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DEPARTMENT OF
EDUCATION

OFFICE OF
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INCLUSION

Latino/a/x & Indigenous* Advisory Group Meeting

February 15, 2022

AGENDA

1. Welcome, Land Acknowledgement, Agenda Review

2. Relationship & Community Building

3. Creating a Vision for Student Success

4. Socioeconomic Measures Feedback

5. HB 3499 Update

6. Joint Task Force on Student Success in Higher Ed

7. Legislative Report

8. Announcements and Updates

Relationship and Community Building

Chair-led activity

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Creating a Vision for Student Success

Facilitated Activity

Vision

Futures Protocol:

1. Framing (~10 minutes)

2. What do we hope to achieve (~5 minutes)

3. Probing Questions (~10 minutes)

4. Project into the Future (~10 minutes)

5. Generally Looking Back – From the Future (~10 minutes)

6. Predictive Reflection (~10 minutes)

7. No Time Like the Present (~10 minutes)

8. Debrief (~5 minutes)

Defining Educational Equity

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Educational Equity is built upon four tenets:

1. Equity is not Equality

2. High Expectations are required regardless of biases

3. Interruption may be required of current thinking, systems and constructs as well as behaviors

4. Alliances Across Difference will be necessary as long as there is an experience and culture gap between our teachers, students and families.

Vision

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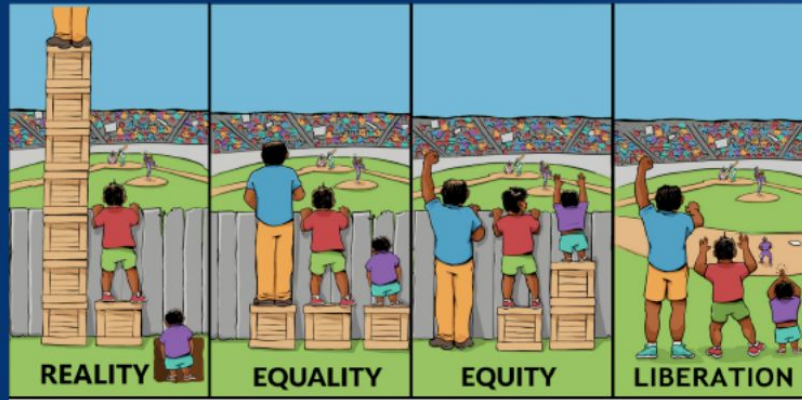
Discourse I:

- Discourse I: The dominant discourse in schools (how people talk about, think about and plan the work of schools and the questions that get asked regarding reform or change) is a hegemonic cultural discourse. The consequence of this discourse is to maintain existing schooling practices and results.

- Seen as victim blaming (students, families responsible for their failings), deficit-based language, we need to "fix" the student or family, the system works, focus is on the adult experience, focus on the dominant (white) culture.

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Vision

Discourse II:

● Discourse II conversations tend to be about uncomfortable, unequal, ineffective, prejudicial conditions and relationships in a school. In a Discourse II school, ambiguity and change are part of a purposeful structure. The direction for change is clear. It is intended to produce schools where every student develops intellectually to high levels and the performance gap related to race, class and gender narrows until school effects are no longer correlated with those factors.

● Seen as acknowledging systemic failures, asset-based language and perspectives, interrupt racism & inequities, student and family centered, values culture and lived experience.

Vision

What is the vision this Advisory Group wants to create to guide our work and lead to success? When we think about Latinx student success, what is keeping us up at night? **How do we define success for our students and families?**

According to whom? Should the current perspective on outcomes and measures (status quo) stand? Or, should we rethink the process and look through it with an equity lens?

What do they envision as a successful educational experience? How do we use this vision to create a roadmap for our work - then build outcomes and metrics to track our progress along the way?

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Vision

Probing Questions (~10 minutes)

Participants ask Discourse II Probing Questions to further idea or shared thinking.

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Vision

Project into the Future (~10 minutes)

Group considers and charts a thorough discussion and description of what the future **looks like** (sights & behaviors), **sounds like** (sounds & discourse) and **feels like** (individual & collective), after accomplishing this endeavor.

Describe what is observable for this vision - not yet how you got there. Talk in present tense.

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Vision

Generally Looking Back – From the Future (~10 minutes)

As tangibly as possible, Group describes and charts how the work looked, sounded & felt when it started & progressed.

Imagine & chart dates that align with your observations. Talk in past tense.

