

African American/Black Student Success Advisory Group Meeting

February 23, 2022

Welcome & Roll Call

AGENDA

1. Welcome & Roll Call
2. For the Good of the Order
3. ODE Updates
4. OEDI Assistant Superintendent & Director Welcome & Updates
5. Break
6. AABSS Plan Update Strategy
7. AABSS Cohort 3 Grantee Update
8. Public Comment
9. Community Announcements & Updates
10. Wrap-Up

For the Good of the Order

1. Meeting Conflicts
 - a. 2nd Wednesday of the Month, 9:00 a.m.-12:00 p.m.
 - b. 2nd Wednesday of the Month, 1:00-4:00 p.m.
 - c. 2nd Thursday of the Month, 10:00 a.m.-1:00 p.m.
 - d. 2nd Thursday of the Month, 1:00-4:00 p.m.
2. Fall Retreat
3. Legislative Report Follow-Up

ODE Updates

Colt Gill, Director of Oregon Department of Education



African American/Black Student Success

February 23, 2022

Today...

- Focusing on two questions:
 - Graduation rates and how it pertains to AA/B students
 - Report on literacy for black students in Oregon that states 74%-76% of black students cannot read in 3rd grade, all students of color is over 70% and how is ODE able to hold districts accountable to literacy?



Relevant

*African American/Black Student Success
Plan*

Objectives and Metrics

AA/BSS Objectives and Metrics (pages

33-44)

Connected to early literacy development and graduation outcomes:

- Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten.
- Increase the number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood.
- Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners.
- Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.

AA/BSS Objectives and Metrics (pages

33-44)

Connected to early literacy development and graduation outcomes:

- Increase the number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon's African American/Black student population.
- Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students.
- Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.

AA/BSS Objectives and Metrics *(pages*

33-44)

Connected to early literacy development and graduation outcomes:

- Increase academic outcomes for African American/Black students in math and English language arts by increasing in median growth percentiles 5% point each year to meet the 50% threshold.
- Increase attendance and reduce absenteeism rates for African American/Black students by 7% per year.
- Reduce the number of discipline incidents for African American/Black students by 5% each year.
- Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.

AA/BSS Objectives and Metrics (pages

33-44)

Directly impacting early literacy development and graduation outcomes:

- Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.
- Increase the rate of freshman on-track for African American/Black students by 5.2% each year.
- Increase graduation rates for African American/Black students in four-year cohort by 3.7% each year and five-year cohorts by 3.6% each year. (The state goal for four year is 90% and 93% for five year)

Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.

- **Baseline:** In 2015-16, 32.9% for ELA and 18.8% for Math.
- **Most Recent Statewide Summative Assessment:** In 2018-19, 31.3% for ELA and 16.7% for math

	ELA Objective	ELA Results	Math Objective	Math Results
2015-16	32.9%	32.9%	18.8%	18.8%
2016-17	36.7%	31.4%	25.6%	17.9%
2017-18	46.5%	32.0%	32.4%	17.6%
2018-19	53.3%	31.3%	39.2%	16.7%

Increase the rate of ninth grade on-track for African American/Black students by 5.2% each year.

- **Baseline:** In 2015-16, 78.6%.
- **Most Recent Data:** In 2020-21, 68.6%.

	Objective	AA/B Results	All Students Results
2015-16	78.6%	78.6%	84.0%
2016-17	83.8%	75.7%	83.4%
2017-18	89.0%	79.0%	84.5%
2018-19	94.2%	79.0%	85.3%
2020-21	100.0%	68.6%	73.6%

