

Practices to Improve the Achievement of Students in Poverty

HB 4057 (2016) Legislative Report



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Purpose:

ODE + CEdO to prepare report related to district receipt and allocation of SSF revenue for students in poverty.

Requirements:

- Total amounts allocated to districts that receive additional SSF weight (ADMw)
- Recommendations re: additional reports
- Make available program and service information for schools/districts

Background:

Official poverty threshold (family of 4) = \$24,036

- 13.5% of U.S. population (16.1% under 18)
- 16.5% of Oregon population

Oregon's childhood poverty rate ranks 28/51:

- 49/51 – affordable housing
- 45/51 – food insecurity
- 34/51 – unemployment

Enrollment of students in poverty in Oregon = 49%
(21,340 or 3.71% of students considered homeless)

Educational Impact:

Children in poverty are exposed to ACEs + risks:

- ↓ performance
- ↓ standardized test scores
- ↓ grades
- ↓ learning and attainment

- ↓ wages + income
- ↓ health + well-being

Students in poverty are resilient, bright, and high achieving provided an equal opportunity to succeed (via adequate/appropriate supports).

Data Collection:

Two-part approach (survey + follow-up interview)

Mixed-methods

Online and in-person

CHIEF EDUCATION OFFICE Practices to Improve the Achievement of Students in Poverty

HB 4057 directed the Oregon Department of Education (ODE), in collaboration with the Chief Education Office (CEdO), to prepare a report related to students who are in poverty families.

The one-time report required under this section will include:

- 1) Information provided by school districts that describes any promising practices, programs, or services used or provided by the school district to improve student achievement for students who are in poverty families.
- 2) The approximate cost of providing said promising practices, programs, or services.
- 3) A description of any promising practices, programs, or services a school district would use or provide if the school district had additional funding, and the approximate amount of additional funding that would be needed.

This survey was created to collect aforementioned information from every school district that receives an additional weight exclusively from the State School Fund under ORS 327.013 (1)(c)(A)(v)(I) for students who are in poverty families. Approximate costs should not include Federal Title funds This is a one-time survey. Please complete this survey by **Monday, October 3rd, 2016**.

*** Tell us about yourself:**

District Name:

Your Name:

Role / Title:

*** 1. Which of the following promising anti-poverty practices, programs, services, and/or strategies has your school district used or provided during the 2015-2017 biennium to improve student achievement specifically for students in poverty families?**

Early childhood education (i.e., preschool)

Meal programs - universal free meal programs (providing meals for all students, regardless of poverty status)

Meal programs - expanded meal programs (e.g., dinner, snack)

follow-up survey/in-person interview

In the initial survey you completed last [TIME], you identified several promising practices, programs, services, and/or strategies that your school district used or provided in during the [2015 – 2017 biennium] to improve student achievement specifically for students in poverty families.

As a district who feels they have reached an understanding of promising practices, programs, services, and/or strategies to improve student student achievement for students in poverty families, we would like to learn more about your particular approach.

The following questions aim to gain an understanding of the practices your district implements and why you believe those practices are promising for students in poverty families.

1. Please describe what makes the [previously identified] specific practices, programs, services, and/or strategies promising. (In other words, what outcomes have been noted among staff, parents, and students in poverty families?)
Prompt: Outcomes may be seen as a variety of encouraging effects among your staff or students—perhaps parents of students in poverty families are becoming more involved in school-related activities, or students are increasingly registering for college-level coursework with the assistance of guidance services. It may even be that students seem more engaged in the classroom, or are interacting with their teachers more.

2. How are these promising practices, programs, services, and/or strategies developed, delivered, and accounted for? (In other words, what “checks and balances” do you have in place to ensure student achievement among students in poverty families?)

3. What do you see as the school district’s role in reducing poverty and assisting in anti-poverty efforts for students in poverty families?

4. Would you consider allowing other school district representatives to visit your district or specific schools to learn more about what you are implementing?
 Yes
 No

Reduced fee or "fair pay" for school activities and extracurriculars	75.7%
Wrap-around services - provision of backpacks or other school-related materials (e.g., notebooks, pencils, calculators)	74.3%
More time for learning - after school programs	64.2%
Healthcare - counseling services	62.8%
Wrap-around services - provision of clothing (seasonal or otherwise)	60.8%
Early childhood education (i.e., preschool)	60.1%
More time for learning - summer enrichment programs	60.1%
Staff professional development specific to issues facing students in poverty families	60.1%
Partnerships with community-based or local non-profit organizations (e.g., faith-based, YMCA, United Way, Big Brothers Big Sisters)	58.8%
Healthcare - provision of school nurse	56.1%
Translation of school or district communications in multiple languages	56.1%
Meal programs - universal free meal programs (providing meals for all students, regardless of poverty status)	52.0%
Meal programs - expanded meal programs (e.g., dinner, snack)	48.6%
Transportation assistance (e.g., bus passes, provision of additional buses/routes, stipends)	48.0%
Attendance incentives - wake-up or follow-up calls	47.3%
Healthcare - contract with external provider(s) (e.g., dentist, optometrist, etc.)	41.2%
Wrap-around services - food pantry	36.5%
Attendance incentives - public or community awareness campaigns	35.8%
Attendance incentives - parent agreements or commitments/contracts	34.5%
Healthcare - implementation of a school-based health center (SBHC)	29.1%
Wrap-around services - laundry machine access	24.3%
Family expense assistance or stipends	20.9%
Staff assignment to high-poverty schools - teachers	19.6%
Staff assignment to high-poverty schools - administration	13.5%
Wrap-around services - housing assistance	10.8%
More time for learning - weekend programs	6.1%
Wrap-around services - employment assistance	5.4%
Attendance incentives - family stipends	3.4%

