

ODE Current Economically Disadvantaged Measurement

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Economically Disadvantaged Measure at ODE

The Oregon Department of Education currently relies on free- and reduced-price meal eligibility data in both individual and aggregate form to identify socioeconomically disadvantaged students, schools, areas, and populations. This information, which originates in the National School Lunch Program (NSLP) administered by the U.S. Department of Agriculture, is used to target resources to schools with students and families in need of supplementary services. It is also used in other ways that have significant consequences for students, schools, and districts, including policymaking related to service availability, program eligibility, accountability, and research.

Uses of the Economically Disadvantaged Measure at ODE

State School Fund Calculation – SAIPE Data

SAIPE data is not a direct count of poverty. Instead it is a complex statistical model that estimates poverty for a given area. The areas that are reported by the U.S. Census Bureau include all school districts in Oregon. Each school district has an estimate of the number of children 5 to 17 living in families in poverty. The SAIPE data is used by several federal programs for distribution of federal benefits. Title I, for example, uses SAIPE data to determine the distribution of federal dollars for its programs.

The SAIPE model was built through the cooperation of several federal agencies:

- Department of Agriculture,
- Department of Education,
- Department of Health and Human Services,
- Department of Housing and Urban Development, and
- Department of Labor.

These agencies worked together to create better estimates of poverty given that the decennial census had ten year gaps in its information.

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The SAIPE model uses several data sets to inform the final calculations. These data sets includes:

- The American Community Survey (the equivalent of the long form of the decennial census that is given out enough times such that over a five year period it reaches the same number of people as the previous long form of the decennial census does)
- The Annual Social and Economic Supplement of the Current Population Survey
- Decennial Census
- Federal Income Tax Returns (anonymous data only)
- SNAP Benefits Recipients (Supplemental Nutrition Assistance Program)
- Bureau of Economic Analysis aggregate personal income estimates
- Social Security Income benefit recipients
- Population Estimates
- Other sources of data

As you can see the data includes both direct survey data as well as administrative data for both voluntary programs (SNAP recipients) and required programs (tax returns). All of this data is then used to model poverty for very small areas. This allows the dataset to provide data for every school district in the state.

US Census SAIPE data website: https://www.census.gov/data-tools/demo/saipe/#/?map_geoSelector=sa_eusd&s_state=41&s_measures=sa_sd&s_year=2018

Child Nutrition Program – Free and Reduced Lunch/Meal Eligibility (FRL)

Student level free and reduced meal eligibility information is used at a variety of levels: Federal, State, Local, Family, and Individual. Many programs utilize FRL data as a measure of qualification. This data has traditionally been readily available, public, and in effect simple to use.

ODE Child Nutrition Program publishes FRL eligibility statistics by school location on the ODE webpage. This list is edited to remove data that needs to be masked to prevent overt identification of any student.

Students qualify for FRL through: SNAP recipients, FDIPIR (Food Distribution Program on Indian Reservations), Household Income, Foster Children, Wards of the State, being enrolled in Headstart, Evenstart, PreSchool Promise who meet the income requirements,

Federal:

Title I, IA services distribution within the District

US Athletic Association

ED FACTS: FRL Percentages, NSLP Participation in Community Eligibility Provision (for schools with over 60% FRL)

Food and Nutrition Services: Child Care cost and reimbursement tiering, Area Eligibility for nutrition programs aimed at low-income areas, Grant Eligibility, SNAP-Ed services through DHS,

COVID-19 Relief funds (Pandemic EBT funds)

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Demonstration Projects

Federal Grants: 21st Century; Teacher Loan Forgiveness;

E-rate (Universal Service Program for Schools and Libraries) establishment

State:

Statewide FRL Percentage

Statewide Report Card

State Grants, including Oregon Promise (College courses for credit)

Oregon School Activities Association

Businesses like Costco, Wal-Mart, etc. When requesting donations

DHS Public Health to determine eligibility for school oral health and dental sealant programs

Oregon GEAR UP/OSU and many other programs to draw relationships between FRL and outcomes for students

Qualifying schools and students for scholarships for field trips and other outside-school activities

Localities (City, County)

Used in the Equity and Opportunity Assessment for the region and part of that was looking at Income and Poverty. Use of the Free and Reduced lunch data in that section to help show a more comprehensive view of community needs.