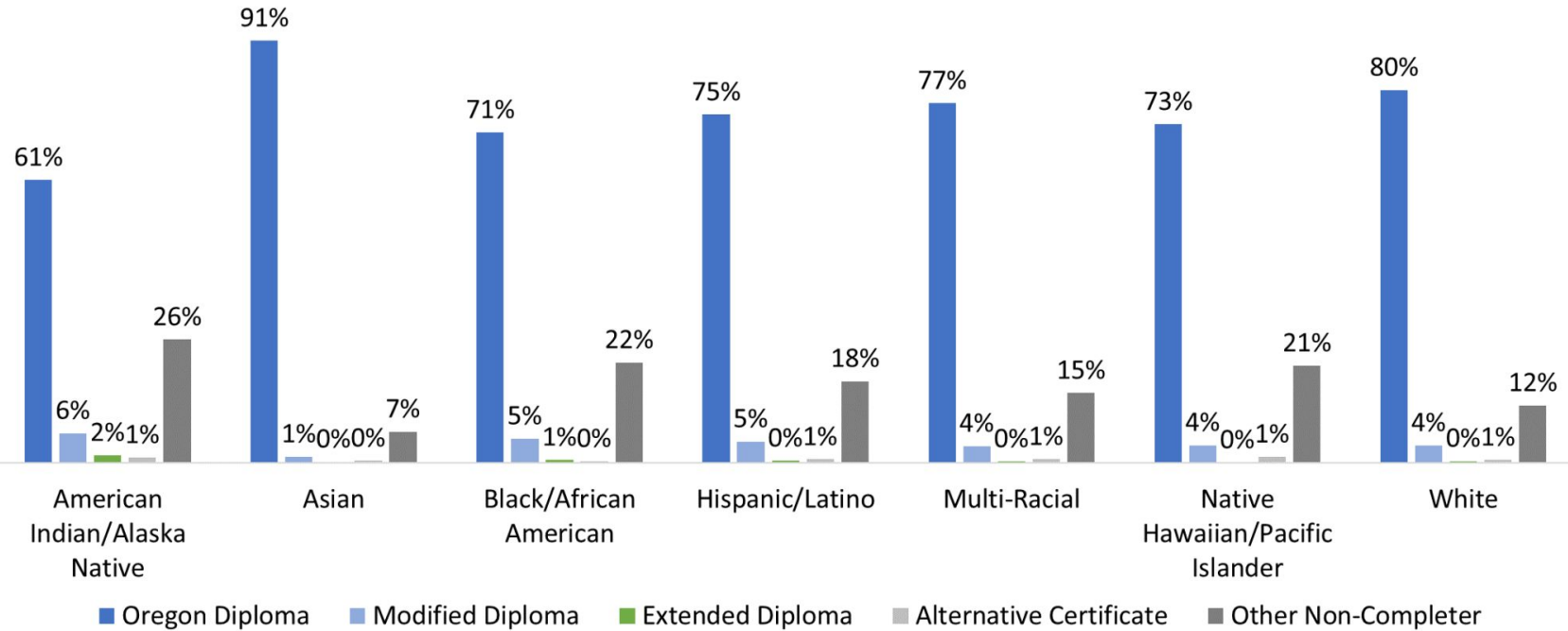
Increase graduation rates for African American/Black students in four-year cohort by 3.7% each year and five-year cohorts by 3.6% each year. (The state goal for four year is 90% and 93% for five year)

- Baseline:** In 2015-16, 4-year Cohort Graduation Rate in 2015-16 was 66.1%, the 5-year Cohort Graduation Rate was 69.9%.

