

**African American/Black Student Success Plan
Advisory Committee (AABSS)**

March 18, 2026
9:00 a.m. – 11:00 a.m.

Time	Agenda Item	Details
9:00 a.m.	Welcome & Expectations Renee Anderson, Chair	
9:05 a.m.	Ice Breaker Damien Pitts, Vice Chair	
9:15 a.m.	Advisory Recruitment Form Feedback April Negrette, AABSS Coordinator	<i>Discussion</i>
9:30 a.m.	Meeting opens to the Public.	
9:30 a.m.	<p>Student Success Plan Metric Data Presentation (<i>Continued</i>) Stephanie Chen-Wu Gluck</p> <p>Review of 24-25 statewide report card data and comparison to nationwide data</p> <ul style="list-style-type: none"> • Statewide Attendance All Grades (K-12) <ul style="list-style-type: none"> ○ Nationwide these numbers are lower than pre-pandemic ○ Attendance has slowly been increasing across all student groups, although students who identify as AA/B Plus are showing slightly lower attendance rates than AA/B Only or Non-AA/B students. • Early Grade K-2 Attendance <ul style="list-style-type: none"> ○ These numbers are slightly higher than the overall K-12 averages ○ Member comment: 40% of younger students not attending regularly is a very significant and highly problematic as it is a heavy indicator of future success. Early years are the foundational years on which future academic success is built upon. <ul style="list-style-type: none"> ▪ Additionally, the transition from middle school to high school is very important when looking at high school attendance ▪ These statistics should be markers for our future work in the Student Success Plan revision. • 9th Grade on Track <ul style="list-style-type: none"> ○ Has shown a slight increase in both AA/B and AA/B Plus from 2023-24 to 2024-25 • 4-Year Cohort Graduation <ul style="list-style-type: none"> ○ Graduation seems to be increasing slightly year over year over the past three years • SB141 Metric Measurement: <ul style="list-style-type: none"> ○ Provides additional context for deeper review, although as it is a federal metric, the ethnic identities are identified differently than our statewide report card. ○ Members identified that 1 in 4 plan students not graduating in time, confirmed by the federal data • Member questioned what the disciplinary data for gender look like? <ul style="list-style-type: none"> ○ Nearly 60% of our respondents are identifying as male, although ODE can bring more specific data concerning the plan community students 	<i>Informational</i>

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to a future presentation.

- Participants of the AABSS Grant program are enrolling in post-secondary education at higher rates than those who are not.

Group discussion and feedback:

- We see correlations, although have we determined or explored explanatory factors?
 - If we were to pinpoint one or two points of leverage, what would they be? We've discussed attendance being a key factor. What else should we be identifying as the most effective recommendations for future academic success?
 - It is difficult to account for all the factors that play into the data. Outside of a randomized and controlled study, we cannot definitively determine additional personal factors that play into these areas.
 - Support throughout the transition period has been very influential.
 - Cultural support has been seen to increase overall metrics as well.
- Members expressed disappointment seeing plan students not excelling as we would like. Is there data regarding students with high attendance and their metrics? How does that compare with other students? Plan students are not being discussed in school districts outside of disciplinary action. Teachers and culture are not providing the necessary supports for students to be successful; there's no discussion regarding this topic, or resources available to increase this data or plan students' academic achievement.
 - Yes, there are still disparities and even with attendance we're not seeing the expected levels of academic success that we would like.
 - Students emotional and mental wellbeing is also very important and difficult to quantify
- A major concern is that no population of students within the state is achieving as we would like. Oregon is ranked 47 in terms of academic success, and that needs to be improved. Is it possible to gather data regarding students' GPAs? That would give more insight beyond state scores. How are students graduating if scores are so low?
 - ODE will find out what types of GPA data we can gather and present what is possible.
- SBAC is one datapoint, although it doesn't tell the full story. SAT scores and other older student data aren't showing the same data. There are other academic measures that we can look at for a better and more well-rounded view.
 - Grades can be subjective and a faulty determinant of success.
 - Studies have shown that students who performed low at the end of kindergarten they are more likely to also score low throughout their educational journey. We need to focus on the earlier grades to see where students are entering Kindergarten so we can provide more effective supports.
 - Disruptive behavior is affecting academic outcomes at these early grade levels. How can CBOs help to affect this outcome?
- How is this data gathered? Are we asking the students what the factors are involved with this data? Where is student voice being taken into account? Studies in previous years asked male plan students in high school what factors were affecting their success, and their answers were very striking. Where is that now? We're not getting to the root cause because we're not asking the students.
 - We need to perform empathy interviews. Let the students talk and listen to their experiences.

