Remote Learning Advisory Committee

Wednesday, March 9, 2022

Ken Greenbaum, Director of Digital Learning and Education Technology
Kate Pattison, Charter School Specialist
Allie Ivey, Digital Learning Specialist
Vanessa Clark, Program Analyst
Annie Marges, Alternative Learning Specialist
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Introductions

- Please update your screen name to include:

    Name, Organization, Title or Role

Agenda/Flow

Hope House Press - Leather Diary Studio on unsplash

- Introduction & Welcome
- Working Agreements
- Round III Standards Feedback
- Data Snapshot Dialogue
- Next Steps
- Closing

Today's Objectives

Image by Volodymyr Hryshchenko on unsplash

- Engage in dialogue and provide feedback on the revised Remote Learning Program Quality Standards.

- Engage in dialogue using a discussion protocol regarding the Data Snapshot.

- Discuss next steps for this work.

Working Agreements

- Stay **equity- and student-focused**.

- **Listen** deeply with critical curiosity and **ask questions** to clarify and expand on each other's thoughts and ideas.

- **Share space** and airtime.

- **Respect differences** of opinion and have an appreciative inquiry mindset.

- Accept and **expect non-closure.**

- **Extend grace** and **assume positive intent.**

- The work of the **committee** is **public, organization/personal** experiences are **confidential.**

Safe and Brave Space

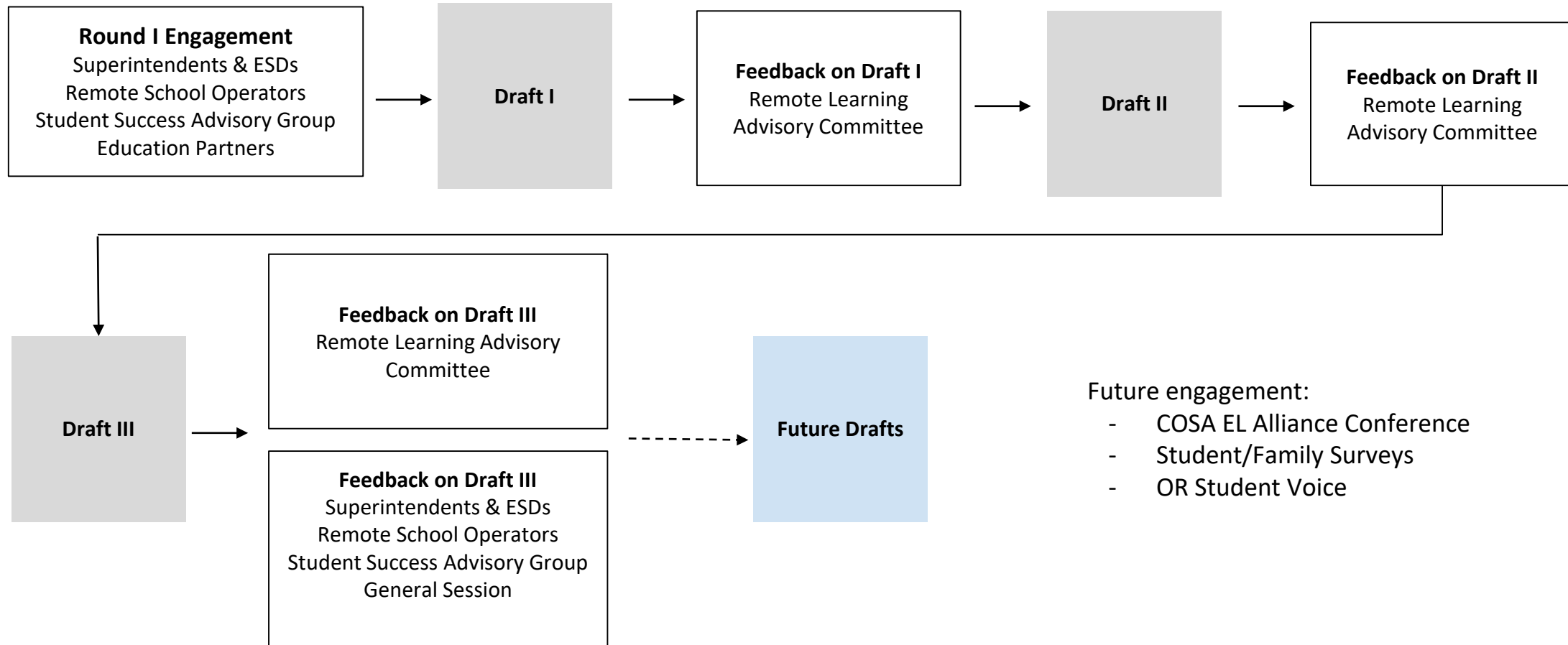| Safe Space Guideline		Brave Space Reframe
01	Agree to Disagree	**Controversy with Civility**
02	No Personal Attacks	**Distinguish Between Ideas and People**
03	Don't Take Things Personally	**Take Care of Yourself**
04	Assume the Positive Intent	**Own Your Intentions AND Your Impact**
05	Respect Others	**Controversy with Civility**