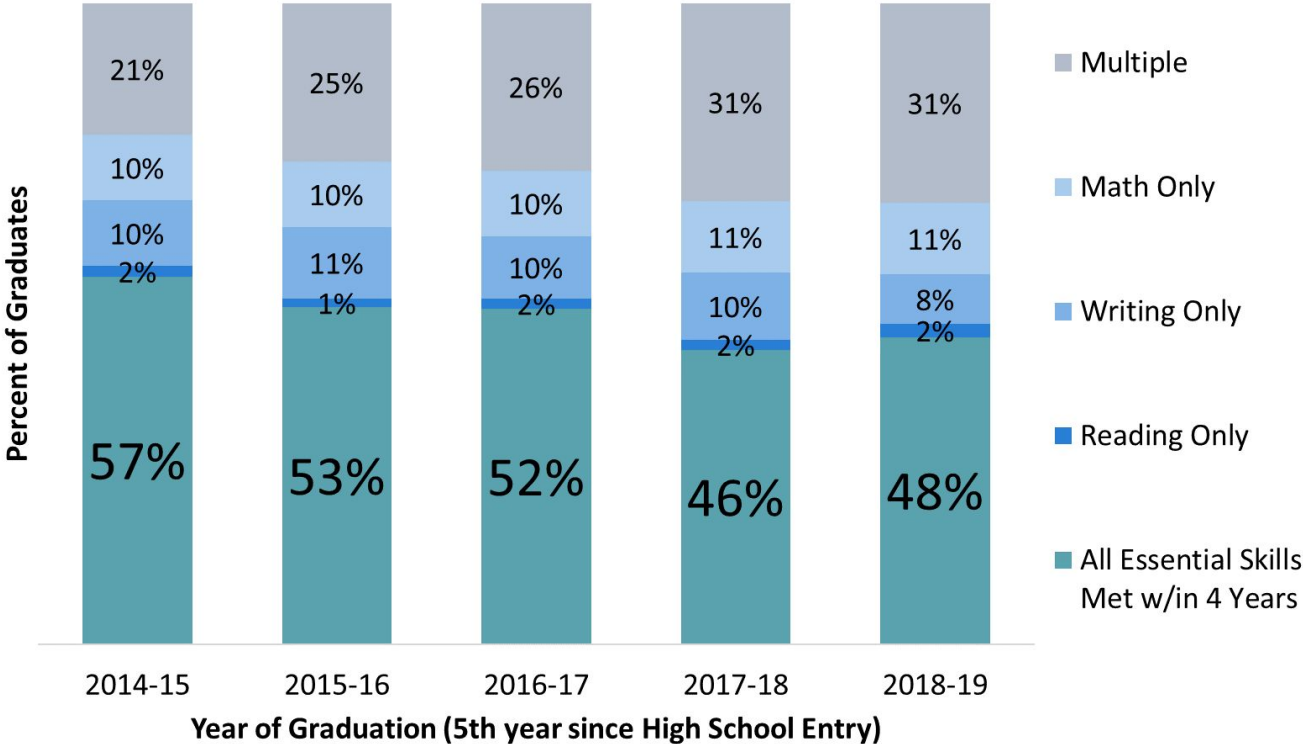
- Most Recent Data:** In 2020-21, 4-year Cohort Graduation Rate in 2015-16 was 73.5%, the 5-year Cohort Graduation Rate was 79.5%.

	4-Yr Objective	4-Yr Results	5-Yr Objective	5-Yr Results
2015-16	66.1%	66.1%	69.9%	69.9%
2016-17	69.8%	67.6%	73.5%	74.3%
2017-18	73.5%	68.0%	77.1%	73.7%
2018-19	77.2%	70.4%	80.7%	73.5%
2019-20	80.9%	76.3%	84.3%	76.5%
2020-21	84.6%	73.5%	87.9%	79.5%

2019-20 Four-year Cohort Outcomes



5th-Year Graduate Essential Skills





Relevant
African American/Black Student Success
Plan
Strategies

Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.

AA/B SS Plan Strategies:

- Increase the use of culturally responsive pedagogy and practice specific to the learning styles and needs of African American/Black students.
- Explore multiple academic assessment measures that gauge achievement of literacy and math proficiency.

Increase the rate of ninth grade on-track for African American/Black students by 5.2% each year.

AA/B SS Plan Strategies:

- Develop strategic partnerships with existing after-school academic programs beginning in 9th grade (i.e. tutoring, enrichment, test preparation... or other areas of need).
- Increase availability of culturally responsive curriculum and engagement in core courses (i.e. racial and ethnic studies).
- Support seamless coordination with post-secondary institutions across the state.
- Increase access to advanced placement, International Baccalaureate, and college credit courses.
- Implement credit recovery strategies.

Increase graduation rates for African American/Black students in four-year cohort by 3.7% each year and five-year cohorts by 3.6% each year. (The state goal for four year is 90% and 93% for five year)

AA/B SS Plan Strategies:

- Provide culturally responsive counseling and career services.
- Create access to culturally specific community-based wrap-around supports to guide students and families towards the path to graduation.
- Provide affordable and accessible credit recovery and acquisition opportunities quarterly and during the summer months.



