#### **Frieda Takamura**

Commission on Asian Pacific American Affairs (Asian American)

#### **Fiasili Savusa**

Commission on Asian Pacific American Affairs (Pacific American)

#### **Lillian Ortiz-Self, Co-chair**

Commission on Hispanic American Affairs

#### **Sally Brownfield**

Governor's Office of Indian Affairs

#### **Stacy Gillett**

Office of Education Ombuds (OEO)

#### **Superintendent Randy Dorn**

Office of Superintendent of Public Instruction

#### **Representative Kevin Parker**

House of Representatives

Appointee for Ranking Minority Member

#### **Representative Sharon Tomiko Santos, Co-chair**

House of Representatives

Education Committee Chair

#### **Senator John McCoy**

Senate (Formerly House of Representatives)

Appointee for Ranking Minority Member

#### **Senator Rosemary McAuliffe**

Senate

Early Learning and K-12 Education Ranking Minority Member

(Former Member; Appointed Senator John McCoy in December 2013)

#### **Senator Steve Hobbs**

Senate

Appointed by the President of the Senate

#### **Senator Steve Litzow, Co-chair**

Senate

Early Learning and K-12 Education Chair

### **Alternates for EOGOAC Members**

#### **Dr. James Smith**

for Wanda Billingsly, Commission on African American Affairs

#### **Ben Kodama**

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

#### **Mele Aho**

for Fiasili Savusa, Commission on Asian Pacific American Affairs

#### **Uriel Iniguez**

for Lillian Ortiz-Self, Commission on Hispanic American Affairs

#### **Assistant Superintendent Andy Kelly or Assistant Superintendent Gil Mendoza**

for Superintendent Randy Dorn, Office of Superintendent of Public Instruction

# 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

## Background

Some of the recommendations from the 2013 EOGOAC report were enacted by the legislature. Both the creation of a discipline task force and the elimination of indefinite expulsions are authorized by the Revised Code of Washington (RCW) 28A.600.490. However the amount of time students are excluded (particularly students of color) from school due to a suspension or expulsion must be reduced, and support must be provided for reengagement plans when the student returns to school.

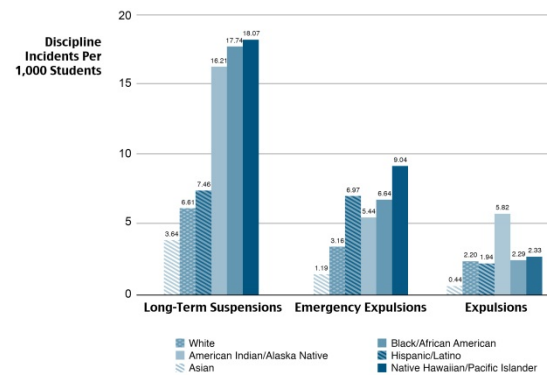
The Student Discipline Task Force is charged by RCW 28A.600.490 to develop: standard definitions for causes of student disciplinary actions taken at the discretion of the school district to be used in Comprehensive Education Data and Research System (CEDARS). These definitions will serve as collection standards for discretionary disciplinary actions resulting in the exclusion of a student from school. The task force includes representatives from state agencies, education advocacy groups, and education issue groups formed by the legislature. CEDARS will include the recommended discipline data collection standards in the 2015-16 school year publication manual. School districts may choose to update their current policies to align with the standards between spring and summer of 2015.

The collection of student disciplinary data must result in substantial improvements to collection standards and the ability to reduce the number of discretionary discipline incidents for students of color. The task force is not charged to mandate common policy adoption by school districts.

Moreover, the resulting consequences for student behavior vary widely. The decisions made regarding out of school suspensions and expulsions

can affect student achievement. Exclusionary discipline which removes a student from an educational setting (suspension or expulsion) contributes to the opportunity gap when students are denied the opportunity to receive education while out of school. As indicated in the chart, students of color are excluded from school through long term suspensions, expulsions and emergency expulsions at disproportionate rates.<sup>1</sup> The amount of time lost during the exclusionary discipline varies, from 10 days to an entire year. Alternative educational services could prevent lost educational time; however these services are not widely used.