ODE's Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Draft III Standards Feedback

Remote Learning Standards Engagement

Round I Engagement
Superintendents & ESDs
Remote School Operators
Student Success Advisory Group
Education Partners

→ **Draft I** → **Feedback on Draft I**
Remote Learning
Advisory Committee

→ **Draft II** → **Feedback on Draft II**
Remote Learning
Advisory Committee

Draft III →

Feedback on Draft III
Remote Learning Advisory
Committee

Feedback on Draft III
Superintendents & ESDs
Remote School Operators
Student Success Advisory Group
General Session

┄┄→ **Future Drafts**

Future engagement:
- COSA EL Alliance Conference
- Student/Family Surveys
- OR Student Voice

What is meant by "Ambitious Teaching and Learning" (Pillar #3)?

As Dr. Lorrie Shepard describes in her article [Ambitious Teaching and Equitable Assessment](),

- "...centers on each student's engagement and participation; it requires paying explicit attention to who students are as they enter the classroom, including their prior learning experiences (inside and outside formal educational settings), their family- and community-based funds of knowledge, and their races, ethnicities, gender identities, social classes, and other aspects that influence their identities as learners."
- "Ambitious teaching practices are consistent with asset-based pedagogies, culturally responsive and sustaining teaching, and learning research in literacy (including biliteracy and bidialectism), mathematics, and science
- The foundation for all of this work is sociocultural learning theory, which is the state-of-the-art model for understanding how learning happens and why context, culture, and sense of belonging are an integral part of learning.
- … ambitious teaching is only possible when equitable assessment is fully integrated into instructional practice.
- *culturally relevant pedagogy*, affirm students' cultural identities while at the same time challenging and helping them to succeed academically. Culturally relevant pedagogy also entails engaging students in recognizing and critiquing social inequities. There is no simple formula or list of strategies.

Snapshot of Revisions between Draft II and Draft III (January - March)

- **Center Student Experience:** Standards were shifted to center the student experience within remote schools and programs. The revision included a new pillar for student centered standards.
- **Minimize Redundancy:** Standards around compliance were removed in order to minimize redundancy between other requirements e.g. Division 22.
- **Broaden Accessibility:** Additional standards were added e.g. a standard was added that broadens understandings of accessibility and UDL beyond access to instructional materials.
- **Simplifying:** Some standards were collapsed if they had the same key ideas e.g. the ideas in Draft II standards 1.1, 1.2, and 1.3 are all captured in Draft III standard 1.1
- **Language Specific to Remote Schools/Programs:** Additional language was added to the standards to ensure that they are specific to the unique nature of remote schools and programs e.g. online pedagogies, online/hybrid.

Snapshot of Feedback from Round III Engagement Sessions to Develop Draft IV

- CTE needs to be explicitly named.
- SEL needs to be more central within and through the standards.
- Student agency needs to be more specifically addressed.
- 4.1b says "etc." at the end. Recommend defining clearly whatever elements should be in this list and reduce ambiguity.
- Equitable grading practices should be included along with equitable opportunities for learning.
- "Guidance counseling" shifted to "school counseling"

This feels more like educational philosophy document (why) vs the operational (how)…

