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Moving Education Forward

Oregon Department of Education

Presentation to the Oregon Commission on Asian and Pacific Islander Affairs

Presented by
Susan Castillo, Superintendent of Public Instruction

June 7, 2010

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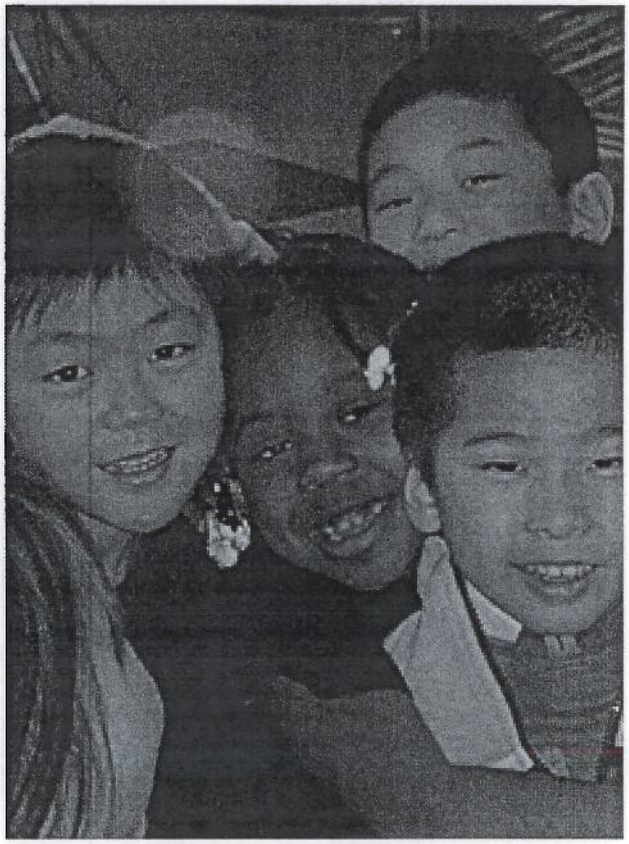
Overview: Oregon's P-12 System

- 197 school districts
- 1,299 schools
- 20 education service districts (ESDs)
- Other local service providers
- Approximately 60,000 teachers, administrators & other local employees
- More than 590,000 students in P-12
- Oregon Department of Education (ODE)



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ODE Budget

Brief Overview of Budget

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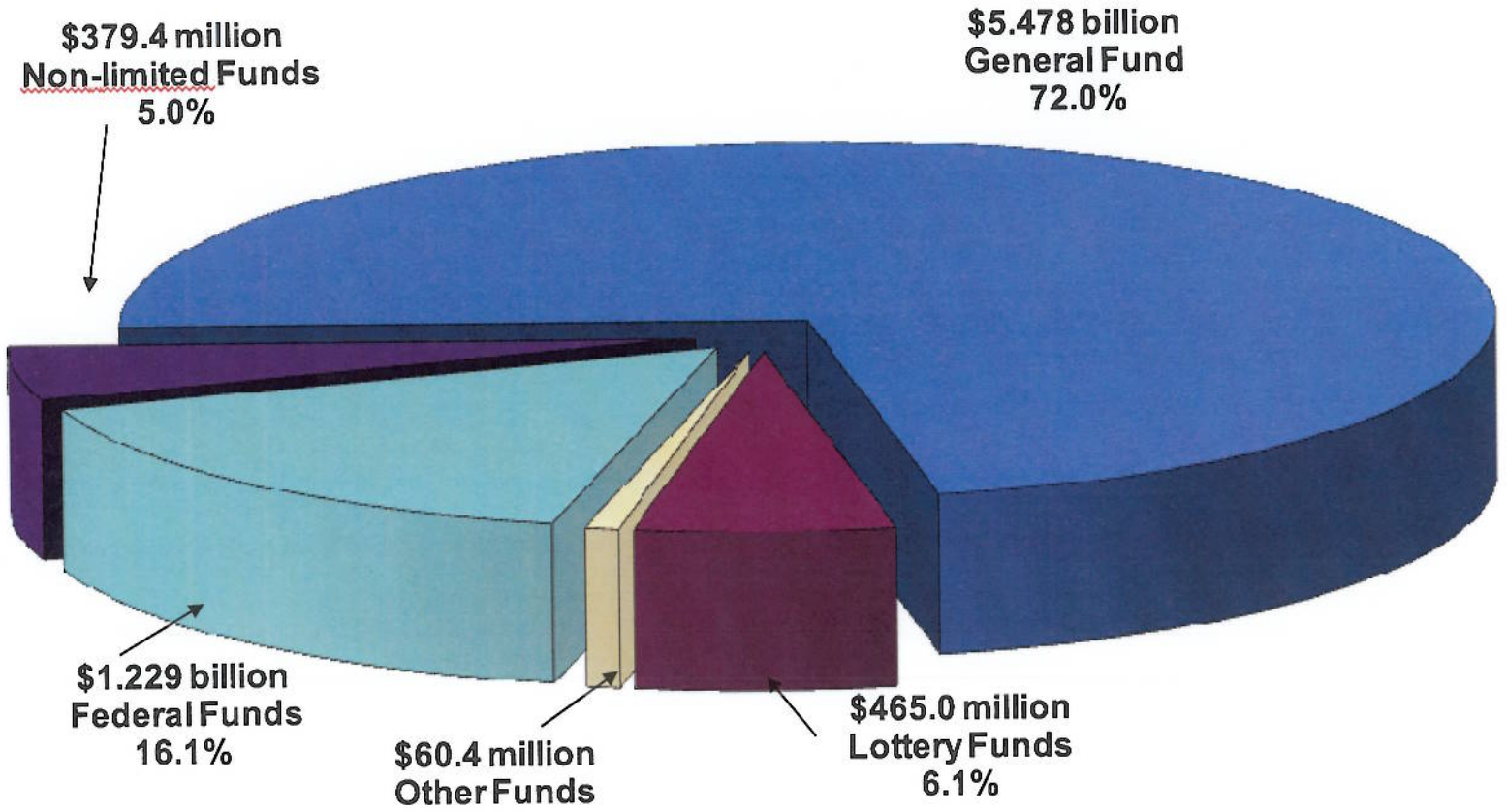
ODE's Primary Funding Source: State General Fund