### Race/Ethnicity Information by Type of Discipline



Data for this analysis is based on responses to the Appleseed report team's public record request from 177 school districts. Though information was requested from all 295 school districts in the state, not all districts could provide the information requested. Numbers are based on the 2009-2010 enrollment for each demographic group versus the number of discipline incidents for that same group.

SOURCE: Reclaiming Students: The Educational & Economic Costs of Exclusionary Discipline in Washington State. 2013 Washington Appleseed and TeamChild (p. 29). Retrieved from: <http://www.k12.wa.us/AchievementGap/meetings/ReclaimingStudentsPowerPoint1-11-13.pdf>

The vetoed intent section (Section 304) within Engrossed Second Substitute Senate Bill (E2SSB) 5946 from 2013 provided the perspective from various experiences of schools and students. The Governor's veto message stated that the intent section was not necessary to interpret or implement the law; however the intent section provided context for the loss of learning that occurs when students are excluded from school due to suspensions and expulsions.

<sup>1</sup> Reclaiming Students: The Educational & Economic Costs of Exclusionary Discipline in Washington State. 2013 Washington Appleseed and TeamChild (p. 29). Retrieved from: [http://www.teamchild.org/docs/uploads/Reclaiming\\_Students\\_a\\_report\\_by\\_WA\\_Appleseed\\_TeamChild.pdf/](http://www.teamchild.org/docs/uploads/Reclaiming_Students_a_report_by_WA_Appleseed_TeamChild.pdf/)





### **Recommendation**

The EOGOAC recommends that the intent section of E2SSB 5946, Section 304 is reinstated, it specifies:

*“The state of Washington excludes tens of thousands of students from school each year due to out-of-school suspensions and expulsions. Out-of-school suspensions and expulsions contribute to poor academic achievement, lower graduation rates, and higher dropout rates. It is the intent of the legislature to minimize the use of out-of-school suspension and expulsion and its impact on student achievement by reducing the number of days that students are excluded from school due to disciplinary action. Student behavior should not result in the loss of educational opportunity in the public school system.”*

The EOGOAC recommends that districts and schools prioritize the prevention and reconciliation conflict and aim at supporting students through systemic best practices. In addition OSPI should focus on providing technical assistance and information to school districts and schools about appropriate use of Title I and Learning Assistance Program (LAP) dollars to assist in positive and supportive school culture.

The Legislature should establish equity in mandatory and discretionary consequences across districts to decrease disproportionality for students of color and the length of time a student is excluded from school.

The Legislature should prohibit long term suspension or expulsions for discretionary discipline offenses. The EOGOAC further recommends that long term suspensions and expulsions should be limited to mandatory disciplinary offenses and last no more than one academic term (trimester or semester, dependent on the academic calendar of the school).

Educational services must be provided to the student during the period of the exclusionary discipline. The EOGOAC encourages schools and school districts make greater use of alternative educational settings which are comparable 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.

Additionally, the requirement for reengagement plans (authorized in RCW 28A.600.490) does not mandate family engagement in the creation of the plan. The EOGOAC recommends that families are meaningfully providing input into and participating in a culturally sensitive and responsive reengagement plan. Reengagement plans must include comprehensive social emotional and academic student supports centered on systemic, highly effective, research based practices (including but not limited to: Positive Behavioral Interventions and Supports and Restorative Justice).

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

The EOGOAC further recommends that the definitions created by the Student Discipline Taskforce must include student and family culture. Standard definitions must be cultural sensitive and responsive. The data and standards adopted must be provide enough detail to support understanding and direct action to reduce disproportionate discipline of students.

The EOGOAC recommends that the revised data system should be used to drive improvements at the school and district level to foster a positive and supportive school culture that reduces the disproportional discipline of students of color.

## 2) Enhance the cultural competence of current and future educators and classified staff

### Background

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

RCW 28A.410.260, enacted by the 2009 Legislature, charged the Professional Educators Standards Board (PESB) with identifying model standards of cultural competence for educators. The Professional Educators Standard Board regulates the certification of teachers within the state of Washington, setting standards for teacher development.