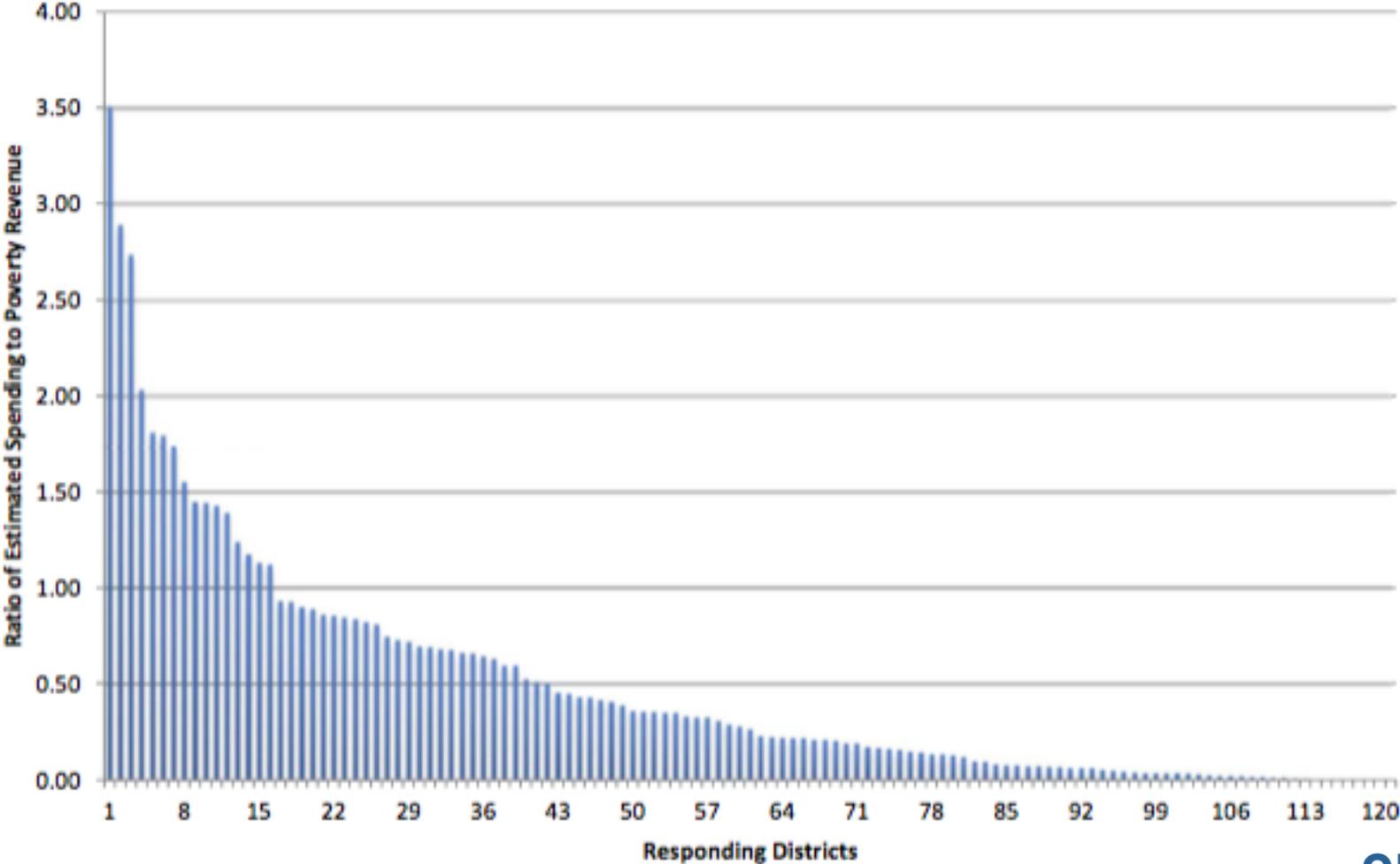
Promising practices, programs, services, and/or strategies used or provided during the 2015-2017 biennium to improve student achievement for students in poverty.