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<p>10:05 a.m.</p>	<p>Student Health Data Sharon Coryell, Oregon Health Authority</p> <p>Oregon SHS helps schools & communities improve youth well-being</p> <ul style="list-style-type: none"> • Information being presented is coming from the voice of plan students across the state <ul style="list-style-type: none"> ○ Youth experience snapshot <ul style="list-style-type: none"> ▪ Cross-sectional, not causative. ○ Whole-person assessment <ul style="list-style-type: none"> ▪ While this may not be the story for all black students in Oregon, This is part of the story for some. The job of the youth data community advisor is to up lift youth voices and youth experience. ○ Strength-based focus • Continuous Review of the SHS Content: <ul style="list-style-type: none"> ○ Guides SHS content, priorities, and data use. ○ Includes OHA, ODE, Tribal, LPHAs, and community partners. ○ Reviews survey topics ○ Centers health equity, youth voice, and transparency in decisions. ○ Subject Matter Experts offer programmatic expertise – Staff from OHA programs and other youth-serving agencies ○ SHS Advisory Committee ○ Youth Data Committee – a subcommittee of the statewide public health Youth Advisory Council • Youth self-report their racial and ethnic identities: <ul style="list-style-type: none"> ○ 7 detailed AIAN categories ○ 13 Asian categories ○ 10 detailed Black/AA categories <ul style="list-style-type: none"> ▪ Are you... You can choose more than one. <ul style="list-style-type: none"> • Black • African American • Afro-Caribbean • Afro-Latino/a/x • Jamaican • Haitian • Ethiopian • Somali • Something else fits better (Please tell us more) • I am not sure • I don't know what this question is asking • I prefer not to answer ○ 9 detailed Hispanic/Latinx categories ○ 14 detailed NHPI categories ○ 16 detailed white categories • Since 2020 it has been a requirement for schools to offer the Student Health Survey (SHS) annually <ul style="list-style-type: none"> ○ Participation has grown rapidly since the initial bill passed, and the state anticipates even greater levels of school buy in 	<p><i>Informational</i></p>

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- The state is working to identify gaps in where this survey is not being implemented, and would love to hear additional feedback
- There were 2 surveys originally, it was confusing for schools as well as students. In 2020, they were both combined into what is now known as the Student Health Survey (SHS).
 - Historically, the previous surveys were not gathering enough data from plan students, although it was inferring greatly based on the limited data that was available.
 - There is now no exclusion from school districts; it is now required of all districts, so our sample size has been greatly increased since 2020 so statistically the representation is now increased.
 - The data is still falling short, and OHA is working to increase the percentage of respondents matching the population's percentages. That will be the measure that the survey is properly reaching the community.
 - This is a survey; we're not asking lots of qualitative questions as to why or how. This is simply a small picture of the overall, and it is being used as a starting point rather than an end all be all.
- Members expressed microaggressions within the image used within the presentation that did not identify any of the plan students while speaking about them.
- Students are given the opportunity to self-report their general mental health across all grades (6th, 8th and 11th)
 - Per the Advisory's request, have added the intersectionality of plan students who also identify as LGBTQ2SIA+
 - Q: Would you say that in general your emotional and mental health is...
 - Excellent, very good, good, fair or poor
 - Members expressed the desire to see this broken down even further by gender
 - OHA will follow up with that data
 - How many plan students were apart of this survey?
 - Total, roughly 3,000 plan students across 6th, 8th and 11th grade
- Students self-report general physical health
 - Plan students are self-reporting 'excellent' at higher rates than the state average.
 - Members expressed that experiences/responses by geography are also different (to the point of what is being described above) and wonder if a breakdown is possible
 - OHA will follow up with that data
 - Self-reported general anxiety:
 - Plan students report higher in the 'nearly every day' category compared with statewide averages
 - Members inquired if this includes multi-racial students who have checked Black.
 - There was a significant number of plan students who self-identified as multi-racial
- Students self-reported depression and suicide
 - Q: During the past year, did you ever feel so sad or hopeless almost

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every day for **two weeks or more in a row** that you stopped doing some usual activities?