As defined by the Legislature in 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 adapting instruction to students’ experiences and identifying cultural contexts for individual students.” The Cultural Competency Work Group developed cultural competence components for educators which included:

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

The cultural competence components are integrated in the requirements related to the entry level Residency Certification through Teacher Preparation Programs. Under PESB’s Standard V-Knowledge and Skills<sup>2</sup>, all teacher candidates must “develop competencies related to effective communication and collaboration with diverse populations represented in Washington State public schools and communities.” The components were integrated in Standard V as part of the preparation for all Residency Certification candidates, as well as principles of second language acquisition. Teacher candidates in Washington teacher preparation programs are now required to take coursework related to the cultural competence components as part of Standard V.

RCW 28A.320.170 provides an example of cultural curriculum required by existing statute that is not consistently implemented. This statute encourages the incorporation of tribal history and culture in school curriculum. However, without expectations or requirement the implementation varies statewide. Additionally, under the Teacher and Principal Evaluation Program, in the 2013–14 school year, all teachers and principals in Washington will be evaluated on eight criteria including cultural competence.

### Teacher Evaluation Criteria 3:

“Recognizing individual student learning needs and developing strategies to address those needs” which is defined as “The teacher acquires and uses specific knowledge about students’ cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.”<sup>3</sup>

### Principal Evaluation Criteria 2:

“Effective leaders who have a commitment to closing identified gaps in achievement between

<sup>2</sup> Professional Educator Standards Board-Standard 5 (2010)-Residency Teacher <http://program.pesb.wa.gov/program-review/site-visits/rubrics/2010/standard-5/teacher>

<sup>3</sup> Teacher and Principal Evaluation Criteria <http://tpep-wa.org/the-model/criteria-and-definitions/n> and evaluation.

groups of students, monitor subgroup data and develop and encourage strategies to eliminate those gaps. Student growth data must be a substantial factor utilizing OSPI approved growth rubrics.”

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



### **Recommendation**

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

All teachers and principals will be required by 2015-16 to receive training under the Teacher Principal Evaluation Program; therefore the EOGOAC recommends this as a primary vehicle for delivering cultural competency training for in-service teachers.

To the extent that this training is phased in, the EOGOAC recommends that cultural competence

training is provided first to challenged schools in need of improvement (as identified under RCW 28A.657.020). These schools are prioritized due to their need; however, the EOGOAC adamantly recommends that this recommendation must be implemented to include all schools and educators as quickly as possible.

In line with the requirements for pre-service teachers, all staff members need to complete a foundational course in multicultural education and one in language acquisition strategies for English language learners as preliminary training. Ongoing cultural competence training should be provided for all staff in public schools, as part of the requirements for continuing education. Included in such training should be information regarding best practices to implement the tribal history and culture curriculum.

The Educational Opportunity Gap Oversight and Accountability Committee encourages partnerships for cultural competence training between diverse community organizations, families, schools, and institutions of higher education.



### 3) Endorse all educators in English Language Learner/Second Language Acquisition

#### Background

In Washington State, students served by the Transitional Bilingual Instructional Program spoke a total of 202 languages. In the 2012-13 school year, the majority of students spoke Spanish, with the other most common languages spoken being Russian, Vietnamese, Somali, Chinese, Ukrainian, Arabic, Korean, and Tagalog. Sixteen districts had 50 or more languages spoken by English language learner (ELL) students, while many districts only served ELLs whose primary language was Spanish.

The student's home language must be respected and valued. An unknown number of students speak nonstandard English dialect. Both nonstandard English and non-native English speakers experience impacts on learning.

#### 2012-13 Top 25 Languages Spoken by Students in the Transitional Bilingual Instructional Program

| Language    | Students | Language | Students |
|-------------|----------|----------|----------|
| Spanish     | 70,174   | Samoaan  | 753      |
| Russian     | 4,573    | Japanese | 578      |
| Vietnamese  | 4,090    | Nepali   | 560      |
| Somali      | 2,750    | Hindi    | 395      |
| Chinese*    | 2,185    | Tigrinya | 387      |
| Ukrainian   | 1,999    | Mixteco  | 355      |
| Arabic      | 1,562    | Rumanian | 339      |
| Korean      | 1,531    | Swahili  | 301      |
| Tagalog     | 1,509    | French   | 300      |
| Marshallese | 1,098    | Karen    | 298      |
| Punjabi     | 1,001    | Lao      | 292      |
| Cambodian   | 888      | Chuuk    | 279      |
| Amharic     | 753      |          |          |

\*Includes Cantonese, Fukiense, Mandarin, Taiwanese, and unspecified Chinese. Parent waivers included.

