EL Advisory Group Meeting

September 25, 2020

Reminders:

This meeting is a conversation with <u>current EL Advisory members</u>. Advisory Members are and will be appointed by our Director of Oregon's Education, Colt Gill.

All guest, please use the chat for any questions. We will capture them and address them at a later date. Today's meeting we will be in dialogue with committee members and we welcome all guest to listen in.

Please keep your devices on mute. EL Advisory Committee members may be unmuted during our dialogue. If there is background distractions please mute your phone.

Roll Call

Advisory Committee Purpose for Today:

Analyze: to examine carefully and in detail help identify key factors and possible results

Ponder: Consider the process and outcomes deeply and thoroughly

Engage: involve and commit yourself to the work at hand; be present

Ask: to inquire or request deeper understanding/information

Offer: Put forth suggestions to be considered; identify if we have missing elements

Land Acknowledgement

Given by Deb Lange

Tribal History Shared History

Since Time Immemorial · History · Identity · Language · Genocide, Federal Policy, and Laws · Treaties with the United States · Lifeways · Tribal Government · Sovereignty

THE KLAMATH TRIBES
KLAMATH · MODOC · YAHOOSKIN

CONFEDERATED TRIBES
OF COOS · LOWER UMPQUA · SIUSLAW

THE CONFEDERATED TRIBES
OF GRAND RONDE

CONFEDERATED TRIBES OF
SILETZ INDIANS

CONFEDERATED TRIBES OF
WARM SPRINGS
1855

COQUILLE
INDIAN TRIBE

COW CREEK BAND OF
UMPQUA TRIBE OF INDIANS

Oregon Department of Education
Education 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.

Meeting Overview

Today's Agenda
- HB 3499 District Identification Process Feedback
- EL Advisory Group Charter
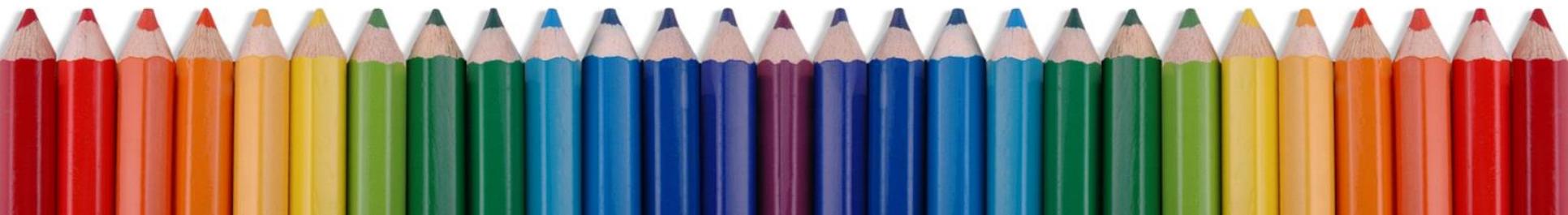
HB 3499
District Identification Process for Cohort 1 and 2

What We'll Discuss Today

❑ Briefly review Oregon Administrative Rules

- ▪ District selection
- ▪ Direct expenditure of moneys (this is the direction of weighted ADM for ELs)

❑ Review how we identified cohort 1 districts

❑ Discuss our current thinking concerning how we'll identify cohort 2 districts

❑ Discuss our current thinking concerning how we'll identify cohort 1 districts for direction of weighted ADM

Oregon Administrative Rules

District Selection (581-020-0609)

Identify districts not meeting objectives and needs of ELs by considering:

- ❑ **Student progress indicators**
- ❑ **Demographic information of ELs**

Adjust the identification of districts using:

- ❑ **Geography**
- ❑ **Additional demographic data**
- ❑ **EL program information**
- ❑ **Trends in student progress indicators**
- ❑ **Availability of funding**

Direct Expenditure of Moneys (581-020-0621)

Identify target and transformation districts that have <u>not</u>

- ❑ **met the expected growth and expected benchmarks for student progress indicators**

- ❑ **demonstrated implementation of the instructional practices and program improvements recognized as effective in improving outcomes for ELL students**

How did we identify the cohort 1 districts?

