



African American/Black Student Success Plan Advisory Group Meeting

Oregon State Library
October 23, 2015 | 9:00 a.m. – 2:00 p.m.



DEPARTMENT OF
EDUCATION

Welcome

Dr. Salam Noor
Deputy Superintendent

Lindsey Capps
Governor's Office

Welcome and Introductions

Co-chair Joyce Harris

Co-chair Charles McGee



What Does the Legislation Say?

Dorothy Spence, Representing House Speaker Tina Kotek
House Representative Jodi Hack

House Bill 2016: Our Draft Charter and Timeline

Co-chair Joyce Harris

Co-chair Charles McGee



Draft Charter

- House Bill 2016 directs the Department of Education to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs.
- The bill directs the Oregon Department of Education to convene an advisory group comprised of members of the African American/Black community and other stakeholders from across the state of Oregon to provide guidance to the department regarding the plan.



Project Success Measures

- decrease the disproportionate rate of disciplinary incidents;
- increase parental engagement;
- increase the engagement of students in educational activities before and after regular school hours;
- increase early childhood and kindergarten readiness;
- improve literacy and numeracy levels between kindergarten and grade three;



Project Success Measures cont.

- support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance;
- support culturally responsive pedagogy and practices from early childhood through post-secondary education;
- support the development of culturally responsive curricula from early childhood through post-secondary education;
- increase attendance of plan students in community colleges and professional certification programs; and
- increase attendance of plan students in four-year post-secondary institutions of education



Scope

The scope of work will include:

- Data and Research on Promising Practices
- Convening advisory group and resource team mtgs
- Developing the implementation plan
- Administering grant awards
- Monitoring grant recipients
- Managing the plan and progress toward project success measures and intermediate goals



Project Approach

- ODE staff will manage project tasks, timelines, and budget.
- The advisory group with knowledge and experience in each indicator will convene on a monthly basis and advise on the development of the implementation plan.
- Convene resource team meetings of the advisory group, as needed
- Dr. Markisha Smith and Kendra Hughes will jointly approve all aspects of the plan.



Risks of Not Doing the Project

- Chronic disparities in early childhood, youth development, K-12 and higher education settings, across all indicators for African American/Black students in the state of Oregon continue.
- Lack of a culturally diverse professional teaching core continues.
- Gaps in student achievement and opportunities for African American/ Black students continue.
- Disproportionate rates of discipline of African American/Black students continue.
- Historical and persistent challenges facing African American/Black students negatively impact P-20 education, business development, housing and employment opportunities, and social and economic growth for the state of Oregon continue.

Overall Assessment

- The African American/Black Student Success Plan is critical to increasing culturally responsive teaching and learning opportunities, improving P-20 student achievement and outcomes for African American/Black students in the state of Oregon.

Break

African American/Black Student Achievement Data

Jon Wiens

Manager, Accountability and Reporting
Oregon Department of Education

Brian Reeder

Assistant Superintendent, Research and Data Analysis
Oregon Department of Education

2014-15 Assessment Results



**ENGLISH LANGUAGE ARTS AND
MATHEMATICS**

Black/African American students in 2014-15



The table at right shows the 10 districts with the largest number of Black students in the state, and all districts that are at least 3% Black.*

District	Number of Black/African American Students	Total Number of Students	% Black/African American
STATE OF OREGON	13,673	570,857	2.4
Portland	4,861	47,647	10.2
David Douglas	1,109	10,988	10.1
Beaverton	1,075	39,763	2.7
Reynolds	990	11,702	8.5
Hillsboro	479	20,884	2.3
Parkrose	449	3,345	13.4
Salem-Keizer	424	40,698	1.0
Gresham-Barlow	366	12,137	3.0
Centennial	362	6,242	5.8
Eugene	320	17,012	1.9
Youth Corrections	61	394	15.5
Juvenile Detention	20	186	10.8
Total (12 districts)	10,516	210,998	
% of state population	77%	37%	

* - Data from October 1, 2014

Smarter Balanced



- Assesses the Common Core content standards in English language arts (ELA) and Mathematics
- Includes both computer adaptive test items and performance tasks.
- Constructed response items better allow students to demonstrate their critical thinking and problem solving skills.
- Students are assigned performance levels of 1 to 4.
- Level 3 is designed to represent college and career readiness.

State Participation Rates



- The state as a whole met the 94.5% participation rate target for (ELA) and for mathematics.
- The Black/African American and Students with Disabilities student groups did not meet the target.
- High school rates were about 10% lower than usual.
- The state is working with districts to improve participation rates in 2015-16.

State Participation Rates



Participation by Grade

Grade(s)	ELA	Math
3	97.0	96.9
4	97.7	97.5
5	97.5	97.2
6	97.2	97.1
7	96.9	96.6
8	96.2	95.9
11	88.9	87.4
All	95.9	95.5

Participation by Student Group

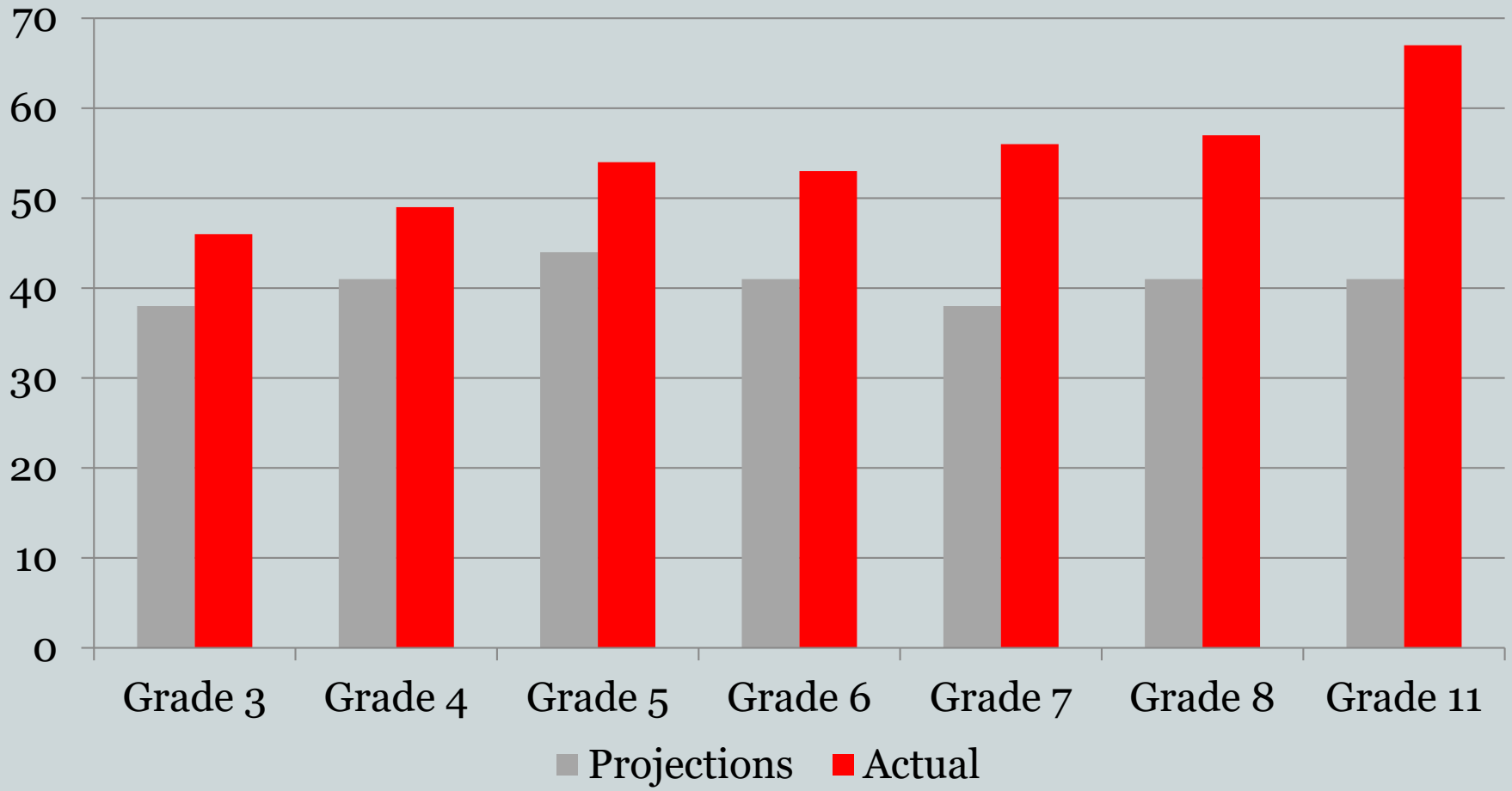
Grade(s)	ELA	Math
Economically Disadvantaged	96.8	96.4
English Learner	98.3	98.1
Students with Disabilities	93.6	93.2
American Indian/AK Native	95.9	95.4
Asian	97.1	96.6
Black/African American	93.4	92.6
Hispanic/Latino	97.4	97.1
Hawaiian/Pacific Islander	97.1	96.7
White	95.5	95.1
Multi-racial	95.3	94.8

State Achievement on Smarter Balanced

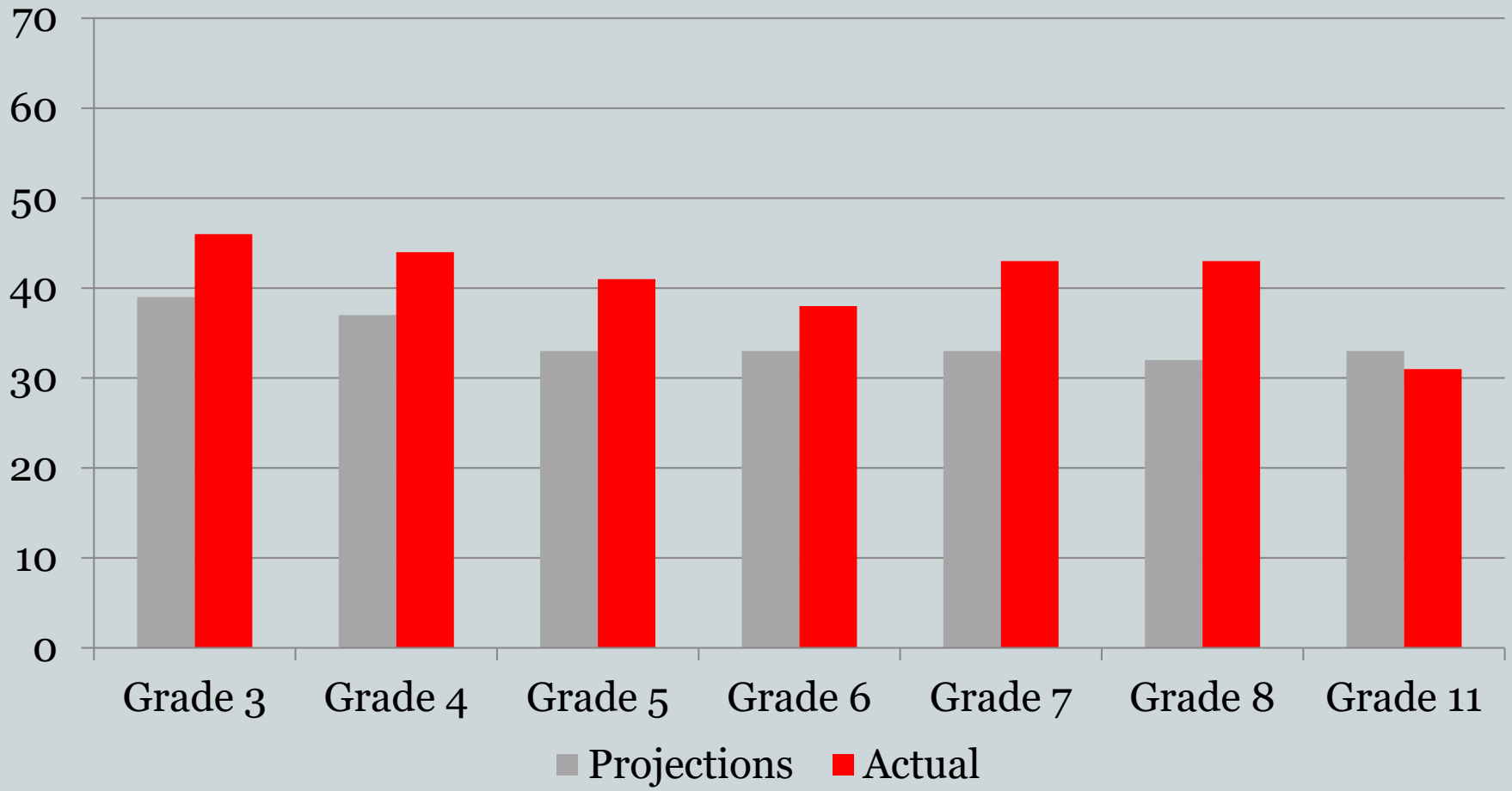


- Overall the state did better than anticipated, based on the results from the 2013-14 field test.
 - At most grades ~ 10% higher than the consortium field test.
 - High school mathematics was the only point where we were lower than expectations.
- Percentage of students at Level 3/4 was higher for ELA than for mathematics, especially at high school.
- Data continue to show persistent achievement gaps between student groups.