Twelve practices named from over 50% of responding districts (grouped into categories):

1. More time for learning
2. Wrap-around services
3. Healthcare
4. Reduced fees
5. Early childhood education
6. Staff PD/learning
7. Partnerships
8. Translation
9. Meal programs

District poverty spending:

total funds spent to total funds obtained (N = 120)



Promising Program Cut	Percent of Respondents
n/a	27.03%
before/after school	22.97%
none cut	18.24%
summer school	17.57%
staffing	10.81%
meals	6.08%
early childhood education	5.41%
health/mental health/dental	5.41%
electives	4.05%
family engagement	4.05%
interventions	3.38%
professional learning	3.38%
unknown	2.70%
community partnerships	2.03%
free clubs and sports	2.03%
transportation	2.03%
mentoring	1.35%
outdoor school	1.35%
tutoring	1.35%
clothes closet	0.68%
dual credit	0.68%
dual language	0.68%
field trips	0.68%
food bank	0.68%
home visit	0.68%
pregnant and parenting	0.68%
social services	0.68%

Frequency of promising program reductions or eliminations.

The most promising practice that districts have reduced or eliminated in response to budget cuts involves more time for learning.

...although many have not reduced or eliminated any practices or programs.

Barrier to Implementation	Percent of Respondents
funding	54.05%
distance/proximity of services	12.84%
staffing	10.81%
transportation	8.78%
free and reduced lunch process and privacy	8.11%
data quality and availability	7.43%
staff expertise	5.41%
community engagement and capacity	5.41%
early learning funding	4.73%
lack of local agency coordination	4.73%
health care access	4.05%
facilities	2.03%
labor contract	2.03%
mobility	2.03%
small district	2.03%
staff retention	2.03%
technology	2.03%
policy and oversight	2.03%
lack of staff diversity	1.35%
lack of child care	0.68%
college readiness	0.68%
engaging programs	0.68%
fees	0.68%
housing	0.68%

inclusion	0.68%
large attendance area	0.68%
large schools	0.68%
open enrollment	0.68%
parenting skills	0.68%
reduced expectations	0.68%
staff capacity	0.68%
trauma	0.68%
workforce development	0.68%

Barriers to implementation of district-wide programming.

Funding was identified by over half of district respondents.

Distance/proximity of services, staffing, transportation, and FRL identification round out the top five.

Practices, programs, services, and/or strategies to add with additional funding.	Percent of Respondents
before and after school	50.00%
counselor	40.54%
summer school / extended school year	32.43%
transportation	27.70%
early learning	22.97%
mental health	19.59%
nurse or school based health center	18.92%
parent/family engagement	12.16%
professional learning	9.46%
wrap around supports	9.46%
attendance	8.78%
meals	8.78%
staffing	8.11%
community partnerships	7.43%
fees - eliminate	7.43%
career and technical education	6.76%
arts and electives	5.41%
smaller classes	4.73%
basic supports	3.38%
career and college readiness	3.38%
social worker	3.38%
facilities	2.70%
Friday school	2.70%
mentors	2.70%

school resource officers	2.03%
technology	2.03%
weekend school	2.03%
experiential learning	1.35%
interventions	1.35%
alternative education	0.68%
cross agency collaboration	0.68%
drug and alcohol	0.68%
librarians	0.68%
none	0.68%
restorative justice	0.68%
staff assignment to high poverty schools	0.68%
staff retention program	0.68%
stem	0.68%
translation	0.68%

Programs or services to add with additional funding.

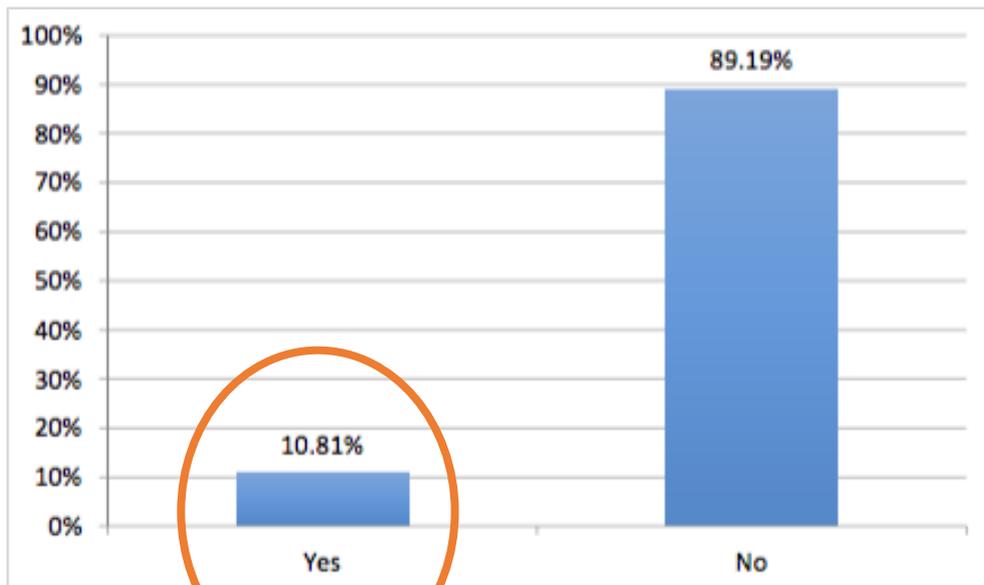
More time for learning most identified need across districts.

