



African American/Black Student Success Plan Advisory Group Meeting

Oregon Department of Education
November 4, 2016 | 9:00 a.m. – 2:00 p.m.



DEPARTMENT OF
EDUCATION





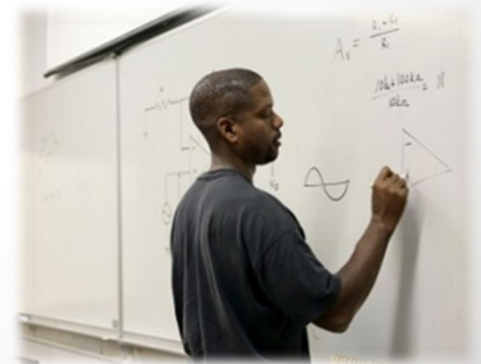
Welcome





Old & New Business

- Review 8/12 Meeting Minutes
- Plan Update – Metrics
- Overview of the evaluation model
- Update on Oregon Educator Equity Report
- FACT Oregon presentation
- Steps for completing the Plan/Metrics



African American/Black Student Success Plan Evaluation Model

Dr. Karen Drill
RMC Research



2016 Oregon Educator Equity Report and Advisory Group Recommendations



African American/Black Student Success Plan
Advisory Group
Dr. Markisha Smith



Why critical to the work group?

- Field of education has a moral and social imperative to lead by example and deed in the area of equity
- Shared belief that ensuring equity and diversity in education is a critical step in enriching the lives of all students in Oregon, and improving educational outcomes for students who are typically marginalized and underrepresented
- Potential alignment of work group plan and other state plans.

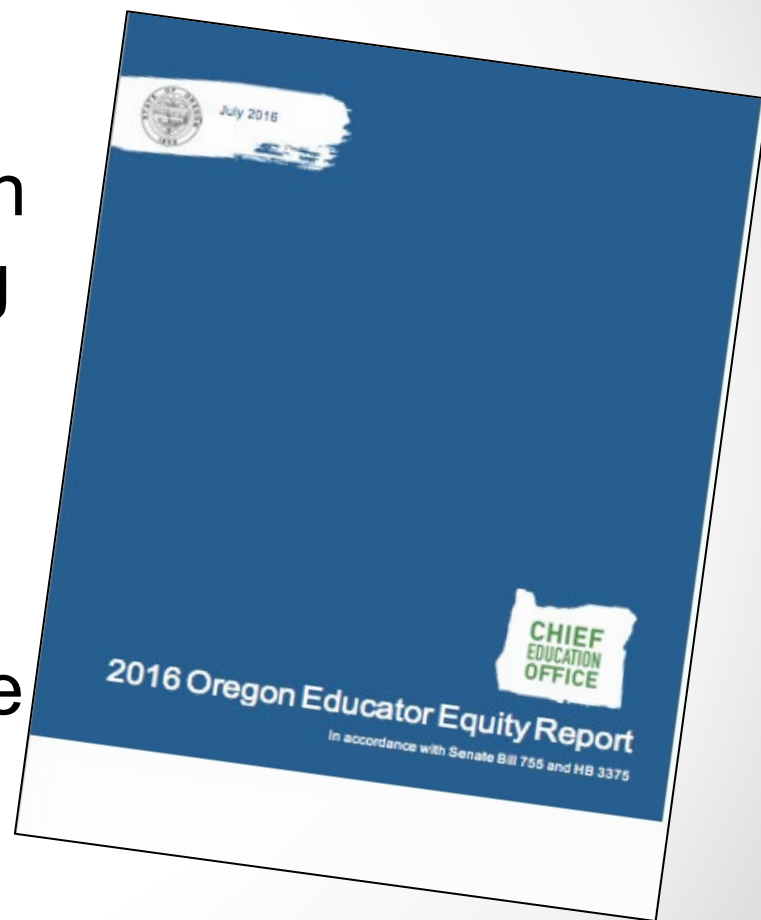


Annual Report and Advisory Group

Per HB 3375 and SB 755:

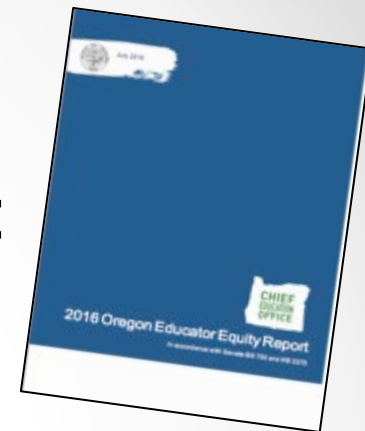
- Requires an annual report from Chief Education Office on state's progress in diversifying educator workforce

22 member Educator Equity Advisory Group oversees the annual report and drives change





Annual Report



The 2016 Educator Equity Report provides:

- Data on diversity in Oregon's educator workforce
- Promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators;
- Strategies being undertaken by public teacher education programs; and
- Recommendations for achieving an educator workforce mirroring Oregon's K-12 student demographics.



A Visual Look at the Data

One out of every 4 educational assistants that a student encounters is a person of color; yet less than 1 in 10 of Oregon's teachers are likely to be a teacher of color.

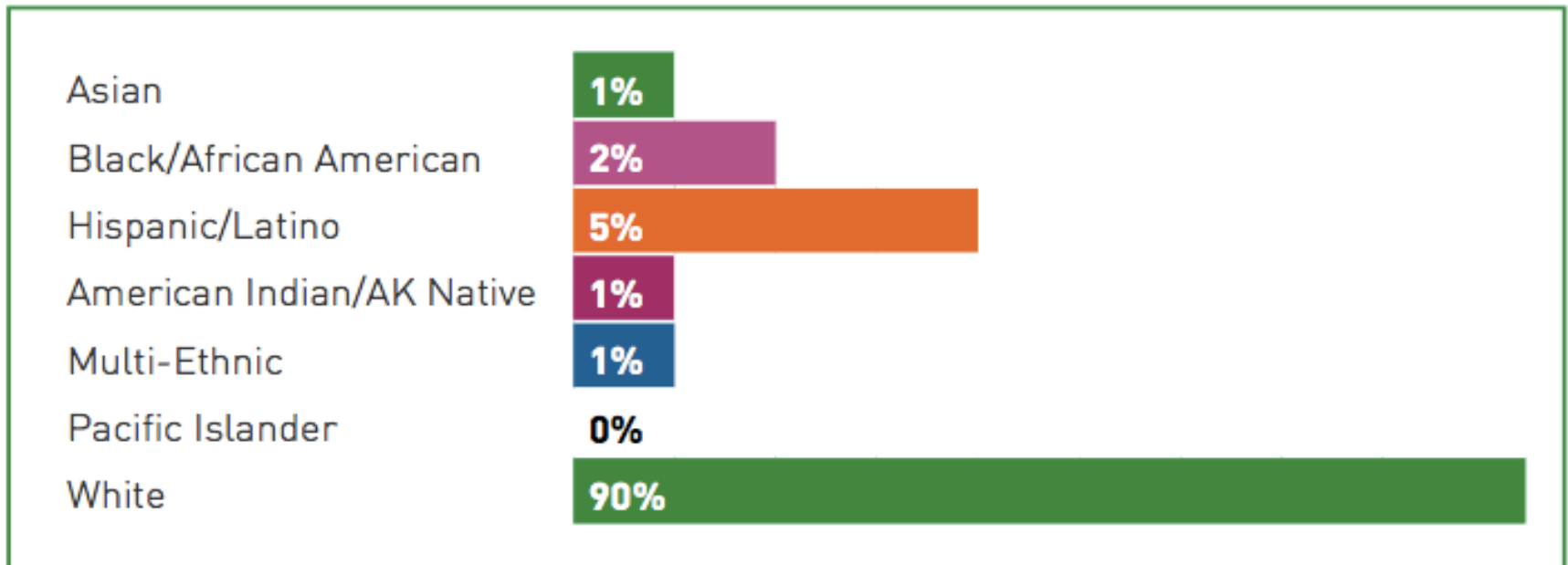
Educational Assistants



Teachers



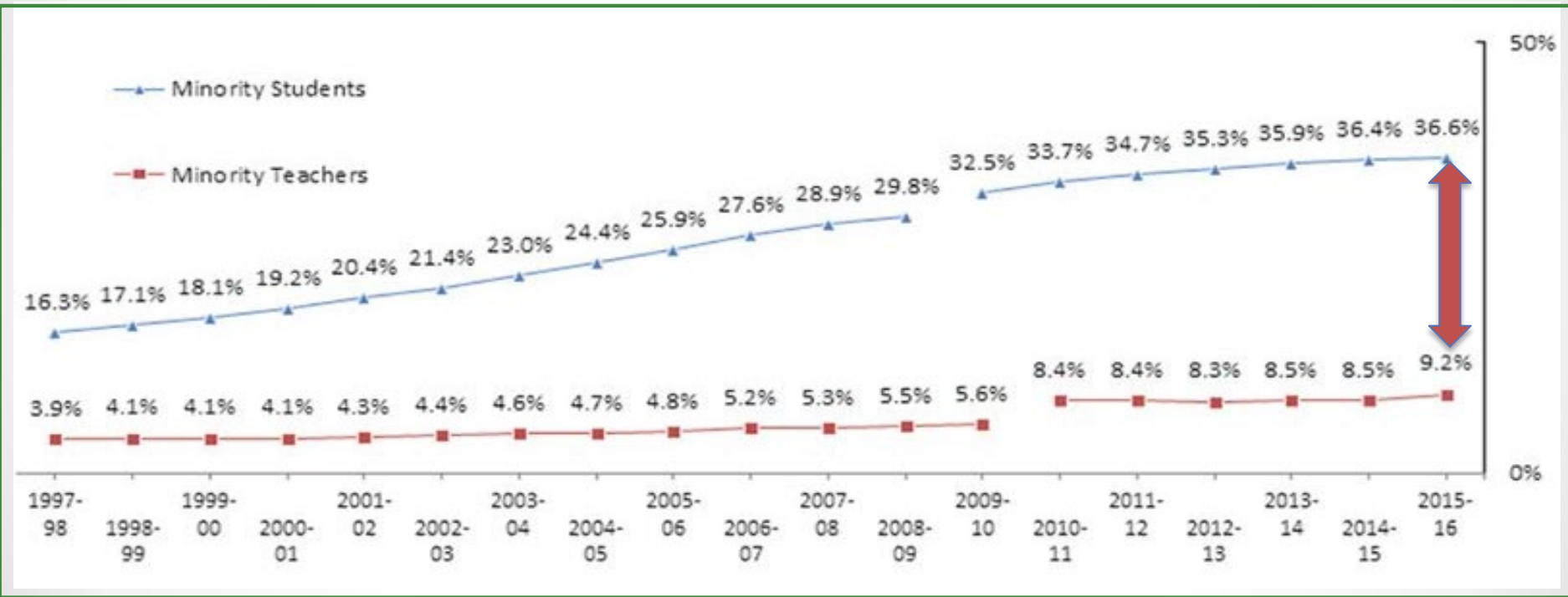
Figure 5: Racial Diversity of Principals Employed in 2015-16 in Oregon Public Schools





The Gap is not closing...