Remote Learning Program Quality Standards

System of Accountability and Support
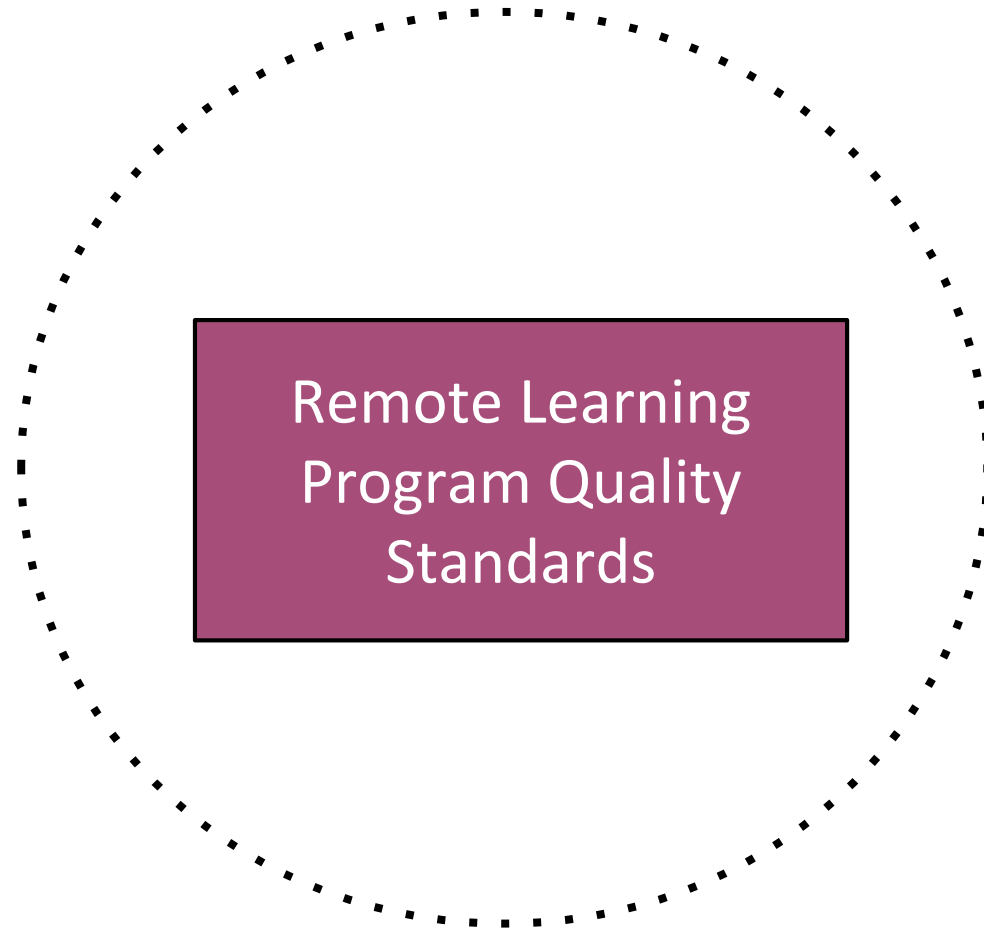
Standards Discussion Questions

Image by Kelly Sikkema on unsplash

- What opportunities do you see with implementing the standards?
- What might be the limitations of the standards in their current form?
- What ideas do you have around implementing the standards?
- What other thoughts would you like ODE to consider?
- Are there standards that you would like to see that are missing?
- Are there other revisions that are important to consider?

Let's take a break!