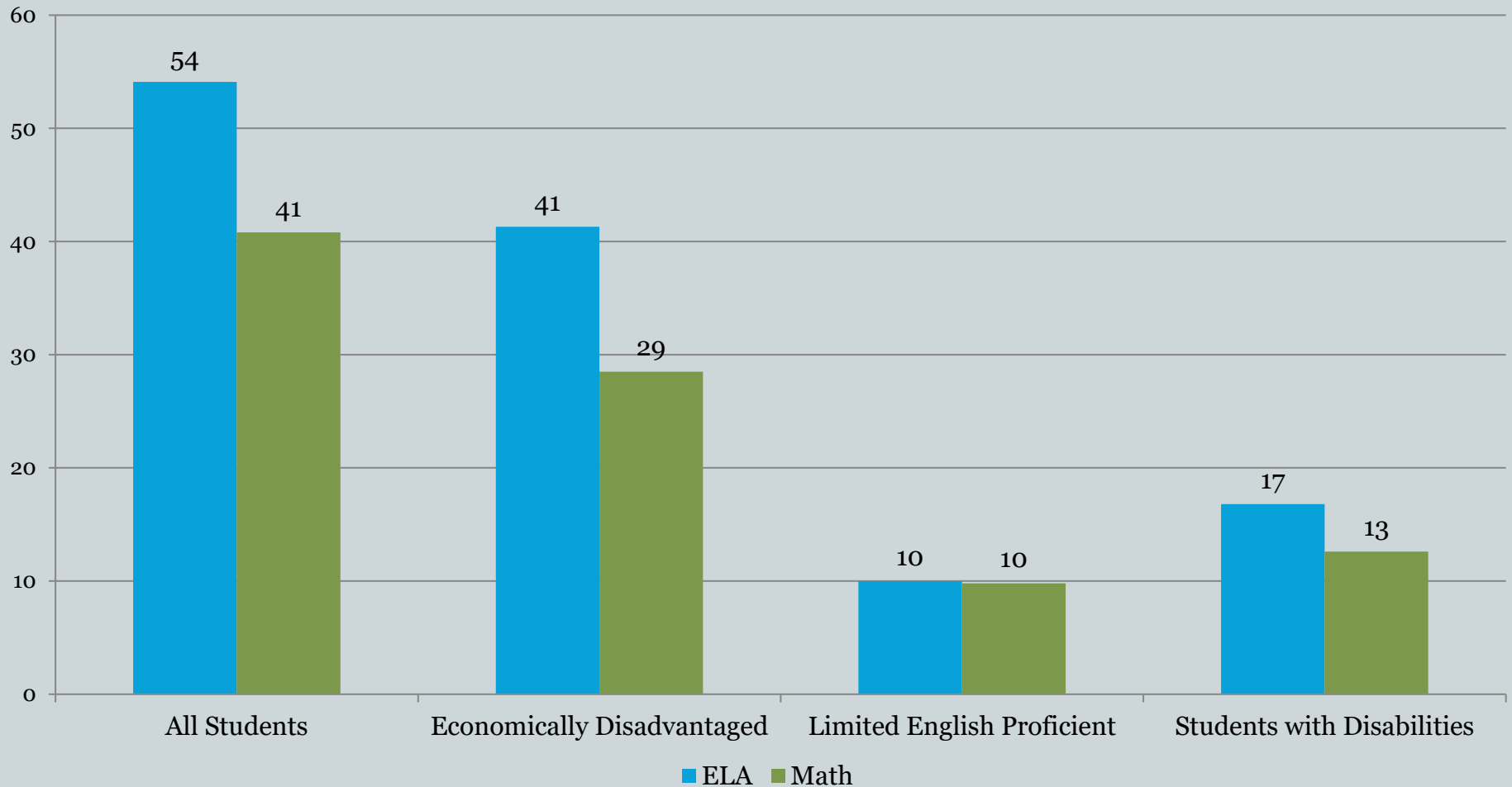
English Language Arts Results



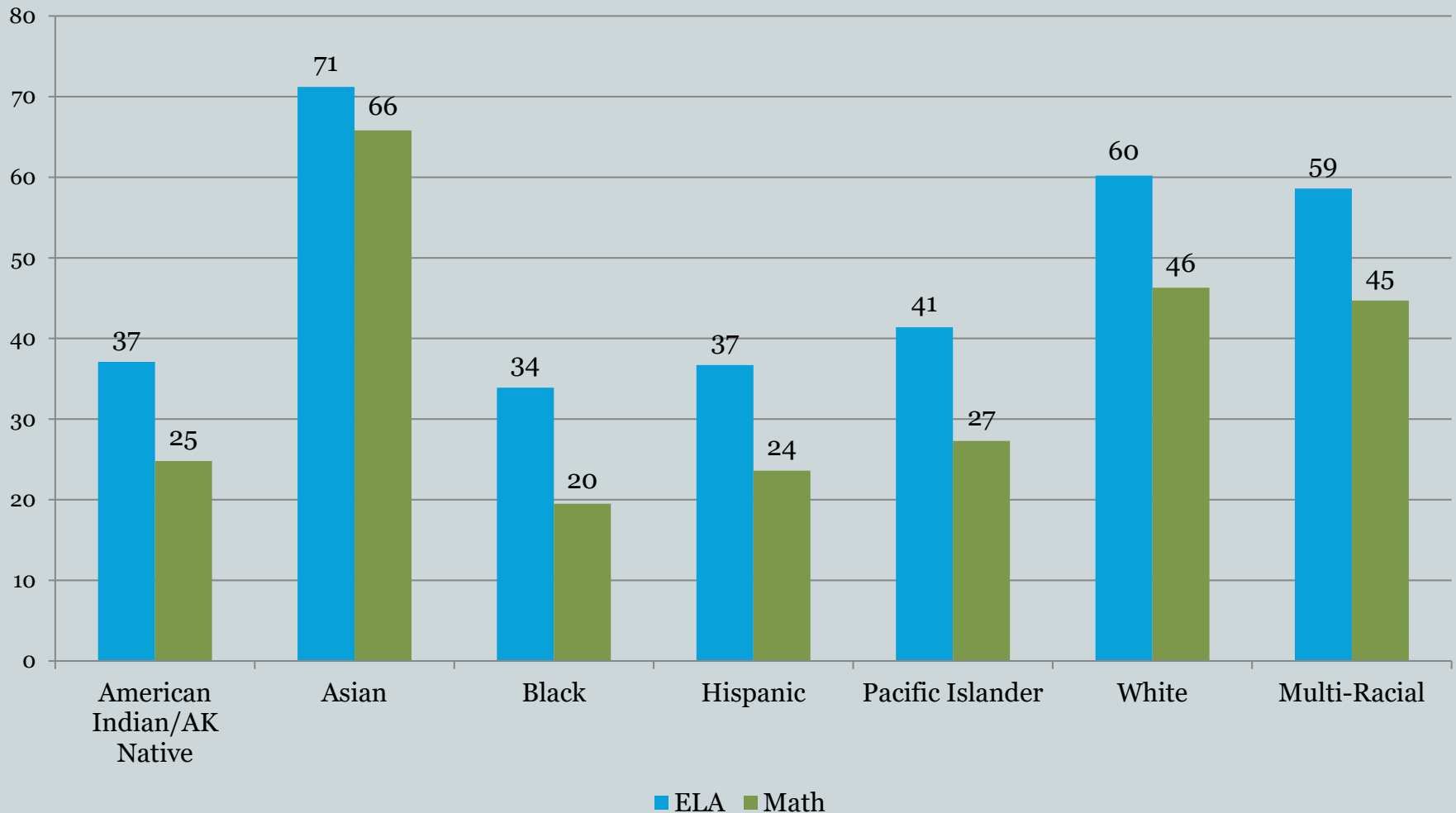
Math Results



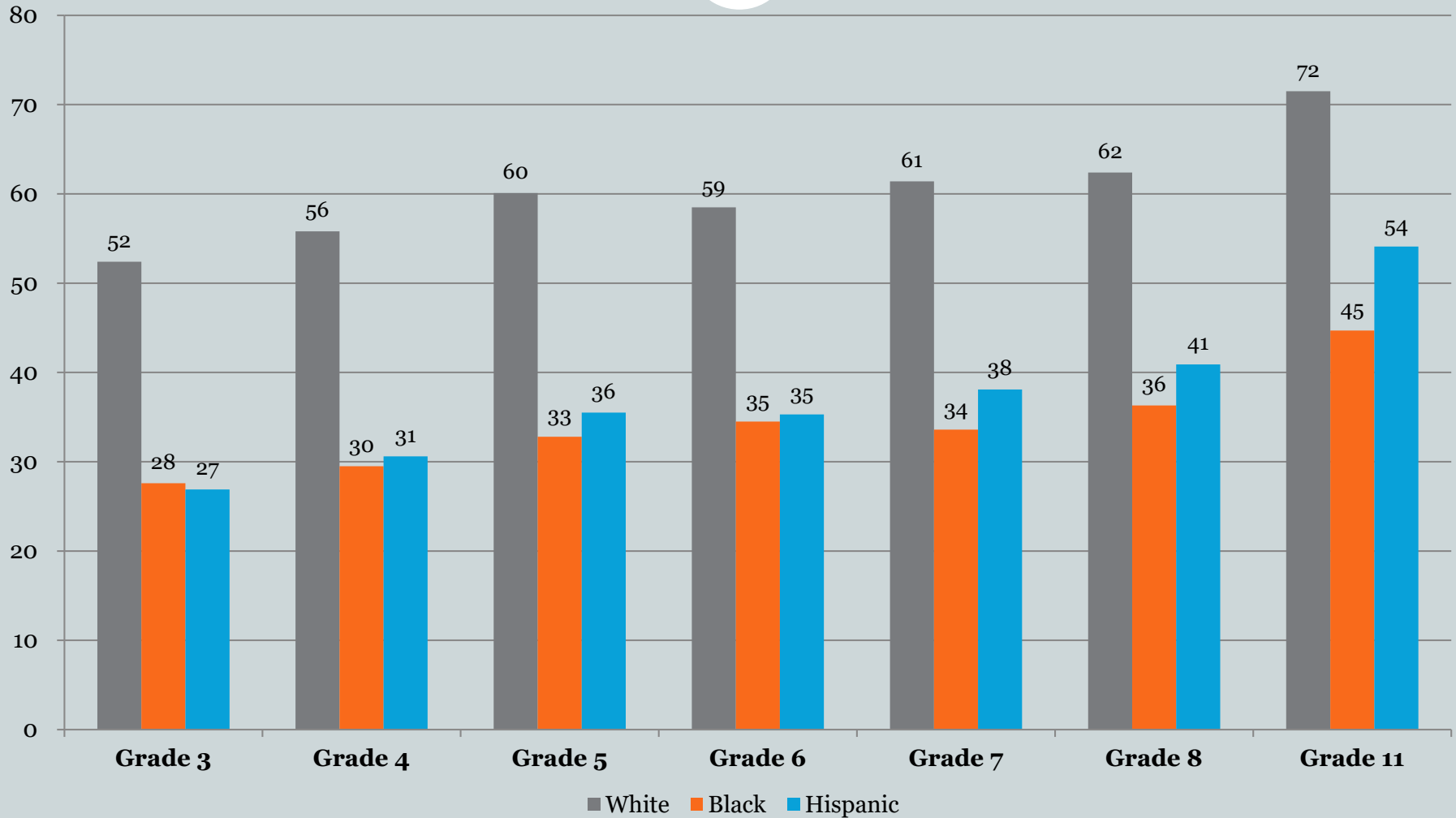
Achievement by Student Group



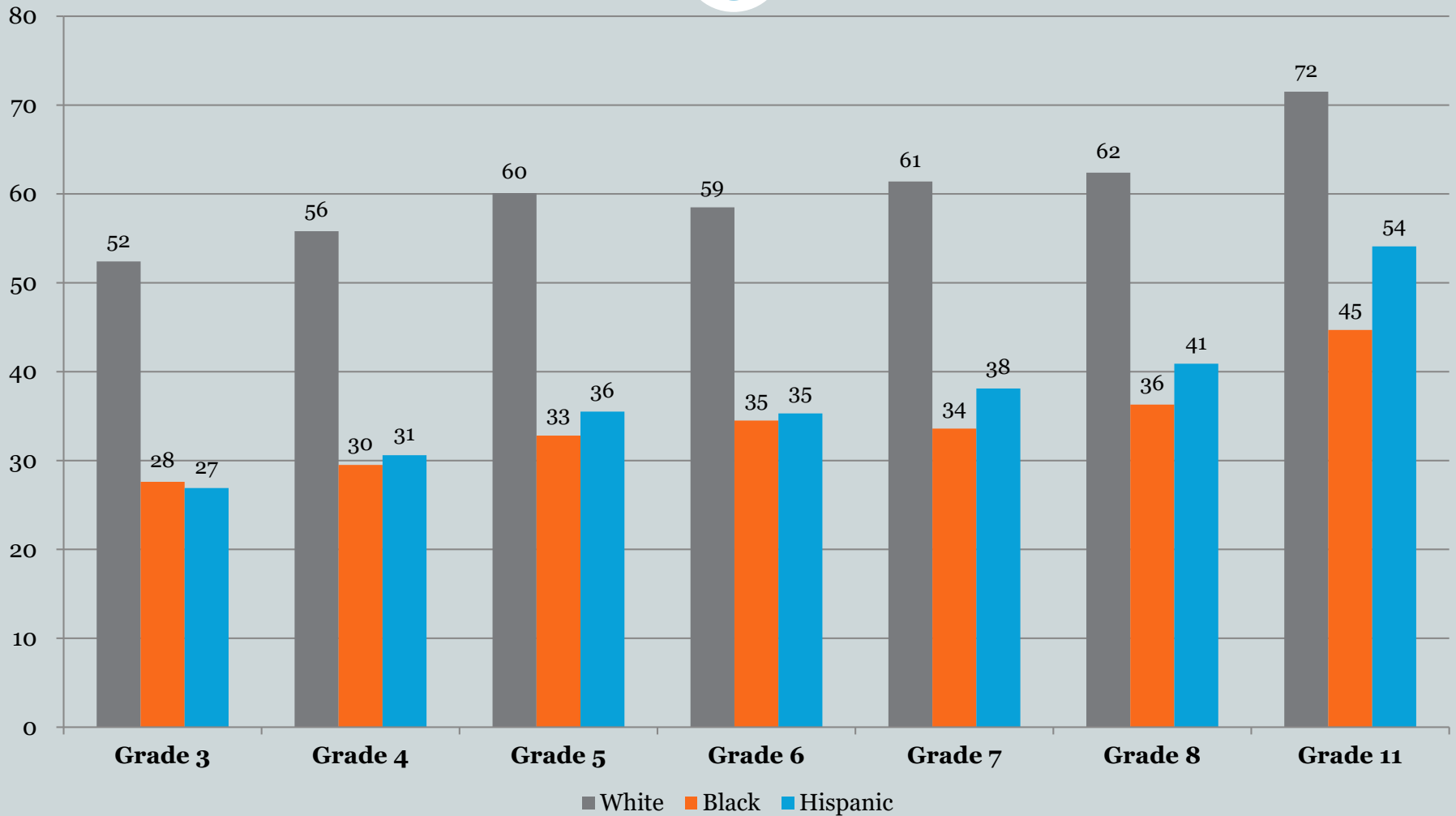
Achievement by Race/Ethnicity



2014-15 English Language Arts Results



2014-15 Mathematics Results

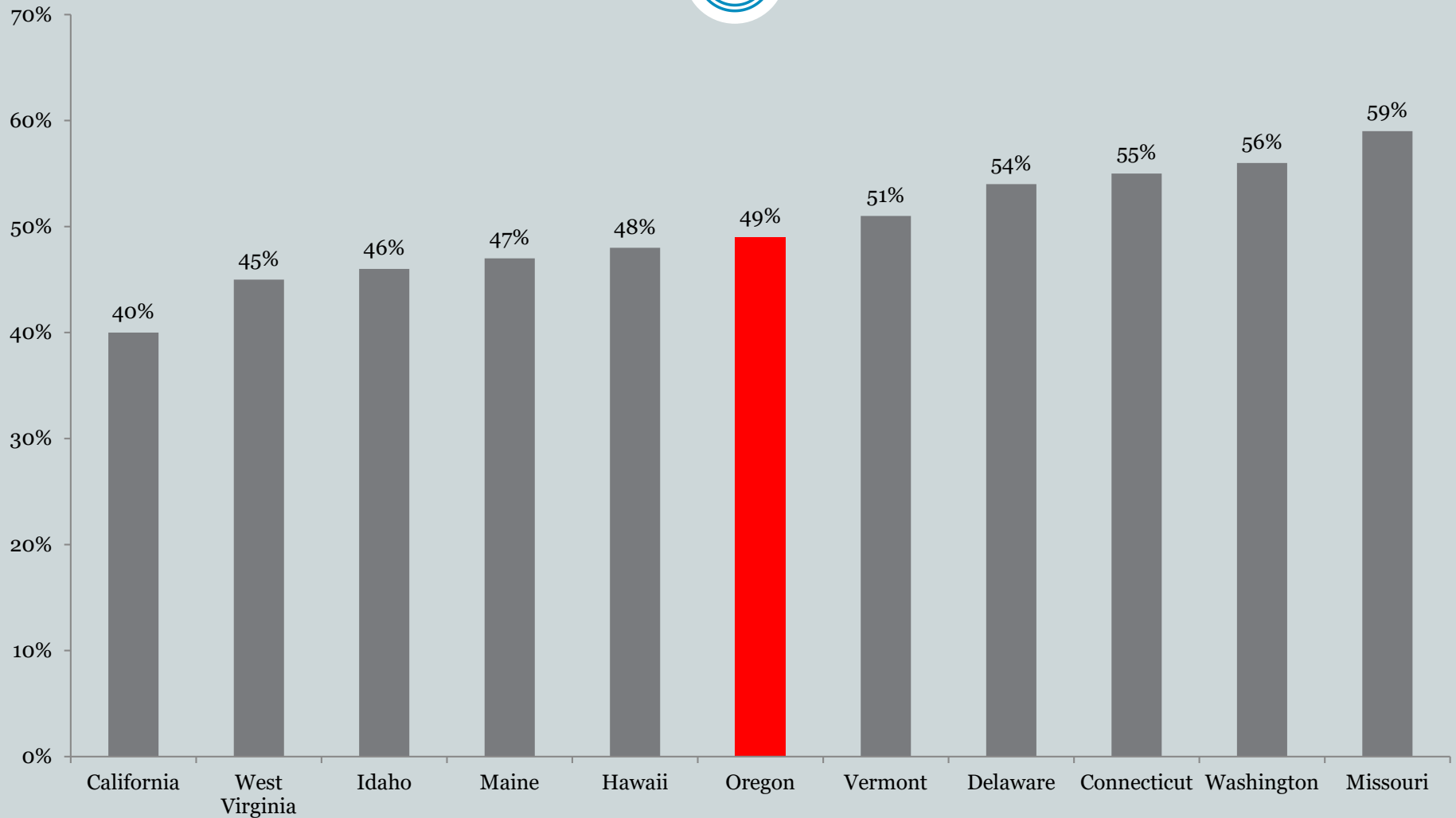


Comparing State Data

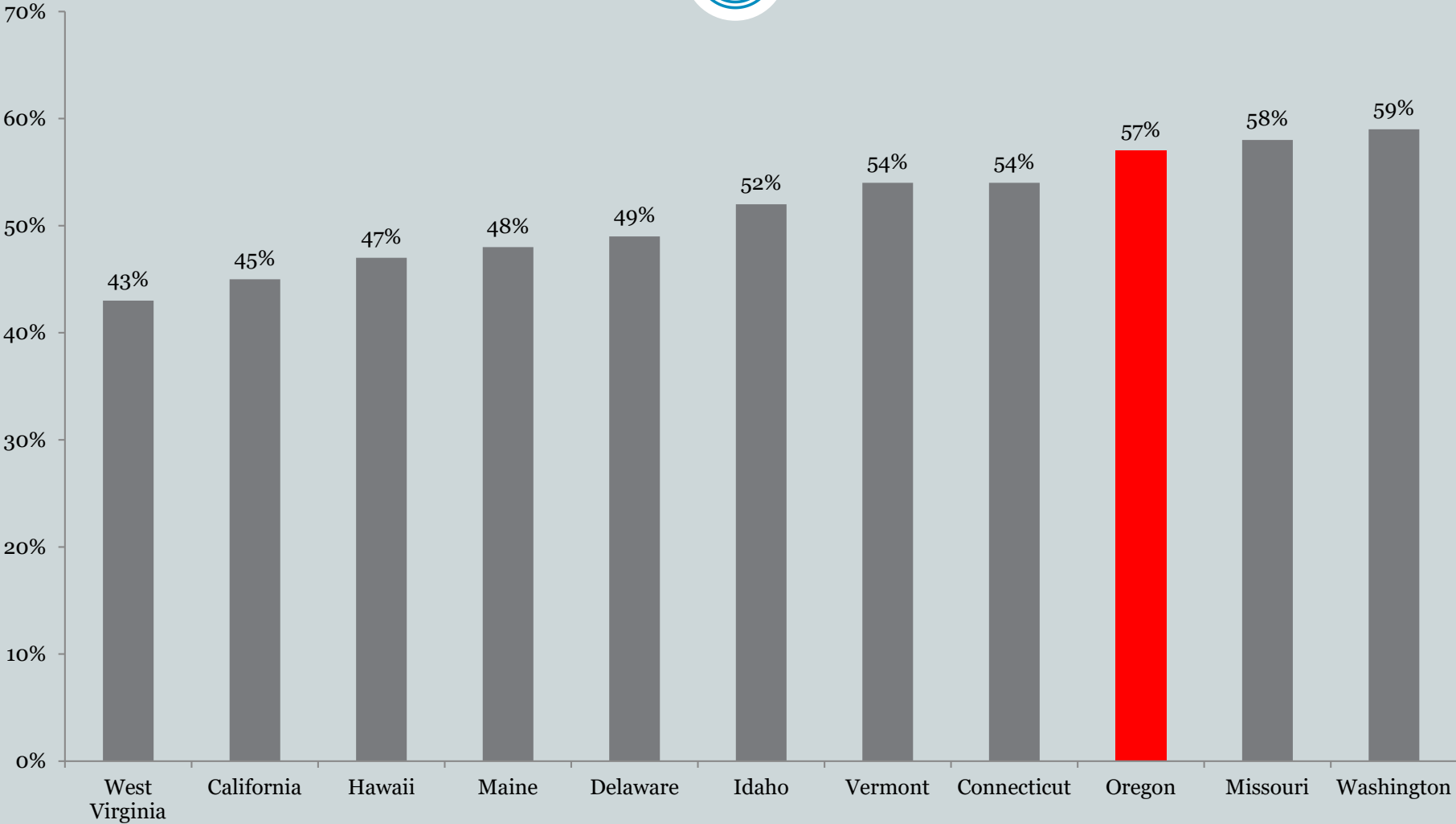


- Many states in the consortium have reported state results on Smarter Balanced, including Washington, Idaho, and California.
- The data are not entirely comparable.
 - State rules for including students in the calculation can vary.
 - Some states gave paper-pencil, some were fully online, some delivered a mix.
- Data are for comparative purposes only and should not be inferred as a formal ranking of states, due to reporting rule differences.