Oregon Students of Color and Teachers of Color



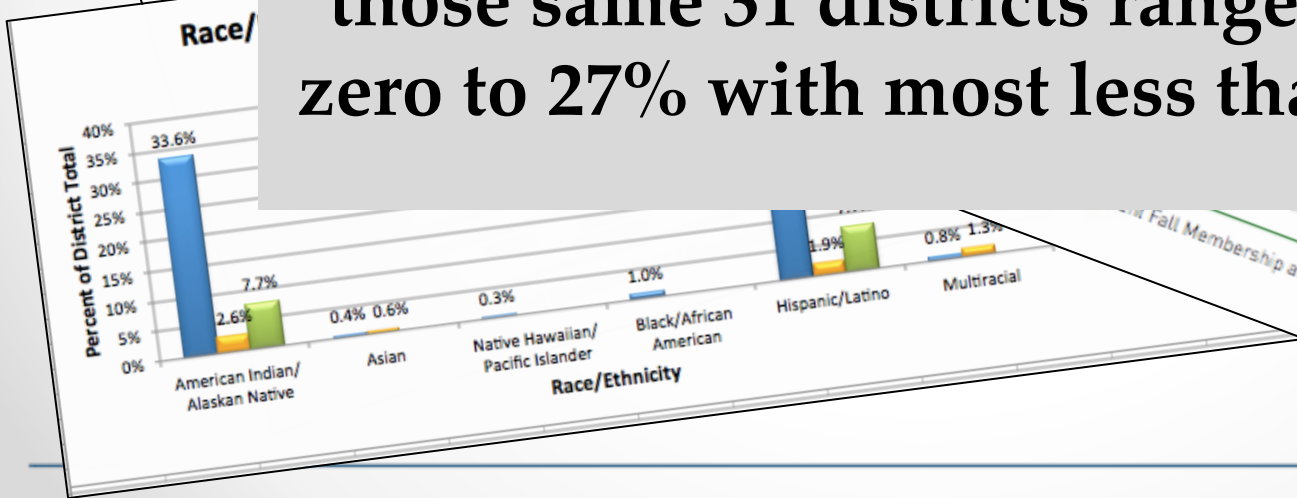
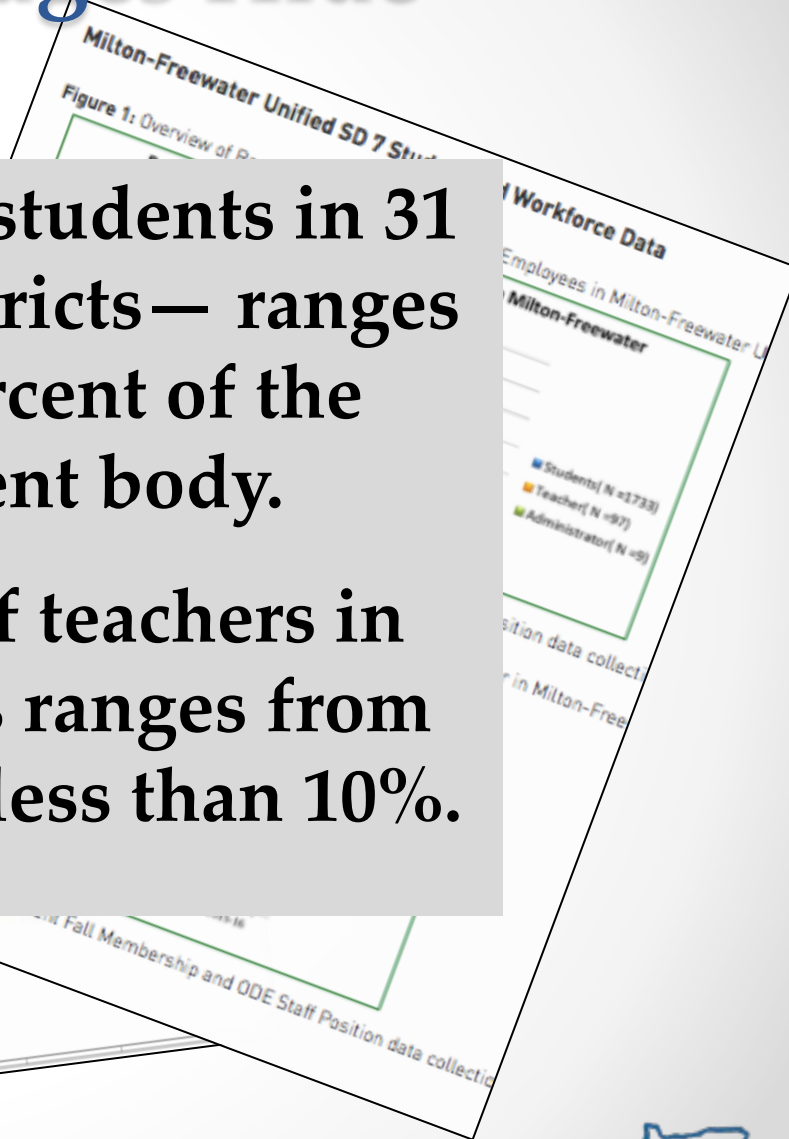