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Outcomes Index

The outcomes index was a <u>weighted</u> combination of four outcomes:

- ❏ **ELPA growth (**0.45**)**
    - ▪ Current ELs
    - ▪ Grades 1-12
- ❏ **5-year cohort graduation (**0.35**)**
    - ▪ Ever ELs
- ❏ **Mathematics growth (**0.15**)**
    - ▪ Ever ELs
    - ▪ Grades 6-8
- ❏ **Post-secondary enrollment (**0.05**)**
    - ▪ Ever ELs

Needs Index

The needs index was an <u>unweighted</u> combination of eight demographic measures:

- ❏ **Percent of current and former ELs, economically disadvantaged, homeless, migrant, recent arrivers, and mobile**
- ❏ **Unique count of home languages spoken by current ELs**
- ❏ **District small area income and poverty estimate (SAIPE)**

Note that both indices are normative and have a scale of 0 to 100 (where 0 is low and 100 is high). The outcomes index identifies districts and the needs index assigns funding (for the most part).

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HB 3499 District Identification
(2014-15)
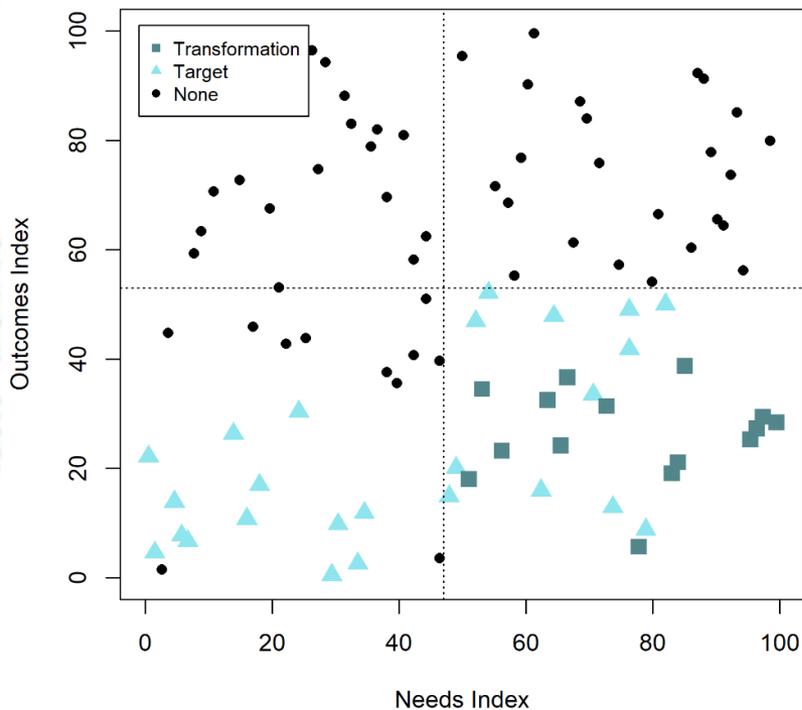
Step 1:
Identify districts with an outcomes index < **53**.

Step 2:
Among districts identified in Step 1, districts with a needs index > **47** are *preliminary transformation* and districts with a needs index ≤ **47** are *preliminary target*.

Step 3:
Using additional information (e.g., **geography, demographics, EL program information, trends in student progress indicators, and the availability of funding**), adjust and finalize the identification of districts. ODE made two adjustments to identification:
- ❏ *Preliminary transformation* to *target*
- ❏ *Preliminary target* to *no identification*

ODE identified the following:
- ❏ **15** *transformation* districts
- ❏ **25** *target* districts
- ❏ **57** districts with no identification (i.e., none)
- ❏ **41** districts with 1 to 19 ELs (ESD support)
- ❏ **58** districts with 0 ELs