	ADMr	% of Students in Poverty	General Purpose Grant	Percent ECD 2014-2015	ECD gap
Poverty Spending Ratio (estimated spending / biennial poverty weight funding)	0.20	-0.13	0.20	0.14	-0.14

Relationship of estimated spending to district characteristics and student outcomes (four-year graduation rate):

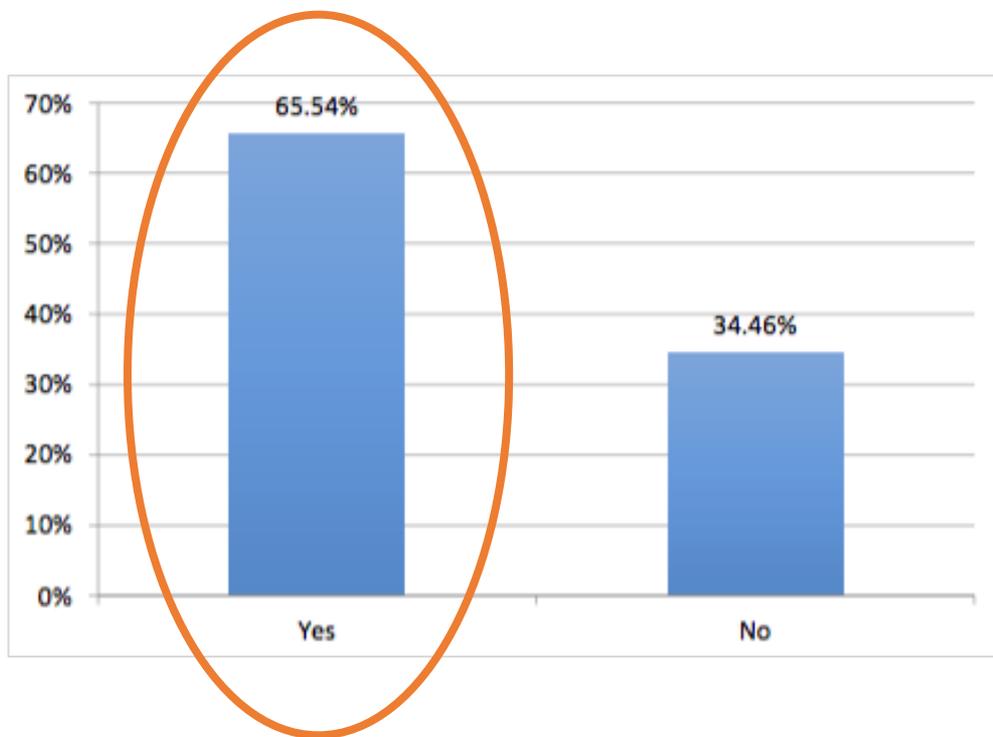
- weak, positive correlation with district size, budget, and percentage of high school students identified as ECD.
- weak, negative correlation with ECD gap.

	ADMr	% of Students in Poverty	General Purpose Grant	Percent ECD 2014-2015	ECD gap
Poverty Spending Ratio (estimated spending / biennial poverty weight funding)	0.20	-0.13	0.19	0.09	-0.34



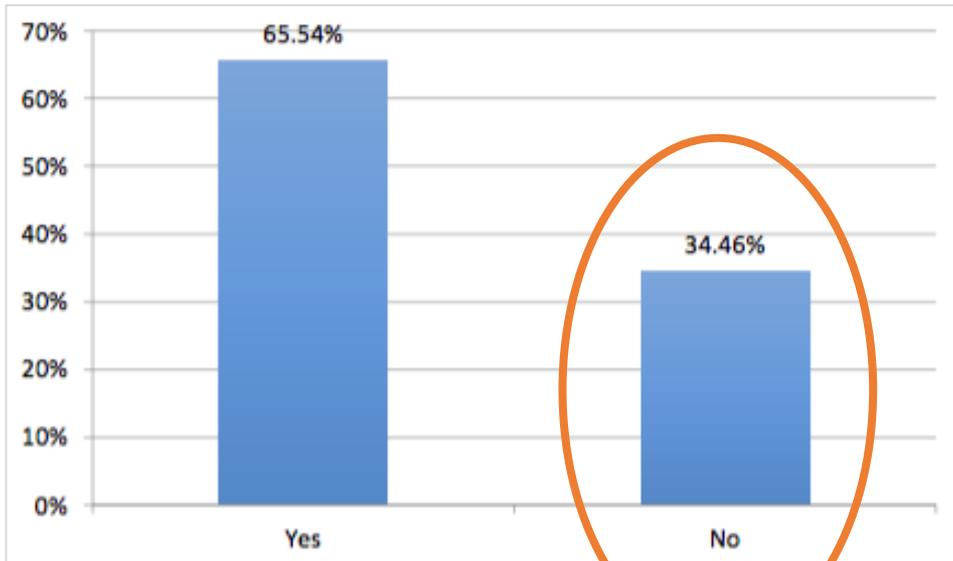
Districts that report using additional accounting procedures to track expenditures demonstrate a moderate, negative correlation between spending and the ECD gap.

