Interpretation Document to Accompany City Level Data Review at SOELS Regional Stewardship Committee meeting from 11/8/2019

Overview:

This document is repeating what was shared verbally during our discussion on November 8th. We covered a lot of information and there were many great questions. The Excel city level spreadsheet is designed with two layers: the first layer is city-level data using American Community Survey 2017 data. This is based upon family responses to the survey in each city and is a sampling of the data for that city. Although incomplete, it is considered to be some of the best Census data available. This is the data source that PSU researchers shared with the hub for the county-level analysis we have done so far.

Given that our region is too diverse for county-level data to tell us where gaps in services are for families, we drilled down further to the city level. Once this data was entered and reviewed by hub staff last week, it became apparent that it also did not adequately reflect the demographics in each city. Therefore, we then added:

- Oregon Department of Education Kindergarten Assessment data from 2018-19. This is the expandable, second-level data on the spreadsheet.
- Oregon Department of Education Elementary school report card data to better capture student disability rates within each elementary school having two or more domains below the "Approaching" benchmark.

Interpretation of the Data Format:

- First-level, American Community Survey Data: with the second-level data hidden, you can review information for:
  - Estimated number of children under five in each city
  - Families at or below 100% FPL who have children under age five. Any percentages at or above 20% are highlighted in red.
  - Children under 18 with a disability. Any percentages at or above 5% are highlighted in red).
  - Percentage of city population identifying as Hispanic/Latino. Any percentages at or above 10% are highlighted in red).
  - Percentage of city population reporting Spanish as their home language. Any percentages at or above 10% are highlighted in red).

  This data is self-reported, based upon the families contacted and the responses they gave. The red highlights were hub staff efforts at identifying cities with higher rates in those demographic categories.

- Second-level, ODE Kindergarten Assessment Data: as an attempt to focus on the areas of most need, hub staff reviewed the kindergarten assessments for each school district in Jackson and Josephine County. We highlighted the school districts with subgroup

scores indicating two or more OKA domains showing scores below the following benchmarks:

Approaches to Learning:

- **Self-regulation:** below the state average score of 3.5 out of 5 possible points
- **Interpersonal Skills:** below the state average score of 3.5 out of 5 possible points

Early Literacy:

- **English (uppercase) letter names recognition:** below 8 out of 26; the minimum scores identified by ODE as "Approaching" proficiency
- **English (lowercase) letter names recognition**: below 5 out of 26; the minimum scores identified by ODE as "Approaching" proficiency
- **English letter sound recognition**: below 4 out of 26; the minimum scores identified by ODE as "Approaching" proficiency
  NOTE: interpretation has not yet been given by ODE for the Early Mathematics portion of the OKA.

Hub staff then drilled down to individual elementary schools within each district and did the same exercise. What is captured on the second level of the Excel spreadsheet are those subgroup populations within each school who had 2 or more domains on the Kindergarten Assessment below those score thresholds identified above. NOTE: if an elementary school is not listed, it is because that school did not have a subgroup population with 2 or more domain scores below those thresholds. See example:

Josephine	Grants Pass	2,403		
School	Parkside Elementary	84	Students with Disability	5 out of 5

				Approaches to Learning			Early Mathematics		English (Uppercase) Letter Names Recognition		English (Lowercase) Letter Names Recognition		English Letter Sound Recognition	
				Self Regulation	Interpersonal Skills	Total	Numbers & Operations							
Institution Name	Institution Type	SubGroup Type	SubGroup	Average Rating (1-5)	Average Rating (1-5)	Average Rating (1-5)	N	Average Num Correct (0-16)	N	Average Num Correct (0-26)	N	Average Num Correct (0-26)	N	Average Num Correct (0-26)	N
Parkside Elementary School	School	Total Population	Total Population	3.6	3.9	3.7	84	10.6	85	12.9	85	10.6	84	6.0	84
Parkside Elementary School	School	Race/Ethnicity	Asian	*	*	*	*	*	*	*	*	*	*	*	*
Parkside Elementary School	School	Race/Ethnicity	Black/African American	*	*	*	*	*	*	*	*	*	*	*	*
Parkside Elementary School	School	Race/Ethnicity	Hispanic/Latino	3.5	3.8	3.6	13	9.5	13	10.2	13	8.7	13	5.4	13
Parkside Elementary School	School	Race/Ethnicity	American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Parkside Elementary School	School	Race/Ethnicity	Multi-Racial	3.9	3.9	3.9	7	10.0	7	21.4	7	18.3	7	5.7	7
Parkside Elementary School	School	Race/Ethnicity	Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Parkside Elementary School	School	Race/Ethnicity	White	3.7	3.9	3.7	64	10.9	65	12.5	65	10.1	64	6.1	64
Parkside Elementary School	School	Gender	Female	3.8	4.0	3.9	53	10.7	53	14.7	53	12.1	52	7.5	52
Parkside Elementary School	School	Gender	Male	3.4	3.8	3.5	31	10.4	32	9.9	32	8.1	32	3.5	32
Parkside Elementary School	School	Gender	Non-Binary	*	*	*	*	*	*	*	*	*	*	*	*
Parkside Elementary School	School	Other	Economically Disadvantaged	3.7	3.9	3.7	81	10.6	81	12.8	81	10.5	80	5.9	80
Parkside Elementary School	School	Other	Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*
Parkside Elementary School	School	Other	Students with Disabilities	3.2	3.3	3.2	7	8.4	7	5.3	7	3.8	6	0.8	6
Parkside Elementary School	School	Other	Migrant Education	*	*	*	*	*	*	*	*	*	*	*	*

- **ODE Elementary School Report Card Data:** after reviewing the 2017 ACS census data, it became apparent that children experiencing disability were underrepresented in the data. We determined that ODE elementary school report card data would give us a more accurate percentage of children experiencing disability within each city. This data represents all students with a reported disability in each elementary school listed. *NOTE: at the meeting, the question was raised as to why the percentage of students experiencing disability was not listed for each elementary school in the region. For the meeting on 11-8, this spreadsheet only included school data related to those schools with low OKA scores for subgroup populations. If a school OKA indicated that students experiencing disabilities scored 2 or more domains under the threshold, that school is on the list and their subsequent school percentage of children with disabilities is also recorded.*

We have updated the Excel spreadsheet, with the following changes:

- Number of kindergarten children at each school taking the OKA has been moved to its own column. It had been listed next to "# of Children Under Age five in City".
- Number of students with disabilities at elementary schools was added to the second-level data. There are some changes to the disability data as well: ODE webpage with report card data was down on 11-8 before the meeting, and we have updated three numbers since the meeting: disability percentages for Patrick, Allen Dale, and Highland Elementary Schools.
- A link to the ODE School Report Card data is at the bottom of the Excel Spreadsheet for reference.

This is a complicated, multi-faceted project! We are working with limited data and a very aggressive timeline for completion. THANK YOU for all of your input and participation.