HB 3499 Cohort 1

- Target
- Transformation
- No Identification
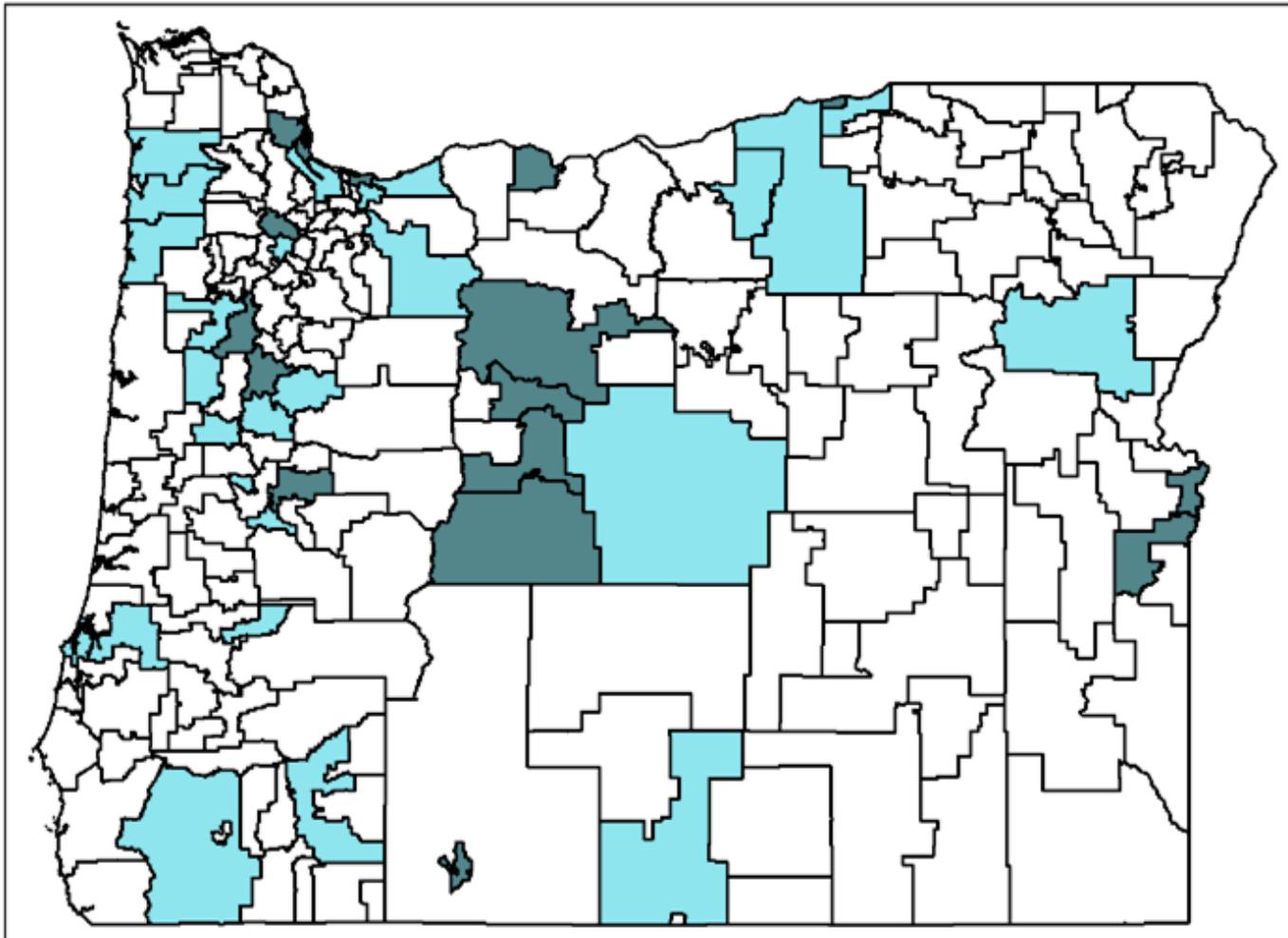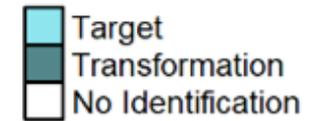
Note that *No identification* includes the following districts:

- ❑ **Districts with 0 ELs**
- ❑ **Districts with 1 to 19 ELs**
- ❑ **Districts with 20 or more ELs and an outcomes index ≥ 53**

