



AGENDA

DATA & EVALUATION WORKGROUP

WEDNESDAY MAY 20, 2020

1:30 PM – 3:00 PM

Location: Zoom meeting

- A. Welcome and Introductions
- B. CCO Metrics Presentation - Megan VanVleet, Samaritan Health Services
- C. Katy Berns' Research Update: Analysis of One Cohort: 2015-2016 Kindergarten Assessment- Approaches to Learning Scores and 2018-2019 Third Grade Reading Scores
- D. Review the Data Book Supplemental: Expanded Analysis of our Target Population 2018-2019 School Year (formerly High Priority Catchment Areas)
- E. Data Book Progress Report
- F. Next meeting: Wednesday June 17, 2020

Parking Lot:

- ODE KA/3rd Grade Analysis from Holly Dalton – Lynn/Peter/Katy
- Governing Board's Charge to Data & Evaluation
- Mapping Resources with KA/3rd Grade Reading Scores
- Revising "Our Region" section on the EL Hub Website

Ensure that the EL Hub has the data it needs to make decisions informed by an understanding of the target population and progress towards outcomes.

EARLY LEARNING HUB OF LINN, BENTON, & LINCOLN COUNTIES

Supplemental: Expanded Analysis of our Target Population,
2018-2019 School Year

- 2019 analysis of 2017-2018 School Year (SY) by Lyndi-Rae Petty, EL Hub Intern
- 2020 analysis of 2018-2019 SY by Katy Berns, EL Hub Intern,

This analysis is intended to be used, along with other supporting information, by the Early Learning Hub Governing Board and by community partners to facilitate decisions based on needs.

Introduction

This 2020 report builds on the 2019 analysis by increasing the variables from three to ten to determine “high priority school/catchment areas” in our region.

High priority school/catchment areas were determined using a two-step process.

Step One analyze 2018-2019 SY data with the following three variables from the previous year:

- Average Kindergarten Assessment Approaches to Learning scores (KA-AL) scores below the state average, and
- Percent Third Grade English Language Arts Proficiency scores below the state average, and
- USDA Free and Reduced Lunch eligibility above the state average.

Note: In Step One, all criteria must be met to qualify as a high priority school/catchment area.

Step Two analyzes the data with the following seven additional variables and groups schools according to the number of variables that meet the criteria:

- Average KA Early Literacy scores (Uppercase and Lowercase Name Recognition, and English Letter Sounds) below the state average, and
- Average KA Mathematics Scores below the state average, and
- Third Grade Mathematics Proficiency scores below the state average, and
- Kindergarten Students Chronically Absent above the state average

Note: Kindergarten Limited English Proficiency is not a variable due to low numbers.

KA Approaches to Learning	3rd Grade English Language Arts	Free and Reduced Lunch	KA English (Lowercase) Letter Names Recognition	KA English (Uppercase) Letter Names Recognition	KA English Letter Sounds	KA Early Mathematics	3rd Grade Mathematics	Chronic Absence
Average Rating (1 - 5)	Percent Proficient (Level 3 or 4)	Percent Eligible	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-16)	Percent Proficient (Level 3 or 4)	Percent Chronically Absent

Key Findings for 2020

- In Step One, high priority school/catchment areas change from year to year when the same three variables are used
- In Step Two, fewer school/catchment areas met all the criteria
- Categorizing variables as “above or below the state average” doesn’t account for the wide variation in scores
- Requiring that all criteria be met to be considered a “high priority school/catchment area” is too restrictive and doesn’t demonstrate the variety of needs throughout the region
 - 2018-2019 data for the schools in our region are available in the Appendices. Schools are grouped by the number of variables that meet the criteria.

About the Oregon Kindergarten Assessment (KA) and the Variables

The KA is a tool for local and statewide data for policymakers to identify opportunity gaps for funding and service allocation to achieve the greatest impact on young children. Oregon KA domains are strongly linked to Third Grade Reading scores and future academic success (ODE, 2018). School/catchment areas (i.e. attendance boundaries) usually define which schools children will attend.

Teachers administer the KA to students early in the year. The KA is a snapshot of a child’s approaches to learning skills, early math and early literacy skills before impact from school experience. The KA should not be viewed as a pass or fail test for kids or their families, but rather an opportunity for teachers and guardians to better understand and support early learning opportunities before they reach kindergarten.