	ADMr	% of Students in Poverty	General Purpose Grant	Percent ECD 2014-2015	ECD gap
Poverty Spending Ratio (estimated spending / biennial poverty weight funding)	0.09	-0.12	0.09	0.24	-0.27



Districts that report having reached an understanding of key promising practices demonstrate a weak, negative correlation between spending and the ECD gap.

	ADMr	% of Students in Poverty	General Purpose Grant	Percent ECD 2014-2015	ECD gap
Poverty Spending Ratio (estimated spending / biennial poverty weight funding)	0.56	-0.14	0.57	-0.09	0.12



On the other hand, districts that report not having reached an understanding of key promising practices demonstrate a weak, positive correlation between spending and the ECD gap.

Follow-up Interviews:

Targeted districts who either

- a) Had budgetary process already in place
- b) Felt understanding of promising practices was reached
- c) Reported unique programs or outreach

Representation (district size, location, and service needs)

Open-ended questions regarding:

- how practices and programs were developed, accounted for, and considered promising with respect to student achievement
- Role of districts in poverty programming and practice

Key Findings:

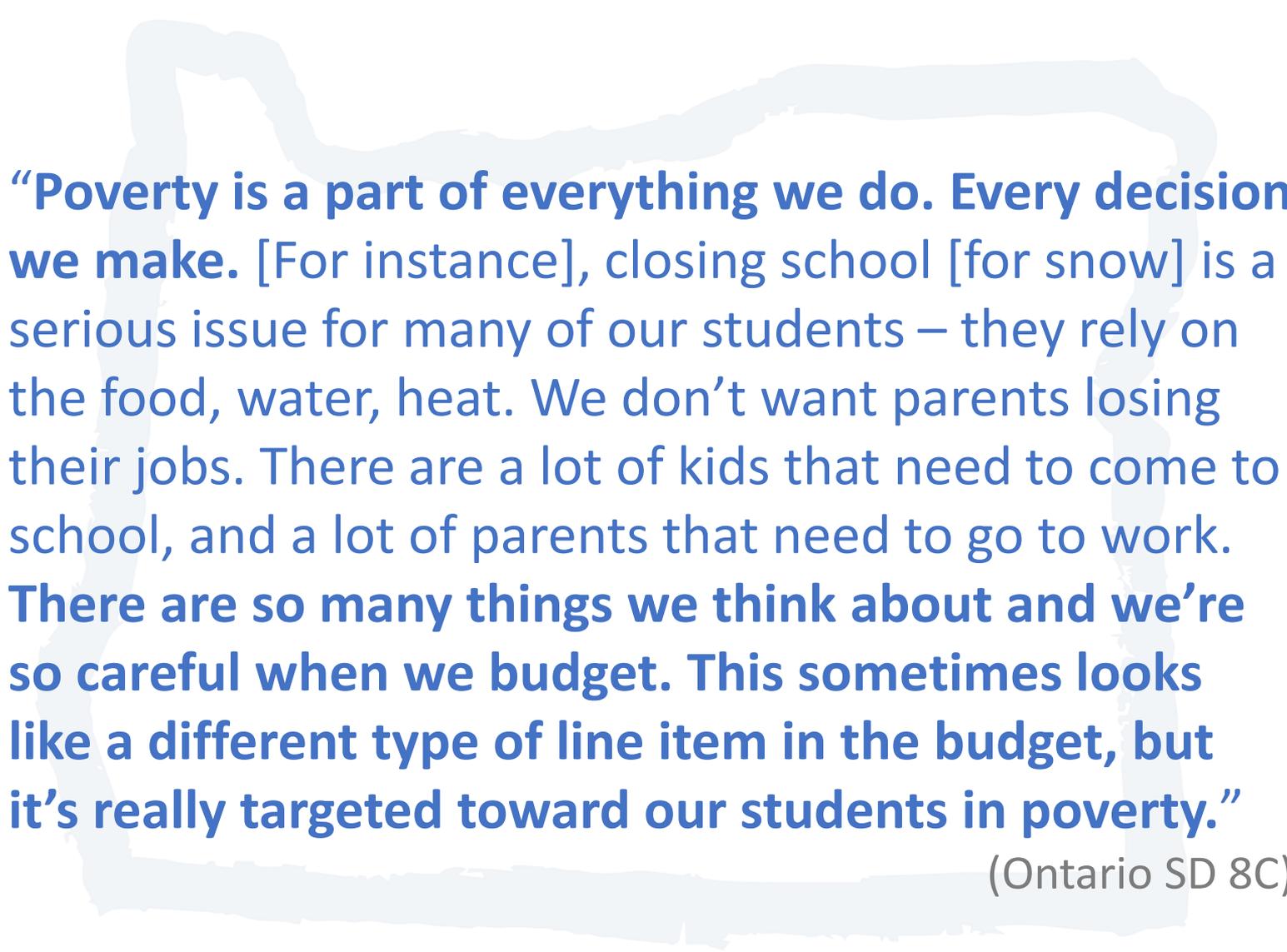
Challenges in extracting and accounting for practices that only reach students in poverty.