Further Considerations

OAR 581-020-0606 outlines the eligibility criteria for district selection

❑ **A district must have at least 20 current ELs in the current school year**

To include as many districts as possible (among those with at least 20 current ELs), ODE implemented the following:

❑ **Combined data across years (all indicators include 4 years of data)**

❑ **Combined data across grades where appropriate (e.g., ELPA growth, grades 1 through 12)**

❑ **Combined data across student groups where appropriate (ever ELs)**

Limitations to Original Process

❑ Data source for ELPA growth changed

❑ High school indicators lag years

- 5-year graduation = 1 year
- Post-secondary enrollment = 2 years

❑ Not enough indicators representing elementary and middle school grades

❑ Indicators focused on outcomes (instead of processes)

❑ Indices were normative:

- Difficult to use for monitoring annual progress
- Difficult to interpret
- Doesn't align with district goals or state-wide criterion

❑ Doesn't align with other accountability systems or state-wide initiatives

This is our current thinking concerning how we'll identify cohort 2 districts

Our Draft Process

Process

Step 1:
Identify *preliminary target* and *transformation* districts using student progress indicators.

Step 2:
Adjust identifications using:
- ❏ **Demographic information of ELs**
- ❏ **Geography**
- ❏ **EL program information**
- ❏ **Trends in student progress indicators**
- ❏ **Availability of funding and ODE resources**

Values

- ❏ Align with other accountability systems and statewide initiatives
- ❏ Use indicators representing elementary, middle, and high schools grades
- ❏ Focus on processes and outcomes
- ❏ Make calculations transparent
- ❏ Make data accessible annually
- ❏ Use criterion-referenced accountability system

▶ We aren't going to discuss this today

Further Considerations

COVID-19 pandemic and school closures in March 2020.

❑ **ODE will use data from 2018-19 to identify cohort 2 districts**

❑ **This data will be the baseline to measure annual progress**

To include as many districts as possible (among those with at least 20 current ELs), ODE will implement the following:

❑ **Combined data across grades where appropriate**

❑ **Combined data across student groups where appropriate**

Indicators

Elementary Grades Indicators

- ❑ **On Track to ELP (**K – 5**)**
- ❑ **Exclusionary Discipline (**K – 8**)**
- ❑ **ELA Growth (**4 – 8**)**
- ❑ **Math Growth (**4 – 8**)**
- ❑ **Math Achievement (**3 – 8**)**
- ❑ **ELA Achievement (**3 – 8**)**

Minimum n-size for each indicator is **10**.

Secondary Grades Indicators

- ❑ **On Track to ELP (**6 – 12**)**
- ❑ **Regular Attendance (**6 – 12**)**
- ❑ **Least Restrictive Environment (**6 – 12**)**
- ❑ **9th Grade On Track**
- ❑ **5-Year Adjusted Cohort Graduation**
- ❑ **Post-Secondary Enrollment**

All indicators except **On Track to ELP** use ever ELs as the student group.

Indicator Points and Ratings

Points	Criteria
5	≥ 90th percentile
4	≥ 75th and < 90th percentile
3	≥ 50th and < 75th percentile
2	≥ 25th and < 50th percentile
1	< 25th percentile

Ratings	Criteria
Notable Progress	≥ 4 points
Some Progress	≥ 2 and < 4 points
Limited Progress	< 2 points

❑ Districts earn points for each indicator
- **1 to 5 points depending on the value of the indicator**
- **For all indicators except On track to ELP, districts earn 1 bonus point if there is no gap between ever and never ELs**
- **ODE will use the points to calculate the rating for elementary and secondary grades**

❑ Each indicator will receive a rating
- **Rating depends on the total points earned**

Elementary and Secondary Grades Ratings

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Ratings	Criteria
Notable Progress	≥ 80 percent of points
Some Progress	≥ 40 and < 80 percent of points
Limited Progress	< 40 percent of points

Districts with an elementary <u>or</u> secondary grades rating of **Limited Progress** are *preliminary target* districts.

Districts with an elementary <u>and</u> secondary grades rating of **Limited Progress** are *preliminary transformation* districts.