Kindergarten Assessment Category	Assessment Method	Description
Approaches to Learning	Educator observes and records child’s interactions with other children and classroom materials using the Child Behavior Rating Scale (CBRS). A final score between 1 and 5 is given using the average score of all 15 items.	<ul style="list-style-type: none"> • Assessment focuses on a child’s approaches to learning, self-regulatory skills, and interpersonal skills. • CBRS is strongly predictive of reading and math achievement in elementary grades and has been validated in a wide range of cultural contexts.

<p>Early Mathematics*</p>	<p>A test administrator asks the child math questions, one question at a time. The child responds by pointing to the answer or responding verbally to 16 multiple choice question. Final scores range from 0 to 16.</p>	<ul style="list-style-type: none"> • Questions were developed by Oregon educators also included measures from the easyCBM, a nationally recognized assessment method. • easyCBM provides benchmarking and progress monitoring in math • Non-easyCBM items strongly align with Early Learning and Common Core State Standards and include geometry, measurement and data, and counting and cardinality
<p>Early Literacy* (English Letter Name and Sound Recognition)</p>	<p>Children identify as many letter sounds and names as they can. A test administrator records their score out of 26 for each sub-category.</p>	<ul style="list-style-type: none"> • The English Letter Name Recognition measure is comprised of two distinct parts, uppercase and lowercase letter recognition. • The English Letter Sound Recognition measure focuses on letter sound recognition.

About Third Grade English Language Arts Proficiency and Third Grade Math Proficiency Variables

Annually in third grade, school districts in Oregon administer performance assessments in language arts and mathematics proficiency to all students. These assessments align with the Oregon standards. For the Third Grade Assessments, students demonstrate their knowledge and skills and then receive a Depth of Knowledge level that describes the kind of thinking required.

Depth of Knowledge	English Language Arts Score Threshold	Mathematics Score Threshold	Description
Level 1	NA	NA	Requires students to receive or recite facts and use simple skill.

Level 2	2367	2381	Requires procedural knowledge and skills: integrating and application of concepts.
Level 3	2432	2436	Requires strategic thinking: non-routine problem-solving.
Level 4	2490	2501	Requires extended thinking: developing non-routine problem-solving

For more detailed information about the Oregon Kindergarten and Third Grade assessments, please visit the Oregon Department of Education website.

USDA Free and Reduced Lunch Eligibility Variable

The USDA Free and Reduced Lunch program provides free lunches to eligible children living in households with incomes at or below 130 percent of the Federal Poverty Level (FPL). Children living in households with incomes between 130 and 185 percent of the FPL are eligible for reduced-price lunches. In this study, Free and Reduced Lunch eligibility is a proxy for a measure of poverty in the school.

Kindergarten Chronic Absence Variable

“Chronically Absent” students attended 90 percent or fewer of their enrolled days. Students were chronically absent in kindergarten during the 2018-2019 SY if they were enrolled on May 1, 2019 and were enrolled a total of 75 or more days. Data were not reported if there were fewer than nine students (ODE, 2019).

Chronic absence was included in this study because it can indicate where prevention and early intervention are needed. Research indicates that children who miss more than ten percent of school days can have difficulty reading by third grade. High levels of chronic absence in a classroom or school can disrupt teachers’ ability to meet the educational needs of both the absent child and all children in their classes. (Attendance Works, 2018).

Looking at the Data

This 2020 analysis of 2018-2019 SY data to determine high priority school/catchment areas included 48 elementary schools in Linn, Benton, and Lincoln counties. Some data is missing for some of the variables; missing data was not counted against the school.

The 2020 analysis has two steps:

Step One replicates the 2019 analysis using the same three criteria. All three criteria must be met to qualify as a high priority school/catchment area. The criteria are:

- 1) Kindergarten Assessment-Approaches to Learning scores (KA-AL) scores below the state average, and

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- 2) Percent Proficient Third Grade English Language Arts scores below the state average, and
- 3) Percent of Kindergarten Students Eligible for USDA Free and Reduced Lunch as a proxy for a measure of community poverty above the state average.

Step Two includes nine additional criteria; and groups schools according to the number of variables that meet the criteria.