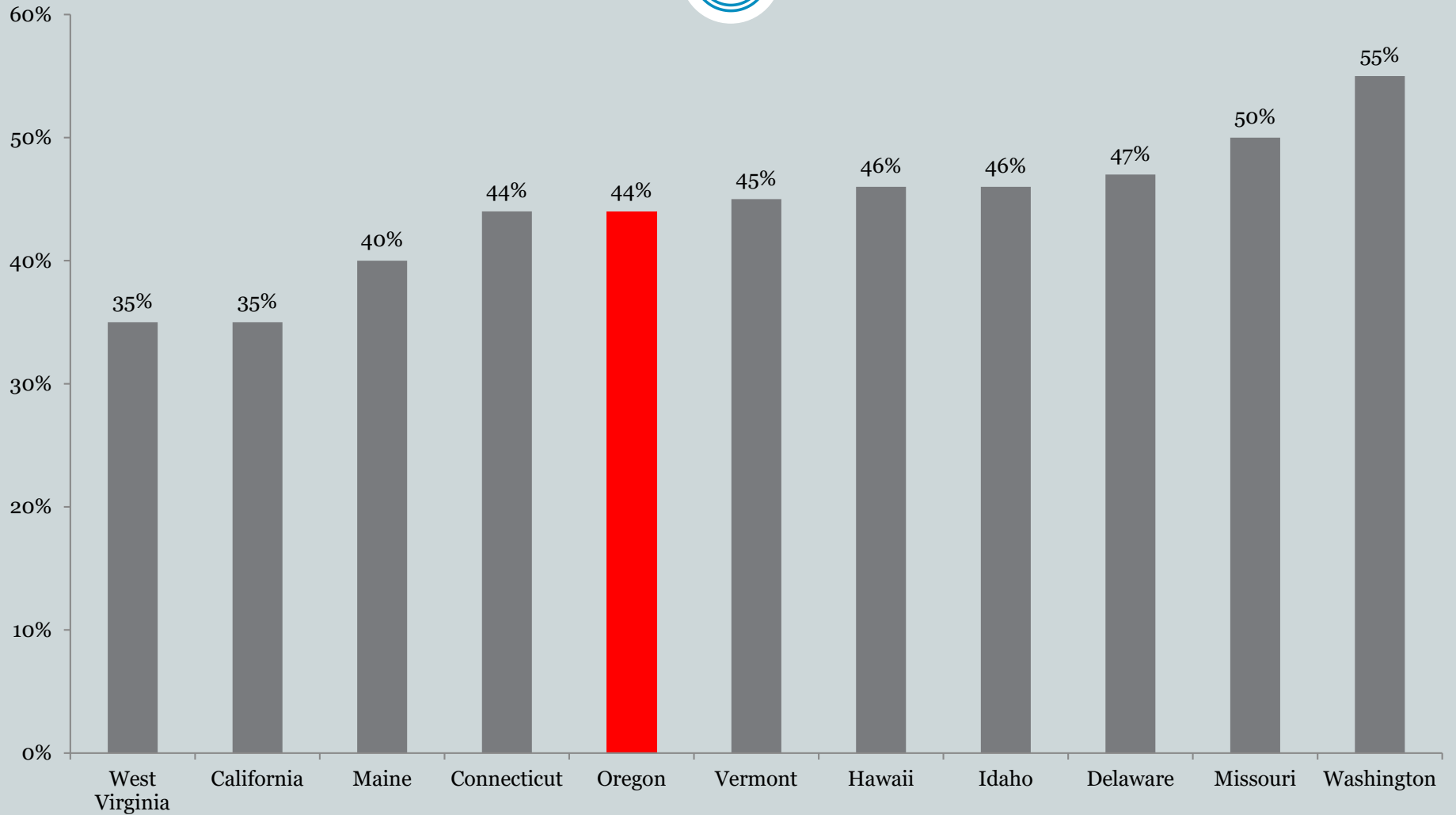
Grade 4 English language arts



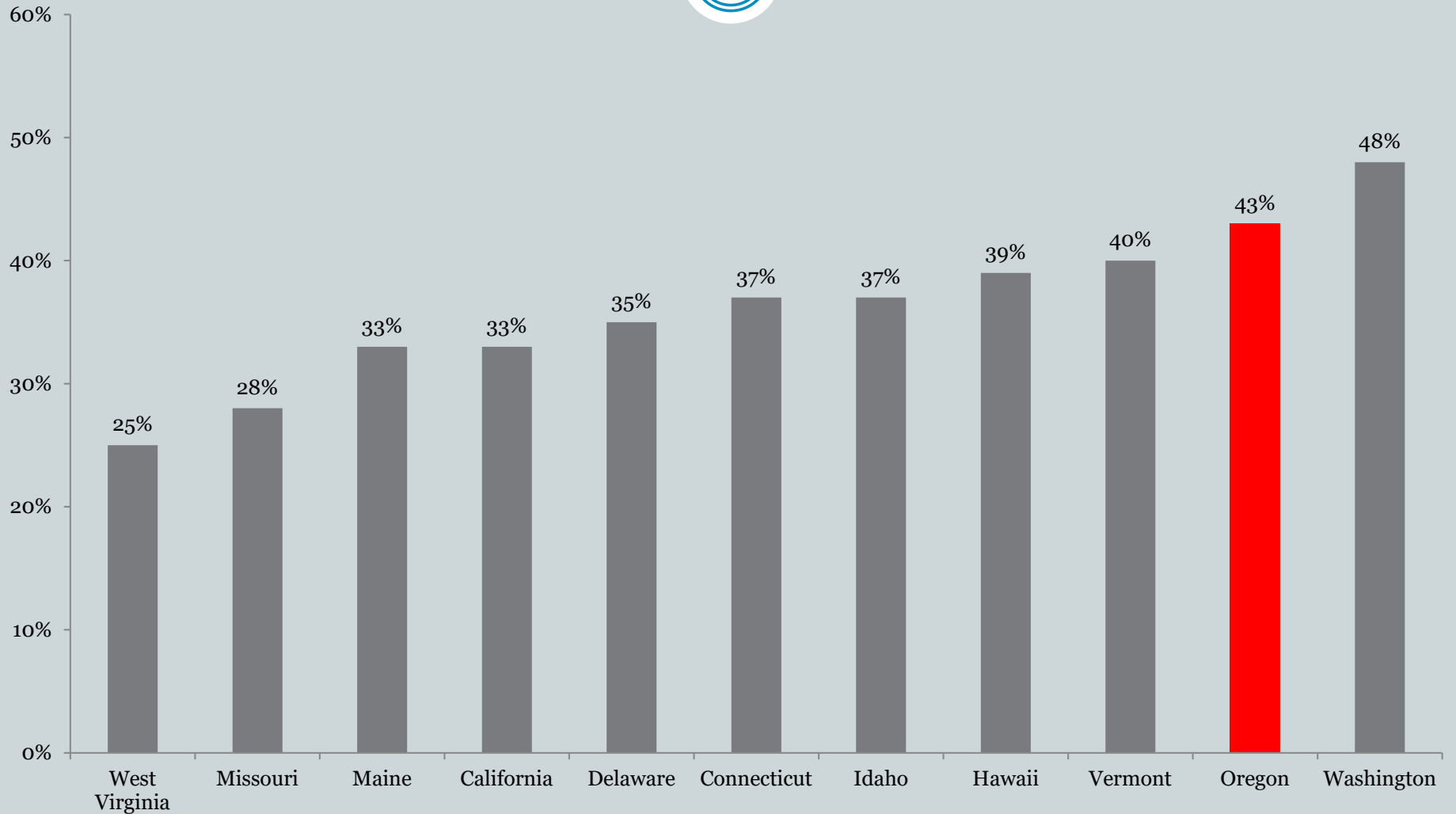
Grade 8 English language arts



Grade 4 Mathematics



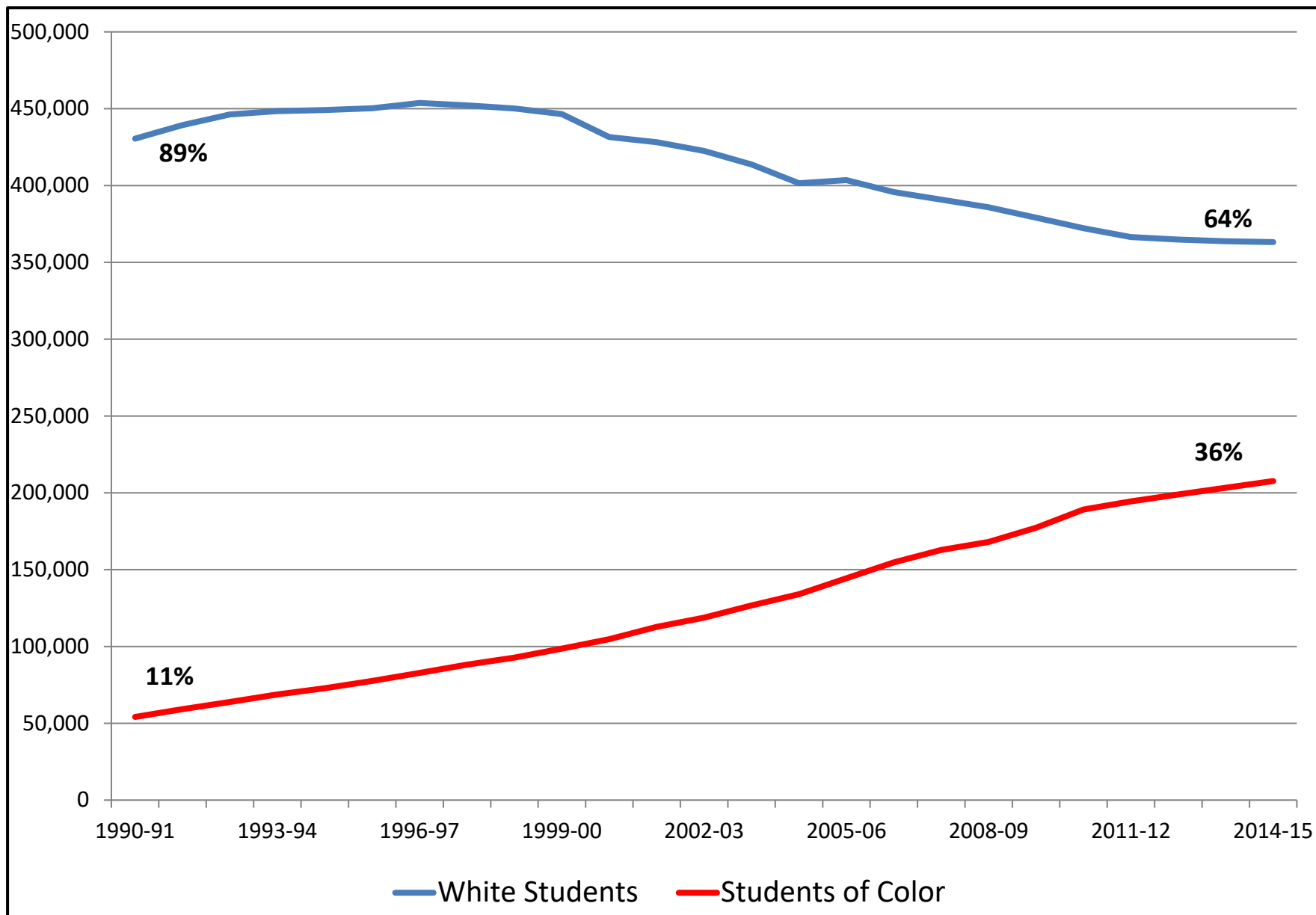
Grade 8 Mathematics



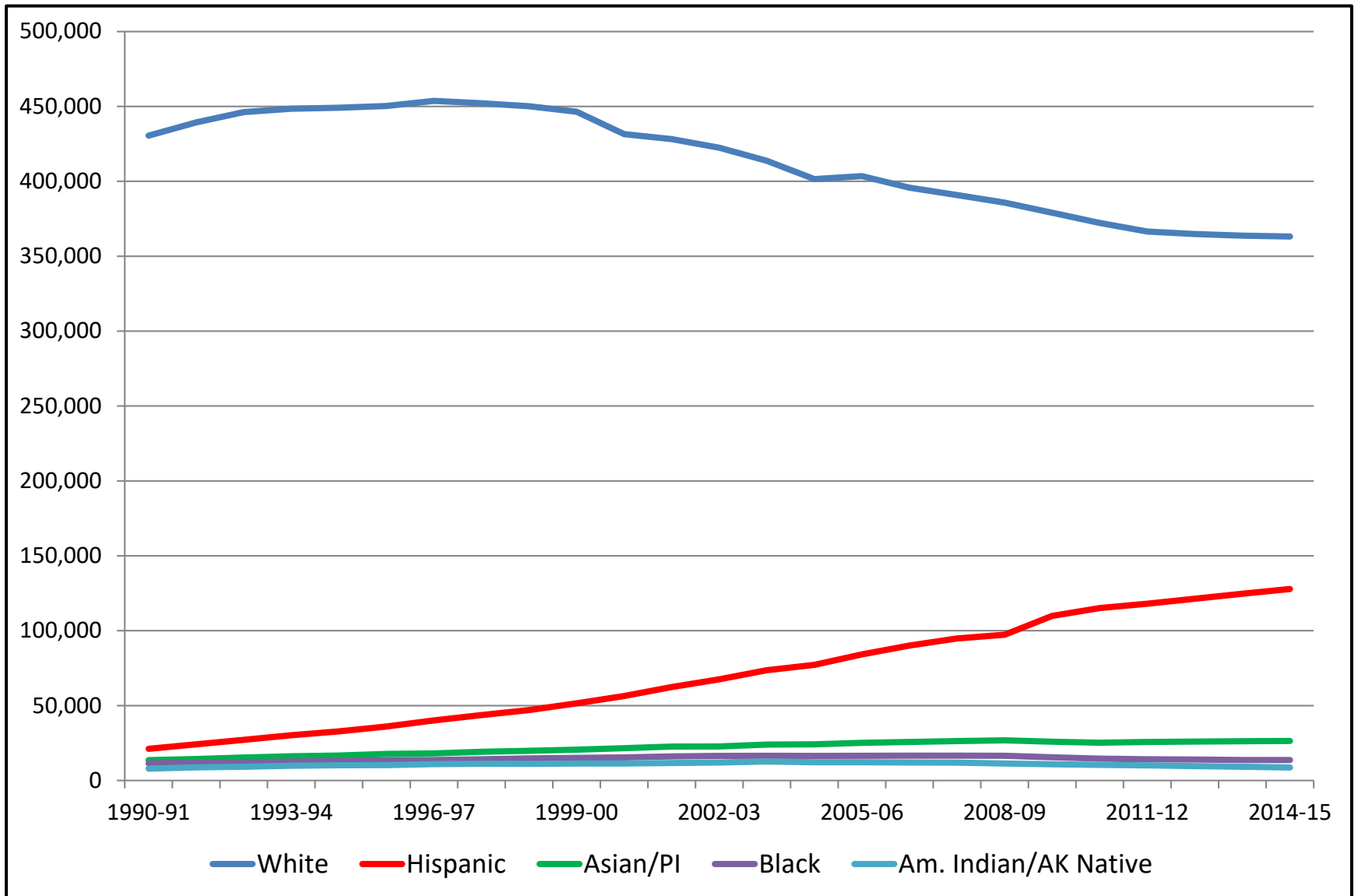


Questions?

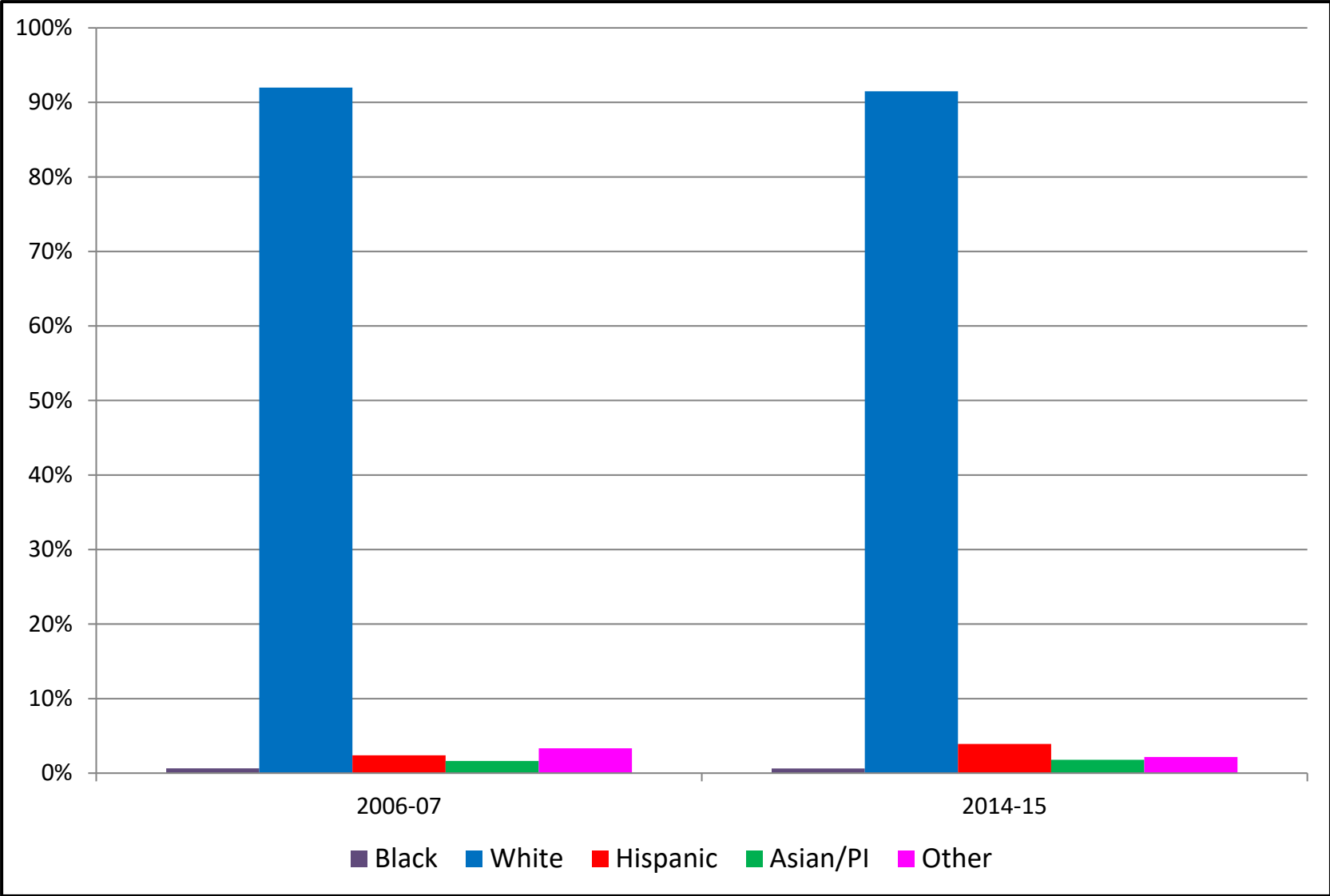
Trends in Enrollment: White Students and Students of Color



