

2SSB 5973 - H COMM AMD

By Committee on Education Appropriations

ADOPTED AS AMENDED 04/13/2009

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** (1) The legislature finds compelling
4 evidence from five commissioned studies that additional progress must
5 be made to address the achievement gap. Many students are in
6 demographic groups that are overrepresented in measures such as school
7 disciplinary sanctions; failure to meet state academic standards;
8 failure to graduate; enrollment in special education and
9 underperforming schools; enrollment in advanced placement courses,
10 honors programs, and college preparatory classes; and enrollment in and
11 completion of college. The studies contain specific recommendations
12 that are data-driven and drawn from education research, as well as the
13 personal, professional, and cultural experience of those who
14 contributed to the studies. The legislature finds there is no better
15 opportunity to make a strong commitment to closing the achievement gap
16 and to affirm the state's constitutional obligation to provide
17 opportunities to learn for all students without distinction or
18 preference on account of race, ethnicity, socioeconomic status, or
19 gender.

20 (2) The legislature further finds that access to comprehensive and
21 consistent data that is disaggregated in the smallest units allowable
22 by law is important in closing the achievement gap. Policymakers and
23 educators need as much information as possible not only about students'
24 academic progress, but also about other factors across multiple
25 disciplines that affect student performance.

26 (3) A consistent and powerful theme throughout the achievement gap
27 studies was the need for cultural competency in instruction,
28 curriculum, assessment, and professional development. Cultural
29 competency forms a foundation for efforts to address the achievement
30 gap, and more work is needed to embed it into the public school system.

1 (4) Therefore, following the priority recommendations from the
2 achievement gap studies, the legislature intends to:

3 (a) Provide resources to support parent and community involvement
4 and outreach efforts by public schools, including such items as
5 additional notices and communication to parents, translations,
6 translators, parent and community meetings, and school events within
7 the community. The legislature encourages school districts to consult
8 with the office of the education ombudsman in developing plans for
9 parent and community involvement and outreach;

10 (b) Require that teachers demonstrate cultural competency in the
11 classroom and with students at each level of state teacher
12 certification, and provide additional opportunities for professional
13 development in cultural competency for current teachers;

14 (c) Create local alternative routes to teacher certification for
15 paraeducators and individuals in the communities surrounding schools
16 and school districts that are struggling to address the achievement
17 gap;

18 (d) Reexamine the study recommendations regarding data and
19 accountability and identify ways for the education data system to
20 address these needs; and

21 (e) Sustain efforts to close the achievement gap over the long term
22 by creating a high profile achievement gap oversight and accountability
23 committee that will provide ongoing advice to education agencies and
24 report annually to the legislature and the governor.

25 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
26 RCW to read as follows:

27 (1) An achievement gap oversight and accountability committee is
28 created to synthesize the findings and recommendations from the 2008
29 achievement gap studies into an implementation plan, and to recommend
30 policies and strategies to the superintendent of public instruction,
31 the professional educator standards board, and the state board of
32 education to close the achievement gap.

33 (2) The committee shall recommend specific policies and strategies
34 in at least the following areas:

35 (a) Supporting and facilitating parent and community involvement
36 and outreach;

1 (b) Enhancing the cultural competency of current and future
2 educators and the cultural relevance of curriculum and instruction;

3 (c) Expanding pathways and strategies to prepare and recruit
4 diverse teachers and administrators;

5 (d) Recommending current programs and resources that should be
6 redirected to narrow the gap;

7 (e) Identifying data elements and systems needed to monitor
8 progress in closing the gap;

9 (f) Making closing the achievement gap part of the school and
10 school district improvement process; and

11 (g) Exploring innovative school models that have shown success in
12 closing the achievement gap.

13 (3) Taking a multidisciplinary approach, the committee may seek
14 input and advice from other state and local agencies and organizations
15 with expertise in health, social services, gang and violence
16 prevention, substance abuse prevention, and other issues that
17 disproportionately affect student achievement and student success.

18 (4) The achievement gap oversight and accountability committee
19 shall be composed of the following members:

20 (a) The chairs and ranking minority members of the house and senate
21 education committees, or their designees;

22 (b) One additional member of the house of representatives appointed
23 by the speaker of the house and one additional member of the senate
24 appointed by the president of the senate;

25 (c) A representative of the office of the education ombudsman;

26 (d) A representative of the center for the improvement of student
27 learning in the office of the superintendent of public instruction; and

28 (e) Five members representing different populations of students,
29 appointed by the governor in consultation with the state ethnic
30 commissions and representatives of the federally recognized Indian
31 tribes whose traditional lands and territories lie within the borders
32 of Washington state. The governor-appointed members shall be
33 certificated staff with classroom experience within the previous ten
34 years.

35 (5) The committee may convene ad hoc working groups to obtain
36 additional input and participation from community members. Members of
37 ad hoc working groups shall serve without compensation and shall not be
38 reimbursed for travel or other expenses.