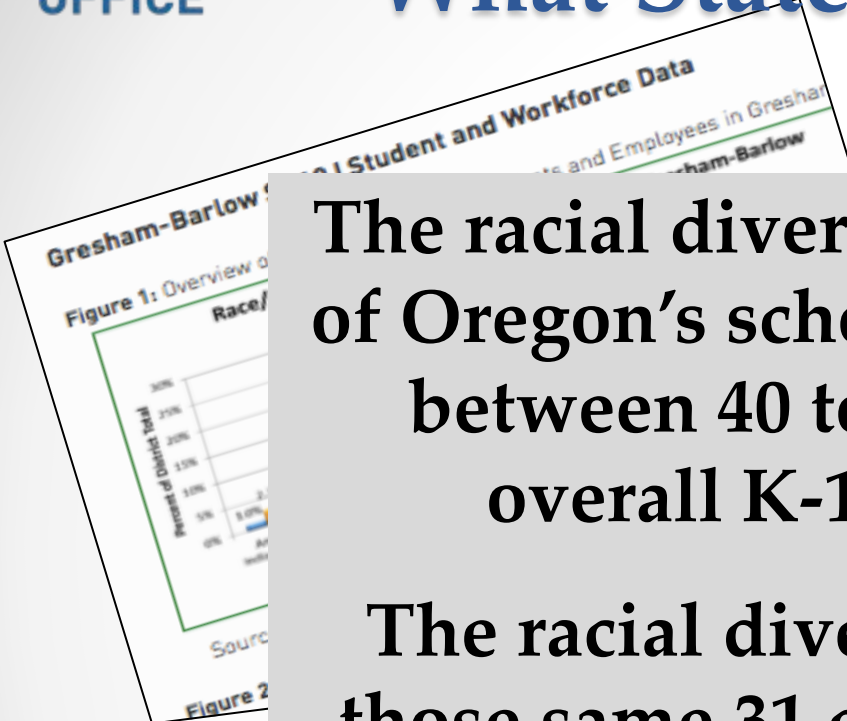
Source: ODE Department of Education Fall Membership and Staff Position Collections