Vision

Predictive Reflection (~10 minutes)

Continue to look back from the "projected present"; imagine challenges faced within the project or plan - discuss and chart how you prepared for and addressed them.

Based on these challenges, what were your underlying beliefs, values & assumptions? Continue to tell this story, listen for and chart specifics about how, when and who helped progress through the challenges.

Talk in past tense.

Vision

No Time Like the Present (~10 minutes)

Brainstorm and chart individual and collective commitments and actions that can be taken now towards the desired vision.

(We will track actionable items in the Outcomes and Measures)

Vision

Debrief (~5 minutes)

Debrief the process.

Break

Back at 3:45 p.m.

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Measures of Socioeconomic Status

Project Core Values

The Measures of Socioeconomic Status project will:

- Evaluate the current measure of Economically Disadvantaged in order to determine and implement the most accurate measure of (socio)economic status available.

- Ensure that ODE programs and partners that are impacted by the measure have input and are part of the project. This will result in improved supports to students and families.

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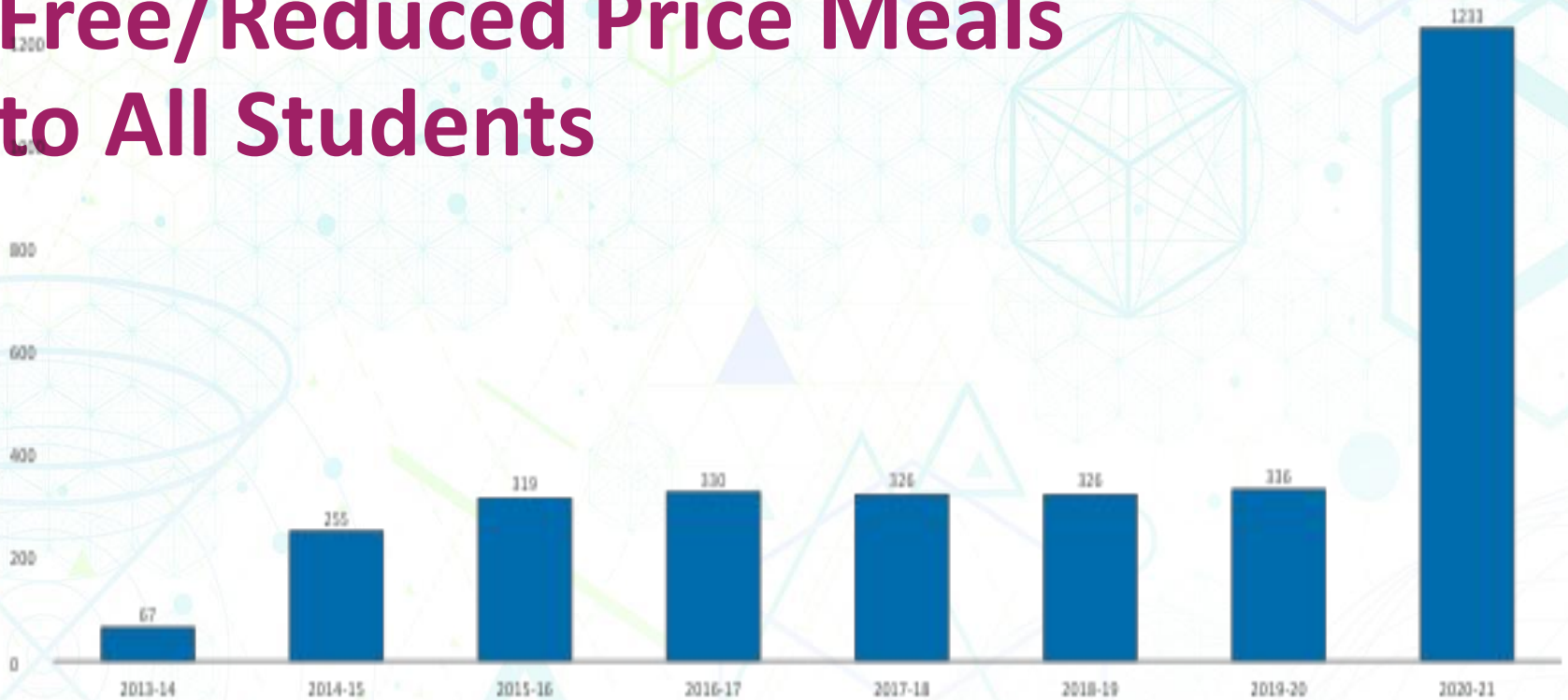DIVERSITY
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Project Goals

- Our goal is to be able to use this information to improve the learning and experience of students and families from communities that may be harmed and/or marginalized by the current system.