Families are able to use their Eligibility Notification letter in the community for reduced or eliminated fees for:

Discount on HS Parking Passes

Discounts on School Yearbooks

Discount on Athletic/Activity Fees

Discount on Band/Music Program Participation Fees

Discount on AP Testing, PSAT, SAT

Discount for some childcare facilities

Discount in some areas for Home Utilities (Cable, Internet, etc.)

ODOT

1. Uses free and reduced lunch-Title and poverty for their grants
2. [Safe Routes to School](#)
 - a. FOCUS AREA DESCRIPTION Project will primarily affect students at a Title I school as defined as a school where 40% or more students are eligible for free or reduced price

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lunch including additional vulnerability assessment points The Safe Routes to School Advisory Committee may designate a focus area for the funding cycle. This focus area will effectively prioritize the projects in the selection process. In 2020, the Safe Routes to School Advisory Committee designated Title I schools (schools where 40% or more of students are eligible for free or reduced price lunch) to be the focus area for the application cycle. Applicants may use Title I data from the last two full school years prior to the application process. The committee also decided to slightly prioritize schools based on student demographics, chronic absenteeism, and the rate of English learners. Find your school's percentage of students eligible for free and reduced lunch at <https://www.ode.state.or.us/data/reportcard/reports.aspx>.

Accountability Reporting

The federal Every Student Succeeds Act (ESSA) requires that states implement a statewide accountability system that identifies schools in need of comprehensive or targeted support based on academic achievement, progress, and school quality/student success indicators. In Oregon, these indicators include:

- Statewide summative assessment achievement
- Growth
- On-track to English language proficiency
- 9th Grade On-Track to Graduate
- Regular attendance
- Four-year graduation
- Five-year completion

ESSA requires states to measure these indicators for all students and the student groups specified in the law. **Economically disadvantaged students are a statutorily required student group under ESSA.**

To meet the accountability and public reporting requirements under ESSA, the economically disadvantaged student group is included in Oregon's [accountability model](#) to identify schools for comprehensive or targeted support and on the [At-A-Glance School and District profiles](#) (aka report cards).

For accountability determinations and public reporting, students are considered economically disadvantaged if they were eligible for free/reduced price lunch at any time during the school year or attend a school that provides free/reduced price lunch to all students regardless of eligibility. As reported in 3rd Period ADM. For the four-year graduation and five-year completion indicators, students are considered economically disadvantaged if they were eligible for free/reduced price lunch at any time during high school.

EdFacts Reporting

ED130 – Accountability

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The classification of a school's poverty quartile for purposes of determining the number of inexperienced, emergency/provisional credentialed, and out-of-field teachers in high and low poverty schools, according to state's indicator of poverty.

State Poverty Designation

Each state selects a metric that it uses to determine the high poverty and low poverty schools in their state. States should rank all schools from highest to lowest based on the poverty metric selected by the state in order to determine the poverty quartiles.

Values for State Poverty Designation

- **HIGH:** High poverty quartile school
- **LOW:** Low poverty quartile school
- **NEITHER:** Neither high nor low poverty quartile school
- **MISSING:** Data are not available to the SEA at the time the file is submitted

Office of Education Innovation & Improvement (EII)

- Using ECD in alignment with federal definitions and requirements, specifically with accountability measures
- Using for the identification of CSI / TSI schools to provide resources and supports (CSI schools are any Title I school that falls in the bottom 10% of all schools for any rated indicators - Title I schools being those schools serving high rates of ECD students)
- The SSA statute names economically disadvantaged students as one of the focal groups. For SIA, economically disadvantaged students is determined based on eligibility for free or reduced price lunches under the US Department of Agriculture's current Income Eligibility Guidelines.
- For the SIA funding formula, there is an added weight for students navigating poverty.
- If a charter school has at least 35% or more of ECD students AND this percentage is higher than the home district's percentage of ECD students, then the charter school is eligible to apply independently for SIA funding.
- Use ECD for the 5 required common metrics (regular attendance, 3rd grade reading, 9th grade on-track, 4 year graduation, and 5 year completion).
- In the past we have provided ECD data for metrics to our grant recipients to help identify outcome gaps.
- Use the same funding formula as the state school fund so recipients receive more funds if they have a higher population of students experiencing poverty.