- 4) KA Uppercase Names Recognition Scores below the state average, and
- 5) KA Lowercase Letter Names Recognition Scores below the state average, and
- 6) Average KA English Letter Sounds Scores below the state average, and
- 7) Average KA Numbers and Operations Scores below the state average, and
- 8) Percent Proficient Third Grade Mathematics Scores below the state average, and
- 9) Kindergarten Percent of Students Chronically Absent above the state average.

Note: Number of kindergarten students with Limited English Proficiency was not used due to lack of data. Only 12 of 48 schools reported students with Limited English Proficiency; schools only reported if they had five or more students with Limited English Proficiency.

Key Findings for 2018-2019 SY Analysis

In Step One, schools qualifying as high priority catchment areas were not consistent from year to year

- Using three criteria (KA-AL, Third Grade Literacy, and Free and Reduced Lunch eligibility) to qualify high priority school/catchment areas, identified a different group of school/catchment areas from 2019 to 2020.
- When only three criteria had to be met, 15 schools qualified as high priority school/catchment areas.

In Step Two, fewer schools were able to meet all nine criteria

- Ten schools qualified when nine criteria had to be met,

Categorizing variables as “above or below the state average” doesn’t account for the variation in scores.

- Schools with average scores close to the cutoff and schools with extremely low or high average scores are not accounted for in this method.

Requiring high priority school/catchment areas to meet all nine criteria is too restrictive.

- All schools have one or more categories that indicate need.
- The types of need as identified by the various categories differs by school.
- These analyses can be used with other supporting information to make decisions based on needs.

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Conclusion:

All schools have categories that indicate need. Funding decisions should take into account multiple variables and other factors such as availability and accessibility of community resources, program infrastructure, and location. The number of children in identified priority populations should also be considered to get a more complete understanding of the need.

The Data

The Appendices for this document contain tables with the 2018-2019 SY data for the school/catchment areas in our region and the variables that indicate need.

Limitations

- Rating school catchment areas as above or below the state average doesn't account for variation in scores
- Primary schools (grades K-2) do not have Percent Proficient Third Grade English Language or Third Grade Mathematics scores

References

Attendance Works. (2018). *The Problem*. Retrieved from <https://www.attendanceworks.org/chronic-absence/the-problem/>

Oregon Department of Education, Reports & Data, Students. (2019). *Free or Reduced Lunch Report*. Retrieved from <https://www.oregon.gov/ode/reports-and-data/students/Pages/default.aspx>

Oregon Department of Education, Reports & Data, Students, Attendance and Absenteeism. (2019). *Regular Attenders Report*. Retrieved from <https://www.oregon.gov/ode/reports-and-data/students/Pages/Attendance-and-Absenteeism.aspx>

Oregon Department of Education, Educator Resources, Kindergarten Assessment. (2020). *Kindergarten Assessment*. Retrieved from <https://www.oregon.gov/ode/educator-resources/assessment/Pages/Kindergarten-Assessment.aspx>

Oregon Department of Education, Educator Resources. Student Assessment, Assessment Group Reports (2020). *English Language Arts*. Retrieved from <https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx>

Oregon Department of Education, Educator Resources. Student Assessment, Assessment Group Reports (2020). *Mathematics*. Retrieved from <https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx>

APPENDICES

Supplemental: Expanded Analysis of our Target Population,
2018-2019 School Year

Appendix 1

Step One: High Priority School/Catchment Areas Identified Using Three Criteria

All schools in this table meet the criteria for high priority schools on three categories: KA-AL and Third Grade English Language scores (below the state average) and Free and Reduced Lunch (above the state average).

School	KA Approaches to Learning Average Rating (1 - 5)	Third Grade English Language Arts Percent Proficient (Level 3 or 4)	USDA Free and Reduced Lunch Percent Eligible
State Average	3.6	46.5	47.8
Linn County			
Periwinkle Elementary School**	3.5	42.5	52.13
Sunrise Elementary School**	3.1	30.0	78.12
Waverly Elementary School**	3.4	28.6	85.07
Green Acres School	3.5	44.4	74.09
Lafayette Elementary School	2.9	33.3	69.97
Tangent Elementary School**	3.4	11.1	61.19
Oak Heights Elementary School**	3.1	43.2	70.63
Holley Elementary School**	3.1	22.2	70.21
Hawthorne Elementary School**	3.4	39.3	65.1
Cascades School	3.4	34.2	66.36
Benton County			
Kings Valley Charter School	3.2	17.6	52.26
Alsea Charter School**	2.2*		53.54
Lincoln County			
Toledo Elementary School**	2.8	24.1	69.59
Oceanlake Elementary School (K-2)	3.2	NA	55.44
Crestview Heights School**	3.3	33.3	69.88

* Not enough data available

** Priority Catchment/School 2017-2018

Appendix Two

Step Two: Schools Meeting Nine Criteria for High Priority Catchment Areas

Schools in this table meet all nine criteria for high priority catchment areas: KA and Third Grade Assessment scores are below the state average, USDA Free and Reduced Lunch is above the state average, and Chronic Absence is above state average. Missing data is not held against the school.