SB 744 Opportunities

Senate Bill 744 Requirements

Senate Bill 744 maintains Oregon's rigorous high school credit requirements for graduation. **Students are required to have knowledge and skill in reading, writing, and math to graduate with a diploma in Oregon.**

Senate Bill 744 directs ODE to use a transparent process that is equitable, accessible and inclusive to:

- **Review existing state requirements for earning each of the diplomas and alternative certificates** as prescribed by state law and rules adopted by the State Board of Education.
- **Review inequities and disparities that may exist** including the causes of disparities that have resulted from the requirements and whether the requirements have been applied inequitably to different student populations.

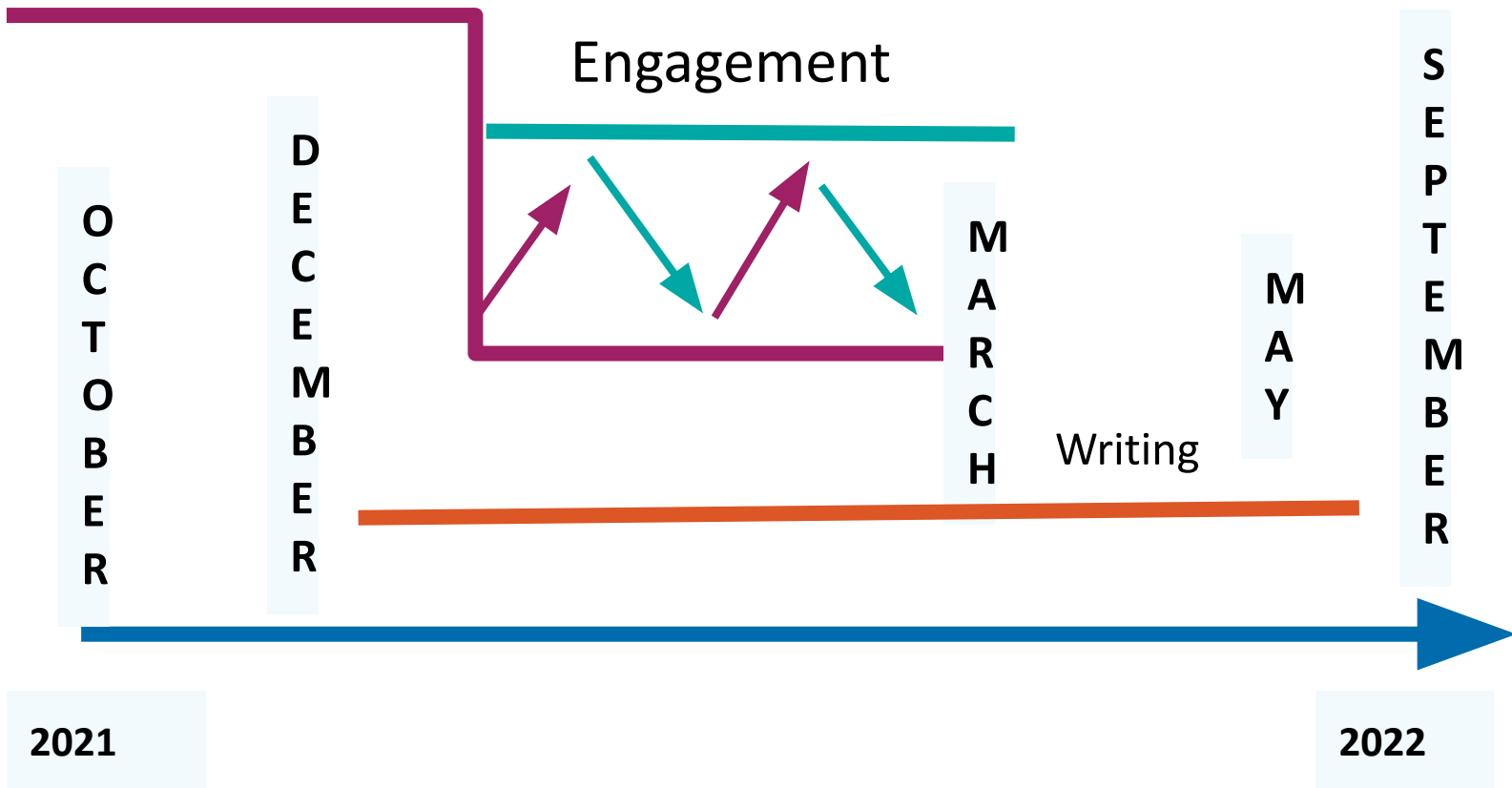
SB 744 - Requirements, cont.