❏ Indicators meeting the minimum n-size rule are available indicators

❏ Each available indicator is worth 5 points

❏ Sum of points across available indicators is the total possible points

❏ Sum of points earned across indicators is the total points earned

❏ Total points earned ÷ total possible points is the percent of points earned

Fictitious Example - Unweighted

Elementary Grades Indicators	Points Earned	Points Available	Secondary Grades Indicators	Points Earned	Points Available
On Track to ELP	4	5	On Track to ELP	1	5
Exclusionary Discipline	3	5	Regular Attendance	2	5
ELA Growth	4	5	Least Restrictive Environment	1	5
Math Growth	3	5	9th Grade On Track	3	5
ELA Achievement	2	5	5-Year Graduation	1	5
Math Achievement	3	5	Post-Secondary Enrollment	2	5
Total	19	30	Total	10	30
Percent		63.3%	Percent		33.3%
Rating	**Some Progress**		Rating	**Limited Progress**	

Did we identify this district as a *preliminary target* or *transformation* district? If yes, which one?

Question #1
Indicators

Using Google Collaborator:
    1. Share your thoughts on the Elementary/Secondary indicators
    2. Should weighting the indicators be considered? If so, why?
    3. What are some benefits and risks if we weight/or don't weight?

Advisory group use Google Collaborator
Guest can weigh in using the chat box

Indicator Weight Example

Elementary Grades Indicators

- ❑ On Track to ELP = **0.35**
- ❑ Exclusionary Discipline = **0.25**
- ❑ ELA Growth = **0.15**
- ❑ Math Growth = **0.15**
- ❑ Math Achievement = **0.05**
- ❑ ELA Achievement = **0.05**

Secondary Grades Indicators

- ❑ On Track to ELP = **0.25**
- ❑ Regular Attendance = **0.15**
- ❑ Least Restrictive Environment = **0.15**
- ❑ 9th Grade On Track = **0.25**
- ❑ 5-Year Cohort Graduation = **0.15**
- ❑ Post-Secondary Enrollment = **0.05**

Things to consider with respect to weights:
- ❑ **Weights should sum to 1**
- ❑ **Weights are an expression of our values**
- ❑ **The absence of weights means we value the indicators equally (and the weights = 1)**
- ❑ **The presence or absence of weights does influence identification**

Fictitious Example - Weighted

Elementary Grades Indicators	Points Earned	Points Available	Secondary Grades Indicators	Points Earned	Points Available
On Track to ELP	4 × 35	5 × 35	On Track to ELP	1 × 25	5 × 25
Exclusionary Discipline	3 × 25	5 × 25	Regular Attendance	2 × 15	5 × 15
ELA Growth	4 × 15	5 × 15	Least Restrictive Environment	1 × 15	5 × 15
Math Growth	3 × 15	5 × 15	9th Grade On Track	3 × 25	5 × 25
ELA Achievement	2 × 5	5 × 5	5-Year Graduation	1 × 15	5 × 15
Math Achievement	3 × 5	5 × 5	Post-Secondary Enrollment	2 × 5	5 × 5
Total	345	500	Total	170	500
Percent		69.0%	Percent		34.0%
Rating	**Some Progress**		Rating		**Limited Progress**

Did we identify this district as a *preliminary target* or *transformation* district? If yes, which one?

Question #2
Identification Process

Using Google Collaborator:
1. Share your thoughts on the process for identifying preliminary target and transformation districts?