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Data Snapshot Discussion
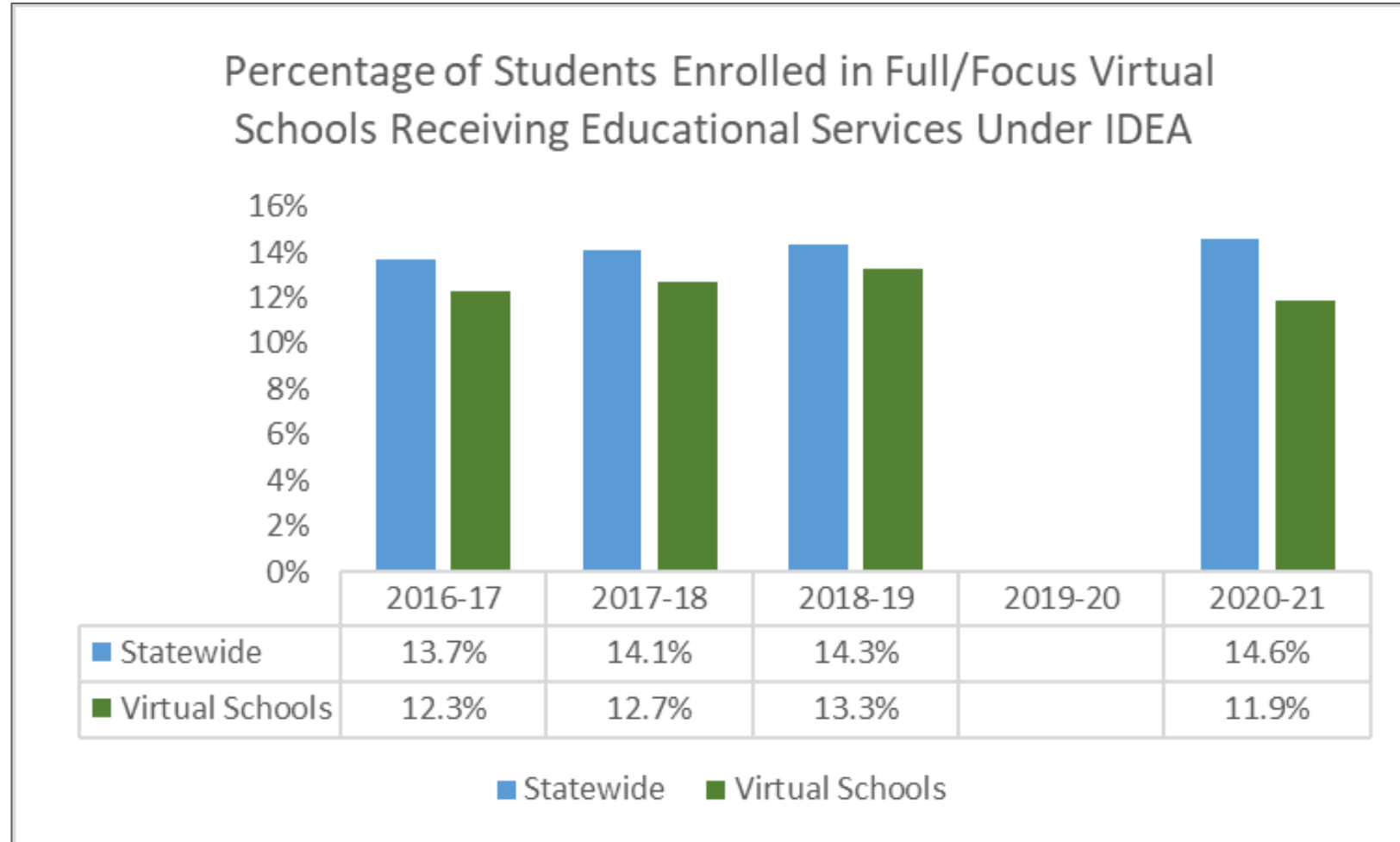
Current Data Collection Practices