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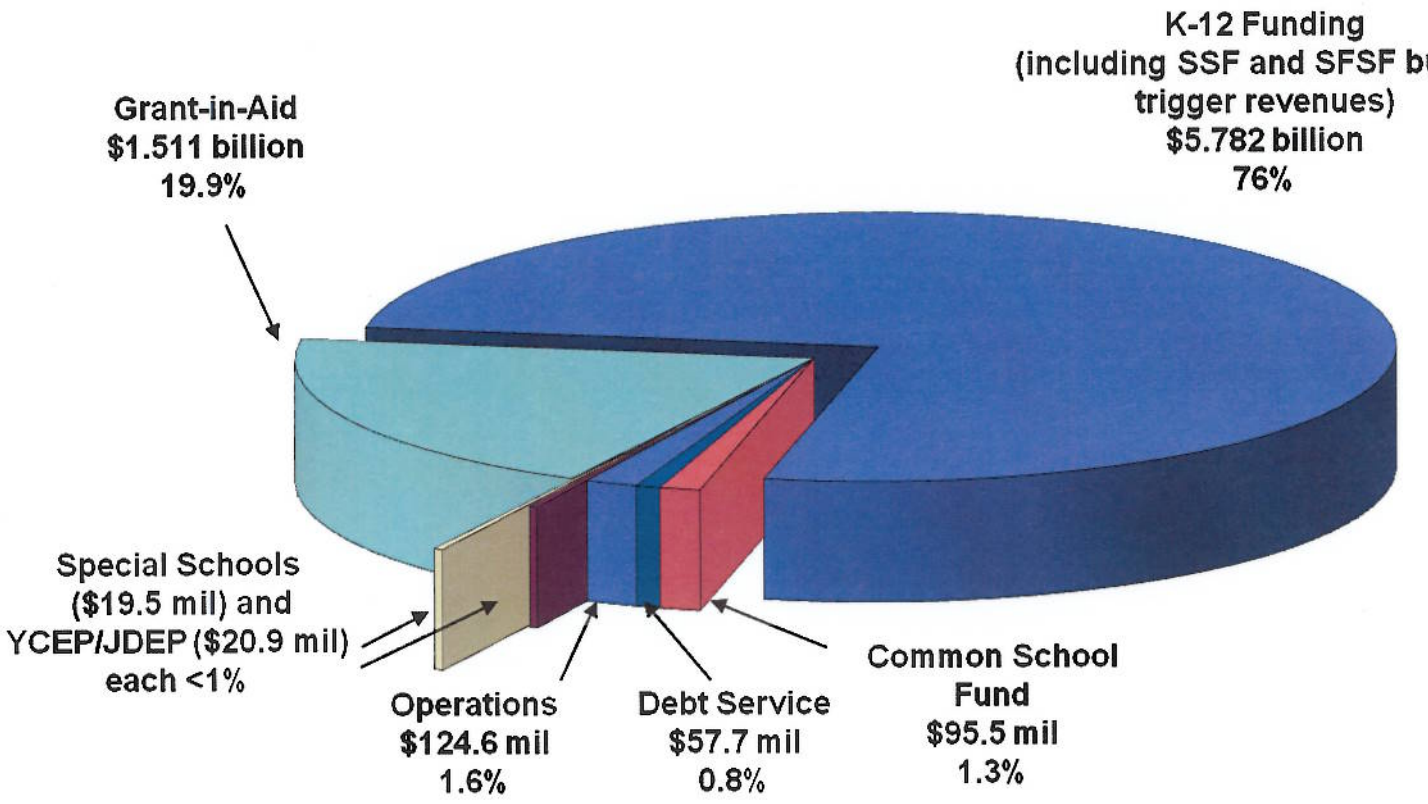
About 98% of ODE's Total Budget is Distributed to Local Districts and Other Education Service Providers



2009-11 Legislatively Adopted Budget as of May 2010
$7.612 billion Total Funds

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ODE Functions

The agency manages about three dozen state and federal grant-in-aid programs. These serve children with specific educational needs.

Programs and Services	Target Group
➢ Early Intervention/Early Childhood	➢ Children with disabilities
➢ Special Education Programs	➢ Children with disabilities
➢ Long-term Care and Treatment Programs	➢ Children with mental health needs
➢ Hospital Programs	➢ Children with disabilities
➢ Regional Programs	➢ Children with disabilities
➢ Oregon PreKindergarten	➢ At-risk young children
➢ Nutrition Programs	➢ Children in schools and daycare programs; adults in care facilities

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ODE Functions

(State and federal grant-in-aid programs, cont.)

Programs and Services	Target Group
➢ Individuals with Disabilities Education Act	➢ Children with disabilities
➢ Title IA – Grants to local education agencies	➢ Children/schools in poverty
➢ Title I – Migrant education	➢ Children of migrant/seasonal workers
➢ Title II – Teacher quality	➢ Teachers
➢ Vocational Education	➢ Students in career/technical programs
➢ Other federal grants	➢ See binder for further detail on all programs

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ODE Functions

Department of Educations major responsibilities include:

- Managing the distribution of the State School Fund
- With the State Board of Education, adopting rules for the governance of K-12 schools
- Ensuring district compliance with federal and state requirements
- Developing statewide content standards
- Administering the state's student assessment system
- Providing leadership and support for the P-12 enterprise

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ODE Functions

The Department also:

- Operates the Oregon School for the Deaf

- Provides education services for youth in closed custody through contracts with local school and education service districts (i.e., the Youth Corrections/Juvenile Detention Education program)

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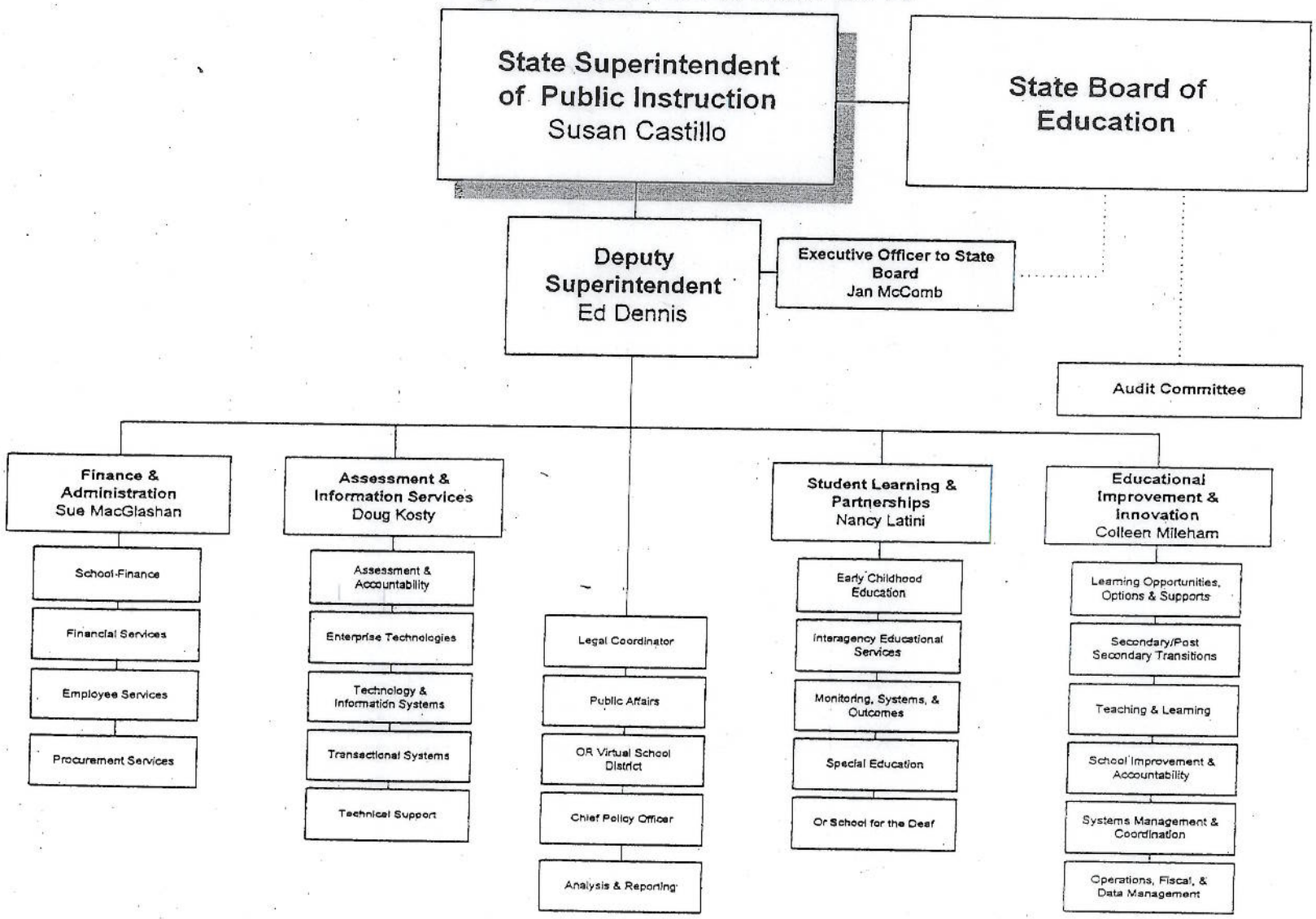
Organization Overview 2010