- We will be working with community, Tribal, and education partners to help us develop a meaningful and actionable definition moving forward.

Economically Disadvantaged Measure

- ODE currently relies on free and reduced price school meals eligibility data, as reported to ODE from schools and districts, to identify economically disadvantaged students, schools, and districts.

- Schools that qualify to provide free meals to all students do not track which students qualify and which do not. While this is the preferred outcome for free and reduced lunch eligibility, it results in inaccurate data on a student's economic status.

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Count of Schools Offering Free/Reduced Price Meals to All Students

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Discussion

- What else can ODE gain from changing the measure?

Reporting

- Students identified as "economically disadvantaged" if they are eligible for free/reduced price meals as **reported to ODE from schools and districts**.

- Students identified as "economically disadvantaged" using this method are used for:

  - ESSA Accountability Reporting required student group
  - Student Investment Account focal student group
  - Grants and programs within ODE

Evaluating this definition of economically disadvantaged is the focus of this project.

Socioeconomic Status

- Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation.

- Examples of other socioeconomic factors
  - Student categorical status
    - e.g., students experiencing homelessness, mobile students

- Resident Parent/Guardian Information:
  - e.g., Highest Level of Education; Occupation

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Discussion

- What students are we missing when we focus solely on economic factors?

Potential Alternatives

- Keep definition as students eligible for free/reduced price meals but change data source to use direct certification data

- Use direct certification data and expand definition to include other student groups such as:
  - Migrant students, students experiencing houselessness, mobile students

- Student group status
  - Migrant students, foster care, students experiencing houselessness, mobile students, other

- Family/Household Income
- Resident Parent/Guardian Information:
  - Highest Level of Education; Occupation

- Other ideas?

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House Bill 3499 Update

Kelly Kalkofen

- Passed in 2015 legislative session

- Directs ODE to develop and implement a statewide education plan for English Language Learners (EL learners) in the K-12 education system.

  - Addresses the disparities experienced by EL learners;

  - Addresses the historical practices leading to disproportionate outcomes for EL students

  - Addresses the educational needs of EL students from K-12 education by

    - Examining culturally appropriate best practices in Oregon and the nation

Target & Transformation Districts

ODE supports the implementation of systemic interventions in identified Transformation and Target Districts. Transformation and Target Districts receive the following:

- ODE program specialist supports and access to ESD partnership supports

- Comprehensive needs assessment process, with support from ODE

- Improvement planning and monitoring, using state and local data
- Fiscal support for improvement plan activities
  - Proposed allocation for **Transformation and Target districts will be based on a weighted funding formula.**

  - The HB 3499 funding distribution model assigns a specific dollar amount per year to identified HB 3499 districts according to the weighted count of current English learners by specific characteristics (e.g., disability status, interrupted formal education, recent arrival status, etc.) who were enrolled in the districts.

If identified districts have not met expected EL student learning outcomes, the following provisions are written into rule:

- The law under ORS 336.079(5)(e) stipulates that if a school district does not meet expected growth and expected benchmarks for student progress indicator, the Agency would direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years. The OAR 581-020-0621, which regulates district expenditure of moneys for ELL district and school improvement was revised in May 2020 to clarify the metrics of progress and evaluation process.
    - 2020 Directed Funding Guidelines
   - EL ADMw and EL Expenditures

HB 3499 Accountability Framework

Identification:

- We use two ratings to identify districts:
  - Elementary grades rating
  - Secondary grades rating

- Each rating is the weighted combination of seven indicators.

- Indicators come from existing accountability systems (e.g., Title I, Title III, and IDEA).

Annual Reporting:

- HB 3499 data profile (see next slides).