What State Averages Hide

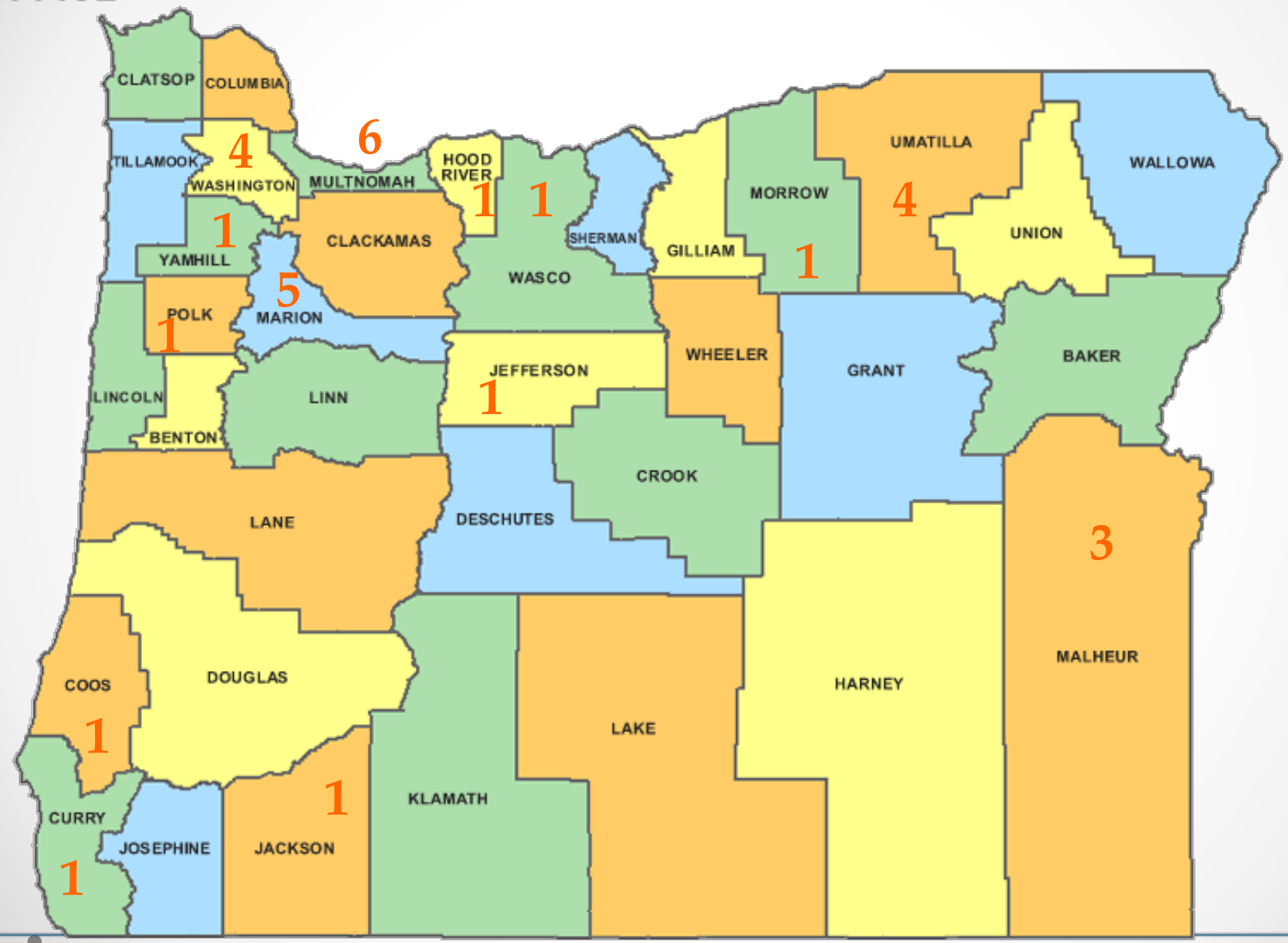
The racial diversity of students in 31 of Oregon's school districts— ranges between 40 to 82 percent of the overall K-12 student body.

The racial diversity of teachers in those same 31 districts ranges from zero to 27% with most less than 10%.





Where are these districts?





Current Oregon Data

2015-16 Data Unless Otherwise Indicated	Number	Percent	Change From 14-15
Culturally and Linguistically Diverse Students	210,814	36.6%	↑
Culturally and Linguistically Diverse Teachers	3,059	10.2%	↑
Culturally and Linguistically Diverse Administrators	226	10.9%	↑
Culturally and Linguistically Diverse Counselors	166	14%	↑
Culturally and Linguistically Diverse Educational Assistants	2,260	16.98%	↑
Culturally and Linguistically Diverse Teacher Candidates Enrolled (2014-15)	386	18%	↑
Culturally and Linguistically Diverse Teacher Candidate Completers (2014-15)	179	10.34%	↓

Source: ODE Staff Position Data Report and TSPC Data System



Educator Equity Advisory Group Recommendations to the Governor's Council on Educator Advancement



Recommendation

- Provide state-funded scholarships for culturally and linguistically diverse Oregon Promise students seeking to become teachers.



