

# Early Learning Hub of Linn, Benton & Lincoln Counties

## Data & Evaluation Work Group Meeting Minutes

|                                   |  |
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| <b>MEETING COMMENCED</b>          | 1:30pm, June 11, 2015<br>Western Title Building, Newport   |
| <b>MEETING CALLED BY</b>          | Lynn Hall  |
| <b>WORK GROUP MEMBERS PRESENT</b> | Jerri Wolfe, Loren Zimbelman, Jessica Deas, Julia Young-Lorion, Jaclynn Litzau, Rebecca Austen, Rich Waller, Cindy Bond, Lauren Sigman, Kristi May, Renee Smith, Diane Scottaline, Susan Trachsel, MaiKia Moua |
| <b>VERSION</b>                    | Draft  |
| <b>RECORDED?</b>                  | Yes  |

### Agenda topics

|                                |                                |                 |
|--------------------------------|--------------------------------|-----------------|
| <b>DISCUSSION ITEM</b>         | Review of last month's minutes |                 |
| Reviewed. One correction made. |                                |                 |
| <b>ACTION ITEMS</b>            | <b>PERSON RESPONSIBLE</b>      | <b>DEADLINE</b> |
| Approved with correction.      | Hub Staff                      | ASAP            |

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|---|--|
| <b>DISCUSSION ITEM</b>  | 1 <sup>st</sup> Quarter Early Learning Division Data |
| 2470 participated in this baseline data.  |  |
| "Approaches to Learning" is filled out by the Kindergarten teacher.   |  |
| As the State is collecting this data, they are not being consistent across their own definitions of race. The ELD does want feedback to help them to tune-up this report. |  |
| The native American kids' numbers seem low. We need to talk to the Tribe to see how many they actually have.  |  |
| The Pacific Islanders' numbers also seem low.   |  |
| The parents fill out this information when they enroll their children, so if they don't report the information, the State won't have it, and the data will be skewed.     |  |
| "Approaches to Learning", "Numbers and Letters", and "Letter Sounds" show significant differences between males and females.  |  |
| Differences in percentages may be slight because of the size of the data pool.  |  |
| There is also the ability to compare last year's data to this year's data.  |  |
| Gender differences are clear: boys have lower scores for self-regulation.   |  |
| Native American and Latino kids are showing clearly lower scores for math, letters,   |  |
| Report contains data comparing tri-county data against State data, in all categories.   |  |
| State requires 95% participation in this assessment from the School Districts.  |  |
| Special Education kids are included in this data.   |  |
| No "red arrows" or "yellow arrows" in our "Total Population" data, compared to previous year (all data taken as a whole).   |  |

| Individual populations within that data have lots of “red arrows”.   |                    |          |
|--|--------------------|----------|
| The Asian scores also show a decrease from the previous year, and their population numbers went up, but it is still a small sample. It could be that one or two children could drastically affect the numbers with a sample this small.                                    |                    |          |
| The Latino scores also show a decrease in letters and numbers from the previous year, the two categories that are given in English. At what point do we start teaching Latino children English?  |                    |          |
| The white scores are going up from the previous year.  |                    |          |
| The male scores increased (except for Math) from the previous year, unlike the State-wide data. Males obviously have some self-regulation problems, and it continues throughout their school years. It should be addressed, but not necessarily at the Kindergarten level. |                    |          |
| Economically disadvantaged children also have problems with self-regulation, as do special needs, and ESOL children.   |                    |          |
| Equity Lens reporting: be sure we are not making decisions that worsen the educational gap for these children?   |                    |          |
| One member of the committee commented that she felt that we should have a parent in this Work Group.   |                    |          |
| If we could look at the schools on the individual school level, there is a “floor” effect caused by children that have “0” scores (couldn’t answer any questions). The Districts receive this data, but not the Hubs.  |                    |          |
| Maybe we need to look at the data from the Title 1 schools to see what receiving more money has done for their scores.   |                    |          |
| It might help to have male and female data by race. Can we get that data?  |                    |          |
| Can we get information from the State about the racial make-up of the staff from the EL and School Districts? Does this racial make-up affect the learning of the children?  |                    |          |
| ACTION ITEMS   | PERSON RESPONSIBLE | DEADLINE |
| Ask DeAnn Brown to come to our next meeting so that we can talk about the Native American data.  | Hub Staff          | ASAP     |

| DISCUSSION ITEM  | QRIS Data          |           |
|--|--------------------|-----------|
| No time left to discuss them.                              |                    |           |
| CONCLUSIONS  |                    |           |
| Need to have school district representation on this group. |                    |           |
| Need tribe representation on this group.                   |                    |           |
| Need Equity Alliance people on this group.                 |                    |           |
| Need Head Start people on this group.                      |                    |           |
| ACTION ITEMS   | PERSON RESPONSIBLE | DEADLINE  |
| Review the QRIS data for next month’s meeting.             | Group Members      | 7/16/2015 |

| NEXT MEETING  | July 18, 2015      |          |
|---|--------------------|----------|
| To be held at LBCC, Cascade View Conference Room from 1:30-3:00pm.      |                    |          |
| ACTION ITEMS  | PERSON RESPONSIBLE | DEADLINE |
| Post a map on Basecamp and the webpage so that people can find the room | Hub Staff          | ASAP     |
| MEETING ADJOURNED   | 3:09pm             |          |