Collaborative budgeting was worthwhile practice.

“Braiding” of funding and resources.

Holistic approach – schools as key component of community health and wellness.

Pointed and sustaining dedication to professional learning.



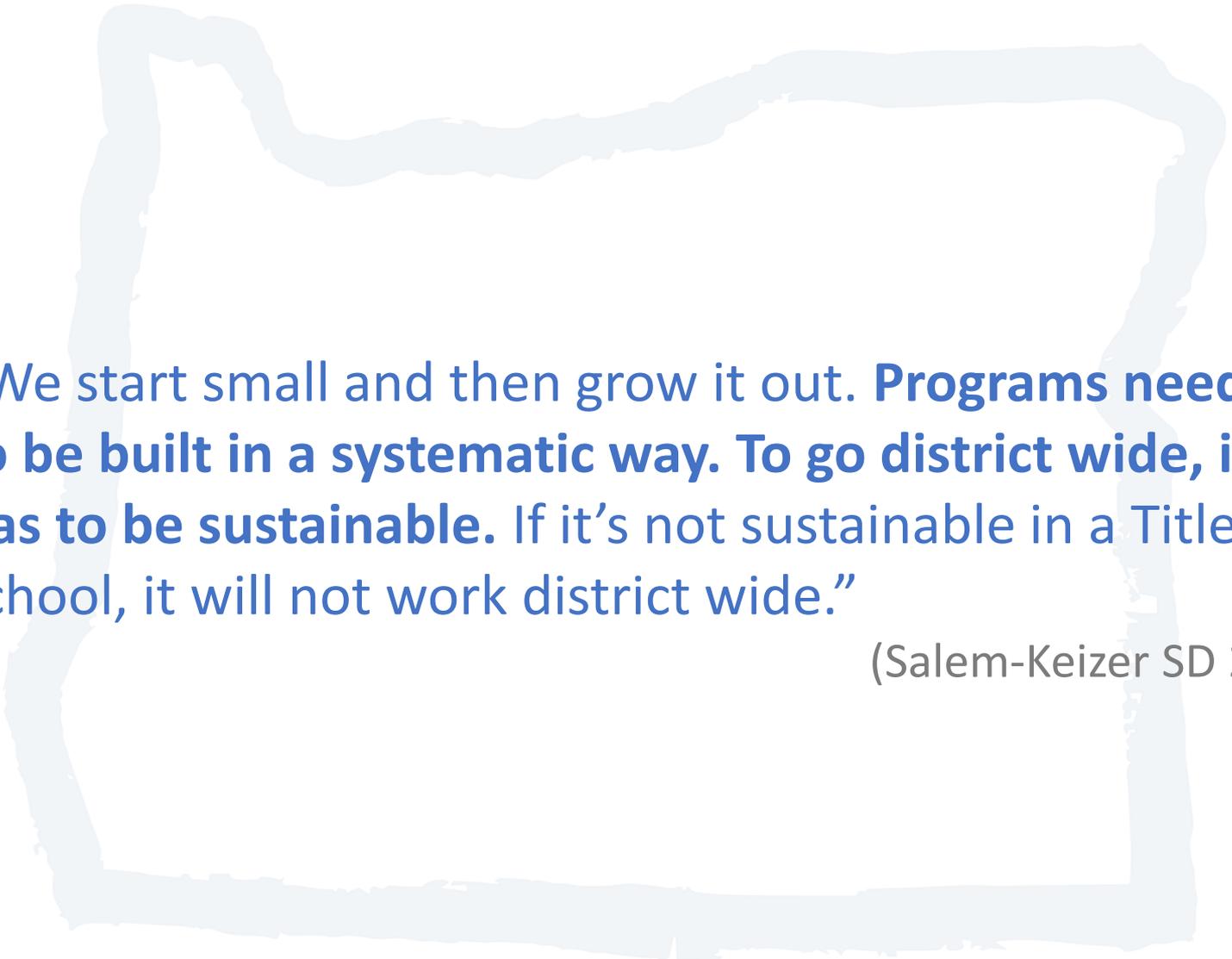
“Poverty is a part of everything we do. Every decision we make. [For instance], closing school [for snow] is a serious issue for many of our students – they rely on the food, water, heat. We don’t want parents losing their jobs. There are a lot of kids that need to come to school, and a lot of parents that need to go to work. There are so many things we think about and we’re so careful when we budget. This sometimes looks like a different type of line item in the budget, but it’s really targeted toward our students in poverty.”