HB 3499 Cohort 2 Identification
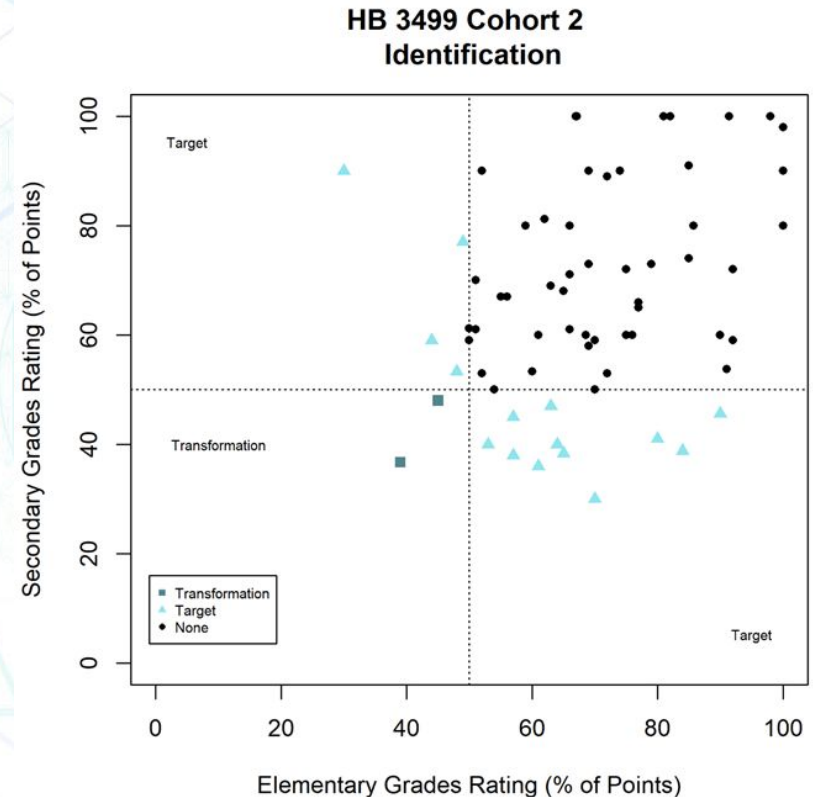
Purpose:

- Annual snapshot of district performance

- Allows districts to monitor progress by comparing performance to baseline

Consists of five pages:

- Page 1: District enrollment and demographics

- Page 2: Summary of ratings and determination

- Page 3: Summary of indicator performance

- Page 4: Baseline for elementary grades indicators

- Page 5: Baseline for secondary grades indicators

District Enrollment and Demographics

District Name: Example District

Cohort 2 HB 3499 Identification: Target

Total Number of Current English Learners Served in 2018-19: 500

English Learner Enrollment Counts

English Learners	Elementary (K-5)	Middle (6-8)	High (9-12)	Total
Current	300	70	50	420
Former	100	130	200	430
Ever	400	200	250	850
Never	400	200	300	900
Total Students	800	400	550	1,750

Note. Student counts in this table reflect enrollments as of the 1st school day in May 2019. * suppresses counts less than 10 students. ≥ 10 suppresses counts that are equal to or greater than 10 students as part of complementary suppression.

Current English Learner Demographic Characteristics

Characteristics	Count	Percent
Economically Disadvantaged	*	> 95
Students with Disabilities	100	24.0
Interrupted Formal Education	*	*
Recent Arrivers	*	< 5
Migrant	90	21.0
Homeless	*	*
Mobile	50	13.0
Long-term	60	15.0

Key Definitions:

Interrupted Formal Education refers to students who come from a home where a language other than English is spoken and enter a school in the U.S. after second grade, and/or are immigrant students who enter a school in the U.S. after second grade and are two or more years behind peers in schooling, function at two or more years below grade level in math and reading, and may be pre-literate in their native language.

Recent Arrivers are students ages 3 to 21 who were not born in the U.S. and did not attend one or more schools for three full academic years.

Long-term refers to current English learners who have been identified as English learners for more than seven years.

Note. Student counts and percentages in this table reflect enrollments as of the 1st school day in May 2019. * suppresses counts less than 10 students, < 5 suppresses values less than 5 percent, and > 95 suppresses values greater than 95 percent.