SOURCE: Office of Superintendent of Public Instruction. (2013). Educating English Language Learners in Washington 2011-2012. (Updated 2012-13 data added) Retrieved from: [http://www.k12.wa.us/LegisGov/2012documents/TBIP\\_Legislative\\_Report\\_2011\\_12.pdf](http://www.k12.wa.us/LegisGov/2012documents/TBIP_Legislative_Report_2011_12.pdf)



- 1) The Transitional Bilingual Instructional Program (TBIP) is defined in WAC 392-160-005 as, "a system of instruction which:
  - a) Uses two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable a student to achieve competency in English;
  - b) Introduces concepts and information in the primary language of a student and reinforces them in the English language; and
  - c) Tests students in the subject matter in English.
  
- 2) "Primary language" means the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence.
  
- 3) "Eligible student" means any student who meets the following two conditions:
  - a) The primary language of the student must be other than English; and
  - b) The student's English skills must be sufficiently deficient or absent to impair learning.
  
- 4) "Alternative instructional program" means a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English."

There were 195 School Districts reporting Bilingual students on the P223 during the 2012-13 school year. Among these, 154 received federal Title III funding. In the 2012–2013 school year, the state provided a per pupil allocation of \$865 for an average count of 95,333.

**Table 6: ELLs as a Percentage of Total Students by School Year**

| Year    | Total Oct. 1 Enrollment | ELL Oct. 1 Head Count | Percent ELL | Distinct ELL Enrollments |
|---------|-------------------------|-----------------------|-------------|--------------------------|
| 2005–06 | 1,020,081               | 76,213                | 7.5%        | 85,314                   |
| 2006–07 | 1,019,295               | 74,650                | 7.3%        | 83,463                   |
| 2007–08 | 1,021,834               | 80,590                | 7.9%        | 88,128                   |
| 2008–09 | 1,027,625               | 83,058                | 8.1%        | 90,450                   |
| 2009–10 | 1,024,721               | 86,417                | 8.4%        | 93,197                   |
| 2010–11 | 1,040,382               | 92,084                | 8.9%        | 98,472                   |
| 2011–12 | 1,043,304               | 88,703                | 8.5%        | 94,728                   |
| 2012–13 | 1,050,900               | 94,940                | 9.0%        | 104,025                  |

\*Waived students are excluded.

SOURCE: Office of Superintendent of Public Instruction. (2013). Educating English Language Learners in Washington 2011-2012. (Updated 2012-13 data added) Retrieved from: [http://www.k12.wa.us/LegisGov/2012documents/TBIP\\_Legislative\\_Report\\_2011\\_12.pdf](http://www.k12.wa.us/LegisGov/2012documents/TBIP_Legislative_Report_2011_12.pdf)

However, not all teachers (paid from Transitional Bilingual Instructional Program funds) who provide instruction to English language learners hold an appropriate endorsement in Bilingual Education or English Language Learner. 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.

### **Recommendation**

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) recommends that the Educator Retooling Grant Program at the Professional Educator Standards Board receive increased funding to enable all certificated staff to receive a bilingual or ELL endorsement, in order to effectively provide instruction to ELL students. The EOGOAC strongly recommends that at a minimum, certificated staff that are paid through the Transitional Bilingual Instructional Program (TBIP) must hold a bilingual or ELL endorsement. Additionally, classified staff that provide instructional services to students (paraeducators) should be receive ELL/Second Language Acquisition training.

The EOGOAC supports the recommendation of the Office of the Education Ombuds (OEO), ensuring language access for all families: to meet schools' growing needs for interpretation and translation services, required to ensure equity for all students, the legislature should:

- Require districts to establish a means for staff to access telephone interpreters;
- Convene a task force to explore ways of ensuring access to quality interpretation and translation services in all schools; and
- Develop language access policies and procedures to ensure clarity and consistency across the state.<sup>4</sup>

Along with appropriate access and use of interpreters, the EOGOAC further recommends comprehensive training for school personnel utilizing interpreters and translators. The EOGOAC recommends that schools be prohibited from using students as primary interpreters or translators.