Advisory group use Google Collaborator
Guest can weigh in using the chat box
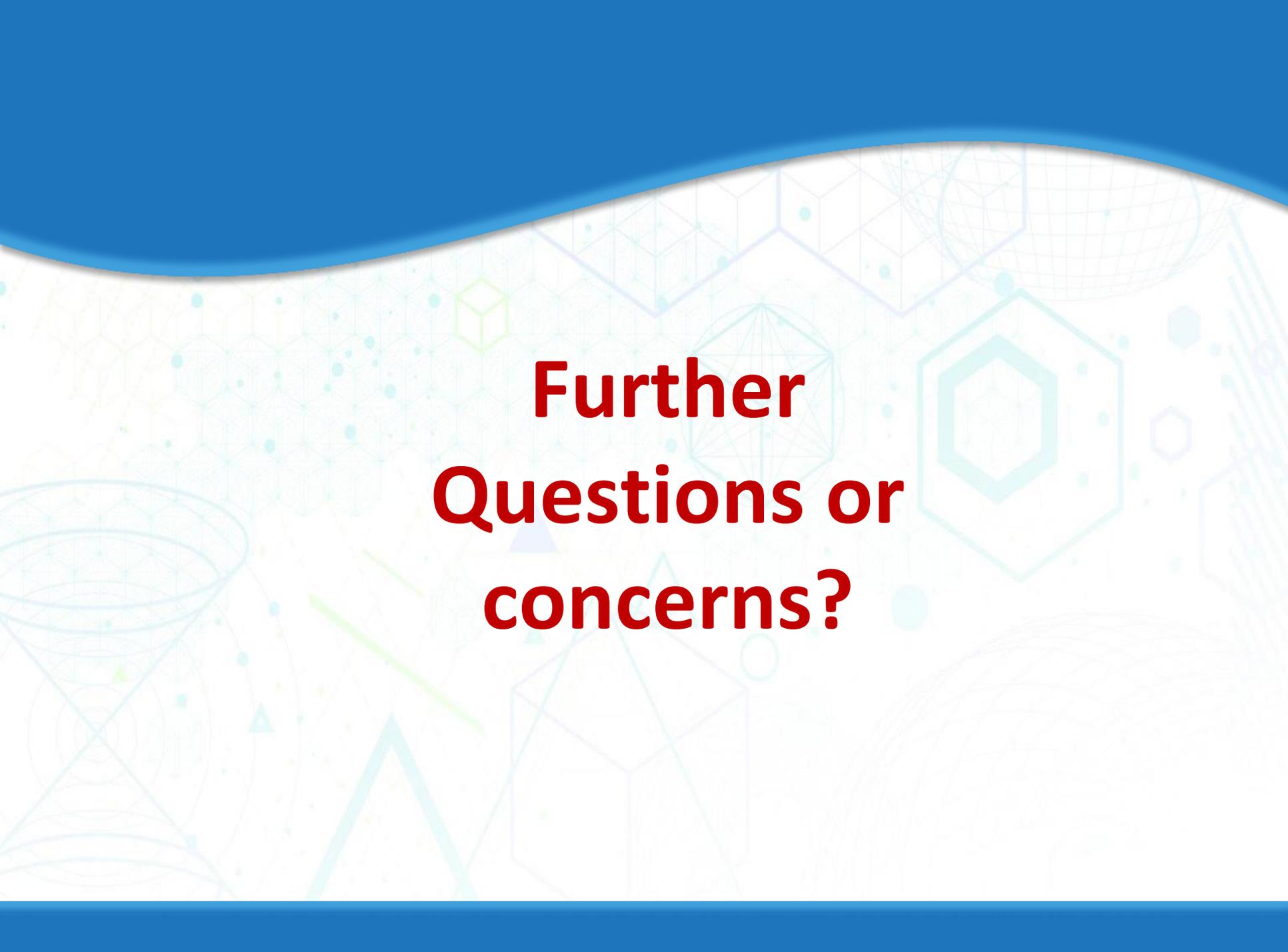
Further Questions or concerns?
