

2SSB 5973 - H COMM AMD

By Committee on Education Appropriations

ADOPTED AND ENGROSSED 4/13/09

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;

28 (e) A representative of federally recognized Indian tribes whose
29 traditional lands and territories lie within the borders of Washington
30 state, designated by the federally recognized tribes; and

31 (f) Four members appointed by the governor in consultation with the
32 state ethnic commissions, who represent the following populations:
33 African-Americans, Hispanic Americans, Asian Americans, and Pacific
34 Islander Americans.

35 (5) The governor and the tribes are encouraged to designate members
36 who have experience working in and with schools.

37 (6) The committee may convene ad hoc working groups to obtain

1 additional input and participation from community members. Members of
2 ad hoc working groups shall serve without compensation and shall not be
3 reimbursed for travel or other expenses.

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

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

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

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

25 All student data related reports required of the superintendent of
26 public instruction in this title must be disaggregated by at least the
27 following subgroups of students: White, Black, Hispanic, American
28 Indian/Alaskan Native, Asian, Pacific Islander/Hawaiian Native, low
29 income, transitional bilingual, migrant, special education, and
30 students covered by section 504 of the federal rehabilitation act of
31 1973, as amended (29 U.S.C. Sec. 794).

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

34 (1) The professional educator standards board, in consultation and
35 collaboration with the achievement gap oversight and accountability

1 committee established under section 2 of this act, shall identify a
2 list of model standards for cultural competency and make
3 recommendations to the education committees of the legislature on the
4 strengths and weaknesses of those standards.

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

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

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

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

35 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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