<sup>4</sup> Office of the Education Ombuds. (2013). 2012-2013 Annual Report Summary. Retrieved from: [http://www.governor.wa.gov/oao/documents/OEO\\_Annual\\_Report\\_Summary\\_2012-2013.pdf](http://www.governor.wa.gov/oao/documents/OEO_Annual_Report_Summary_2012-2013.pdf)

#### 4) Transitional Bilingual Instructional Program Accountability for Instructional Services Provided for English Language Learner Students

##### Background

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

In addition to students who are learning English as a second language, the EOGOAC has identified a need to address non-standard English speakers. The EOGOAC identifies non-standard English speakers, as an example, as students who speak Black vernacular, Pidgin, regional, and cultural dialects.

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



The Office of Superintendent of Public Instruction has provided the following guidance on which instructional models can be used with TBIP<sup>5</sup> funds:

##### Dual Language Program (Two-Way Immersion or Two-Way Bilingual Education)

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

##### Developmental Bilingual Education (DBE or Late-Exit)

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

##### Transitional Bilingual Education (Early-Exit or TBE)

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

##### Sheltered Instruction

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

<sup>5</sup> 2009 Transitional Bilingual Instructional Program Guidelines. Office of Superintendent of Public Instruction, WA. <http://www.k12.wa.us/MigrantBilingual/pubdocs/TBIPProgramGuidelines.pdf>

scheduling considerations or by small numbers of ELLs.

### **Newcomer Program**

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

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

### **Recommendation**

The Educational Opportunity Gap Oversight and Accountability Committee recommends that new English Language Learner Accountability Benchmarks are created by the Office of Bilingual and Migrant Education within the Office of Superintendent of Public Instruction.

The EOGOAC recommends that an English Language Learner Accountability Benchmark taskforce be created to review research and best practices for ELL instructional programs in order to identify appropriate performance benchmarks. The taskforce should include diverse representation from families, community members, and educators in schools with different languages spoken by students. The EOGOAC intends these benchmarks to be used to assess the instructional programs and interventions being employed by schools and school districts using TBIP funds.

The EOGOAC recommends that the language acquisition strategies included in Standard V of the competency standards by the PESB includes both the needs of English language learners and non-standard English speakers.

Additionally, the EOGOAC recommends that a subgroup called "Former ELL" is added to the Washington Achievement Index, in order to assess the academic progress of students that have successfully exited the Bilingual program and to hold schools and districts responsible for their progress.

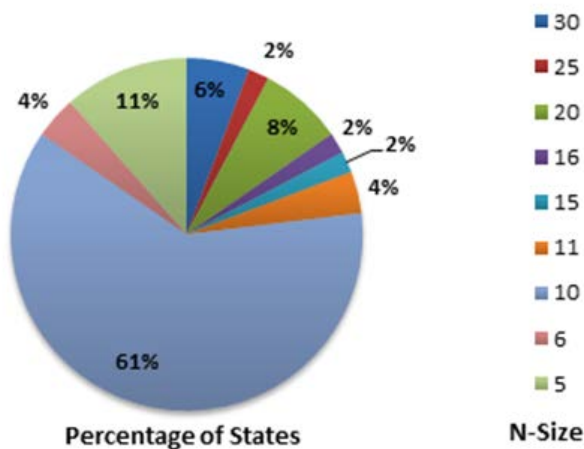
## 5) Analyze the opportunity gap through deeper disaggregation of student demographic data

### Background

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

During the 2010-11 school year, OSPI reduced the N-size of 30 to detect gaps among subgroups. OSPI now uses a N-size of 20 to include subgroups in calculations. A smaller N-size enables the state, districts, and schools to better determine proficiency gaps (OSPI, 2013). Current student assessment data may be viewed for subgroups including at least 20 students, however most states show data of students in smaller subgroups. According to Department of Education's Minimum N-Size Report, some states are using an N-size as low as 5 students per subgroup (Department of Education, 2012).

### Minimum N-Size for Reporting



| Minimum N-Size | Number of States |
|----------------|------------------|
| 30             | 3                |
| 25             | 1                |
| 20             | 4                |
| 16             | 1                |
| 15             | 1                |
| 11             | 2                |
| 10             | 32               |
| 6              | 2                |
| 5              | 6                |

SOURCE: Department of Education. (2012). ED Data Express: Minimum N-Size for Reporting. Data retrieved from: <http://eddataexpress.ed.gov/data-element-explorer.cfm/tab/filter/deid/133/>

This data not only allows families to accurately describe their children, but also allows schools and school districts to evaluate their instructional needs in order to provide an equitable education for all students and identify opportunity gaps among specific ethnic and racial populations.