(Ontario SD 8C)



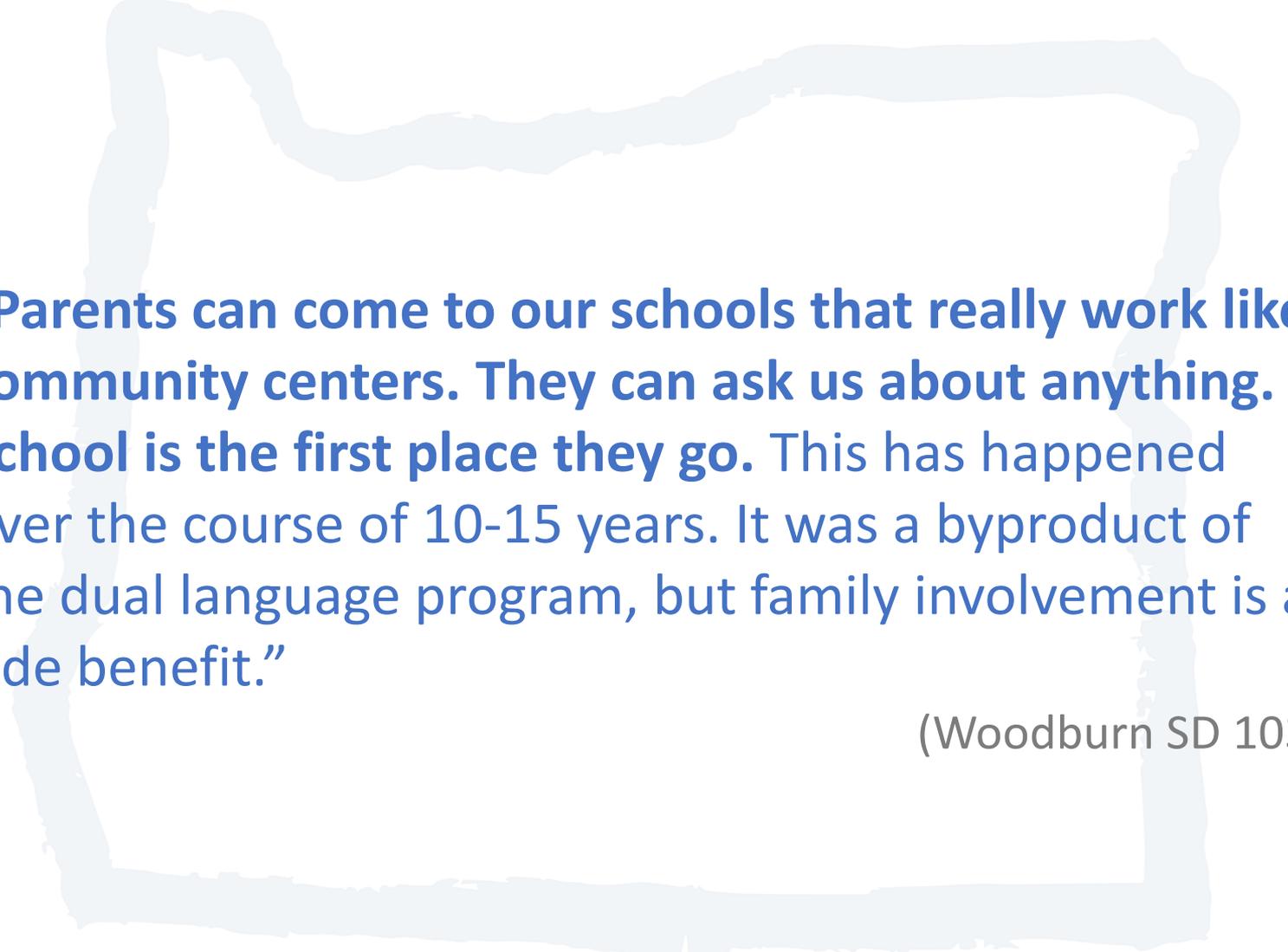
“I have to say these conversations with budget holders were valuable, and they would be good to continue to have such conversations. How we want people to look at poverty and account for it is an important process and something we should continue. I wonder if we might take advantage of such organizations like OASBO [Oregon Association of School Business Officials] to have these types of conversations across the state with respect to anti-poverty programming. This could be very valuable.”

(Portland SD 1J)