Trends in Enrollment: Enrollment by Ethnicity

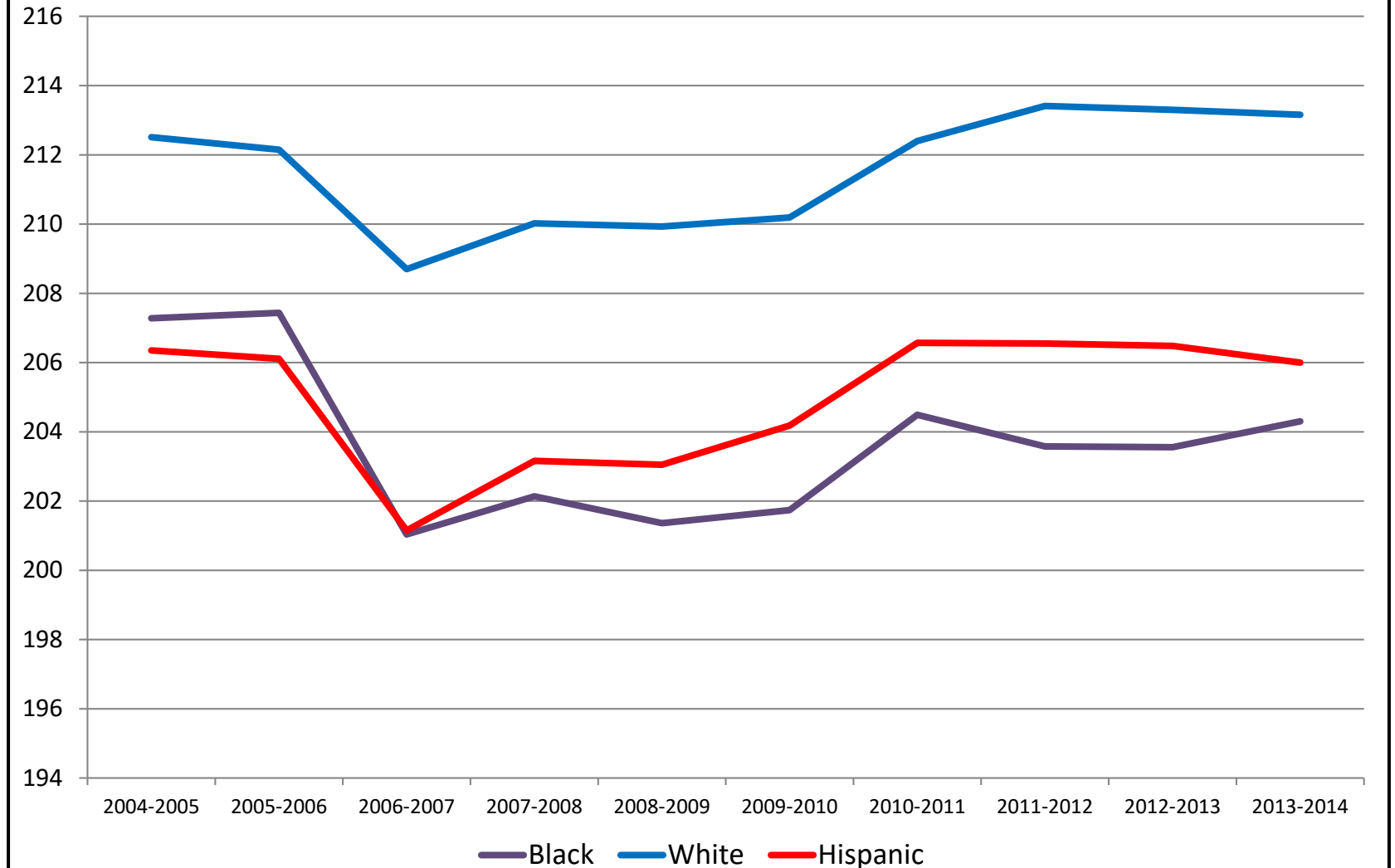


Teachers by Ethnicity, 2006-07 and 2014-15

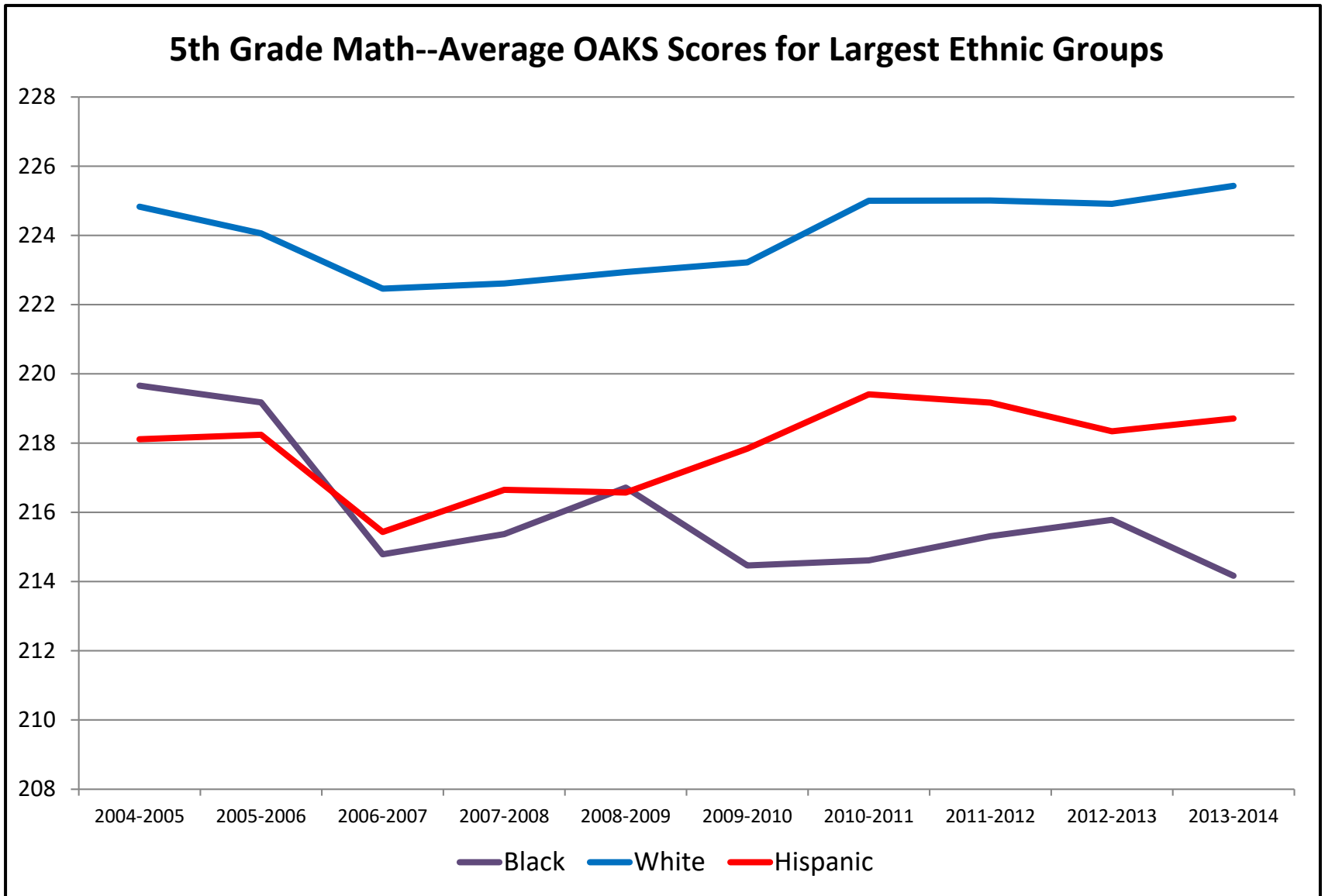


Trends in Math Assessment Scores

3rd Grade Math--Average OAKS Scores for Largest Ethnic Groups

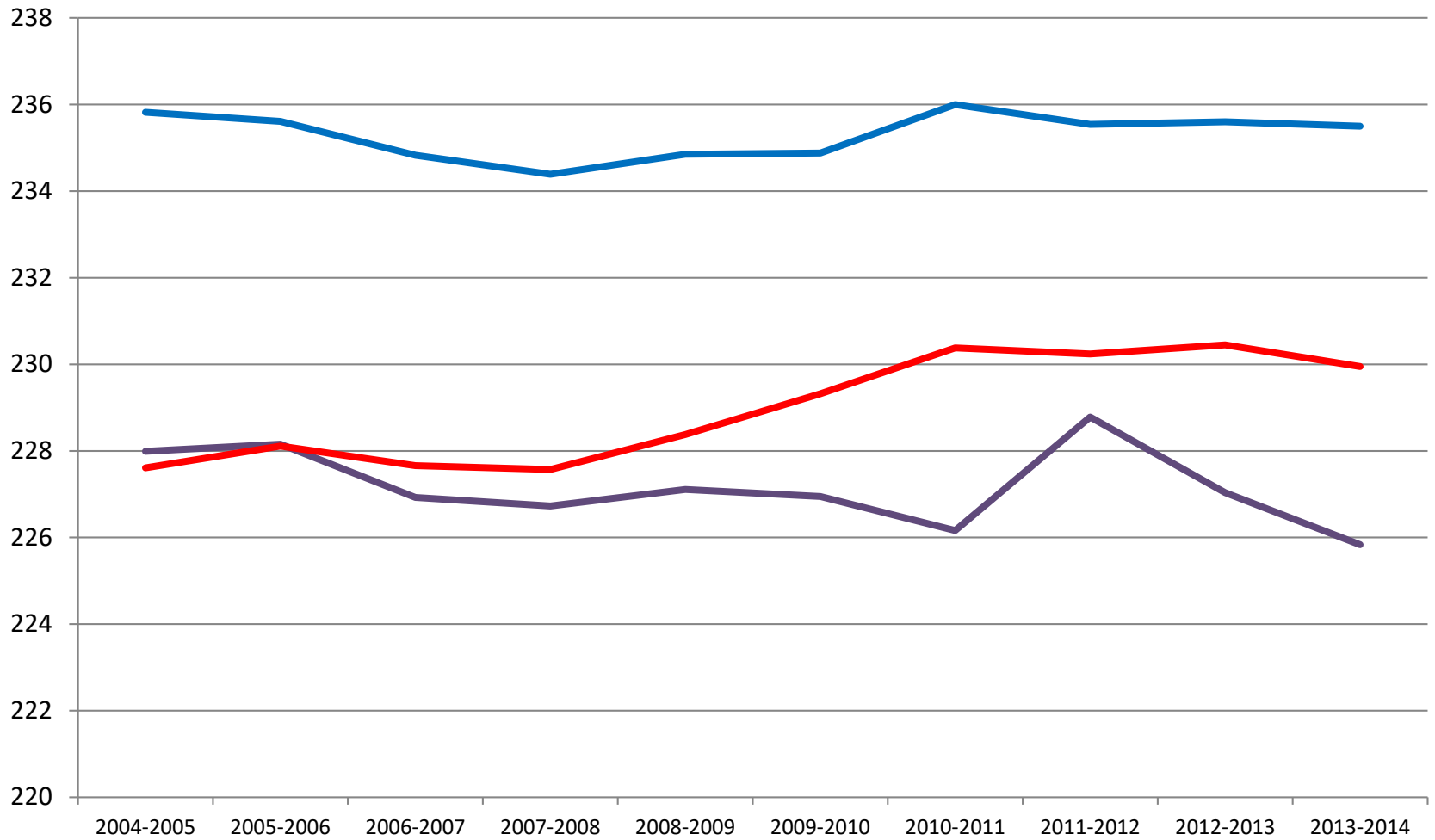


Trends in Math Assessment Scores



Trends in Math Assessment Scores

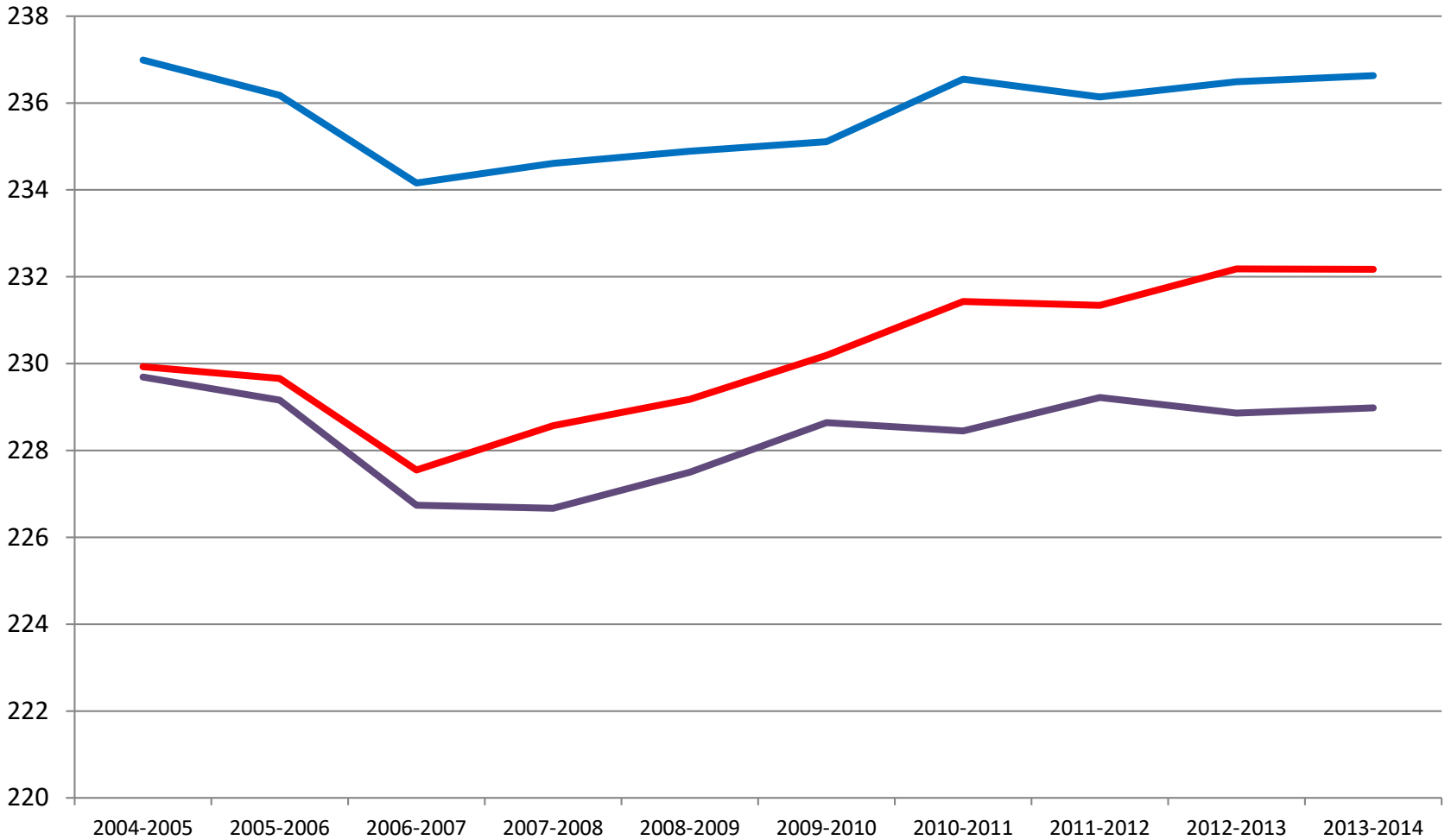
8th Grade Math--Average OAKS Scores for Largest Ethnic Groups



