

Comparison of EGOAC and SBE Priorities

POLICY AREA	EGOAC RECOMMENDATIONS		SBE's 2017 LEG. PRIORITIES	SBE's 2015-2018 STRATEGIC PLAN
<p>School Discipline</p>	<p>Legislature</p>	<ul style="list-style-type: none"> Require school districts publish annual school discipline reports, beginning 2016-2017 school year Specify in law what 'comparable, equitable, and appropriate' alternative education settings means Require schools create and implement individualized reengagement plans for every student suspended or expelled 		
	<p>OSPI</p>	<ul style="list-style-type: none"> Add a 'School Discipline' section to the school improvement plan document Hold school districts accountable for adhering to school discipline laws (e.g. families must have the opportunity to provide meaningful input) Work in collaboration with the juvenile justice system, local truancy boards, and alternative schools and institutions to create comprehensive and integrated student supports 		
<p>Teacher Recruitment, Hiring, and Retention</p>	<p>Legislature</p>	<ul style="list-style-type: none"> Approve budget request by OSPI and PESB to expand teacher certification pathways Increase the starting teacher salary Increase teacher salaries at the level identified by CTWG and by the OSPI with the necessary adjustment due to inflation Convene a workgroup tasked with identifying differential compensation options that incentivize working in high needs schools Fund PESB's proposed teacher loan forgiveness program Approve PESB's budget request to expand the Grow Your Own Teacher strategy 	<ul style="list-style-type: none"> Identify and fund additional effective strategies to address the multi-faceted problem of teacher shortages. Align the new system of professional certification with a new model of professional compensation based on the career ladder compensation model recommended by the Compensation Technical Work Group Include 10 days, or 60 hours, of professional development in the state's program of basic education and require that all professional learning funded by state basic education allocations be designed to meet the standards for high-quality professional learning established in RCW 28A.300.602 	
	<p>PESB</p>	<ul style="list-style-type: none"> Require all teacher preparation programs add a graduation requirement: All students must pass the WA State teacher certification test. Provide guidance and statewide resources to school districts on how to develop and implement policies and programs that mentor, encourage, and support the educator workforce of color. All teacher preparation programs in WA provide mentorship programs to teacher candidates of color 		

EDUCATIONAL OPPORTUNITY GAP OVERSIGHT GAP AND ACCOUNTABILITY COMMITTEE (EGOAC)

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English Learner Accountability	Legislature	<ul style="list-style-type: none"> • Adopt dual language instruction as the preferred Transitional Bilingual Instructional Program (TBIP) model in WA • Increase TBIP funding to school districts. Additional funding shall be used to hire certified teachers with bilingual education or English Learner endorsement • Create a conditional scholarship program for educators seeking endorsements in bilingual education or English language learning 		
Cultural Competence	Legislature	<ul style="list-style-type: none"> • Provide WSSDA with funding to implement a required, annual cultural competence training to all school board directors and superintendents • Require cultural competence training for all school staff 		<ul style="list-style-type: none"> • For Board and staff: Participate in training and other experiences to deepen cultural competence
	OSPI	<ul style="list-style-type: none"> • Add a 'Cultural Competence' section to the school improvement plan document 		
	Other	<ul style="list-style-type: none"> • WSSDA and schools districts reach out to families, communities, and CISL when creating the cultural competence training 		
Family Engagement	Legislature	<ul style="list-style-type: none"> • Provide funding to OEO to implement and facilitate a statewide family engagement workgroup • Change prototypical schools funding model for family engagement. Require minimum of 3 family engagement coordinators (elementary, middle, high school) per school district. Use 1.0 family engagement coordinators per 400 FTE students at elementary level, 432 FTE students at middle school level, and 600 FTE students at the high school level 		<ul style="list-style-type: none"> • Engage and collaborate with racially, ethnically, and economically diverse communities and organizations to gather input, build relationships and develop policies related to closing the opportunity and achievement gaps • Student input: Utilize the perspective and experiences of our high school student representatives to shape board policymaking to identify and address opportunity gaps
Disaggregated Student Data	Legislature	<ul style="list-style-type: none"> • Adopt training and guidance proposed by the Race and Ethnicity Student Data Task Force • Require annual training on how to collect and analyze student data 		<ul style="list-style-type: none"> • Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data with intentional connection to policy opportunities • Publicly report the Achievement Index results through a website that enables summary and disaggregated data
	OSPI	<ul style="list-style-type: none"> • Create and provide training on best practices for making data accessible and culturally responsive 		
	Other	<ul style="list-style-type: none"> • Data Governance Group provide guidance to schools, districts, and OSPI on how to use cross tabulations 		

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Washington Integrated Student Supports	Legislature	<ul style="list-style-type: none"> Approve OSPI's budget request to increase funding for the Center for the Improvement of Student Learning (CISL) 		
	CISL	<ul style="list-style-type: none"> Collaborate with students, families, communities of color, and CBOs when creating the WISSP Devote a section of the WISSP to breaking the school to prison pipeline 		
Social Emotional Learning	Legislature	<ul style="list-style-type: none"> Adopt recommendations in the 2016 Social Emotional Learning Benchmarks (SELB) Workgroup report (i.e. guiding principles, standards and benchmarks, implementation strategies) Fund the SELB Workgroup for another year 		
Other				<ul style="list-style-type: none"> Review and revise Indicators of Educational System Health to include measures of student outcomes, and measures of equity and access in the system

Sources:

1. The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). (2015). Closing the Opportunity Gap: 2015 Annual Report. Retrieved from <http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2015AnnualReport.pdf>
2. The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). (2016). Closing Opportunity Gaps in Washington's Public Education System: 2016 Annual Report. Retrieved from <http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf>
3. The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). (2017). Closing the Opportunity Gap in Washington's Public Education System: 2017 Annual Report. Retrieved from <http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2017AnnualReport.pdf>
4. Washington State Board of Education (SBE). (n/d). 2017 Session: Legislative Priorities. Retrieved from http://www.sbe.wa.gov/documents/legislative/2017/2017_SBE_Legislative_Priorities.pdf
5. Washington State Board of Education (SBE). (n/d). 2015-2018 Strategic Plan. Retrieved from <http://www.sbe.wa.gov/documents/StratPlan/Revised201518StratPlan.pdf>