

**MEMBERS**

**Bernie Thomas**  
Representative for  
Tribal Nations

**Fiasili Savusa**  
Representative for  
the Pacific Islander  
community

**Frieda Takamura**  
Representative for  
the Asian American  
community

**Dr. Frances  
Contreras**  
Representative for  
the Latino  
community

**Wanda Billingsly**  
Representative for  
the African  
American  
community

**Superintendent  
Randy I. Dorn**

**Sen. Steve Hobbs**  
**Sen. Curtis King**

**Sen. Rosemary  
McAuliffe**

**Rep. Kevin Parker**

**Rep. Sharon  
Tomiko Santos**

**Adie Simmons**  
Office of the  
Education  
Ombudsman

**ALTERNATES**

**Sally Brownfield**  
Alternate for Bernie  
Thomas

**Sapina Pele**  
Alternate for Fiasili  
Savusa

**Ben Kodama**  
Alternate for Frieda  
Takamura

**Dr. James Smith**  
Alternate for  
Wanda Billingsly

**Lillian Ortiz-Self**  
Alternate for Dr.  
Frances Contreras

# Educational Opportunity Gap Oversight and Accountability Committee

## Summary

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is required to report annually on strategies to address the opportunity gaps and the state's progress in closing those gaps, as well as to recommend policies and strategies to the Washington State Legislature, Office of the Superintendent of Public Instruction (OSPI), Office of the Governor, Professional Educator Standards Board, and State Board of Education.

### Enabling legislation

[Second Substitute  
Senate Bill 5973](#)

## Background

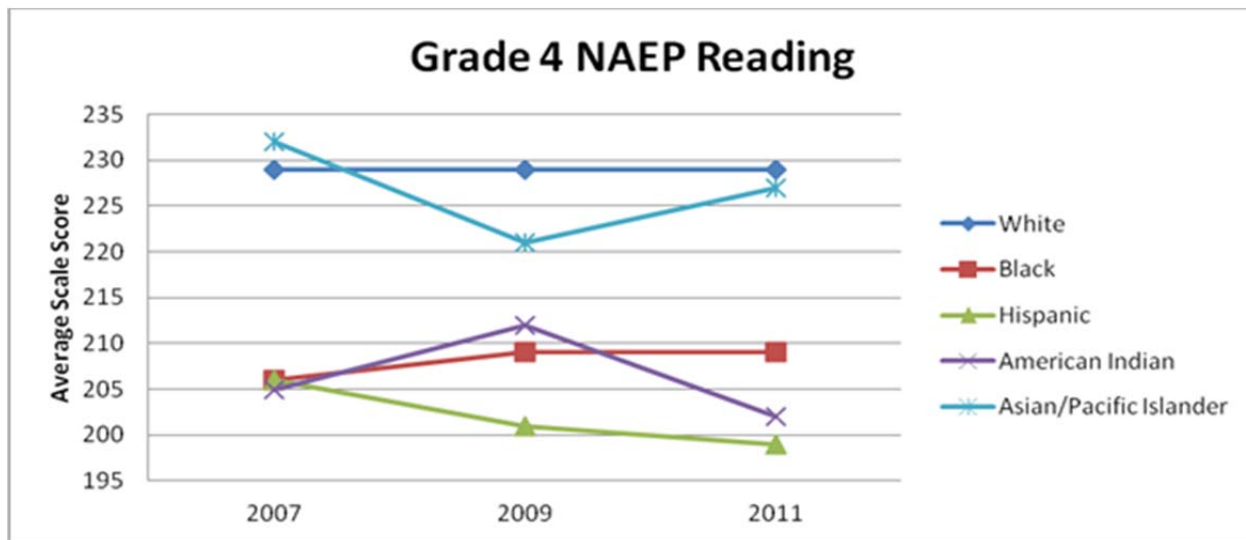
The committee is in its third year of operation. During the first year, the focus of the committee was to synthesize the findings and recommendations from the 2008 Achievement Gap studies and make initial policy recommendations related to those findings. The committee was also instrumental in the passage of House Bill 3026, [Chapter 28A.642 RCW](#), Discrimination prohibited in public schools.

During the second year, the committee made formal recommendations to the Quality Education Council (QEC) and heard presentations from the K-12 Data Governance Committee, the State Board of Education, and several departments within OSPI. The committee made informal recommendations to those entities, along with recommendations to the Washington State Legislature and the Washington Colleges of Teacher Education.

The term “achievement gap” was removed in legislation and replaced by the term “opportunity gap” to reflect an asset-based approach to this work. In addition, the committee was asked to provide formal representation on the QEC, Data Governance Committee, and Compensation Technical Working Group. The current student data system was enhanced to allow for greater disaggregation of data into ethnic subgroups. Finally, members of the committee provided input toward the creation of the final rules of HB 3026.

## Looking at Data

The EOGOAC has been asked to monitor the state's progress on closing educational opportunity gaps. Although there are schools in Washington state that have received [Washington Achievement Awards](#) from the State Board of Education and OSPI for eliminating gaps, most schools in Washington continue to struggle with gaps. The data below demonstrates a perpetuation of the gaps experienced by students in Washington as they are compared to students across the nation using the National Assessment of Educational Progress (NAEP), which serves as a common measurement for all states. The NAEP results for 2011 identified persistent gaps in 4<sup>th</sup> grade reading.



\*Note: In Washington state, unlike at the federal level, data for Asian students and Pacific Island students is disaggregated separately.

The results above emphasize why it is critical for data to be disaggregated and analyzed in ways that inform both the educational and broader communities about what is happening in schools with regard to educational opportunity gaps. For instance, a review of the NAEP 4<sup>th</sup> Grade Reading scores shows that the scores of other races and ethnic groups are well below those of white students. In the case of American Indian and Hispanic students, the gaps are growing significantly. Information about student performance on all state assessments is available on the [Washington State Report Card](#).

This year, for the first time, OSPI is disaggregating data within ethnic groups to demonstrate the difference in achievement for students who qualify for ELL services and those who do not. Within each ethnic group, language is a factor. For example, the language needs of American-born black, Asian, and Latino students are very different from the language needs of African, Asian, and South American-born students. There is now a recognition that Native American students often come to public school speaking a language very different from the language of school, enough to qualify for ELL services. The committee, educators, and community members recognize the need for increased language support for students across content areas, as well as professional development for educators, even in the midst of budget shortfalls.

## Committee Plans for 2012

The EOGOAC plans to accomplish the following:

- Ascertain whether or not the charter school movement across the nation has positively impacted students of color.
- Develop a statewide protocol for bias and fairness reviews.
- Determine the implications of Common Core State Standards and the assessments to follow through the SMARTER Balance Consortium.
- Provide guidance to the legislature with regard to the funding and implementation of migrant/bilingual programs.
- Create a draft Washington State Student-Parent Bill of Rights.
- Become acquainted with the new Early Learning policy, the State Board Accountability Index and new graduation requirements, and the budget implications of these policies for students of color.
- Participate on the Compensation Technical Working Group and provide recommendations.

Learn more about the EOGOAC and access the five previous Achievement Gap reports at <http://www.k12.wa.us/AchievementGap/default.aspx>.