Deputy Superintendent’s Advisory Council

Friday, February 9, 2018
Education Northwest, Portland
Welcome and Good Morning

Happy 2018!
WIFI Code

strongschoolsandcommunities
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00 am</td>
<td>Networking Breakfast</td>
</tr>
<tr>
<td>9:00 – 10:15 am</td>
<td>Oregon Graduation Data and Discussion</td>
</tr>
<tr>
<td>10:15 – 10:30 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 – 12:00 pm</td>
<td>Discourse II Continued</td>
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<tr>
<td>12:00 – 12:45 pm</td>
<td>Lunch and Networking</td>
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<tr>
<td>12:45 – 2:30 pm</td>
<td>Report Card Feedback Session</td>
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<tr>
<td>2:30 – 3:00 pm</td>
<td>Reflection and Closing</td>
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</tbody>
</table>
## Meeting Dates for 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, February 9, 2018</td>
<td>Portland</td>
</tr>
<tr>
<td>Friday, April 27, 2018</td>
<td>Salem</td>
</tr>
</tbody>
</table>
Tweet our meeting!

Be sure to tag our meeting as #DSAC18

Please follow us on Twitter!
@ORDepptEd
Acting Deputy Superintendent
Colt Gill
2016-17 Graduation Data

Rise of Oregon Student Graduation Rates Over Time

<table>
<thead>
<tr>
<th>School Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>72.0%</td>
</tr>
<tr>
<td>2014-15</td>
<td>73.8%</td>
</tr>
<tr>
<td>2015-16</td>
<td>74.8%</td>
</tr>
<tr>
<td>2016-17</td>
<td>76.7%</td>
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Graduation Rate
School Year
2016-17 Graduation Data

Oregon Students Who Graduated On Time

- 88.9% 2016-17
- 69.4% 2016-17
- 59.1% 2016-17
- 67.6% 2016-17
- 72.5% 2016-17
- 78.0% 2016-17
- 77.4% 2016-17

<table>
<thead>
<tr>
<th>Group</th>
<th>2013-14</th>
<th>2016-17</th>
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</thead>
<tbody>
<tr>
<td>Asian Students</td>
<td>85.9%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander Students</td>
<td>68.8%</td>
<td>54.9%</td>
</tr>
<tr>
<td>American Indian/Alaska Native Students</td>
<td>53.5%</td>
<td>73.9%</td>
</tr>
<tr>
<td>Black/African American Students</td>
<td>60.2%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Hispanic/Latino Students</td>
<td>64.9%</td>
<td>71.0%</td>
</tr>
<tr>
<td>White Students</td>
<td>74.2%</td>
<td></td>
</tr>
<tr>
<td>Multi-Racial Students</td>
<td>69.8%</td>
<td></td>
</tr>
</tbody>
</table>

- 64.2% 2013-14
- 51.7% 2013-14
- 64.2% 2013-14
- 51.1% 2013-14
- 63.5% 2013-14

- Economically Disadvantaged Students
- English Learners (while in HS)
- Ever English Learners
- Special Education Students
- Migrant Students
State Initiatives in Support of Graduation

• Measure 98
• Chronic Absenteeism Campaign
• Social/Emotional Learning and Trauma-Informed Practices
• Culturally Appropriate Practices
• Middle School supports
• Early Indicators and Intervention System
• Graduation Requirements
Let’s take a break

Please return by 10:30 am
Tackling the Discourse

*Engagement in sustained, deepened dialogue

Collaboration facilitated by:
Dawnnesha W. Lasuncet

*adapted from Pacific Educational Group’s CCAR Protocols
Intention and purpose of today

Add to an existing knowledge base of Education Equity via Discourse I and II

Continue to develop a deep understanding and appreciation for transformational leadership

Connect to a collective passion and will to lead for education equity
Establishing a change in Discourse: How to Discuss this stuff

dis·course  
(noun)  
'disˌkôrs/

written or spoken communication or debate.

**synonyms:** discussion, conversation, talk, dialogue, conference, debate, consultation

(Google, 2017)
THE “GAPS”:
What’s the correlation? Why does it matter?

Graphic adapted and created by D.W. Lasuncet
Establishing a change in Discourse: How to Discuss this stuff

Our beliefs influence our actions, which can either reproduce or transform results and outcomes.

Changing the discourse has us think about:

*What are our fundamental beliefs?*

*How do we define problems, successes, and failures?*

(National Equity Project, 2016)
Establishing a change in Discourse: How to Discuss this stuff

Discourse One/I

Language typically used to talk about, question, and plan the work of schools, change, or reform

● What shifts or changes are made when we engage in dialogue focused on these aspects?
● Can we name sustainable, long-term change here? Why or why not?

(Eubanks, Parish, and Smith 1997)
Establishing a change in Discourse: How to Discuss this stuff

Discourse Two/II

Language that tends to be about uncomfortable, unequal, ineffective, prejudicial conditions in schools

- What shifts or changes are made when we engage in dialogue focused on these aspects?
- Can we name sustainable, long-term change here? Why or why not?

(Eubanks, Parish, and Smith 1997)
Establishing a change in Discourse: Let’s Work!

Scenario #1: Parent/Guardian/Family Involvement

You need to engage in a discussion about parent/guardian/family involvement in supporting student success. In particular, you want to make progress in building positive, collaborative relationships with parents and families. In the past, discussions on this topic have resulted in complaining and blaming parents for lack of support to their children.

- What does Discourse I sound like here?

- How might you approach the scenario from a Discourse II perspective?

(National Equity Project, 2017)
Establishing a change in Discourse: Let’s Work!

Scenario #2: Rigorous and High Academic Expectations

You need to engage in a discussion about envisioning ALL students as highly successful—holding rigorous and high academic expectations and providing targeted support for every student to achieve. Typically, your colleagues have stated they do hold rigorous and high expectations but that a large number of students are unmotivated and unprepared to meet their expectations.

- What does Discourse I sound like here?
- How might you approach the scenario from a Discourse II perspective?

(National Equity Project, 2016)
Engagement with Discourse I and II: session debrief

Connections to you and your work with staff?

Key understandings? Take-aways? Need more of?

What are you struggling with?

What are you resistant to?
Please enjoy lunch!

Take time to network
Report Card Redesign: Feedback Session

Kia Sorensen, Research Analyst
Jon Wiens, Director of Accountability and Reporting
Reflection and Share-Out
Thank You!
See you April 27