

# Implementation of HB 1541

## Background

In 2009, the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) was established to recommend policies and strategies to close the achievement gap for students throughout the state. The EOGOAC has members representing the legislature, various state agencies, and diverse communities of color.

Fourth Substitute HB 1541, which implements strategies to close the educational opportunity gap based on the recommendations of the EOGOAC, was passed by legislators during the 2016 legislative session.

Issue Area	Implementation
Student Discipline	<ul style="list-style-type: none"><li>- School districts may not use long-term suspension or expulsions as a form of discretionary discipline.</li><li>- After a student is suspended or expelled, the district must convene a reengagement meeting with the student and family.</li><li>- Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan.</li></ul>
Cultural Competence	<ul style="list-style-type: none"><li>- Professional development programs to support teacher and principal evaluation systems must be aligned to cultural competence standards, focus on multicultural education and principals of English language acquisition, and include best practices to implement the tribal history and culture curriculum.</li></ul>
English Language Learner Instruction & Accountability	<ul style="list-style-type: none"><li>- By the 2019-2020 school year, all classroom teachers funded with TBIP funds must be endorsed in either bilingual education or ELL instruction.</li><li>- OSPI will provide districts with technical assistance and support in selecting program models, instructional materials, and professional development for serving English Language Learners.</li><li>- OSPI shall identify the schools in the top 5% of schools with the highest growth in ELL populations and notify and encourage the schools and districts to provide cultural competence professional development.</li></ul>
Disaggregated Data	<ul style="list-style-type: none"><li>- Beginning in the 2017-2018 school year, all data collected and reported by school districts and OSPI must be disaggregated according to the federal subracial and sub-ethnic categories.</li><li>- OSPI shall convene a task force to develop guidance on race and ethnicity reporting.</li><li>- Reduces reportable size of student group to 10 students, from 20 students.</li><li>- OSPI must develop data protocols and guidance for school districts and modify the student data system as needed.</li><li>- OSPI must incorporate training for school staff based on best practices for collection of data on student race and ethnicity in other training.</li></ul>
Transitions	<ul style="list-style-type: none"><li>- The Department of Early Learning must work with OSPI to create a community information and involvement plan for home-based, tribal, and family early learning providers on the Early Achievers Program.</li></ul>



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Recruitment & Retention of Educators	<ul style="list-style-type: none"><li>- OSPI must collect and make available on the internet teacher demographic data by district.</li><li>- OSPI must collect and make available on the internet teacher average length of service data by district.</li></ul>
Integrated Student Supports & Family Engagement	<ul style="list-style-type: none"><li>- Establishes the Washington Integrated Student Supports Protocol (WISSP).</li><li>- The purposes of the WISSP include:<ul style="list-style-type: none"><li>- Supporting a school-based approach to promoting the success of all students by coordinating academic and nonacademic supports to reduce barriers to academic achievement and educational attainment</li><li>- Fulfilling a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded</li><li>- Encouraging the use of community-based supports that can be integrated into the academic environment of schools and school districts</li><li>- Increasing public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors</li><li>- Supporting statewide and local organizations in their efforts to provide leadership and advocacy to implement approaches around the state</li></ul></li></ul>
Center for Improvement of Student Learning	<ul style="list-style-type: none"><li>- Serves as a clearinghouse for information, promising practices, and research that promotes and supports effective learning environments for all students, especially those in underserved communities.</li></ul>
Learning Assistance Program	<ul style="list-style-type: none"><li>- Provides instructional support for students who are performing below grade level in reading, writing, and mathematics.</li><li>- School districts must submit an annual plan that identifies the activities to be conducted and the expenditure of funds under the Learning Assistance Program.</li></ul>

## Impacts on Communities of Color

- Students will no longer lose valuable class time due to discretionary offenses.
- All students who are suspended or expelled will receive educational services to ensure that they don't fall behind in school.
- School districts will collect better data on student demographics to ensure that the system is providing the necessary resources to keep all students on track and in school.
- School staff and administrators will be provided with new trainings that are sensitive to culture and will positively support the growth of all students.
- Increases active recruitment and retention of teachers and faculty of color.
- Improved support and resources for English Language Learners.
- Better collaboration with community-based organizations and members to ensure that efforts around the state are coordinated to improve student success.

For more information, visit the EOGOAC website: [www.k12.wa.us/WorkGroups/EOGOAC/aspx](http://www.k12.wa.us/WorkGroups/EOGOAC/aspx).