District Name: Example District

Cohort 2 HB 3499 Identification: Target

Elementary Grades Indicators					Secondary Grades Indicators				
Indicator	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points	Indicator	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points
On Track to ELP	2		2	2 × 30	On Track to ELP	1		1	1 × 15
Regular Attendance	2	1	3	3 × 15	Regular Attendance	2	1	3	3 × 10
Exclusionary Discipline	4	0	4	4 × 15	Exclusionary Discipline	1	0	1	1 × 10
ELA Achievement	3	0	3	3 × 10	Least Restrictive Environment	1	1	2	2 × 10
ELA Growth	2	1	3	3 × 10	9th Grade On-Track	3	0	3	3 × 15
Math Achievement	4	0	4	4 × 10	5-Year Graduation	2	0	2	2 × 30
Math Growth	2	0	2	2 × 10	Post-Secondary Enrollment	1	0	1	1 × 10
Total Weighted Points				285	Total Weighted Points				190
Total Weighted Points Available				500	Total Weighted Points Available				500
Percent of Weighted Points				57.0	Percent of Weighted Points				38.0
Elementary Grades Rating			Some Progress		Secondary Grades Rating			Limited Progress	

Ratings Criteria:

Notable Progress: ≥ 75.0% of weighted points available
Some Progress: 50.0 to 74.9% of weighted points available
Limited Progress: < 50.0% of weighted points available

Note. Districts may earn a bonus point for each indicator if the value for ever English learners is equal to or greater than the value for never English learners. The bonus point does not apply to *On Track to ELP*. *Exclusionary Discipline* refers to the percent of students who <u>did not</u> experience suspension (in-school and out-of-school) or expulsion. *Least Restrictive Environment* refers to the percent of time students with disabilities spend with non-disabled peers.

Identification:	Target

Transformation:
Limited Progress on both ratings

Target:
Limited Progress on one rating

No Identification:
Some Progress or Notable Progress on both ratings

Summary of Indicator Performance

Elementary and Secondary Grades Indicators, Values, Levels, and Ratings

Elementary Grades Indicators

Indicator	Grades	English Learners	Never English Learners	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Indicator Rating
On Track to ELP	K-5	62.7		2		2	Some Progress
Regular Attendance	K-5	80.1	73.0	2	1	3	Some Progress
Exclusionary Discipline	K-5	> 95	> 95	4	0	4	Notable Progress
ELA Achievement	3-8	30.4	46.2	3	0	3	Some Progress
ELA Growth	4-8	48.0	43.0	2	1	3	Some Progress
Math Achievement	3-8	25.3	36.5	4	0	4	Notable Progress
Math Growth	4-8	48.0	50.5	2	0	2	Some Progress

Note. On Track to ELP relies on current English learners as the focal student group. All other indicators use ever English learners as the focal student group. Exclusionary Discipline refers to the percent of students who <u>did not</u> experience suspension or expulsion. Districts may earn a bonus point for each indicator if the value for ever English learners is equal to or greater than the value for never English learners. * suppresses counts less than 10 students, < 5 suppresses values less than 5 percent, and > 95 suppresses values greater than 95 percent.

Secondary Grades Indicators

Indicator	Grades	English Learners	Never English Learners	Level (1-5)	Bonus (0 to 1)	Points (1-6)	Indicator Rating
On Track to ELP	6-12	23.2		1		1	Limited Progress
Regular Attendance	6-12	72.5	68.0	2	1	3	Some Progress
Exclusionary Discipline	6-12	79.1	83.9	1	0	1	Limited Progress
Least Restrictive Environment	6-12	65.0	61.9	1	1	2	Some Progress
9th Grade On-Track	9	87.3	94.2	3	0	3	Some Progress
5-Year Graduation	12	82.5	86.4	2	0	2	Some Progress
Post-Secondary Enrollment	12	44.7	50.8	1	0	1	Limited Progress

Note. On Track to ELP relies on current English learners as the focal student group. All other indicators use ever English learners as the focal student group. Exclusionary Discipline refers to the percent of ever English learners who <u>did not</u> experience suspension or expulsion. Least Restrictive Environment refers to the percent of time students with disabilities spend with non-disabled peers. Districts may earn a bonus point for each indicator if the value for ever English learners is equal to or greater than the value for never English learners. The bonus point does not apply to On Track to ELP. * suppresses counts less than 10 students, < 5 suppresses values less than 5 percent, and > 95 suppresses values greater than 95 percent.