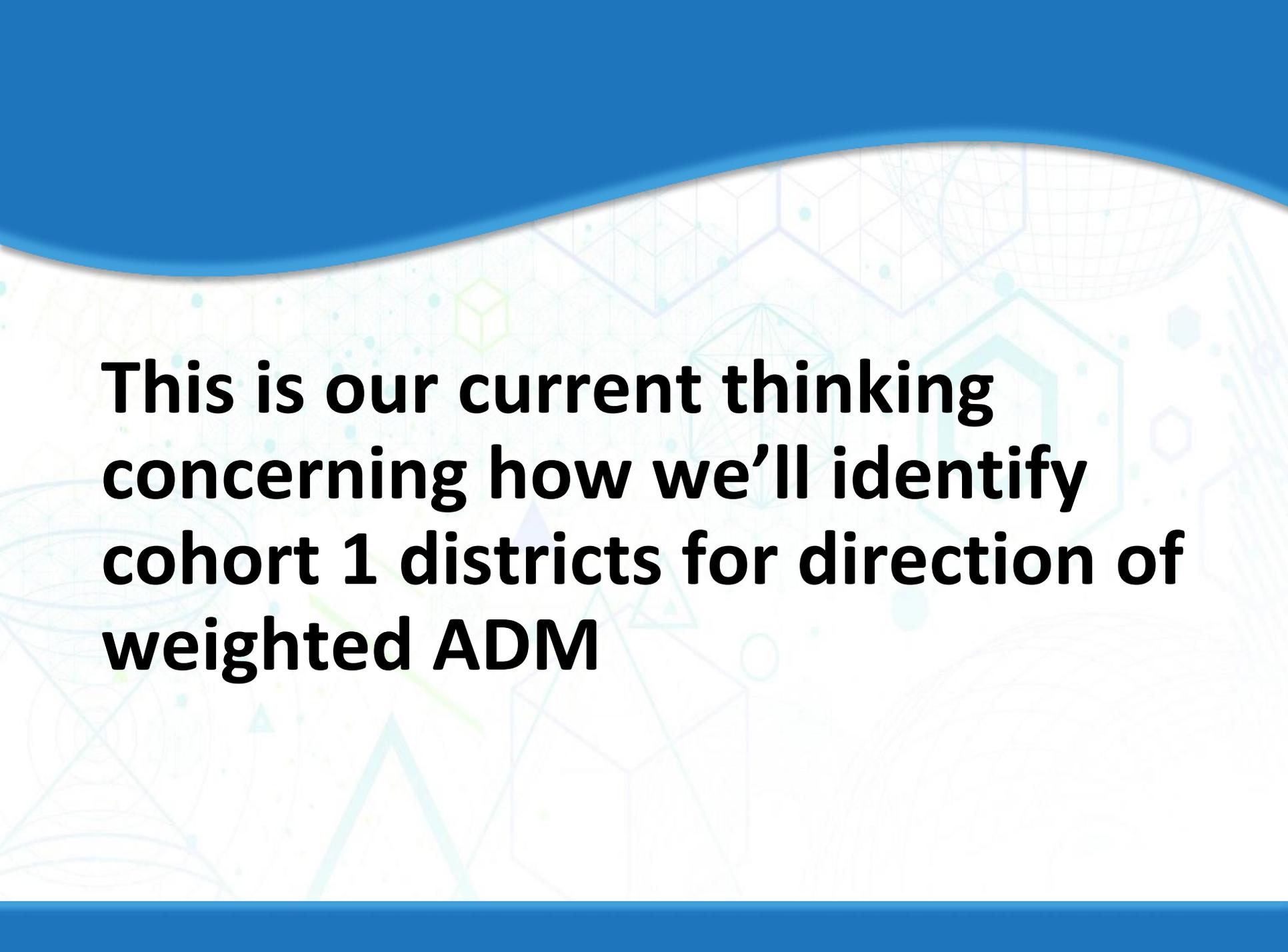
This is our current thinking concerning how we'll identify cohort 1 districts for direction of weighted ADM