- Data is collected on the basis of virtual status e.g. full virtual, focus virtual, supplemental virtual, and not virtual.
- While there is a "distance learning" flag associated with ADM, this is connected with individual students and does not correctly capture the remote nature of all program models.
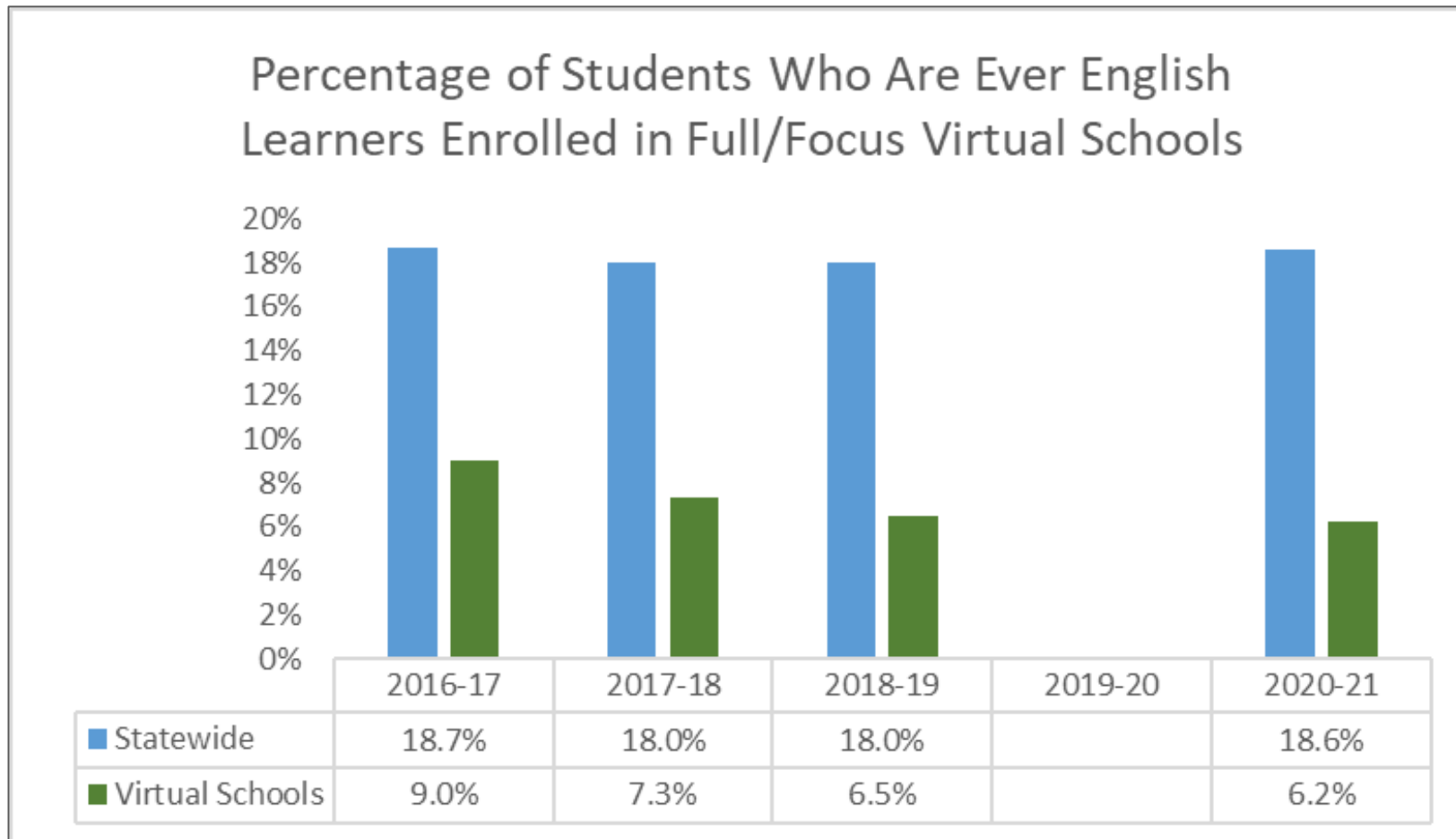
Student Enrollment (Table 1, Figures 2 -5)

Table 1.Fall Membership for Full/Focus Virtual School Enrollment in Oregon Over Time as a Percentage of Total Enrollment, 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Full/Focus Virtual Enrollment	12,115	12,585	14,317	15,571	26,735	25,029
Statewide Public School Enrollment	578,947	580,690	581,730	582,661	560,917	553,012
Percentage Full/Focus Virtual Enrollment of Statewide Totals	2.1%	2.2%	2.5%	2.7%	4.8%	4.5%

Student Characteristics (Figures 6-8 #1)

Percentage of Students Enrolled in Full/Focus Virtual Schools Receiving Educational Services Under IDEA

	2016-17	2017-18	2018-19	2019-20	2020-21
Statewide	13.7%	14.1%	14.3%		14.6%
Virtual Schools	12.3%	12.7%	13.3%		11.9%

Student Characteristics (Figures 6-8 #2)

Percentage of Students Who Are Ever English Learners Enrolled in Full/Focus Virtual Schools