1 (6) The chair or cochairs of the committee shall be selected by the
2 members of the committee. Staff support for the committee shall be
3 provided by the center for the improvement of student learning.
4 Members of the committee shall serve without compensation but must be
5 reimbursed as provided in RCW 43.03.050 and 43.03.060. Legislative
6 members of the committee shall be reimbursed for travel expenses in
7 accordance with RCW 44.04.120.

8 **Sec. 3.** RCW 28A.300.137 and 2008 c 298 s 3 are each amended to
9 read as follows:

10 Beginning in January 2010, the (~~center for the improvement of~~
11 ~~student learning~~) achievement gap oversight and accountability
12 committee shall report annually to the superintendent of public
13 instruction, the state board of education, the professional educator
14 standards board, the governor, (~~the P-20 council,~~) and the education
15 committees of the legislature on the (~~implementation status of~~)
16 strategies to address the achievement gap (~~for African American~~
17 ~~students~~) and on the progress in improvement of education performance
18 measures for African-American, Hispanic, American Indian/Alaskan
19 Native, Asian, and Pacific Islander/Hawaiian Native students.

20 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.300
21 RCW to read as follows:

22 All student data related reports required of the superintendent of
23 public instruction in this title must be disaggregated by at least the
24 following subgroups of students: White, Black, Hispanic, American
25 Indian/Alaskan Native, Asian, Pacific Islander/Hawaiian Native, low
26 income, transitional bilingual, migrant, special education, and
27 students covered by section 504 of the federal rehabilitation act of
28 1973, as amended (29 U.S.C. Sec. 794).

29 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.410
30 RCW to read as follows:

31 (1) The professional educator standards board, in consultation and
32 collaboration with the achievement gap oversight and accountability
33 committee established under section 2 of this act, shall identify a
34 list of model standards for cultural competency and make

1 recommendations to the education committees of the legislature on the
2 strengths and weaknesses of those standards.

3 (2) For the purposes of this section, "cultural competency"
4 includes knowledge of student cultural histories and contexts, as well
5 as family norms and values in different cultures; knowledge and skills
6 in accessing community resources and community and parent outreach; and
7 skills in adapting instruction to students' experiences and identifying
8 cultural contexts for individual students.

9 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.660
10 RCW to read as follows:

11 The office of the superintendent of public instruction shall
12 identify school districts that have the most significant achievement
13 gaps among subgroups of students and for large numbers of those
14 students, and districts that should receive priority for assistance in
15 advancing cultural competency skills in their workforce. The
16 professional educator standards board shall provide assistance to the
17 identified school districts to develop partnership grant programs
18 between the districts and teacher preparation programs to provide one
19 or more of the four alternative route programs under RCW 28A.660.040
20 and to recruit paraeducators and other individuals in the local
21 community to become certified as teachers. A partnership grant program
22 proposed by an identified school district shall receive priority
23 eligibility for partnership grants under RCW 28A.660.020. To the
24 maximum extent possible, the board shall coordinate the recruiting
25 Washington teachers program under RCW 28A.415.370 with the alternative
26 route programs under this section.

27 NEW SECTION. **Sec. 7.** The superintendent of public instruction
28 shall take all actions necessary to secure federal funds to support
29 enhancing data collection and data system capacity in order to monitor
30 progress in closing the achievement gap and to support other
31 innovations and model programs that align education reform and address
32 disproportionality in the public school system."

33 Correct the title.

EFFECT: Changes the underlying bill as follows:

Modifies legislative intent regarding data to state the importance of information not only about academic progress but other factors across multiple disciplines that affect student performance.

States that a consistent theme in the achievement gap studies was the need for cultural competency, which forms a foundation for efforts to address the achievement gap.

Creates an Achievement Gap Oversight and Accountability Committee (Committee) to:

Synthesize the findings and recommendations from the 2008 achievement gap studies into an implementation plan, and
Recommend policies and strategies to the SPI, PESB, and SBE to close the achievement gap.

The Committee is charged with recommending policies and strategies in specified areas.

The Committee is composed of:

6 legislators

The Office of the Education Ombudsman

The Center for the Improvement of Student Learning (CISL)

5 members representing different populations of students, appointed by the Governor in consultation with the tribes and the ethnic commissions. Members must be certificated staff with classroom experience in the last 10 years.

Staffing for the Committee is provided by the CISL.

Allows for ad hoc working groups for additional community input and participation, whose members serve without compensation or travel reimbursement.

Removes a requirement for CISL to perform similar functions as the Committee and requires an annual progress report from the Committee that includes all student subgroups.

Directs the Professional Educator Standards Board (PESB) to consult and collaborate with the Committee in conducting its work regarding model standards for cultural competency.

Clarifies that the PESB provides assistance to school districts identified by the Superintendent of Public Instruction (SPI) as having significant achievement gaps for the purposes of developing alternative route teacher certification partnership programs. Provides a priority for these districts in receiving partnership grants.

Directs the SPI to take action to secure federal funds to support data collection and capacity to monitor progress in closing the achievement gap and to support other innovations and model programs.

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