Address Financial Needs

- Six states designate funds to support scholarships for candidates (CT, FL, IL, IN, NY, TN)
- Oregon could leverage PELL, OOG, Oregon Promise, to reduce student debt
- OSAC office at HECC willing to manage grants
- Suggested amount = \$750,000 for 2017-19
 - 2017-18--\$250,000 for 50 candidates (up to \$5 K @)
 - 2018-19--\$500,000 for 100 candidates (up to \$5 K @)





Recommendation

- Seed funding for a phased-in expansion of university/district partnerships in communities where students of color exceed 40 percent of the student population



Suggested Foci of Partnerships

- ◆ School districts, community colleges, and universities can work collaboratively on priorities and practices proven to recruit, support, and retain a more diverse teacher workforce.
 - ◆ Support for Grow your Own programs starting with K-12 students
 - ◆ Use of cultural brokers to help identify potential educators
 - ◆ Improved articulation between High Schools, Community Colleges, and 4 year institutions to streamline coursework
 - ◆ Program interview practices that reduce implicit bias
 - ◆ Career pathways for school and district employees
 - ◆ Clinical placements of culturally and linguistically diverse candidates in settings that can lead to employment
 - ◆ Early intent to interview and hire commitments from districts
 - ◆ Affinity groups and social networks that support candidates of color



Recommendation



- Fund mentors for two years for every teacher hired in an Oregon school and provide continued networking and retention support for culturally and linguistically candidates who have been recently hired.



It's Retention Too!





Recruitment & Hiring Lessons

- Provide early interviewing opportunities and “intent to hire” offers to candidates
- Conduct anti-bias training for interview teams
- Create a system to connect candidates of color with jobs
- Provide guidance for how schools and districts can analyze recruitment pools for racial disparities
- Develop collaborative strategies to help small and rural communities hire and retain more educators of color





What about Retention?

Year	Teachers of Color			All Teachers		
	First and Second-Year Teachers*	Number Returning the Following Year	Return Rate	First and Second-Year Teachers*	Number Returning the Following Year	Return Rate
2006-07	348	286	82.2%	5,206	4,176	80.2%
2007-08	363	307	84.6%	5,260	4,380	83.3%
2008-09	329	262	79.6%	4,655	3,724	80.0%
2009-10	212	161	75.9%	2,751	2,256	82.0%
2010-11	277	199	71.8%	2,843	1,832	64.4%
2011-12	253	202	79.8%	2,405	1,928	80.2%
2012-13	249	195	78.3%	2,495	2,035	81.6%
2013-14	370	293	79.2%	3,362	2,853	84.9%
2014-15	536	448	83.6%	4,733	4,190	88.5%

Source: Oregon Department of Education

* First or second year of teaching in Oregon. May have taught elsewhere prior to teaching in Oregon.



Retention Lessons Learned

- Provide culturally responsive cultural brokers (navigators) and affinity groups to connect candidates through first two years of teaching
- Adopt contract language to help retain bilingual teachers during reductions in force
- Conduct exit interviews to understand why educators leave





Educator Workforce emphasis in Oregon Plans

Equitable Access to Educator Plan

- Plan to address educator equity gaps for students of color and students experiencing poverty
- Key strategies: Human capital management, ongoing professional learning, and collaboration with educator preparation programs
- Strong focus on diversifying the educator workforce to address equity gaps

Oregon Educator Equity Report

- Report that uses data to support the need to find solutions for diversifying the educator workforce in Oregon
- Funding support for diverse students seeking to become educators (human capital management) and funding to support university and district partnerships (collaboration with EPP's)
- Strong focus using Oregon data (qualitative and quantitative) to make practical recommendations for diversifying the workforce

ESSA: Educator Effectiveness

- Plan to address educator development, retention, advancement, and educator equity in Oregon
- Key strategies and recommendations from the Federal Equitable Access to Educator Plan and the Oregon Educator Equity Report are braided into this portion of the ESSA Plan
- Strong focus on how we support educators at various stages of their career and provide authentic feedback on their performance