- Plan students' self-identified at higher rates of depression, thoughts of self-harm, suicidal idealizations and attempted suicide.
 - Are students receiving support by individuals who identify as a part of the community? Representation matters and having lived experience supporting our students and children is important.
 - OHA will reach out to the public educator survey for further information relating to the identity of educators.
- Self-reported General Mental Health by students who report unstable housing
 - Roughly 5% of plan students are self-reporting unstable housing
 - Plan students who also identify as LGBTQ2SIA+ are self-reporting at 7.7%
- Supportive adults at school:
 - Q: There is an adult at school I feel safe going to for help
 - Plan students self-report at slightly lower rates
 - Q: Likelihood of actually going to this adult for help
 - Plan students are more likely to reach out to that adult.
- Bullying in the past 30 days:
 - Q: During the past 30 days, have you been bullied by another student using any kind of **technology**, such as texting, the Internet or apps (messaging, social media, games, livestreaming, etc.)?
 - Plan students self-reported being bullied at school at higher rates compared to statewide averages
- Plan students were also asked the following questions, of which they scored higher on all compared to the statewide averages:
 - I can make a difference in my community
 - I can do most things if I try
 - Member feedback regarding this question, expressed that this question has built in prejudice and racism within the question.
 - Another member expressed that it felt hopeful and that there is hope in this data set.
 - OHA will take this feedback to the youth data subcommittee and ask if this question is reaching the intended outcome.
 - I can work out my problems

If members have additional questions or feedback please feel free to reach out

Member discussion and feedback:

- Regarding the youth survey, what does that student population look like in terms of identity and makeup?
 - The Youth Advisory Council has 30 students who represent the state, 15 of which sit on this specific subcommittee. OHA will delve deeper into their self-reported identity and reach back out.
- What is being done to advocate and gather the voices of younger students?
 - OHA has a partnership with ODE and their SEED (Student Educational Equity Development) Survey, which is essentially the counterpart to SHS that focus on strong feelings of belonging
 - This survey starts with 3rd grade
 - Unable to gather full answer due to technical difficulties, to

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	<ul style="list-style-type: none"> follow up <ul style="list-style-type: none"> ▪ Members would like to know what role they can play, what supports they can provide, and what advocacy is needed for children under the age of adolescence 	
10:48 a.m.	<p>Community Announcements</p> <ul style="list-style-type: none"> • Youth Advisory is looking for nominations (and self-nominations) for high school students to join Open Doors Oregon <ul style="list-style-type: none"> ○ Students will be providing critical feedback that will directly influence the supports that the state works to provide ○ Black Student Success Summit is April 18th, 8am - 5pm ○ April 18th Western region of Sigma Gamma is holding their regional conference in Portland, more information to come on specific events ○ Southern Oregon Black Leadership Summit is April 7th in Ashland ○ African American Youth Leadership Conference (AAYLC) is at OSU April 7th ○ Black Student Success Summit (BSSS) is BEAM Village’s flagship annual event, April 18 in Portland ○ Summer Leadership Conference the 26th–27th, flyer to come ○ Teen / Adult Idol Competition <ul style="list-style-type: none"> ▪ Auditions April 17, 2026, 6:00-9:00am ▪ Event April 24- May 22 • ODE Assistant Superintendent is now in the process of carrying out site visits, meeting with district level equity teams (which is required per law) <ul style="list-style-type: none"> ○ Looking for spaces and places where grantees are located, although all areas of the state will be visited ○ Open to feedback regarding recommendations and locations, please reach out 	
10:50 a.m.	<p>ODE Announcements Jenny Donovan, Director of SSPs Michael Essien, Assistant Superintendent of OEDI</p>	<i>Informational</i>
11:00 a.m.	<p>Adjourn Renee Anderson, Chair</p>	
<p>Members Present: Member Anderson, Member Akiyama, Member Brewton Denison, Member Bolden, Member DeGruy-Bell, Member Detman, Member Dujon, LeGrand, Member O’Connell, Member Pitts, Member Richardson, Member Thorne Ladd, Member Wilson-Huey</p> <p>Member Absent: Member Harmon Johnson, Member White, Member Williams</p> <p>ODE Staff Present: Michael Essien, Jennifer Donovan, April Negrette, Miriam Neidhardt Mcphee, Stephanie ChenWu Gluck, Jenni Amado, Sharon Coryell</p>		

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Next Meeting: Online – April 15, 2026, 9 a.m. – 11 a.m.