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

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

What is your ethnicity?

*Hispanic or Latino*

*Not Hispanic or Latino*



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

*American Indian or Alaska Native*

*Asian*

*Black or African American*

*Pacific Islander or Native Hawaiian*

*White*

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

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

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

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



### **Recommendation**

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

The EOGOAC recommends that a revision of the race and ethnicity guidance is completed by a taskforce convened by OSPI with representation from the EOGOAC, the Ethnic Commissions, Governor’s Office of Indian Affairs and diverse parents. The task force should utilize the U.S. Census and the American Community Survey in the development of the guidance.

The EOGOAC further recommends that under the federal race category of Black/African American,

that the following sub-ethnic categories are included to provide for disaggregation of that category: Black: National origin from a country in the continent of Africa (indicate Country of Origin)  
African American: National origin from the United States of America, with African ancestors.  
The EOGOAC recommends that the race category Asian be disaggregated into the following categories: Cambodian, Chinese, Filipino, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Pakistani, Singaporean, Taiwanese, Thai, Vietnamese, and Other Asian.

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

Additionally, the EOGOAC recommends that OSPI reduce the N-size requirement for reporting and school accountability of subgroup data from a N-size of 20 students to a N-size of 10 students. This will allow the achievement gap to be visible in schools with smaller groups of students of color.

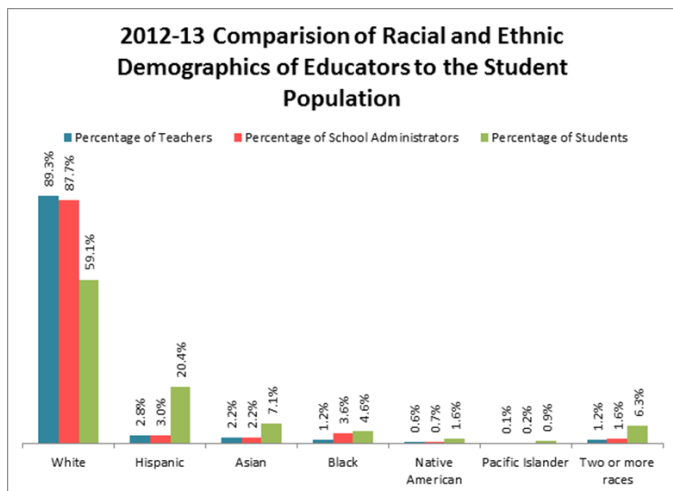
The EOGOAC recommends that OSPI provides technical assistance, guidance and reporting guidelines for school districts to report and disaggregate student data.

## 6) Invest in the recruitment, hiring, and retention of educators of color

### Background

In Washington public schools, the majority of educators do not reflect the racial and ethnic demographics of the students they serve. The EOGOAC recognizes that educators occupy many roles, included but not limited to administrators, principals, teachers, and paraeducators. The racial and ethnic identity of students in Washington differs significantly from their teachers.

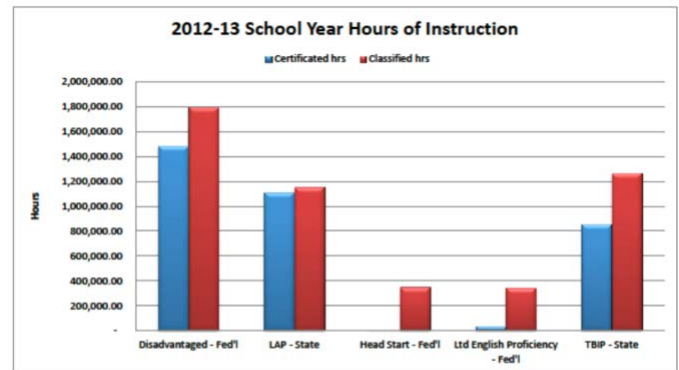
Within the last ten years, the demographics of the student population served by Washington educators has shifted, with an increase of many students of color and a decrease in White students. Many of the students of color also qualify for services under the Transitional Bilingual Instructional Program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