— Black — White — Hispanic

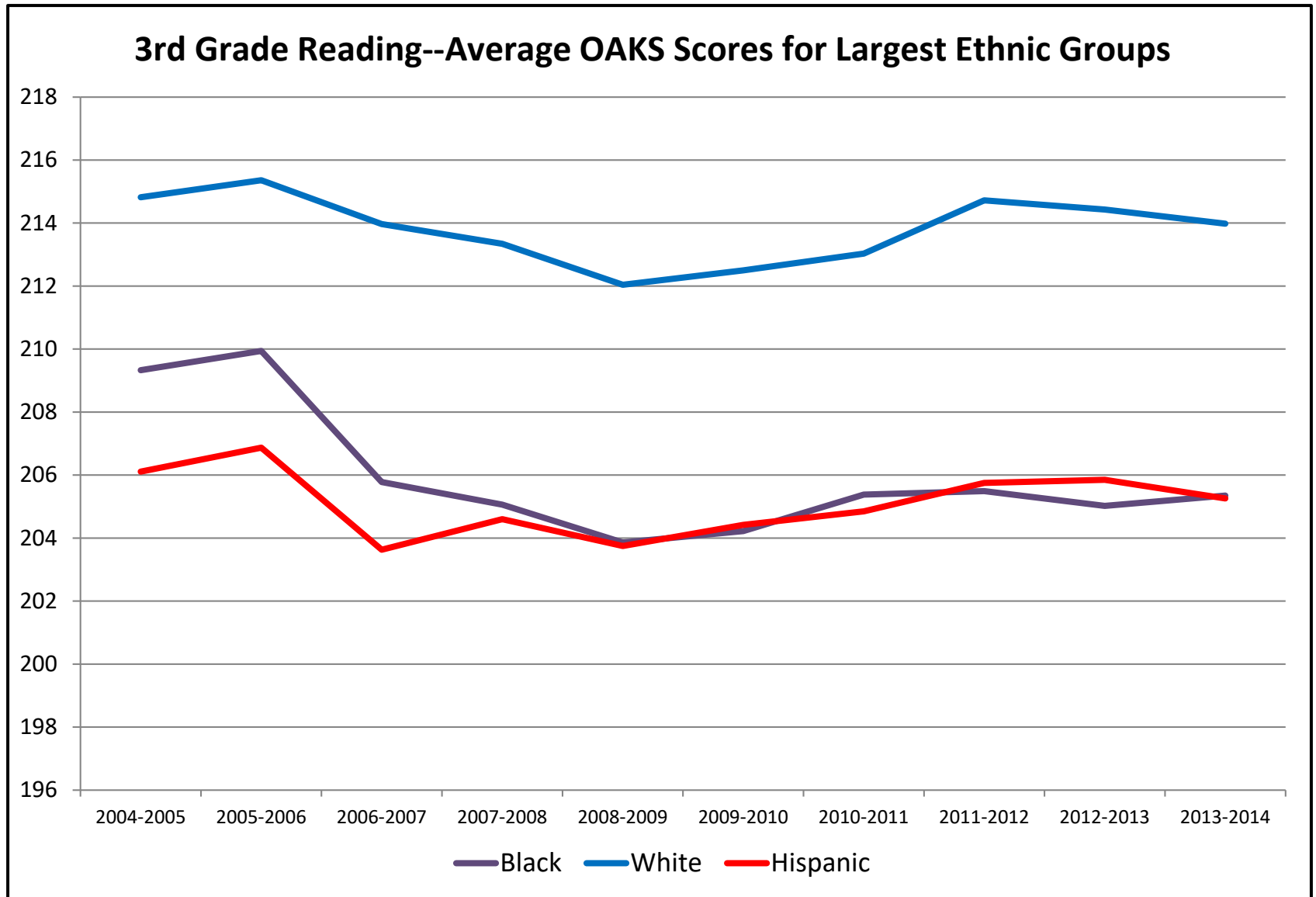
Trends in Math Assessment Scores

High School Math--Average OAKS Scores for Largest Ethnic Groups

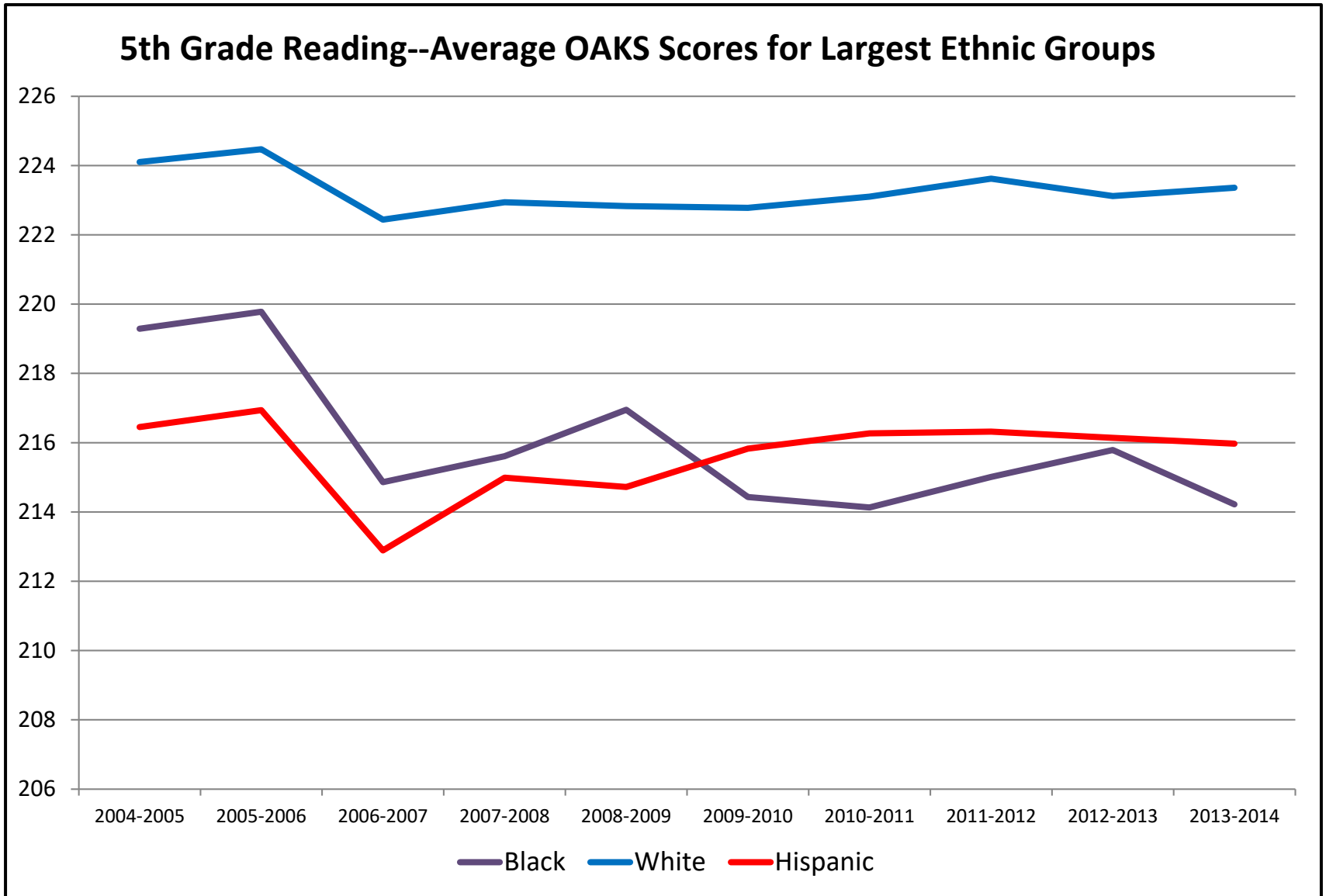


Black White Hispanic

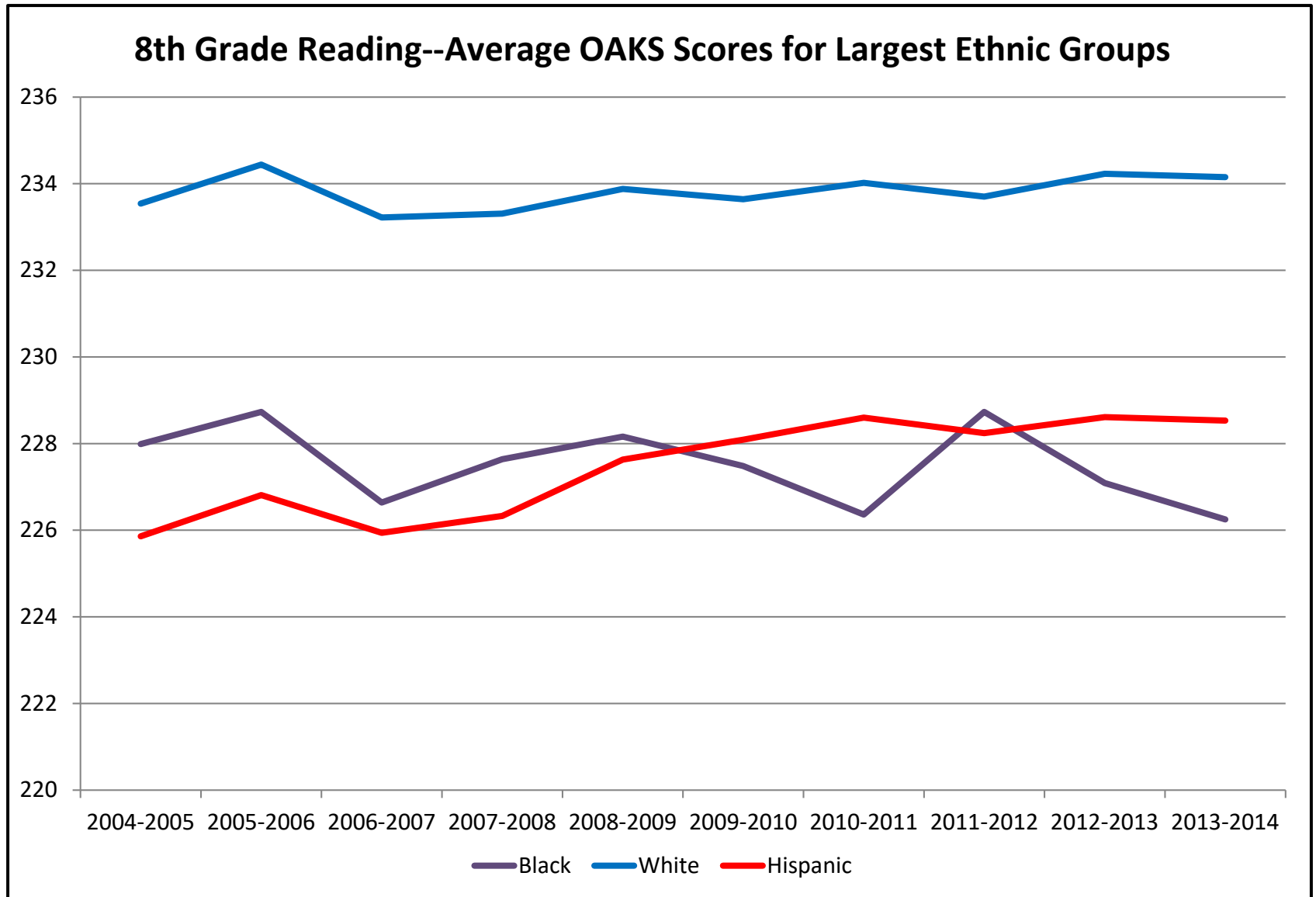
Trends in Reading Assessment Scores



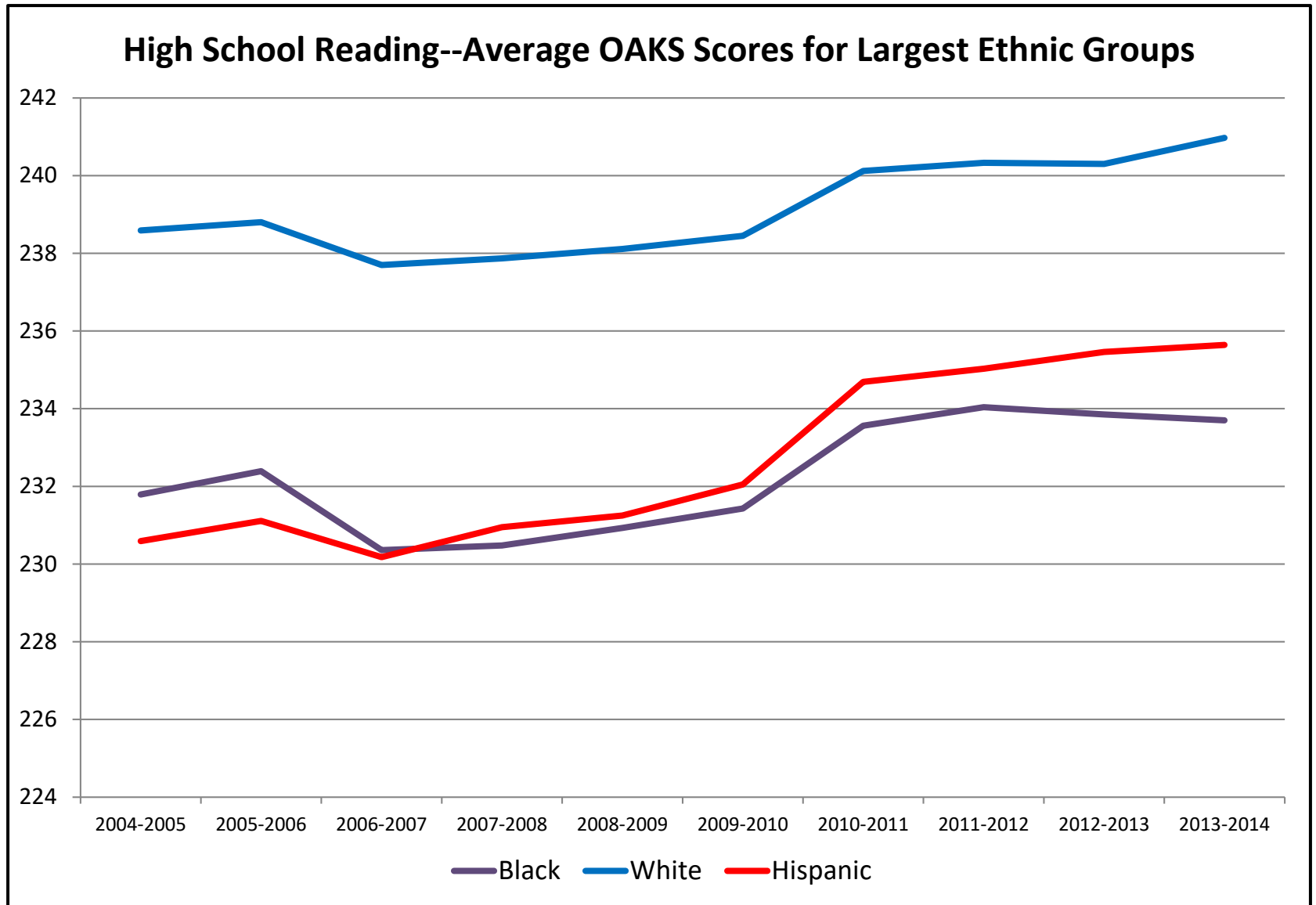
Trends in Reading Assessment Scores



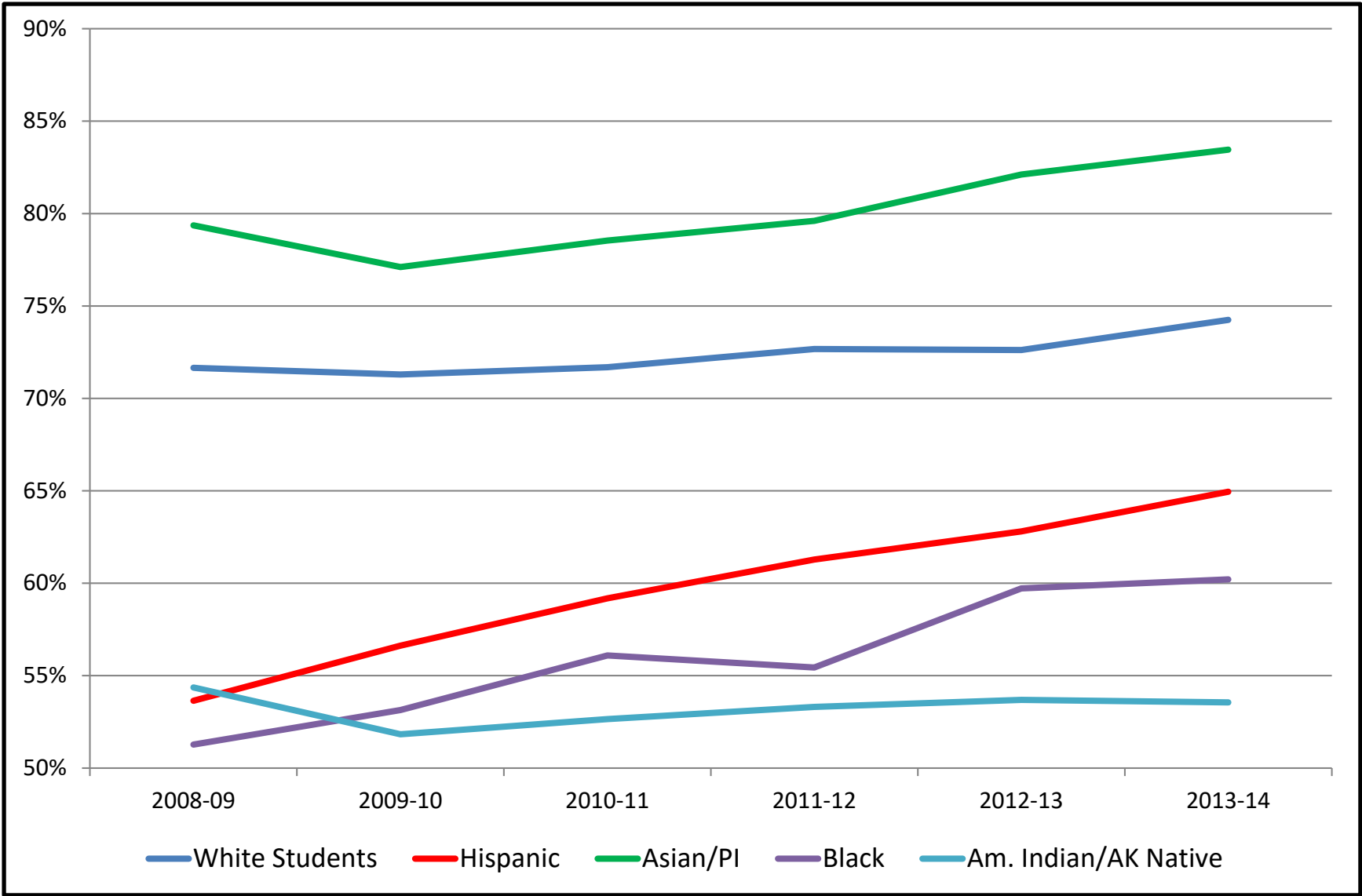
Trends in Reading Assessment Scores