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Breakdown of budget items for translation/interpreter, multicultural services or equity efforts for K-12 education

- ODE does not have a specific budget line item for translation/interpreter, multicultural services or equity efforts for K-12 education.

- ODE has contracted services with translators for certain programs and staff.

- ODE does have staff in HR that are involved with promoting multicultural issues and diversity.

- The State School Fund formula is itself an "equity" formula "albeit a financial one" that attempts to direct more resources to districts with larger shares of students believed to require more resources to effectively and equitably educate, including students whose first language is not English.

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ODE Staff

Department Staff

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Demographic information on staff (race, ethnicity, gender)

ODE Demographics as of March 31, 2010

Category	Number of ODE Employees	Percentage of ODE Employees
All Employees	398	100%
Women	263	66.08%
People with Disabilities	34	8.54%
People of Color (Total)	35	8.79%
African American	7	1.76%
Hispanic	18	4.52%
Asian/Pacific Islander	9	2.26%
Native American	1	0.25%

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What languages are spoken by ODE Employees?

ODE does not collect information on other languages that may be spoken by employees in the agency.

Pay differential for second languages?

ODE does currently pay bilingual differentials to employees who are required to use Spanish or American Sign Language in their job.

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Statistics on hiring and retention of staff (minority employees vs. majority)

- ODE tracks data on applicants throughout the recruitment process to ensure that diverse applicants are not adversely affected at any point in the process.

- The chart on the next page contains hiring data from calendar years 2007, 2008, and 2009.

- We don't have specific data on retention of staff based on ethnicity. We have snapshots in time, but that doesn't give you individual information on whether the employees counted are the same employees from time period to time period.

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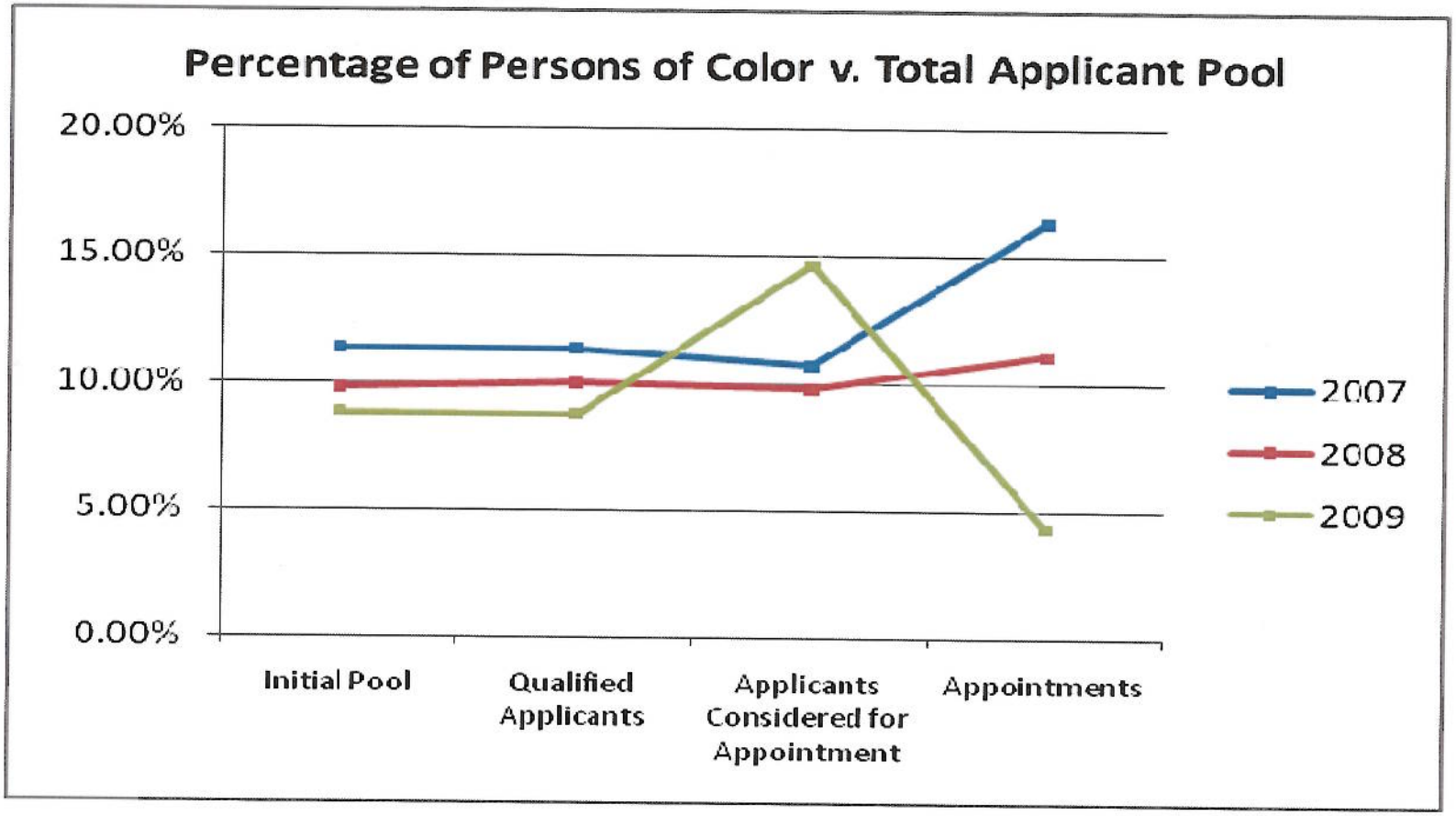
Statistics on hiring continued…



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Recruitment of Staff

ODE sends management job announcements at salary range 15 and higher to the Governor's Affirmative Action Office, which forwards to state and national outreach lists.