- Review other state graduation models
- Examine local implementation
- Canvas expectations of employers and post-secondary institutions
- Engage Oregon's diverse communities
- **Temporarily suspend the assessment of Essential Skills requirement**
- Produce a report to the Legislature and the State Board of Education by September 1, 2022

First Read
on 1-20-22

Implementation Timeline

Review Policy & Data



Senate Bill 744 Engagement

Oregon students who've experienced the most graduation outcome disparity

- Members of Tribes in Oregon
- American Indian/Alaska Native
- Black/African American
- Native Hawaiian/Pacific Islander
- Hispanic/Latino/Latinx
- Immigrants and refugees
- Experiencing disabilities
- Emerging bilinguals
- *Experiencing mobility*
- *Navigating poverty*
- *Identify as LGBTQ2SIA+*
- *Gender (male/female/non-binary)*

ODE-Facilitated Engagements

ODE is coordinating engagements with multiple internal and external education partners

- Government to Government with Tribes in Oregon
- Student Success Teams ([SACSE](#), [EL Advisory](#), [African-American/Black](#), [Latino/a/x & Indigenous](#), and [LGBTQ2SIA+](#))
- Oregon Educators (migrant education coordinators, special education directors, English language coordinators, high school counselors, high school educators)
- Oregon Administrators (high school principals)

Community Connections

Personal connections to groups defined by SB 744

- Relationship building
- Identify important connectors and connection points for people
- Co-create engagement efforts and activities
- Work with compensated community organizers from those groups
- Make materials and events available in plain language and in multiple languages



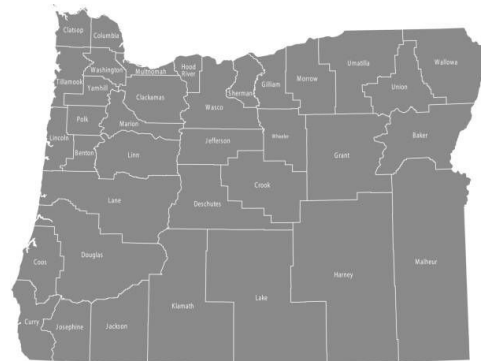
Statewide Survey

Made available in seven languages:

- Arabic
- Chinese
- English
- Russian
- Somali
- Spanish, and
- Vietnamese



Was published on February 15, 2022



Community Conversations

- Virtual meetings
- Hosted regionally, with dissemination via Oregon's 19 Education Service Districts
- **All 19 are planned & underway: February 16 - March 17, 2022**





Thank You!

OEDI Assistant Superintendent & Director Welcome & Updates

**Deb Lange, Assistant Superintendent of Office of
Equity, Diversity, and Inclusion**
**Laura Lien, Director of Office of Equity, Diversity, and
Inclusion**