Baseline for Elementary Grades Indicators

Elementary Grades Indicators, Thresholds, and Levels

On Track to ELP (K-5)

Threshold	Level
≥ 78.65	5
73.25 to 78.64	4
69.55 to 73.24	3
62.25 to 69.54	2
< 62.25	1

Regular Attendance (K-5)

Threshold	Level
≥ 94.34	5
88.40 to 94.33	4
83.70 to 88.39	3
80.10 to 83.69	2
< 80.10	1

Exclusionary Discipline (K-5)

Threshold	Level
≥ 97.00	5
94.00 to 96.99	4
91.00 to 93.99	3
88.00 to 90.99	2
< 88.00	1

ELA Achievement (3-8)

Threshold	Level
≥ 41.16	5
36.80 to 41.15	4
29.20 to 36.79	3
24.65 to 29.1	2
< 24.65	1

ELA Growth (4-8)

Threshold	Level
≥ 58.95	5
55.38 to 58.94	4
50.00 to 55.37	3
44.50 to 49.99	2
< 44.50	1

The level for each indicator corresponds to a value that is equal to or greater than a specific threshold:

- Level 5 threshold: ≥ 90th percentile
- Level 4 threshold: ≥ 75th percentile and < 90th percentile
- Level 3 threshold: ≥ 50th percentile and < 75th percentile
- Level 2 threshold: ≥ 25th percentile to < 50th percentile
- Level 1 threshold: < 25th percentile

Note. The ODE will freeze these thresholds for the next four years in order to monitor the progress of districts. The ODE may change the thresholds if there are substantial changes to the calculation or if the indicator no longer exists.

Math Achievement (3-8)

Threshold	Level
≥ 29.58	5
25.25 to 29.57	4
20.80 to 24.24	3
16.60 to 20.79	2
< 16.60	1

Math Growth (4-8)

Threshold	Level
≥ 61.00	5
54.38 to 60.99	4
48.50 to 54.37	3
44.0 to 48.49	2
< 44.0	1

Indicator Ratings:

Notable Progress: Level + bonus ≥ 4 points
Some Progress: Level + bonus ≥ 2 and < 4 points
Limited Progress: Level + bonus = 1 point

Baseline for Secondary Grades Indicators

Secondary Grades Indicators, Thresholds, and Levels

On Track to ELP (6-12)

Threshold	Level
≥ 55.20	5
44.90 to 55.19	4
37.90 to 44.89	3
30.10 to 37.89	2
< 30.10	1

Regular Attendance (6-12)

Threshold	Level
≥ 90.75	5
83.00 to 90.74	4
77.50 to 82.99	3
72.05 to 77.49	2
< 72.05	1

Exclusionary Discipline (6-12)

Threshold	Level
≥ 97.00	5
94.00 to 96.99	4
91.00 to 93.99	3
88.00 to 90.99	2
< 88.00	1

Least Restrictive Environment (6-12)

Threshold	Level
≥ 91.60	5
84.53 to 91.59	4
77.85 to 84.52	3
66.18 to 77.84	2
< 66.18	1

9th Grade On-Track

Threshold	Level
≥ 94.01	5
90.00 to 94.00	4
83.30 to 89.99	3
73.88 to 83.29	2
< 73.88	1

The level for each indicator corresponds to a value that is equal to or greater than a specific threshold:
- Level 5 threshold: ≥ 90th percentile
- Level 4 threshold: ≥ 75th percentile and < 90th percentile
- Level 3 threshold: ≥ 50th percentile and < 75th percentile
- Level 2 threshold: ≥ 25th percentile to < 50th percentile
- Level 1 threshold: < 25th percentile

Note. The ODE will freeze these thresholds for the next four years in order to monitor the progress of districts. The ODE may change the thresholds if there are substantial changes to the calculation or if the indicator no longer exists.

5-Year Graduation

Threshold	Level
≥ 93.70	5
89.60 to 93.69	4
83.30 to 89.59	3
76.50 to 83.29	2
< 76.50	1

Post-Secondary Enrollment

Threshold	Level
≥ 66.70	5
58.98 to 66.69	4
53.70 to 58.97	3
44.75 to 53.69	2
< 44.75	1

Indicator Ratings:

Notable Progress: Level + bonus ≥ 4 points
Some Progress: Level + bonus ≥ 2 and < 4 points
Limited Progress: Level + bonus = 1 point

○ Weights for student demographics

- Base 1.0

- Economically Disadvantaged .25

- ELSWD 1.0

- SIFE .50

- Recent Arriver .50

- Migrant .50

- Homeless .50

- Mobility .25

- Long-Term .50

○ Top-up for transformation districts

- Amount that is reserved for an additional allocation for transformation districts

- $125,000 per year, per transformation district

Timeline & CI Cycle

Phase 6

Reflect on data/progress and plan for next school year

Phase 1-4

Develop Comprehensive Needs Assessment (CNA)