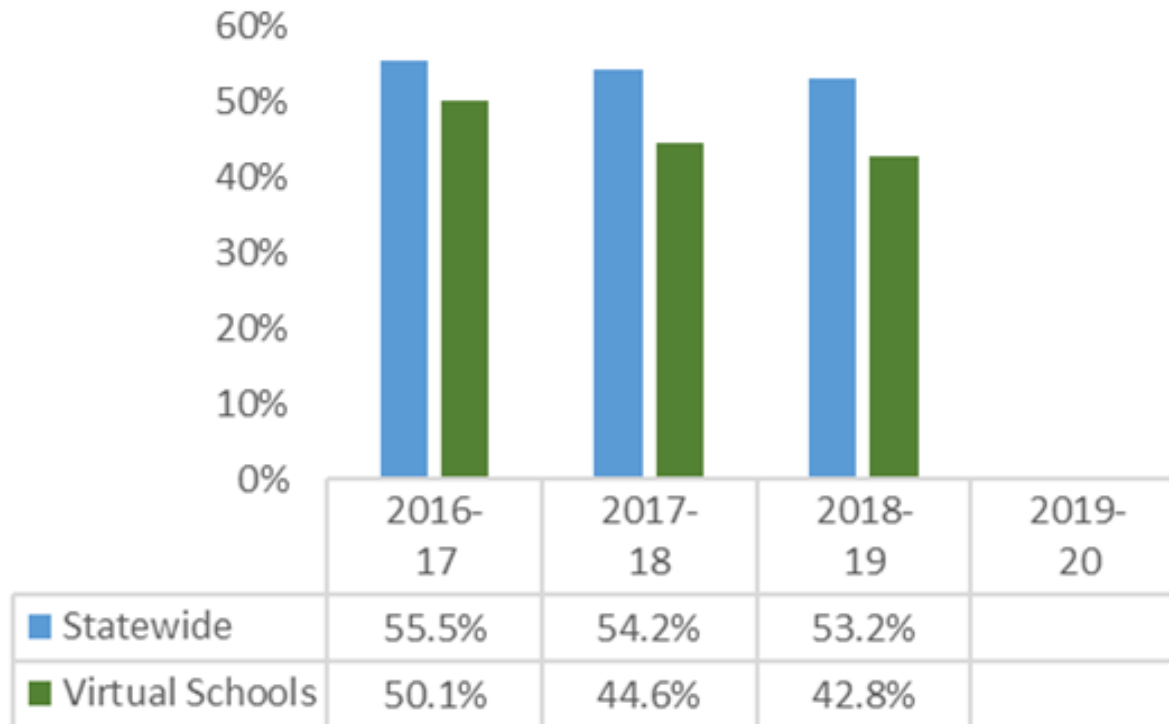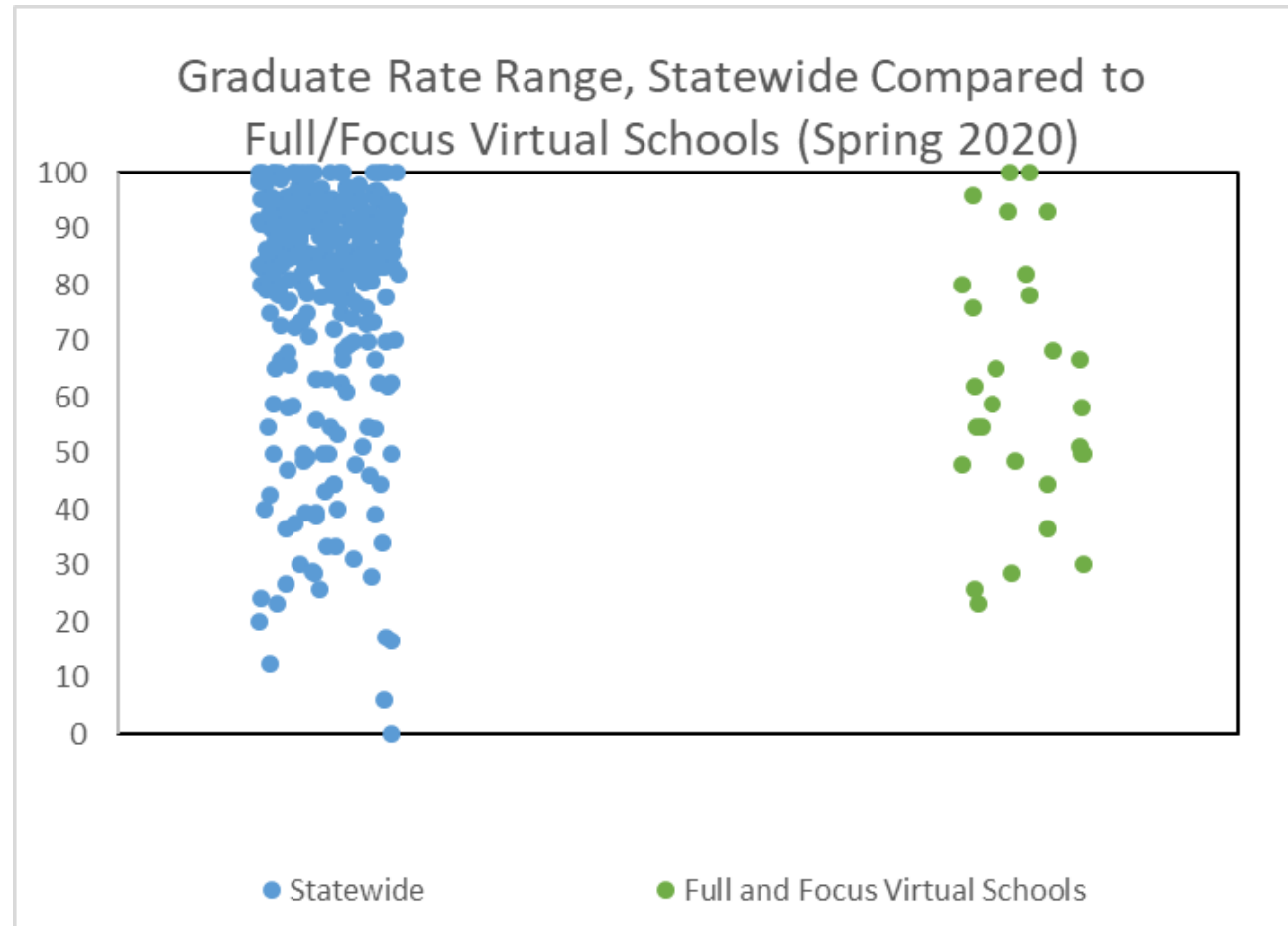|	2016-17	2017-18	2018-19	2019-20	2020-21
■ Statewide	18.7%	18.0%	18.0%		18.6%
■ Virtual Schools	9.0%	7.3%	6.5%		6.2%