What types of Cultural Competency Training are provided to employees and how often?

- The Director of Employee Services serves as ODE's Affirmative Action Officer. She participates in monthly statewide workshops facilitated by the Governor's Office of Affirmative Action.

- ODE's Affirmative Action Plan assigns responsibility to ODE managers and supervisors for maintaining a respectful workplace, free from discrimination and harassment, and diverse viewpoints and cultures are welcomed. The Affirmative Action Plan is available to all staff in printed or electronic form.

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Cultural Competency Training continued...

- Multiple ODE staff members attend a yearly federal Equal Employment Opportunity Commission training.
- Employees are provided with training and information that includes: Policy of the Month promotion, which highlights an agency or statewide policy with an article in the agency newsletter and monthly emails about diverse cultures and promote interest through the use of informational contests or games. Governor's proclamations honoring diverse groups are sent out to all staff.
- All department staff meeting focused on equity.
- Collaboration with the Oregon Leadership Network
- Closing the Achievement Gap

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API Students

What are the enrollment demographics of API students in K-12 schools? Specify API sub-groups if available: ODE does not collect specific API sub-groups data.

See enrollment demographics map on next page

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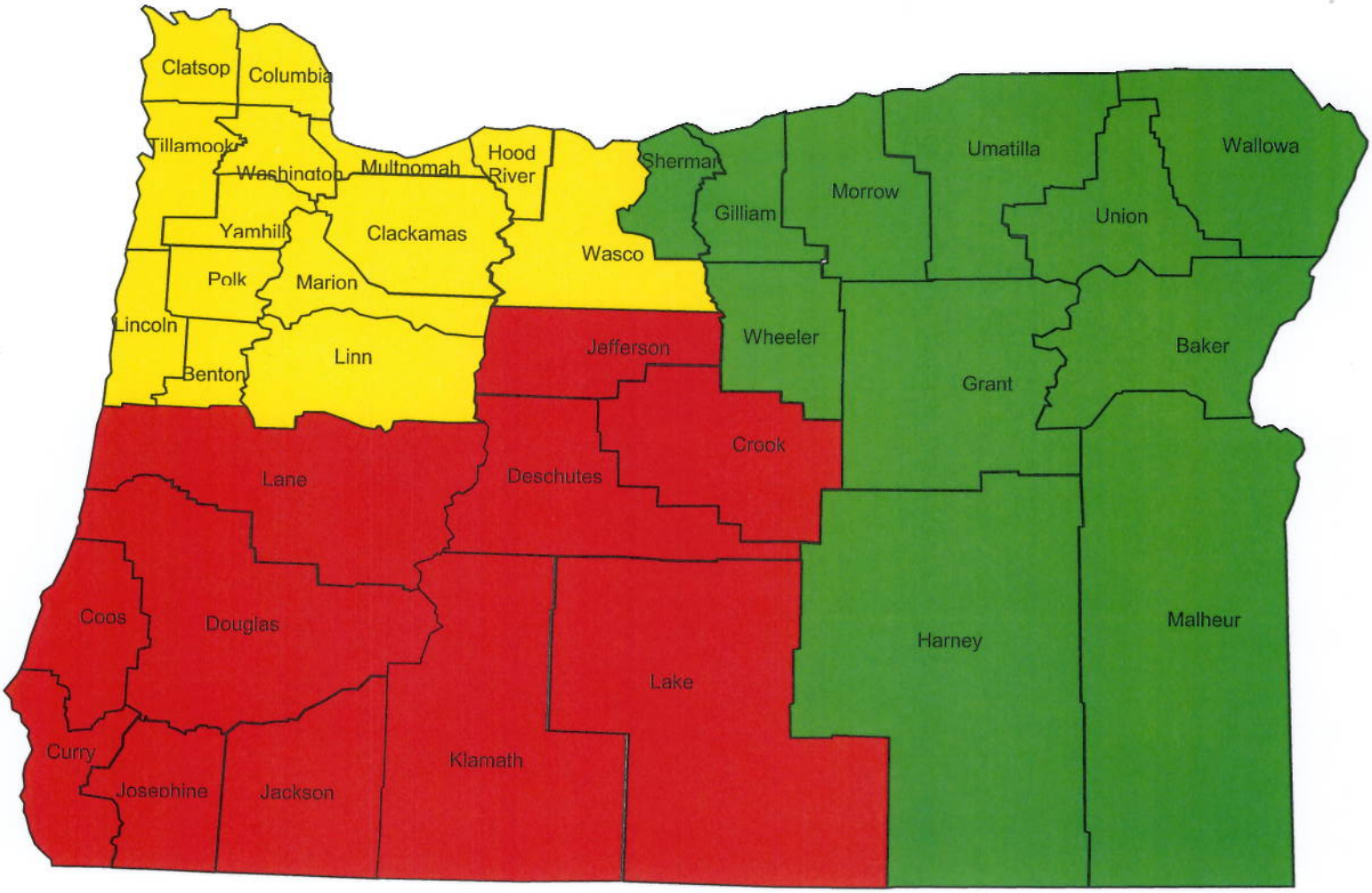

2009-10

Region 1:	Region 2:	Region 3:
4.6%	3.8%	4.6%
Benton, Clackamas, Clatsop, Columbia, Hood River, Lincoln, Linn, Marion, Multnomah, Polk, Tillamook, Wasco, Washington, and Yamhill Counties	Coos, Crook, Curry, Deschutes, Douglas, Jackson, Jefferson, Josephine, Klamath, Lake, and Lane Counties	Baker, Gilliam, Grant, Harney, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, and Wheeler Counties

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API Students Continued...

How does this demographic compare with neighboring states?

(latest information from state websites)

Washington	5.8%
California	11.2%
Idaho	1.0%
Montana	0.5%
Nevada	4.9%
Oregon	4.6%

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API Students continued...

What are the API languages spoken in Oregon K-12 schools?

- In 2008-09, 96 different languages of origin were reported for API students. The most common languages of origin were Vietnamese, Chinese, Korean, Hmong, Japanese, Tagalog, and Lao.

- In 2009-10, 104 different languages of origin were reported for API students. The most common languages of origin were Vietnamese, Chinese, Korean, Hmong, Chuukese, Tagalog, and Japanese.