Break

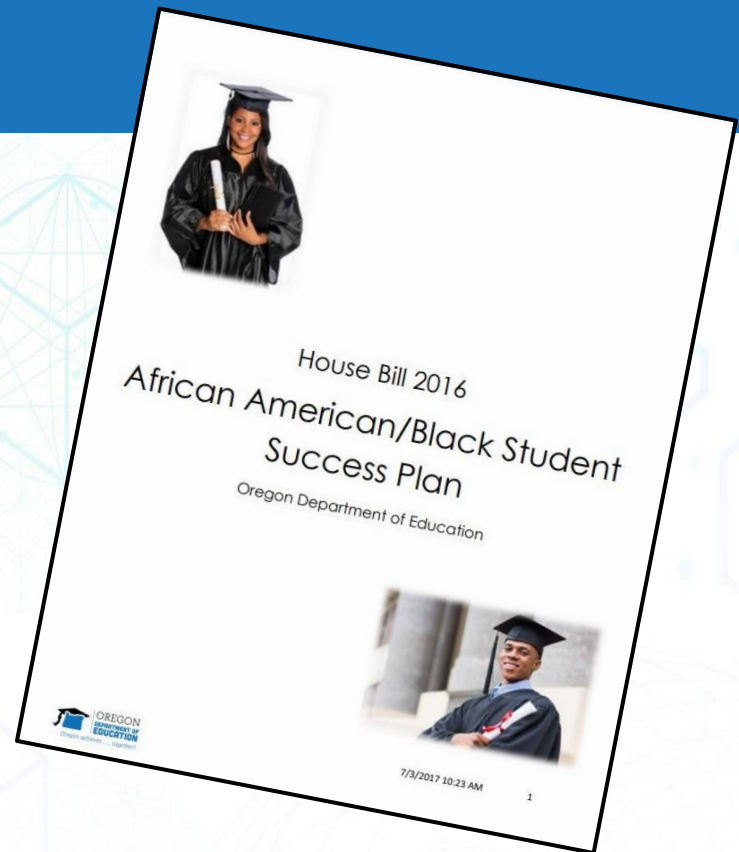


Back at 10:40 a.m.

AABSS Plan Update Strategy

Shelaswau Crier, AABSS Plan Coordinator

African American/Black Student Success Plan



AABSS Webpage: <https://www.oregon.gov/ode/students-and-family/equity/AfricanAmericanBlackStudentEducation/Pages/default.aspx>

Breakout Groups

Session 1: Plan and Workgroup Structure

Plan Structure

How should the AABSS Plan be structured?

- Retain current structure by grade level
- Focus around the objectives common to all grade levels (formerly “indicators of success”) and add any grade level specific objectives not captured
- Other ideas

Workgroup Structure

How should AABSS Advisory Group Plan update workgroups be structured?

- By grade level
- By subject/topic (math, language arts, special education, discipline)
- Other ideas

ORS: Plan must provide strategies

- decrease the disproportionate ***discipline***;
- increase ***parental engagement***;
- increase the ***engagement of students*** in educational activities ***before and after regular school*** hours;
- increase ***early childhood and kindergarten*** readiness;
- improve ***literacy and numeracy levels*** between kindergarten and grade three;
- support ***student transitions to middle school*** and through the middle and high school grades to maintain and improve academic performance;

ORS: Plan must provide strategies cont.

- support ***culturally responsive pedagogy*** and practices from early childhood through post-secondary education;
- support the development of ***culturally responsive curricula*** from early childhood through post-secondary education;
- increase ***attendance of plan students in community colleges and professional certification programs***; and
- increase ***attendance of plan students in four-year post-secondary institutions of education***

Current Organization: Plan Objectives

The AABSS Plan includes the following objectives:

- Early Childhood through PreKindergarten 1-4 Objectives
- Kindergarten through Grade 3: 1-4 Objectives
- Grade 4 through Grade 8: 1-4 Objectives
- Grade 9 through Grade 12: 1-5 Objectives
- Post-secondary: 1-4 Objectives

Current Organization: Objectives and Strategies

Early Childhood to Kindergarten		
Objectives/Metrics	Strategies	Accountability Partners
<p>1. Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten.</p> <p><i>The Early Learning Division will be tasked to develop a committee to identify a baseline and metrics to measure this objective. They will then report their recommendations to HB 2016 Advisory Group for review and approval.</i></p>	<p>a. Identify and implement culturally specific pedagogy, curriculum, investments, and assessments.</p> <p>b. Use culturally responsive positive discipline practices and supports to decrease/eliminate suspensions and expulsions.</p> <p>c. Increase the number of families receiving home visiting supports.</p> <p>d. Increase the number of students in publically funded preschool programs at a rate comparable to that of Oregon's diverse student population.</p> <p>e. Increase access to opportunities for parents/guardians and educators to collaborate and learn about developmental and educational needs of African American/Black children and the child care needs of families.</p>	<p>a. Early Learning Division</p> <p>b. Chief Education Office</p> <p>c. Culturally Specific Community-Based Organizations</p> <p>d. Local Education Agencies (School Districts)</p>
<p>2. Increase the number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments.</p> <p><i>The Early Learning Division will be tasked to develop a committee to identify a baseline and metrics to measure this objective. They will then report their recommendations to HB 2016 Advisory Group for review and approval.</i></p>	<p>a. Increase the numbers of African American/Black educators in the early childhood workforce.</p> <p>b. Formally request shifts and adjustments to standards and requirements for quality ratings for early learning programs to improve SPARK's (formerly known as QRIS, Oregon's Quality Rating and Improvement System) effectiveness.</p> <p>c. Collaborate with SPARK team to discuss inclusion of culturally responsive SPARK analysis and standards.</p>	<p>a. Early Learning Division</p> <p>b. Oregon Department of Education</p> <p>c. Chief Education Office</p> <p>d. Higher Education Coordinating Commission</p> <p>e. Local Education Agencies (School districts)</p>
<p>3. Build a consistent approach and aligned pathway</p>	<p>a. Increase the number of school districts and early learning hubs partnering together to coordinate culturally responsive kindergarten</p>	<p>a. Oregon Department of Education</p>