Important Considerations

COVID-19 pandemic and school closures in March 2020.

- ❑ **4th year of technical assistance is incomplete**
- ❑ **Most current data comes from 2018-19**

We have communicated on multiple occasions that our process to identify cohort 1 districts for direction of weighted ADM will consist of, but not limited to, an evaluation of the districts' progress towards achieving their goals. We intend to maintain this commitment.

Pacific Research and Evaluation (PRE) examined each cohort 1 district's progress towards achieving their goals. This examination included a review of action plans, outcome reports, and budget narratives. We plan to use PRE's examination of goals as one part of our identification process.

District Progress At-A-Glance

Districts were asked to provide their **District Self Rating** as red, yellow, or green for each year's House Bill (HB) 3499 outcome report, the most current rating (2018-19) is below. The **Student Achievement** rating is based off the academic progress of English Learner (EL) students. Pacific Research & Evaluation (PRE) analyzed the district's progress towards their stated goals, the information from a district interview, and educator survey data to arrive at a **Progress Towards Goals** rating (definitions of red, yellow, and green ratings are included in the Appendices).

Legend: ● = Limited Progress   ● = Some Progress   ● = Notable Progress

District Self Rating ●
Progress Towards Goals ●
Student Achievement ●

REPORT KEY FINDINGS

District Approach
EL Service Capacity
Academic Outcomes

PRE Progress Towards Goals and Student Achievement Ratings

PRE analyzed the district's progress towards their stated goals as reported in ODE outcome reports, the information from a district interview, rubric data, and educator survey data to arrive at a Progress Towards Goals rating. The Student Achievement rating is based off the academic progress of English Learner (EL) students according to the two quasi-experimental impact studies done for this report.

Notable Progress

District Approach: The district met all their goals.

EL Service Capacity: Evaluation findings suggest the district had clearly targeted strategies to increase capacity to serve EL students.

Student Achievement: The treatment group is showing positive student achievement on two or more outcomes (e.g., ELA, Math, OTELP) in terms of growth over time AND significant progress over the comparison group on at least one outcome.

Some Progress

District Approach: The district met some goals and made progress towards others, but additional efforts are required to meet all their goals.

EL Service Capacity: Evaluation findings suggest that, while the district has made progress towards goals that improve outcomes for all students including ELs, the district may need more specific targeted strategies to deepen the impact for EL students.

Student Achievement: The treatment group is showing growth over time OR significant progress over the comparison group on at least one outcome (e.g., ELA, Math, OTELP).

Limited Progress

District Approach: The district has not met or made limited progress towards all of their goals.

EL Service Capacity: Evaluation findings suggest that the district did not improve or made limited improvement in their capacity to serve ELs.

Student Achievement: The treatment group is not showing positive student achievement on any outcome (e.g., ELA, Math, OTELP) in terms of growth over time or progress over the comparison group. This may be due to limited sample sizes.

Revisit OAR 581-020-0621

ODE will identify districts for direction of weighted ADM according to the following:

- ❑ **District progress in improving the student outcomes that resulted in their selection as a transformation or target district.**

- ❑ **District implementation of program design, program model, instructional delivery strategies, curriculum, assessment, staff qualifications, staff training on culturally responsive instructional pedagogy and practices, and the level of engagement with ELL families and community identified for improvement.**

Our Interpretation

Step 1 of our new process to identify transformation districts (**Limited Progress** on **both** elementary and secondary grades ratings).

PRE examination of district goals (which consists of three rating categories—**Notable Progress**, **Some Progress**, and **Limited Progress**).

Question #3

Using Google Collaborator: Capture Your Thinking

1. **Share any wonderings?**
2. **Pose any questions?**
3. **Make any comments?**

Advisory group use Google Collaborator
Guest can weigh in using the chat box

Direction of Weighted ADM Identification

We would identify cohort 1 districts for direction of weighted ADM if they exhibit **Limited Progress** in Progress Towards Goals **and** Elementary Grades Rating **and** Secondary Grades Rating.

Step 1 from transformation district identification process

District Name	Progress Towards Goals	Elementary Grades Rating	Secondary Grades Rating	Directed Weighted ADM
Davis SD	Limited Progress	Some Progress	Some Progress	No
Suzuki SD	Some Progress	Limited Progress	Limited Progress	No
Griffey Jr. SD	Limited Progress	Some Progress	Limited Progress	No
Martinez SD	Limited Progress	Limited Progress	Some Progress	No
Moyer SD	Limited Progress	Limited Progress	Limited Progress	Yes

Question #4

Using Google Collaborator:

Does our approach to identifying cohort 1 districts for direction of weighted ADM funding, support the intent of the law and provide a clear process for districts?

Advisory group use Google Collaborator
Guest can weigh in using the chat box

Further Questions or Concerns?

EL Advisory Group Charter

- January 8, 2021 from 9-12pm

- April 16, 2021 from 9-12pm

- July 23, 2021 from 9-12pm

Thank You

For all that you do, every day, to interrupt the status quo and dismantle systems of oppression to better serve and support students who are emergent multilinguals and their parents and families!