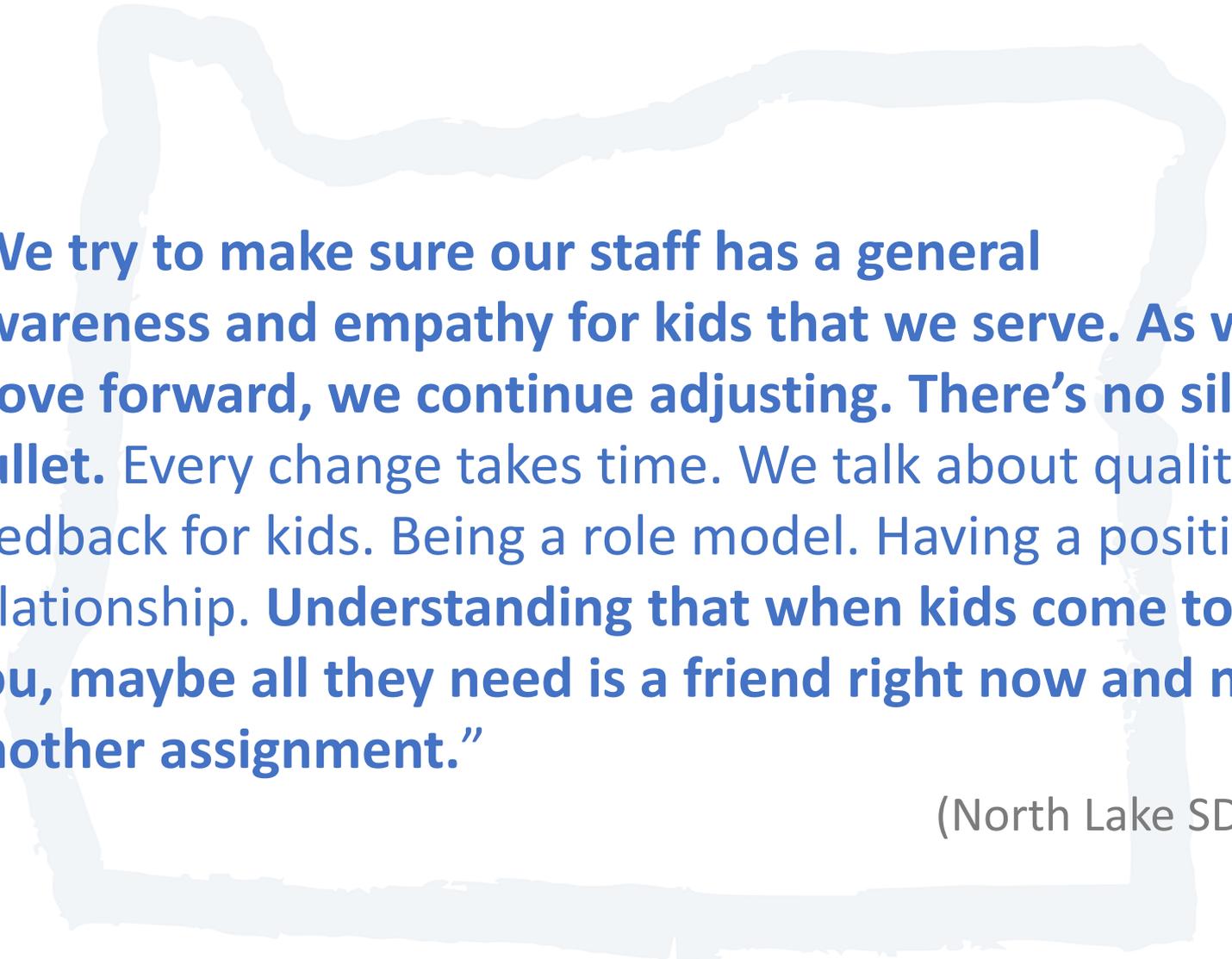
“We start small and then grow it out. Programs need to be built in a systematic way. To go district wide, it has to be sustainable. If it’s not sustainable in a Title school, it will not work district wide.”

(Salem-Keizer SD 24J)



“Parents can come to our schools that really work like community centers. They can ask us about anything. School is the first place they go. This has happened over the course of 10-15 years. It was a byproduct of the dual language program, but family involvement is a side benefit.”

(Woodburn SD 103)



“We try to make sure our staff has a general awareness and empathy for kids that we serve. As we move forward, we continue adjusting. There’s no silver bullet. Every change takes time. We talk about quality feedback for kids. Being a role model. Having a positive relationship. Understanding that when kids come to you, maybe all they need is a friend right now and not another assignment.”

(North Lake SD 14)

“We think of poverty now as a form of trauma, and we’ve taken on a trauma-informed approach which has changed just about everything we do. Moving from traditional punitive approaches to using more positive language and being more proactive in our procedures. To help teach things that will help students attend and be more successful in school. **Staff has to be 100% on board – they have to believe. The second part is providing support and training to show staff it’s 100% what we need to do. The picture becomes clearer when paired with the research.”**

(Phoenix-Talent SD 4)

Conclusions:

Planning for and implementation of poverty revenue spending on specific programs and services appears to help reduce the ECD gap.

- Opportunity for improved local budgetary processes
- Poverty “confounders” may not support universal line item tracking

Funding formula may similarly shift accountability to the use and implementation of promising practices (via tracking of programmatic outcomes).

Conclusions:

Importance of more time for learning

- Research supports ability to close gaps
- Programs frequently eliminated when budgets are tight (but one that would be desired back if funding was available)

Professional learning makes a difference – especially when led by district and administrative staff who are knowledgeable about poverty, programs specific to poverty, and community needs.

Recommendations:

Collaborate with state agency and external stakeholders to develop budgeting models that work and/or are flexible with local practice.

Evaluate efficacy of and accountability for promising practices for students in poverty.

- Work with Quality Education Commission (QEC)
- Supplement Quality Education Model (QEM)

Recommendations:

Help districts prioritize more time for learning

- Identify metrics
- Sustain aligned activities with regional partners
- Partner with CBOs (culturally specific)

Encourage and support professional learning opportunities among regional and local leaders.

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