

Early Learning Hub of Linn, Benton & Lincoln Counties

Data & Evaluation Work Group Meeting Minutes

MEETING COMMENCED	1:00pm, November 12, 2015 Old Mill Center, Corvallis
MEETING CALLED BY	Lynn Hall
WORK GROUP MEMBERS PRESENT	Martha Kroessin, Cindy Bond, MaiKia Moua, Julia Young-Lorion, Jerri Wolfe, Lynn Hall, Dawn Roth, Peter Banwarth, Rhonda Shult, Ruby Kiker
VERSION	Final
RECORDED?	No

Agenda topics

DISCUSSION ITEM	Kindergarten Assessment (OKA)
How does our EL Hub compare to the State? Our numbers line up almost exactly with the State, slightly ahead in English Letter Names and slightly lower in English Letter Sounds.	
Approaches to Learning is the combined score of Self-Regulation and Interpersonal Skills	
Early Mathematics	
Early Literacy	
Which subgroups of children in the EL Hub are below the EL Hub average?	
Special Education kids were the lowest subgroup in the category "Approaches to Learning"	
Limited English Proficiency kids were the lowest subgroup in Early Mathematics & English Letter Names	
Not a lot of "white" in this graph – lots of "green" and "dark green" indicating they are below the Hub average.	
What's the spread within each group? Different subgroups in special education could be significant	
Controlling for interactions – 85% of males are also low income. Which is the issue: maleness or low income, or both?	
How did children entering schools do in general?	
In each county, where are the lowest scores? Eddyville Charter School has the lowest "Approaches to Learning" scores in the entire Hub.	
Figured out which school in each county had the lowest scores – looked at other characteristics (free lunches, non-white, English language learners, DHS hotspot), and then gave the list to the Superintendents for their review.	
One point is that the charter schools are in the low categories, and some of their data looks funny. Are these testing errors? Were the tests administered differently?	
Peter Banwarth showed a PPT of this same data in a scatterplot, and combined the approaches to learning scores into one score, and the math and English scores into another score. All told, the Hub scores in the median, with various schools. In addition, Benton county had the highest scores across the board, but Linn and Lincoln were both right at the median.	
Peter also compared similarities between the 51 schools using a black box "tree" method, and found three specific groups: Eddyville in its own, a smaller group of more upper-class Corvallis schools, and then all of the other schools in the third group.	
Next Peter compared free lunch vs approaches to learning within 48 schools (lower economic status) in a scatterplot. Then he compared free lunch vs math and literacy scores, and there was a definite line of delineation.	

If we review the three “groups”, how do we figure out what percentage of kids we need to help?
Can we map 3 rd grade reading scores onto this data?
The State Corrections Department figures out future “bed needs” based on these 3 rd grade reading scores.
If you struggle in 3 rd grade with math and language, you will struggle forever.
This is a very bad year for data because this is the first year of the “Smarter Balance” tests.
CONCLUSIONS
Everything will be posted on Basecamp, for your review.

DISCUSSION ITEM	Additional Information
This OKA scatter-gram of 3 rd grade reading scores showed approaches to learning scores compared to early academic composite scores.	
Included data for end of year conflict with teacher, end of year closeness with teacher, etc.	
Divided up the data into 6 profiles using Kindergarteners entering school in Oregon.	
The Takeaway was that there are suggestions of differential academic and social development within these readiness profiles: the “very lows” started behind and progressed slowly across the kindergarten year, etc.	
English Language Proficiency, low social/emotional skills – what accounts for the differences?	

DISCUSSION ITEM	Refine Methodology
Is there research which will help us to decide which groups to focus on? Approaches to learning or free and reduced lunch? Jerri’s KA data reports indicate Approaches to Learning. Do we have enough data to decide?	
We need to ask some additional questions about our region and area? The State wants us to define our target population: we have needy kids spread across the three counties.	
How are we going to make decisions about which schools will get the money?	
How is the data going to help us?	
Preschool has been determined to raise test scores, but a lot of our rural school districts don’t have access to preschool facilities.	
Every school district will get some funds, but not the same amount of funds. Some schools have a large potential for improvement, which will affect everyone. Targeted investment.	
We have identified 7 schools who have the lowest scores.	
Are we asking the right questions?	
Can we focus on approaches to learning? What moves the bar in approaches to learning? Will the State allow us to focus on approaches to learning, at the expense of the literacy skills?	
“A Community Toolkit” hand-out – a way to look at Kindergarten Assessment data based on work by a Portland State undergraduate. How many kids were assessed? Average score? Hub average or State average? Suggested benchmark? –Hasn’t been “accepted”, but it is being used.	
Do we want to use the Hub average, the State average, or the Toolkit benchmark?	
Shouldn’t we be comparing schools of similar socio-economic status?	
According to the DHS Hot Spot data, there are no schools in Lincoln county in need because none are located in a “hot spot”– and we know that’s not the case.	
What’s a way that we can present the data to explain our decisions?	
What average are we most comfortable with, as a group? We decided to use the Hub averages and indicate which schools are the lowest then the lowest 10%, which would give us 5-10 schools.	
We’ll create a chart with all the schools, listing the state averages for all three categories. What other data should be mapped? Free lunch? Ethnicity? English Language Learner?	

Some of these schools might be focused schools. How will we account for that?	
Supposed to be giving the Board information about the kids in our communities, based on the Kindergarten Assessment data.	
How many kids are we serving? How many kids will this decision impact?	
This is one specific stream of funding, and we're only assessing data for this specific stream.	
Could we invite parents from some of these low-data areas? Maybe not to this group, but we will definitely need to include parents in our decisions. A parent advisory group is also in the works for the Hub.	
CONCLUSIONS	
Need to ask Kristi what data they need next.	
Make a list of data that we are going to need to compile, and where we are with each project.	

NEXT MEETING	January 2016 – date TBD by Doodle Poll
Location TBD, 2-hour time block.	
We will not meet in December, but will post our newest data to Basecamp for everyone to review. We'll discuss that data in January.	
MEETING ADJOURNED	3:00pm