Trends in Reading Assessment Scores

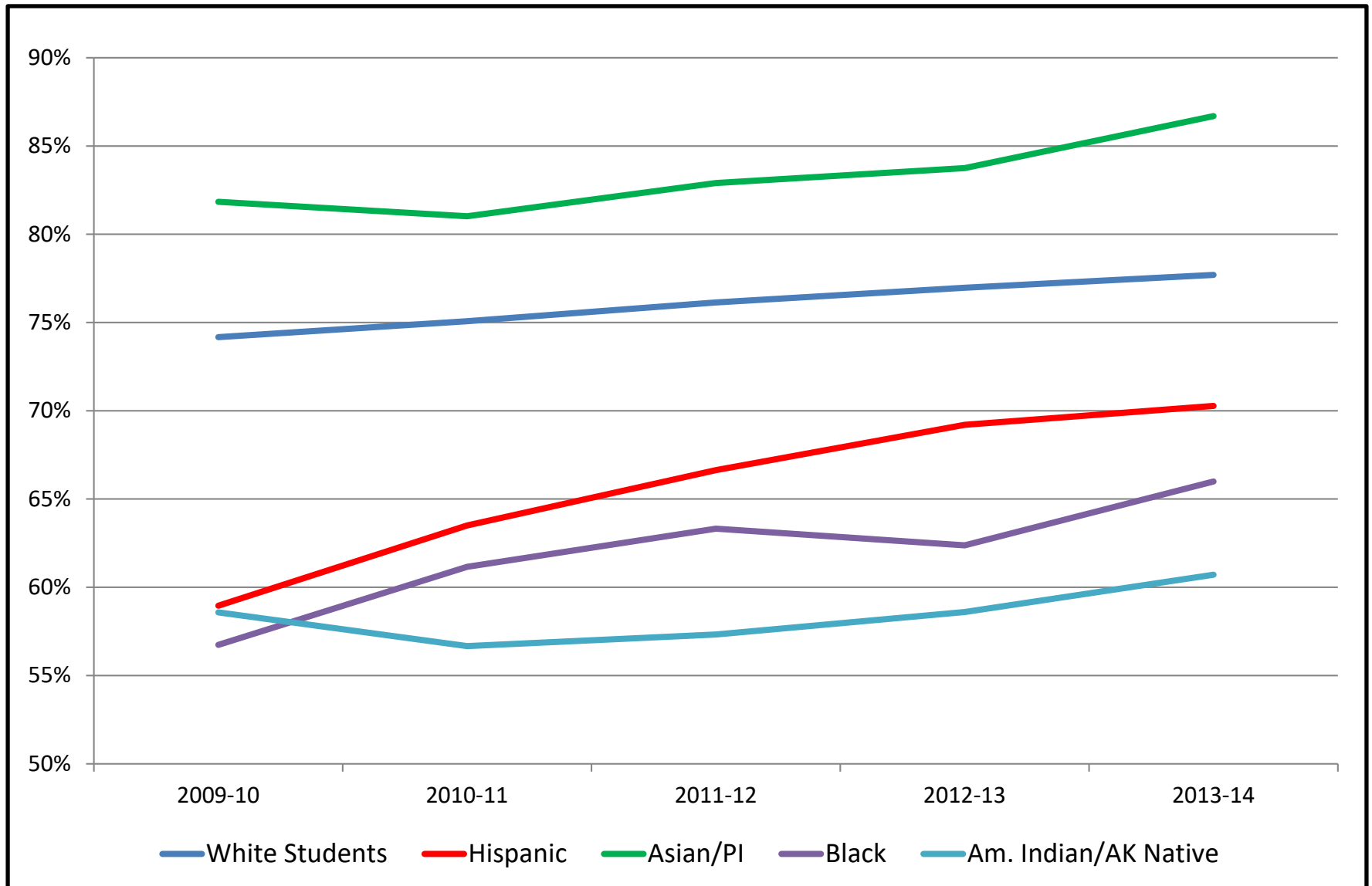


Trends in Graduation Rates: 4-Year Graduation Rates By Ethnicity*



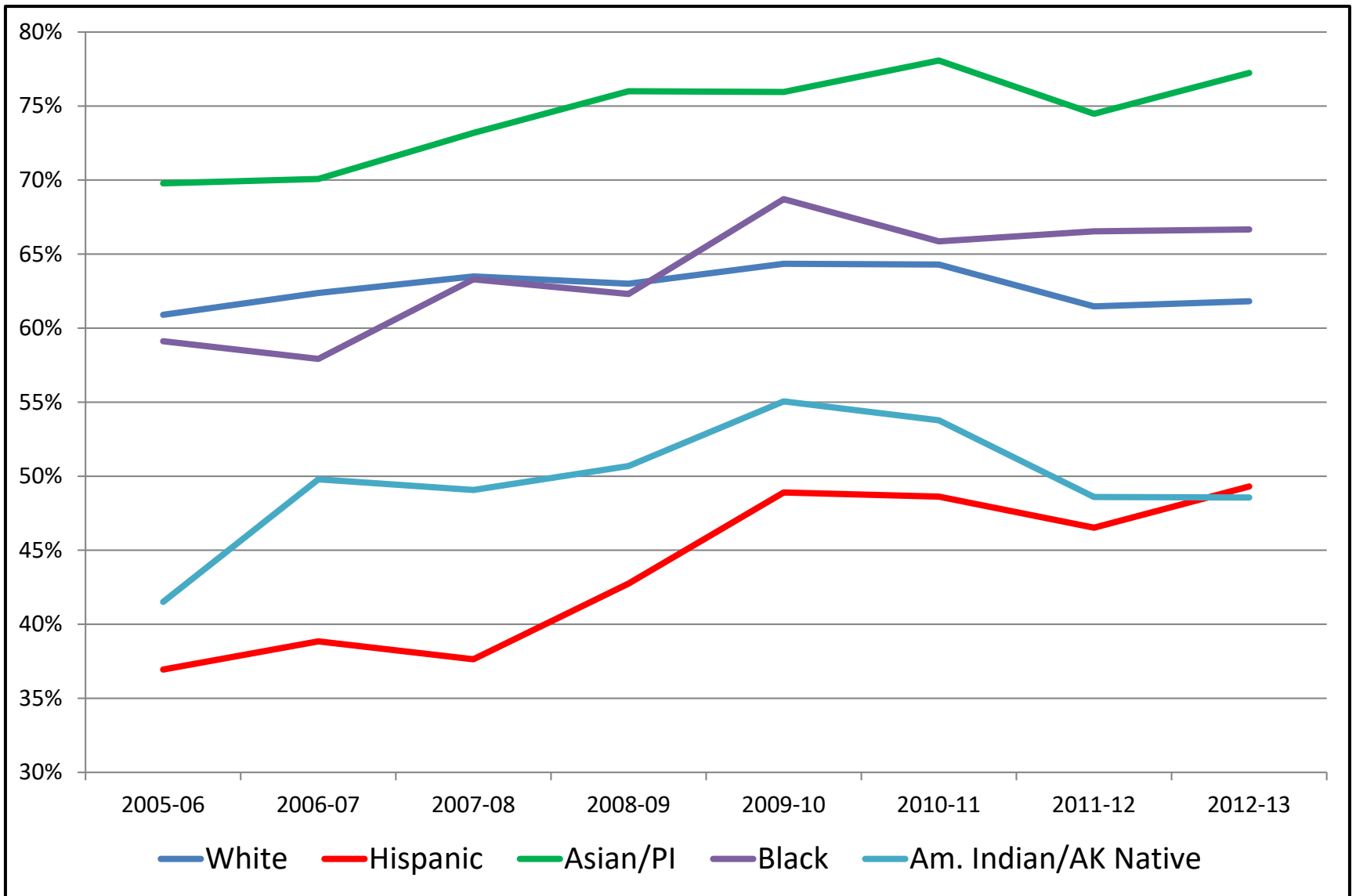
*Students graduating within 4 years with a regular or modified diploma

Trends in Graduation Rates: 5-Year Graduation Rates By Ethnicity*



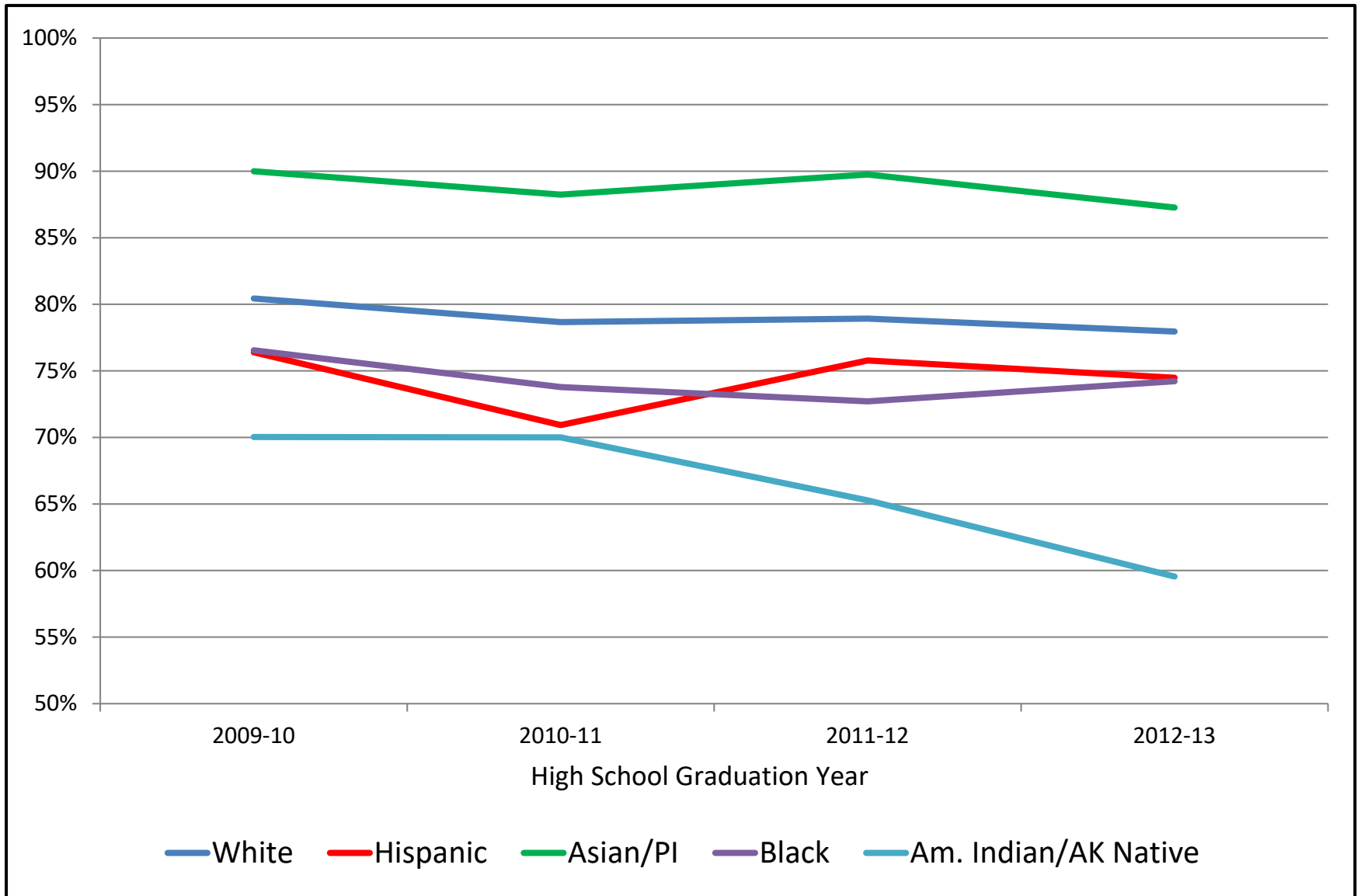
*Students graduating within 5 years with a regular or modified diploma