Student Characteristics (Figures 6-8 #3)

Percentage of Students Enrolled in Full/Focus Virtual Schools Navigating Poverty

	2016-17	2017-18	2018-19	2019-20
Statewide	55.5%	54.2%	53.2%	
Virtual Schools	50.1%	44.6%	42.8%	

Graduation Rates (Slides 9-11)

Graduate Rate Range, Statewide Compared to Full/Focus Virtual Schools (Spring 2020)

- Statewide
- Full and Focus Virtual Schools

Data Deep Dive

Image by Amy Lister on unsplash

1. **Enrollment:** *Table 1, Figures 2 -5.*
2. **Student Characteristics:** *Figures 6-8.*
3. **Graduation Rates:** *Figures 9-11.*

Guiding Questions:

1. What are the equity implications of the data?
2. What are the policy implications of the data?
3. What do these trends tell us about the future of this work?
4. What is missing from the story told through the data?

Data Discussion Questions

Image by UX Indonesia on unsplash

- What does this data mean for our work (as a committee)?
- When pulling data for remote learning, how should ODE identify non-virtual remote schools (i.e. "home-based" schools).
- What other data snapshots would you like to see?

Closing and Next Steps

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- Tentative Plan for the State Board Adoption
- Our next meeting will be May 11th. We will send materials ahead of time.
- All materials are available on the Remote Learning Advisory Committee website.
- If you have any questions or want to discuss any aspect of this work with the Remote Learning Team, please do not hesitate to reach out.