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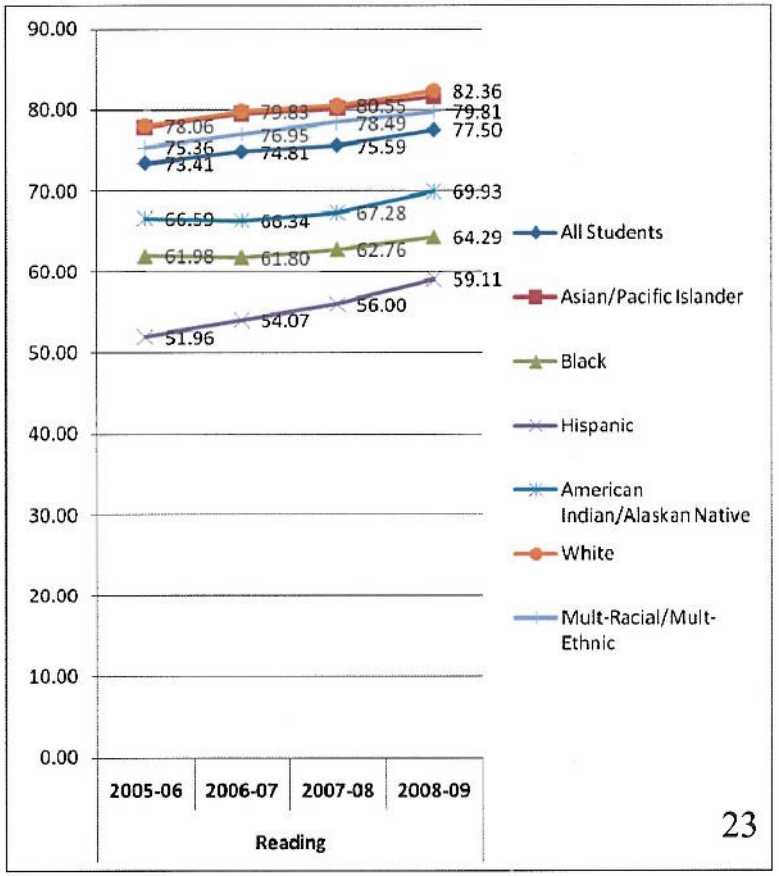
API Students continued…

How does the Annual Yearly Progress (AYP) of API students statewide compare with other groups and how has that statistic changed over time?

	Reading			
Summary of all grade levels	**2005-06**	**2006-07**	**2007-08**	**2008-09**
All Students	73.41	74.81	75.59	77.50
Asian/Pacific Islander	77.85	79.51	80.23	81.66
Black	61.98	61.80	62.76	64.29
Hispanic	51.96	54.07	56.00	59.11
American Indian/Alaskan Native	66.59	66.34	67.28	69.93
White	78.06	79.83	80.55	82.36
Mult-Racial/Mult-Ethnic	75.36	76.95	78.49	79.81



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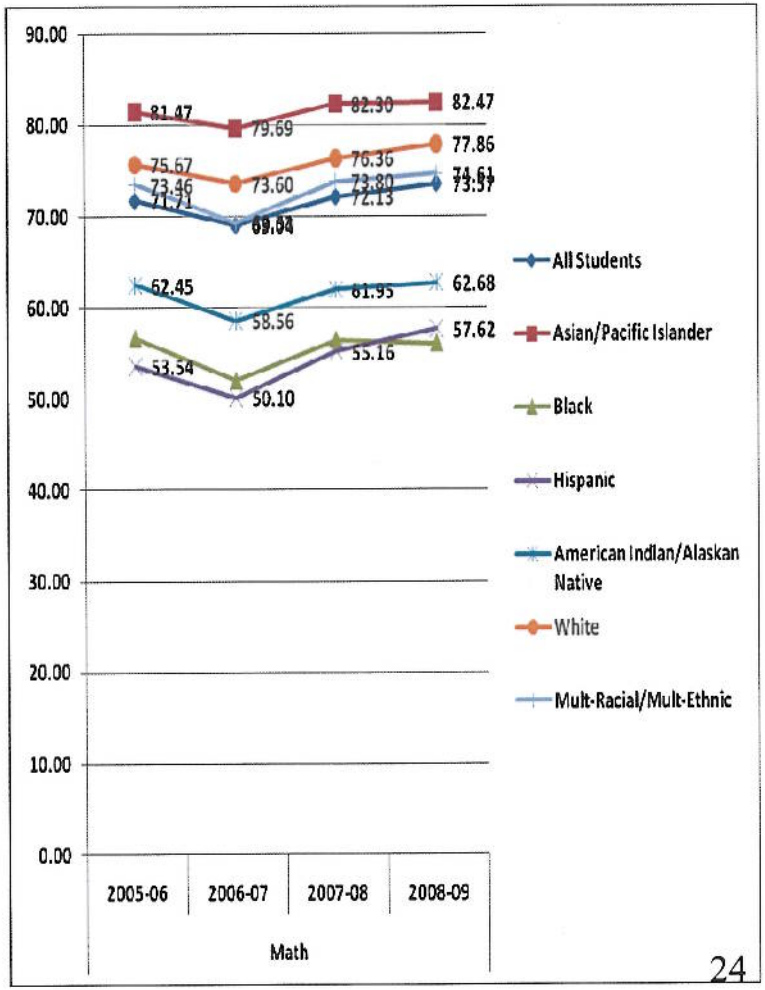
API Students Continued…

Summary of all grade levels	Math 2005-06	2006-07	2007-08	2008-09
All Students	71.71	69.04	72.13	73.57
Asian/Pacific Islander	81.47	79.69	82.30	82.47
Black	56.61	51.98	56.42	56.04
Hispanic	53.54	50.10	55.16	57.62
American Indian/Alaskan Native	62.45	58.56	61.95	62.68
White	75.67	73.60	76.36	77.86
Mult-Racial/Mult-Ethnic	73.46	69.31	73.80	74.61



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Services Provided to API Students

What API language immersion programs exist in the state?

See Chart on following page

How does the performance of students in these programs compare to other programs?

ODE does not collect this data.

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Oregon Articulated Dual Language Programs (by school district and sequence name)

School District, language-sequence name, school	Language	Time structure	Model type	Grades served (Planned)	Implementation Date	# of Students ('06-'07)	# of Teachers
Int'l School of Beaverton						246*	
Int'l Bac S	Spanish	1 period		7-8	2006		
Int'l Bac J	Japanese	1 period		7-8	2006		
Int'l Bac C	Chinese	1 period		7-8	2007		
Eugene 4J Japanese							
Yujin Gakuen Elem	Japanese	50/50		K-5	1988	305	12
Kelly Middle	Japanese			6-8	1990	191	3
North Eugene High	Japanese		one-way partial	9-12	1988	20	1
Eugene 4J Korean							
Willagilespee	Korean		FLES	K-5			
Portland Public Schools - Japanese							
Franklin/Grant	Japanese			K-12			
Richmond Elem	Japanese	50/50	one-way	PreK-5	1989	400	16
Mt. Tabor	Japanese		one-way partial				
Grant High School							
Portland Public Schools - Chinese				K-12			
Woodstock Elem	Chinese (Mandarin)	50/50	one-way partial	K-5	1998	189	
Hosford Middle (IMS)	Chinese (Mandarin)	2 periods	one-way partial	6-8	2004	50	
Cleveland High	Chinese (Mandarin)		one-way partial	9-12	(2007)	-	-
Private Schools							
Ashbrook Independent School	Chinese/Spanish/Japanese						
	Charlotte Sachtjen	Principal	541-766-8313	csachtjen@ashbrookindependentschool.com			
Int'l School of Portland	Spanish	100	one-way full	PreK-5	1990	149	11
	Chinese (Mandarin)	100	one-way full	PreK-5	1998	115	8
	Japanese	100	one-way full	PreK-5	1993	50	7
	Phil Sylla	Head of Schc	503-226-2496	psylla@intlschool.org			

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Services Provided to API students continued...