Plan Objectives: Early Childhood - PreK

1. Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare AABD children for kindergarten.
2. Increase the number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of AABD children in early childhood environments.
3. Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of AABD early learners.
4. Build a culturally and linguistically congruent newcomer program for AABD students.

Plan Objectives: Grade K-3

1. Increase the number of AABD educators in Oregon. (Includes recruitment, hiring, and retention.)
2. Increase the amount of available culturally responsive curriculum in Oregon schools for AABD students.
3. Increase literacy and numeracy outcomes for AABD students.
4. Build a culturally and linguistically congruent newcomer program for AABD students.

Plan Objectives: Grades 4-8

1. Increase academic outcomes for AABD students in math and English language arts.
2. Increase attendance and reduce absenteeism rates for AABD students.
3. Reduce the number of discipline incidents for AABD students.
4. Build a culturally and linguistically congruent newcomer program for AABD students.

Plan Objectives: Grades 9-12

1. Increase the rate of freshman on-track to graduate for AABD students.
2. Increase attendance and reduce absenteeism rates for AABD students.
3. Increase graduation rates for AABD students.
4. Reduce the number of discipline incidents for AABD students.
5. Build a culturally and linguistically congruent newcomer program for AABD students

Plan Objectives: Post-Secondary/Higher Ed

1. Increase the post-secondary enrollment rate of AABD students.
2. Ensure that AABD students in post-secondary education institutions complete at least half the number of credits required by their degree or certificate.
3. Ensure that AABD high school graduates and GED completers complete an Associate's degree or certificate within three years or complete a Bachelor's degree within six years.
4. Encourage culturally and linguistically congruent newcomer strategies at postsecondary institutions to support AABD students.

Summary Objectives

Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten.

Increase the number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments.

Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners.

Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.

Summary Objectives

Increase the number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon's African American/Black student population.

Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black.

Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.

Summary Objectives

Reduce the number of discipline incidents for African American/Black Students

Increase attendance and reduce absenteeism rates for African American/Black students.

Increase the rate of freshman on-track for African American/Black students.

Increase graduation rates for African American/Black Students

Summary Objectives

Increase the post-secondary enrollment rates of African American/Black students high school graduates and GED completers.

Ensure that 90% of African American/Black students in post-secondary education institutions complete at least half the number of credits by their degree certificate.

Ensure that 40% of African American/Black high school graduates complete an Associate's degree or certificate within three years; an additional 40% complete a Bachelor's degree within six years

Breakout Groups

Session 2: Presentations

Presentations

How should presentations be delivered?

- Topic specific presentations to relevant workgroup only in breakout rooms
- All presentations to the group as a whole
- Generally topic specific to relevant workgroup, but some presentations should be to the entire Advisory Group (specify topics)
- Other ideas

Breakout Groups

Session 3: Workgroups

Select your workgroup.

How can ODE support your workgroup?

AABSS Cohort 3 Grantee Update

Mark Jackson, R.E.A.P.

Community Announcements & Updates



OREGON
DEPARTMENT OF
EDUCATION

OFFICE OF
EQUITY,
DIVERSITY
AND
INCLUSION
INITIATIVES

Thank you!

A decorative graphic featuring the text "Thank you!" in a black, cursive script. The text is surrounded by several gold stars of varying sizes. Below the text is a thick, gold brushstroke underline that tapers off to the right.