HB 3499 Cohort 2 Cycle

Phase 5

Action Plan and Budget Due

Quarterly

File claims in EGMS and submit expenditure reports

Engage Regularly

Community of Practice and Technical Assistance from ODE
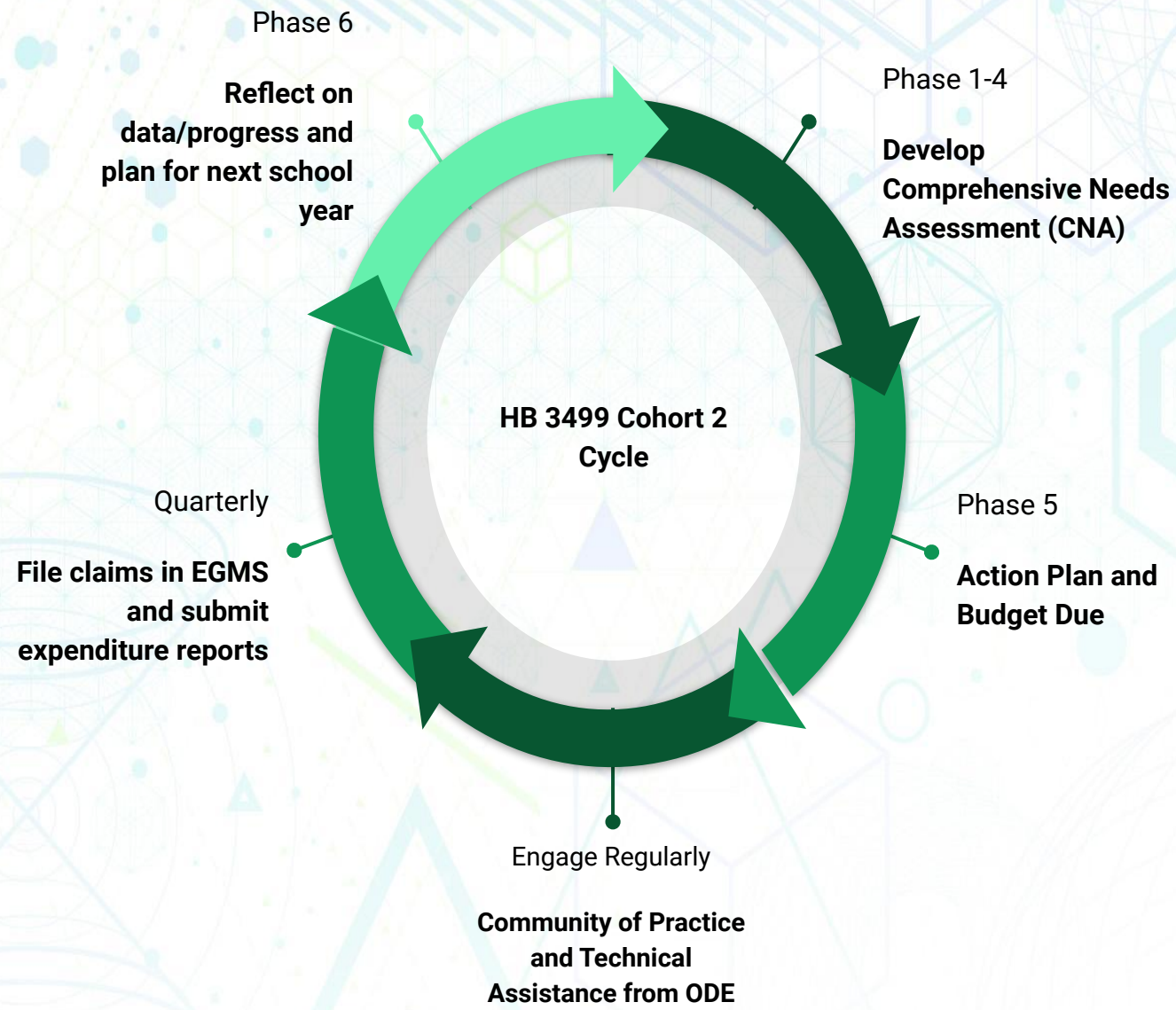
ESD Partnership

We have engaged in partnership with five ESDs throughout the state. Each ESD below houses an EL Specialist. These Specialists can support with coaching and other activities.

ESD
Malheur
InterMountain
Willamette
South Coast
Clackamas

Announcements & Updates