What is the graduation rate of API students statewide and how has that changed over time?

- The 2008-09 National Center for Education Statistics (NCES) graduation rate for API students is 89.5%. This is an increase of 0.2 from the previous year's graduation rate of 89.3%

- In comparison, the overall NCES graduation rate for the state in 2008-09 is 85.1%.

- For 2008-09, API students had a cohort graduation rate of 78.5% and the cohort rate for all students was 66.2%.

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Services Provided to API students continued...

What percentage of API students are in SPED, ESL, Title I and TAG programs and how has that changed over time?

- There is a steady increase in the percentage of students receiving special education services over the 10 year time period.

- In addition there are two tables that display the number and percentage of students by gender. It does not appear that the gender distribution has changed much over the 10 years. However, there continues to be a larger number of males receiving special education services in comparison to females, which aligns with the gender distribution of the total special education population in the state.

Number and Percentage of Asian/Pacific Islander Students in Special Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Number of Special Education Students	2,121	2,069	1,903	1,830	1,683	1,560	1,472	1,410	1,266	1,148
Total Student Population	25,927	26,775	26,486	25,847	25,291	24,182	23,982	22,742	22,642	21,560
Percentage of Students in Special Education	8.2%	7.7%	7.2%	7.1%	6.7%	6.5%	6.1%	6.2%	5.6%	5.3%

Number of Asian/Pacific Islander Special Education Students, Ages 5-21, by Gender

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Female	701	698	639	617	580	524	485	466	441	393
Male	1420	1371	1264	1213	1103	1036	987	944	825	755
Total	2121	2069	1903	1830	1683	1560	1472	1410	1266	1148

Percentage of Asian/Pacific Islander Special Education Students, ages 5-21, by Gender

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Female	33.1%	33.7%	33.6%	33.7%	34.5%	33.6%	32.9%	33.0%	34.8%	34.2%
Male	66.9%	66.3%	66.4%	66.3%	65.5%	66.4%	67.1%	67.0%	65.2%	65.8%

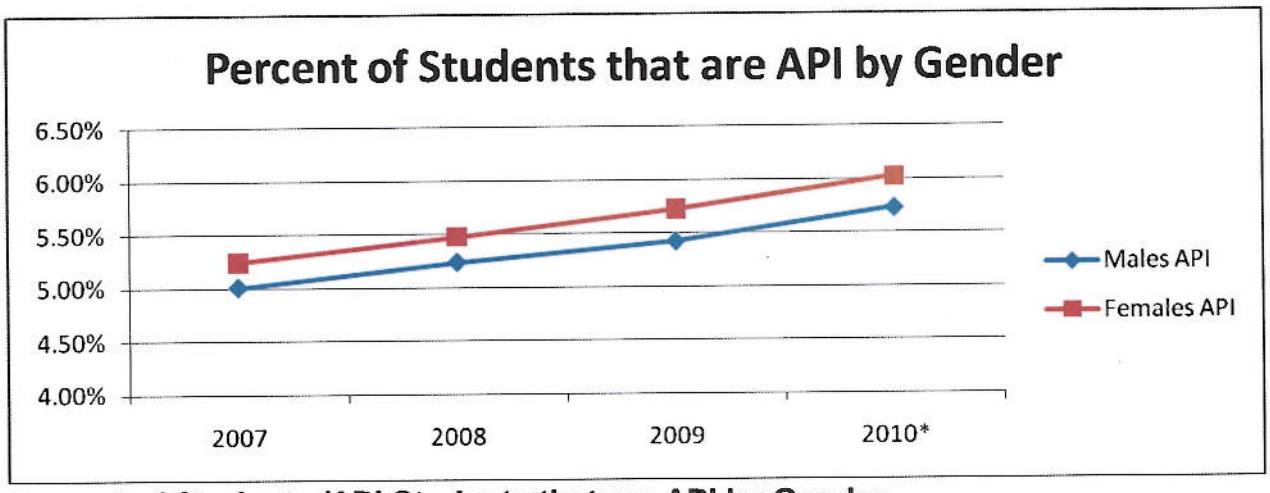
Notes:

All Special Education data comes from the December Special Education Child Count data collection

Data sources for the Total Student Population, as of October 1st, include:

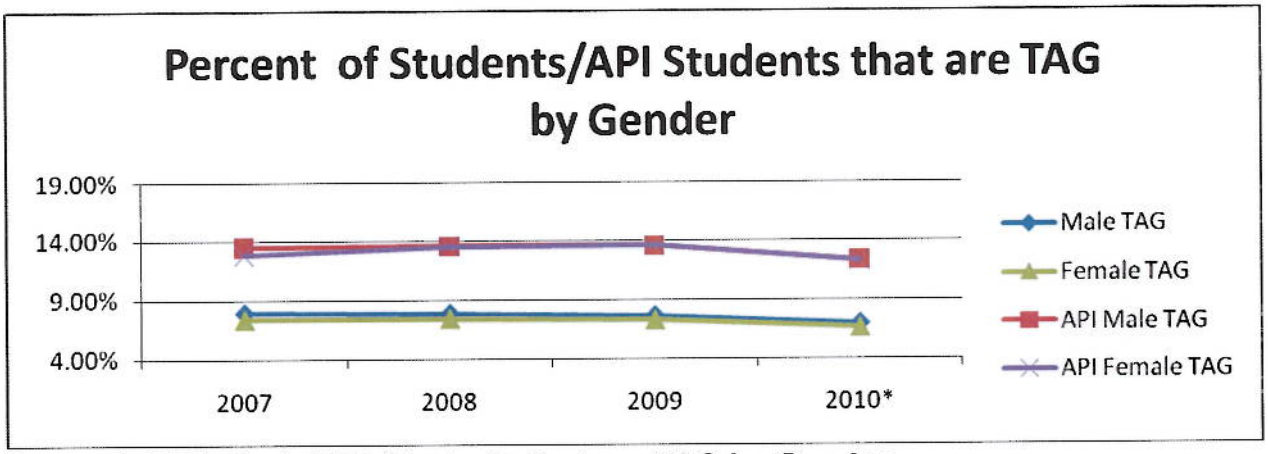
October 1 Enrollment by Ethnicity

Statewide Annual Report Card - 2008-2009



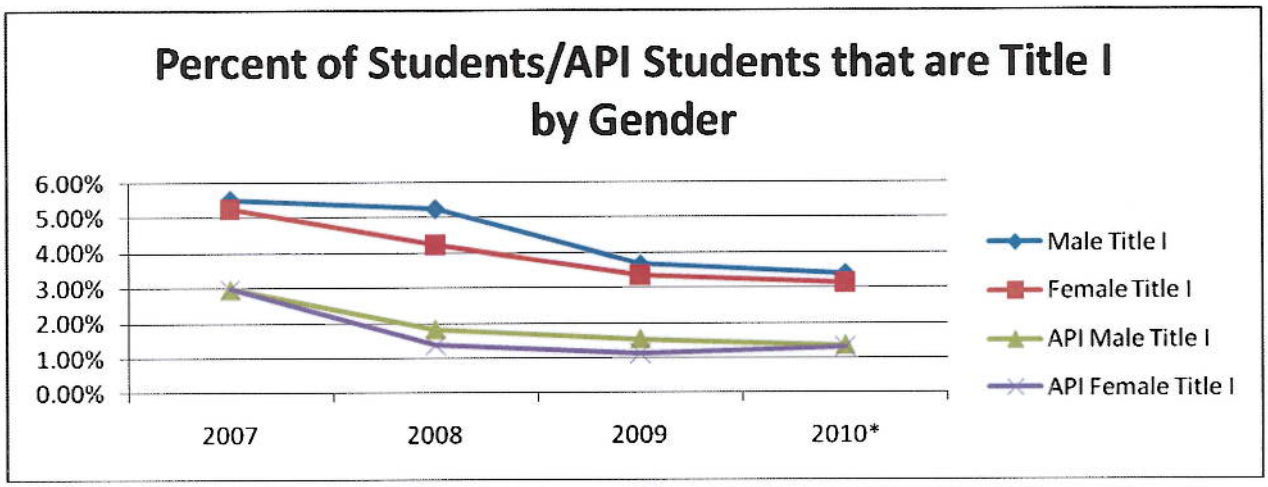
Percent of Students /API Students that are API by Gender

- Of all Male students, 5.73% are API
- Of all Female students, 6.0% are API



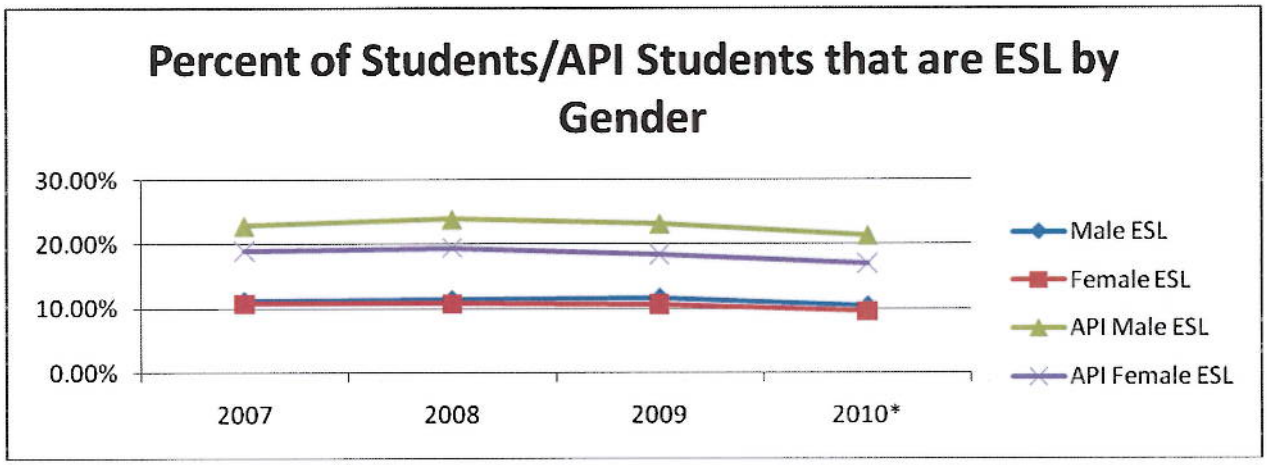
Percent of Students/API Students that are TAG by Gender

- Of all male students 6.99% are TAG
- Of all **API** male students, 12.33% are TAG
- Of all female students, 6.60% are TAG
- Of all **API** female students, 12.30% are TAG
- The percentage of API that are TAG is greater than the percentage that are TAG for all students
- The percentage of API students that are TAG has been relatively constant since 2007 but has decreased slightly in 2010



Percent of Students/API Students that are Title I by Gender

- Of all male students, 3.40% are Title I
- Of all **API** male students, 1.36% are Title I
- Of all female students, 3.13% are Title I
- Of all **API** female students, 1.30 are Title I
- The percentage of API that are Title I is less than the percentage that are Title I for all students
- The percentage of API students who are Title I has declined for three years and leveled off in 2010



Percent of Students/API Students that are ESL by Gender

- Of all male students, 10.42% are ESL
- Of all **API** male students, 21.32% are ESL
- Of all female students, 9.55% are ESL
- Of all **API** female students, 17.01% are ESL
- The percentage of API that are ESL is greater than the percentage that are ESL for all students
- The percentage of API ESL students has been fairly constant for the past three years and declined slightly in 2010

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Services Provided to API students continued...

What percentage of Head Start and Pre-K students are API?

Number of OPK/Head Start API= 88 (0.7% of 12,648 total enrolled)

What percentage of students in Oregon Youth Corrections Facilities API?

Number of Corrections Youth API (as of 10/1/09)

JDEP (detention) = 1.5% or 3 out of a total of 206

YCEP (corrections) = 0.8% or 5 out of a total of 671

Combined JDEP/YCEP= 0.9% or 8 out of a total of 877

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Civil Rights investigations or reports made to ODE involving API

- ODE has conducted no formal civil rights investigations regarding API students over the past ten years. The agency has received inquiries from API students and parents during which we resolved specific issues or clarified options and strategies for resolution. The vast majority of these inquiries regarded allegations of harassment, intimidation or bullying (ODE keeps statistics only on formal civil rights complaints).

- The Superintendent's office has taken an assertive posture towards prohibiting harassment in schools. ODE helped craft and supported the 2009 session bipartisan approved (HB 2599) Harassment, Bullying and Intimidation law (ORS 339.351). ODE has conducted detailed presentations at COSA, OSBA and OEA conferences by its Legal Affairs Director, Safe Schools Specialist and/or Civil Rights Specialist. The superintendent has communicated directly with Oregon district superintendents on this matter via agency memorandum and *The Superintendent's Pipeline.*

- ODE has addressed issues of API student harassment during English Language Learner program reviews via policy/procedural review and interviews with local district students, parents and staff. The review teams provide specific findings along with accompanying corrective action to districts if warranted. ODE visits with local district staff, students, parents and interested parties to provide training and technical assistance (upon request) on this and other civil rights issues.