SOURCE: Professional Educator Standards Board (PESB). 2013 Teacher Demographics, Race-Ethnicity. Retrieved from: <http://data.pesb.wa.gov/district>.  
Office of Superintendent of Public Instruction (OSPI) 2012-13 Washington State Report Card. Retrieved from: <http://reportcard.ospi.k12.wa.us/summary.aspx?year=2012-13>

The varied cultural backgrounds and experiences of students of color should inform educator practice and school/school district policies and procedures. Educators of color can contribute to deeper understanding of the “funds of knowledge” of students and their families, informing both the practices of their colleagues and the

institutionalized structures within a school or a school district. The capacity for schools to understand the broad range of experiences that students bring into the classroom and how those experiences impact student learning will be increased by creating an educator workforce that is representative of the students served.



| Program                         | Certificated hrs | Classified hrs | Total hrs    | Class % |
|---------------------------------|------------------|----------------|--------------|---------|
| Disadvantaged - Fed'l           | 1,486,871.43     | 1,799,798.29   | 3,286,669.72 | 54.8%   |
| LAP - State                     | 1,111,943.96     | 1,154,891.59   | 2,266,835.55 | 50.9%   |
| Head Start - Fed'l              | 6,264.91         | 350,021.40     | 356,286.31   | 98.2%   |
| Ltd English Proficiency - Fed'l | 35,851.29        | 343,528.80     | 379,380.09   | 90.6%   |
| TBIP - State                    | 856,525.20       | 1,267,450.00   | 2,123,975.20 | 59.7%   |
| Total                           | 3,497,456.79     | 4,915,690.08   | 8,413,146.87 | 58.4%   |

SOURCE: Public School Employees of Washington. (2013). Paraeducators: is it time for the state to recognize, support, and enhance their work with students who need additional assistance? Retrieved from: <http://www.k12.wa.us/AchievementGap/meetings/Nov2013/Para.pdf>; Office of Superintendent of Public Instruction (OSPI). S275 Data for 2012-13 School Year. Retrieved from: <http://www.k12.wa.us/safs/PUB/PER/1213/ps.asp>

We have more paraeducators of color working directly with our students. Professional development and a career ladder are needed for paraeducators to effectively work with students and provide an articulated pathway to become a certificated teacher.

### Recommendation

The Educational Opportunity Gap Oversight and Accountability Committee recommends that the educator workforce more closely reflects the students they teach by creating a cohesive and comprehensive career path to provide incentives and greater access for candidates of color to become educators.

The EOGOAC recommends that criteria one and two under the TPEP model embrace a focus on hiring and retaining educators of color within the building:

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

The EOGOAC supports a legislative proposal from Public School Employees of Washington-SEIU 1948 for recruiting educators of color. The proposal creates a work group including representatives from Professional Educator Standards Board, Educational Service Districts, community and technical college paraeducator apprenticeship and certificate programs, colleges of education, teacher and paraeducator associations, and the Office of Superintendent of Public Instruction who will convene to design program specific paraeducator professional development opportunities and minimum employment standards as well as an articulated pathway for teacher preparation and certification.

Beginning with the 2015-16 academic year, any community or technical college offering an apprenticeship or certificate program for paraeducators should provide candidates the opportunity to earn transferrable course credits within the program. The programs should also incorporate standards for cultural competence, including multicultural education and principles of language acquisition, developed by the professional educator standard.

The EOGOAC intends to continue to explore with other stakeholders including families and communities the issues of recruitment, hiring, and retention as they pertain to additional occupations in public schools.



## **MORE INFORMATION ON THE OPPORTUNITY GAP:**

[A Plan to Close the Achievement Gap for African American Students](#) (PDF)

Commission on African American Affairs

[From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State](#) (PDF)

Governor's Office on Indian Affairs

[Asian Americans in Washington State: Closing Their Hidden Achievement Gaps](#) (PDF)

Commission on Asian Pacific American Affairs

[Summary of findings and recommendations](#) (PDF)

[Growing Presence, Emerging Voices: Pacific Islanders and Academic Achievement in Washington](#) (PDF)

Commission on Asian Pacific American Affairs

[Summary of findings and recommendations](#) (PDF)

[Understanding Opportunities to Learn for Latino Students in Washington](#) (PDF)

Commission on Hispanic Affairs