Trends in College-Going: By Ethnicity*



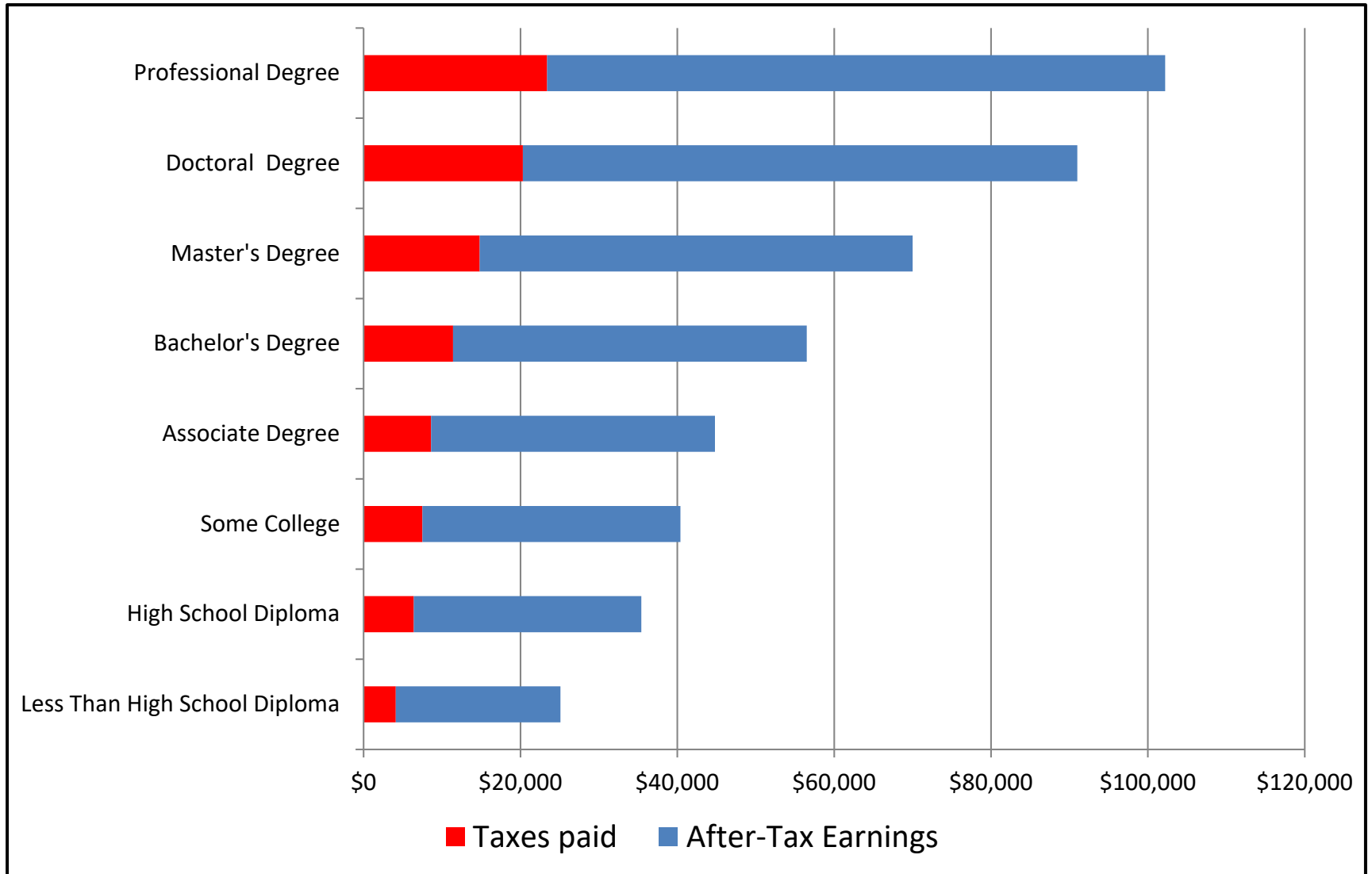
*Percent of high school graduates enrolling in college within 16 months of high school graduation

Trends in College Second Year Persistence by Ethnicity*

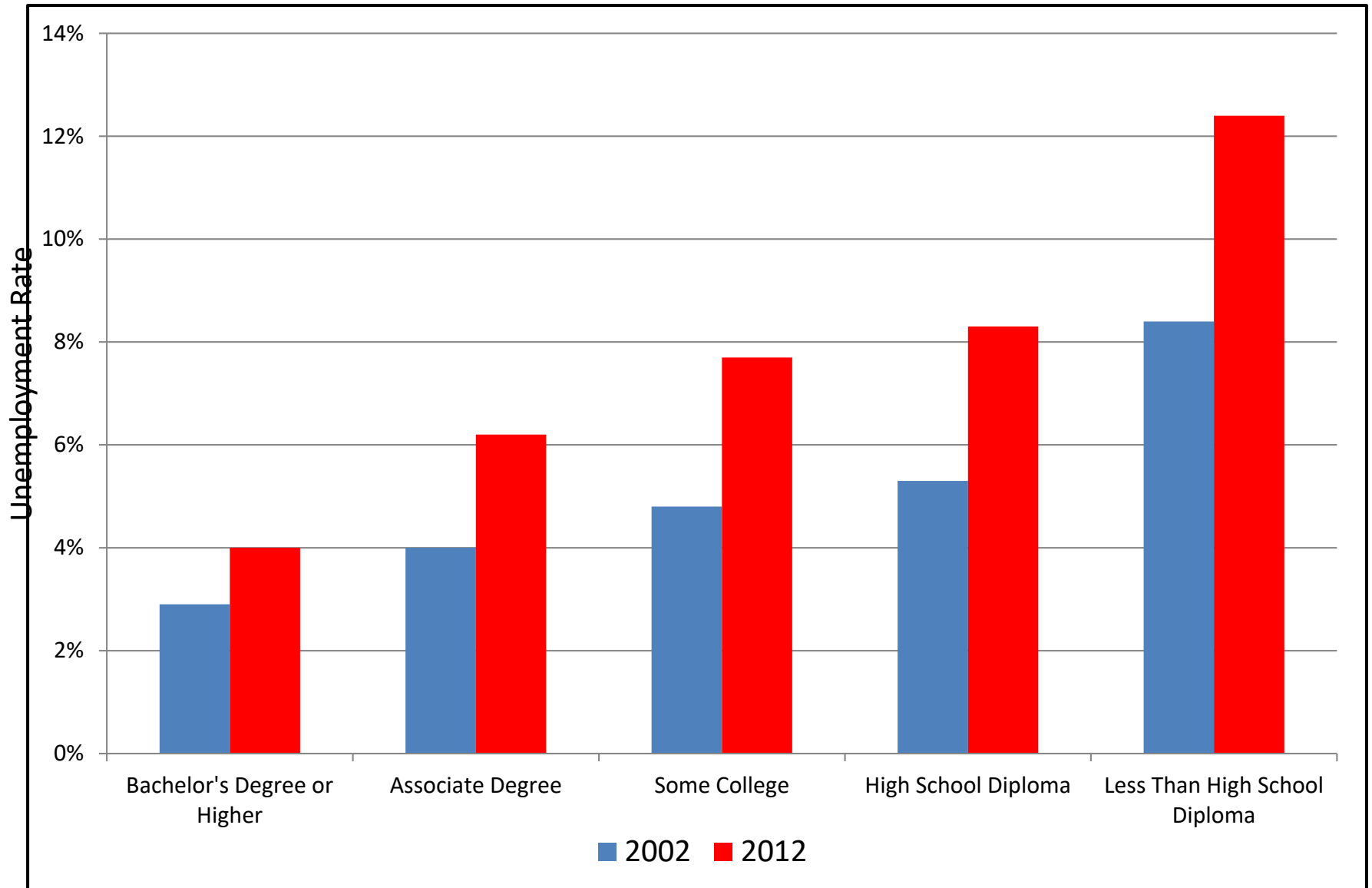


*Percent of college freshmen returning for their sophomore year

Relationship of Education to Annual Earnings

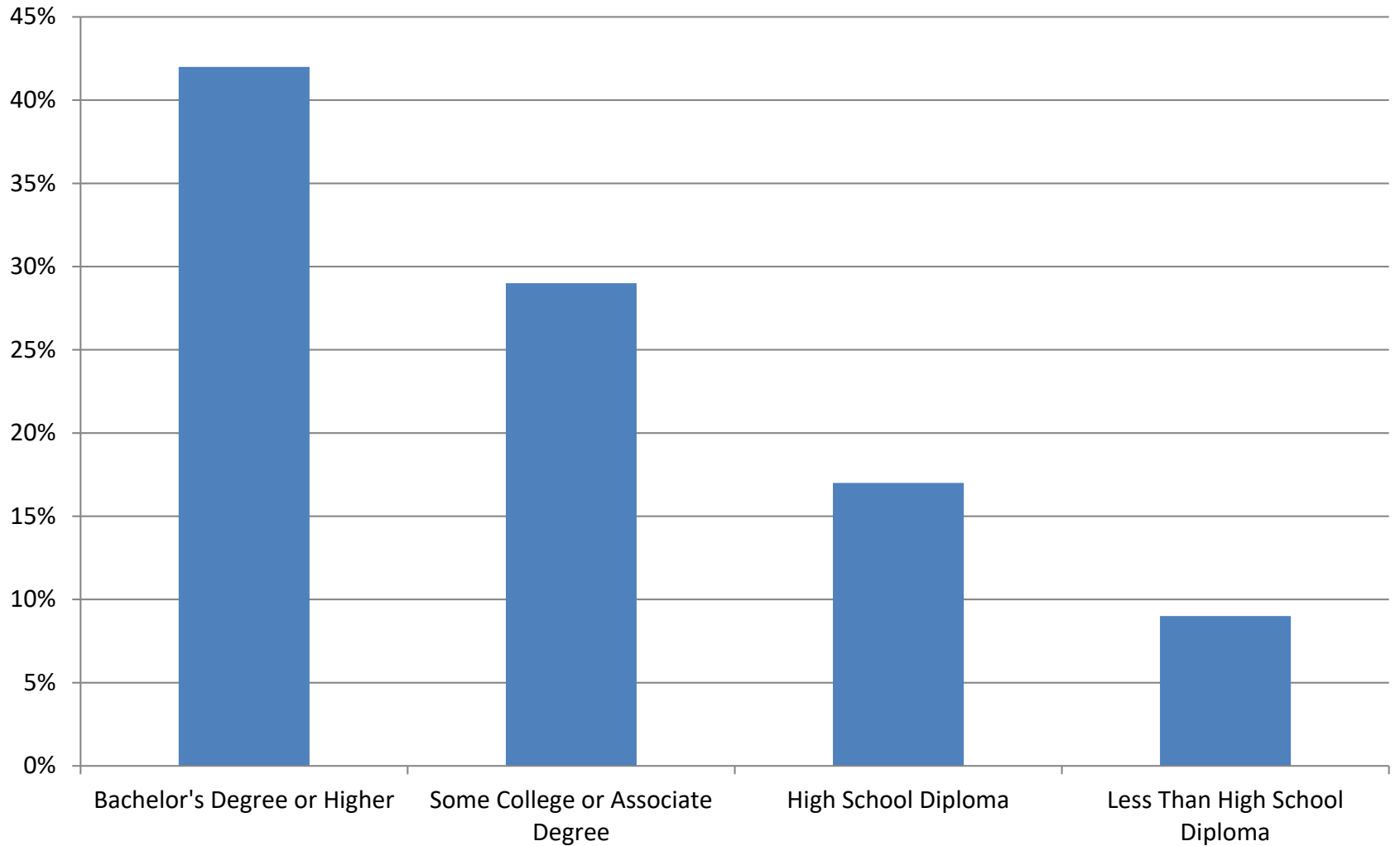


Relationship of Education to Unemployment

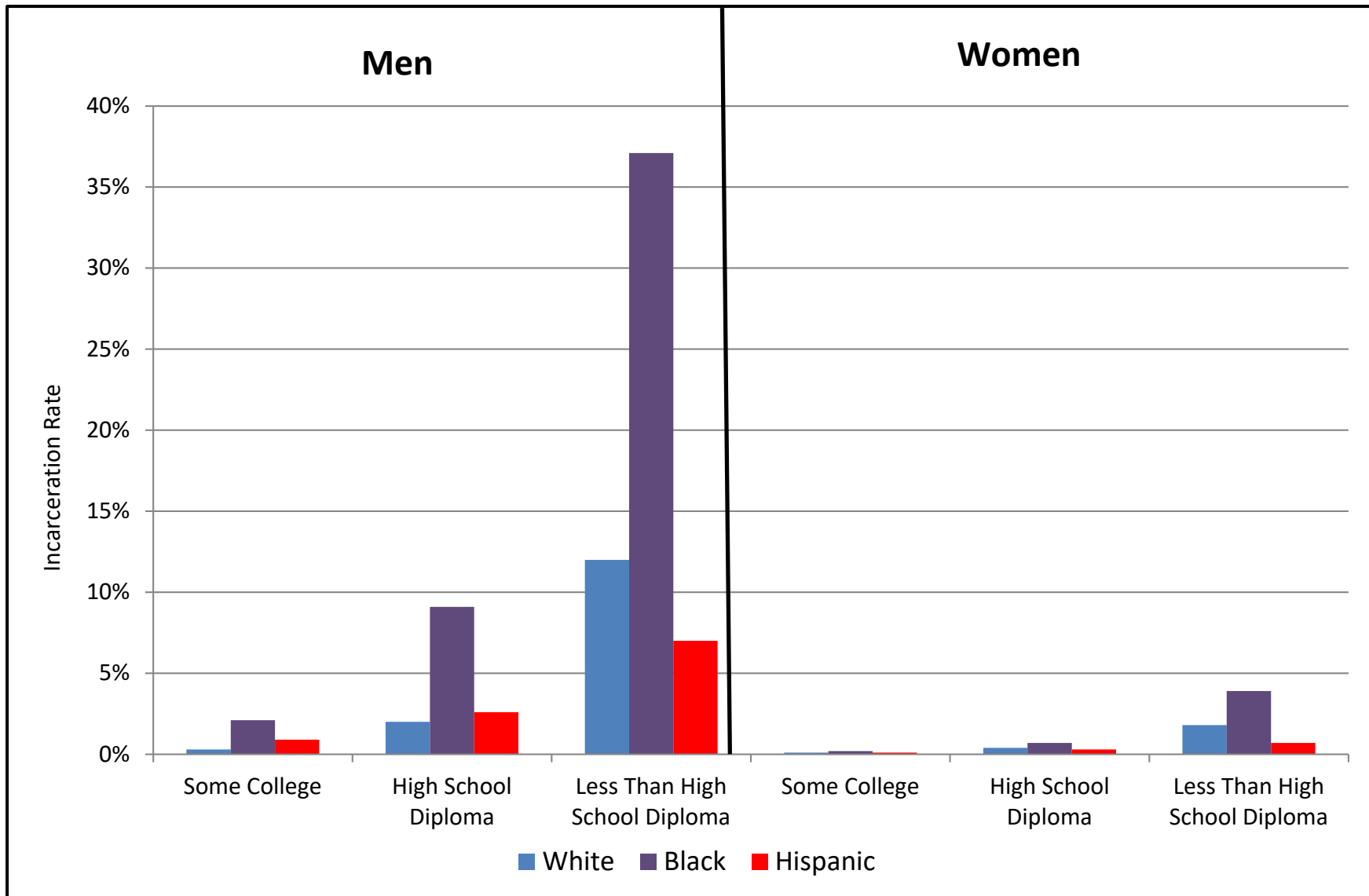


Relationship of Education to Civic Involvement

Percent of Individuals Age 25 or Over Who Volunteer



Relationship of Education to Incarceration



Preliminary

Operational Framework for the
African American/Black Student
Success Plan

Co-chair Joyce Harris

Co-chair Charles McGee

Resource Team Work Time

Co-chair Joyce Harris

Co-chair Charles McGee

Public Testimony

Wrap-up and Next Steps

- Next meeting: Friday, November 6, 2015 from 9-2 at the Oregon State Library
- Resource Teams will report initial progress
- Travel Reimbursement Process

Thank you.