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API Educators and Materials

What percentage of Oregon educators (teachers and administrators) are identified as API and how has that changed over time? *See chart*

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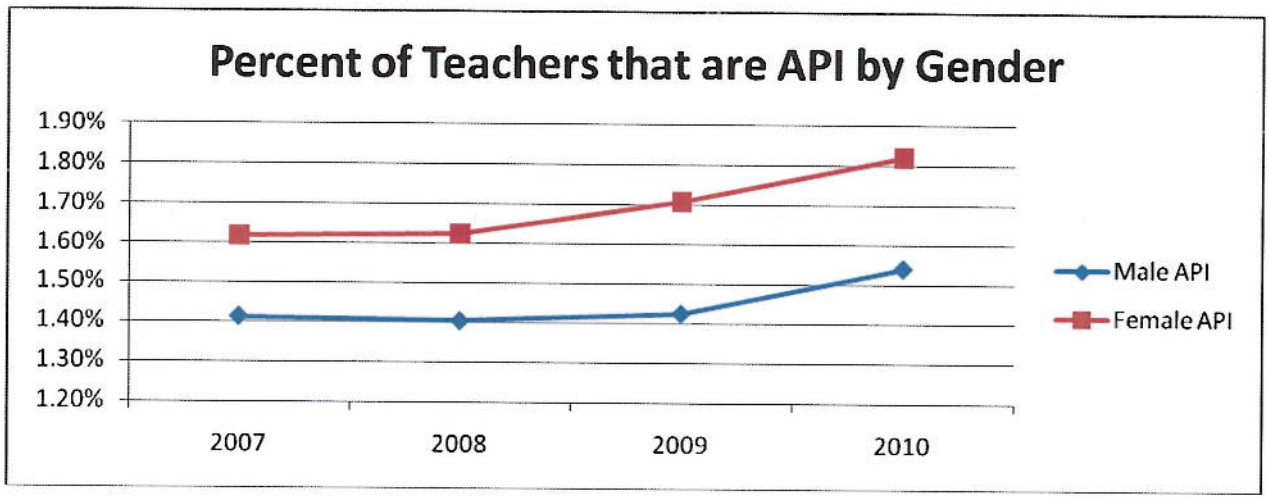
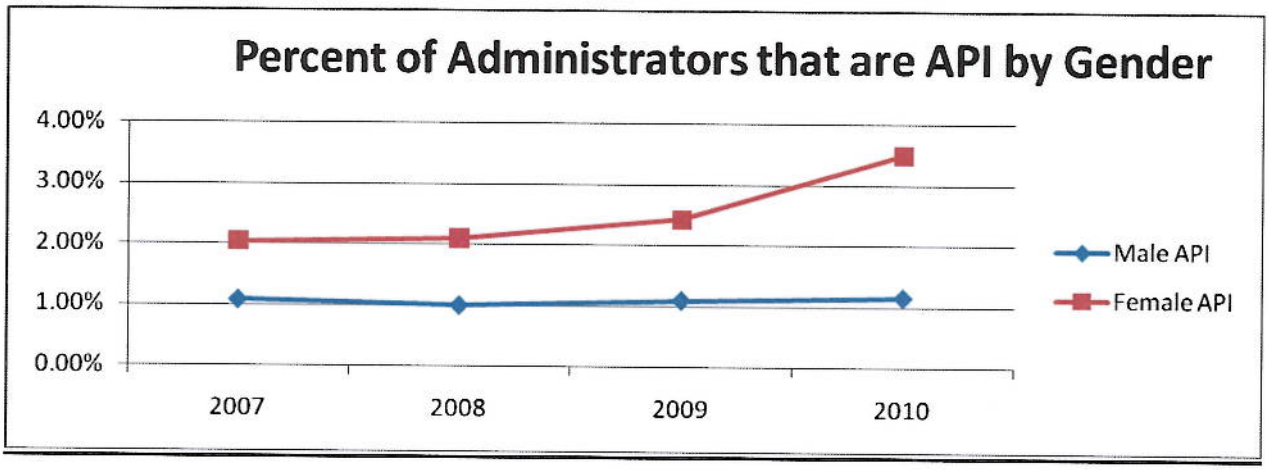


Percent of Teachers that are API by Gender

- Of all male teachers, 1.54% are API
- Of all female teachers, 1.82% are API



Percent of Administrators that are API by Gender

- Of all male administrators, 1.15% are API
- Of all female administrators, 3.50% are API

Note: The 2010 student data is not yet fixed and is thus subject to change.

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API Educators and Materials continued…

What percentage of API teachers have been awarded Milken, Teacher of the Year (TOY) or National Board Teacher Certification in Oregon?

- Milken – there have been 70 winners in Oregon, 2* Asian
- TOY – there have been 51 winners in Oregon, 1* Asian
- Find nomination forms at: http://www.ode.state.or.us/search/page/?id=221

*This is approximate. We do ask for nominators to submit ethnicity information on the teacher talent pool forms, but it isn't always included.

- National Board Certification is voluntary and optional. Therefore, educators do not have to associate the certification with their licensure.

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API Educators and Materials continued...

Are there any ODE materials translated into API languages?

Most ODE forms are in some of these languages and when others are needed we have access to translation services as do the school districts. Our translated forms are available on our web site so that school districts have full access to them for their use.

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API Educators and Materials continued...

How do Oregon social science benchmarks cover API history/politics in our state (Chinese workers, Japanese Internment, immigration, segregation, 9/11, War on Terror, Guantanamo, Patriot Act, etc.)?

The Social Sciences Standards do not specifically address most of the topics that are listed in the slide. There are certainly standards that would allow discussion of the topics, but they are not called out in the current document. The Social Science Standards are currently being updated which span geography, civics, history, and economics. They allow for teachers to include topics that relate directly to the API population.

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API Educators and Materials continued...

What does ODE offer to Oregon schools and educators with regard to Multicultural education resources and how do those resources express the needs and cultures of API students?

- The Oregon Leadership Network has a number of multicultural education resources posted. Their website may be accessed at: http://educationnorthwest.org/resources
- Curriculum materials are developed by school districts.
- ODE helps disseminate materials.
- Additional resources can be found on our website at: http://www.ode.state.or.us/search/page/?id=2543

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Commission Collaboration

What are some ways in which the Oregon Commission on Asian Pacific Islander Affairs can assist you in your work? Are there specific areas for which you need support?

- Parent or Commission involvement representation on our state advisory special education councils – the school age State Advisory Council for Special Education and the Preschool State Interagency Coordinating Council – applications are on our website. For more information contact 503-947-5661.

- API representation on ODE's standard item bias review group. This is a group that reviews the item content for the presence of some characteristic that could result in differential performance for individuals of the same ability but from different ethnic, sex, cultural, or religious groups. For more information contact 503-947-5821.

- Participate in the state's assessment system by applying to serve on the Assessment Sensitivity Panel. This panel reviews Oregon Assessment of Knowledge and Skills (OAKS) and English Language Proficiency (ELPA) assessment items to ensure that these items are free of bias and stereotyping and are accessible to all Oregon students. For more information contact 503-947-5821.

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Commission Collaboration

Please share any negative or positive experiences your agency has had working with or within the API community?

- Experiences have been positive and all reports from the field have been positive. Better information could be gathered from asking this question at the local program level.

Are there observations from the agency that you think the Commission should be aware of that may affect the API community?

- If the API Commission would assist with locating programs and gathering information, we could have a more complete picture of API programs operating in our state.