Oregon Federal Plan

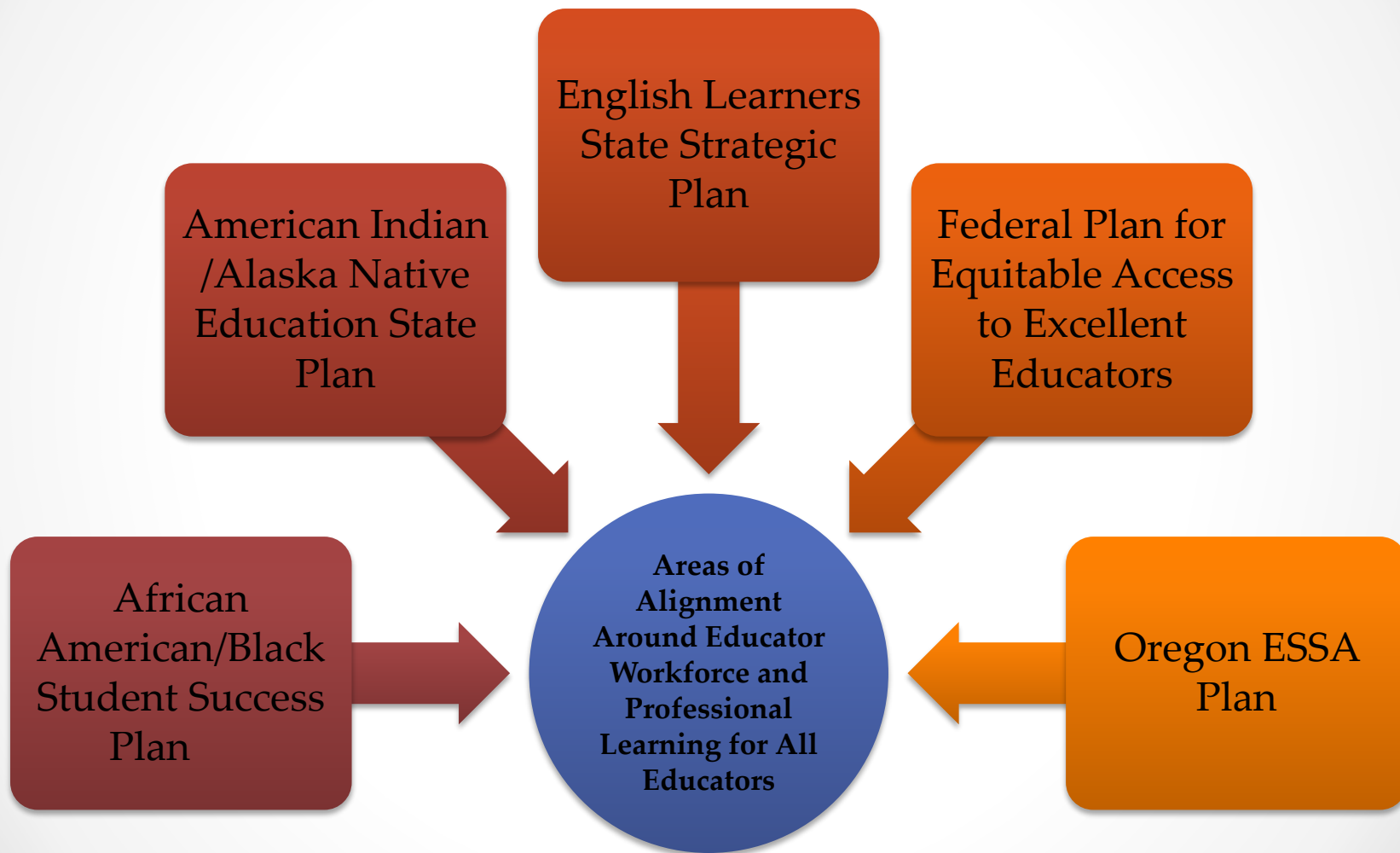


Defining an effective educator...

Defining an excellent educator...



Alignment of State Plans



Discussion points

- What steps can the work group take to contribute to plans, policies and efforts around diversifying Oregon's educator workforce at each step of the pipeline...recruitment, preparation, hiring, mentoring, support, and advancement?
- How should all existing work groups work together to support efforts to align and drive change via the American Indian Alaska Native Education State Plan, English Learners Strategic Plan and African American Student Success Plan?



Comments, Feedback, and Questions



Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead

Family and Community Together (FACT) Oregon

Paulina Larenas

Multicultural Outreach Specialist

Networking Lunch

African American/Black Student Success Plan Metric Development/Timeline

Dr. Markisha Smith

Public Testimony



Wrap-up and Next Steps

Thank you.