School	KA Approaches to Learning	Third Grade English Language Arts	USDA Free and Reduced Lunch	KA English (Lowercase) Letter Names Recognition	KA English (Uppercase) Letter Names Recognition	KA English Letter Sounds	KA Early Mathematics	Third Grade Mathematics	Chronic Absence
	Average Rating (1 - 5)	Percent Proficient (Level 3 or 4)	Percent Eligible	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-16)	Percent Proficient (Level 3 or 4)	Percent Chronically Absent
State Average	3.6	46.5	47.8	11.7	14.3	7.7	11.1	46.4	20.7
Linn County									
Periwinkle Elementary School**	3.5	42.5	52.13	10.6	13.8	5.0	10.0	38.4	31.3
Sunrise Elementary School**	3.1	30.0	78.12	4.6	5.5	3.1	10.1	30.0	23.9
Waverly Elementary School**	3.4	28.6	85.07	6.2	7.7	1.3	9.3	38.1	30.4
Green Acres School	3.5	44.4	74.09	7.0	9.1	2.6	10.9	40.0	23.4
Lafayette Elementary School	2.9	33.3	69.97	6.6	9.5	3.8	8.9	31.4	28.9
Tangent Elementary School**	3.4	11.1	61.19	3.5	5.8	0.5	10.1	22.2	28.6
Oak Heights Elementary School**	3.1	43.2	70.63	10.5	12.7	4.7	11.0	40.9	23.7
Benton County									
Alsea Charter School**	2.2	*	53.54	12.0	13.1	4.1	9.0	*	*
Lincoln County									
Toledo Elementary School**	2.8	24.1	69.59	11.1	13.1	7.3	9.6	29.6	35
Oceanlake Elementary School (K-2)	3.2	NA	55.44	10.3	13.5	5.0	10.4	NA	30.7

* Not enough data available

** Priority Catchment/School 2017-2018

Appendix Three

Step Two: Schools Meeting Eight Criteria for High Priority Catchment Areas

The schools/catchment areas in this table meet eight of the nine criteria for high priority areas: KA and Third Grade Assessment scores are below the state average, USDA Free and Reduced Lunch is above the state average and Chronic Absence is above state average. Missing data is not held against the school.

School	Criteria Better Than State Average								
	KA Approaches to Learning	Third Grade English Language Arts	USDA Free and Reduced Lunch	KA English (Lowercase) Letter Names Recognition	KA English (Uppercase) Letter Names Recognition	KA English Letter Sounds	KA Early Mathematics	Third Grade Mathematics	Chronic Absence
	Average Rating (1 - 5)	Percent Proficient (Level 3 or 4)	Percent Eligible	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-16)	Percent Proficient (Level 3 or 4)	Percent Chronically Absent
State Average	3.6	46.5	47.8	11.7	14.3	7.7	11.1	46.4	20.7
Linn County									
South Shore Elementary School**	4.4	24.6	62.47	7.9	9.7	4.8	9.8	16.9	23.5
Holley Elementary School**	3.1	22.2	70.21	9.5	10.9	6.4	11.6	16.7	28.6
Hawthorne Elementary School**	3.4	39.3	65.1	9.1	11.2	2.9	10.8	25.0	17.9
Cascades School	3.4	34.2	66.36	9.8	13.4	4.8	11.0	28.9	17.0
Foster Elementary School	3.7	26.7	74.11	9.8	11.3	6.4	11.0	34.1	34.3
Riverview School	3.7	42.2	58.51	10.0	12.3	3.7	10.7	42.2	27.7
Benton County									
Kings Valley Charter School	3.2	17.6	52.26	11.7	13.1	8.4	9.9	17.6	*
Lincoln County									
Yaquina View Elementary School (K-2)	3.4	NA		11.0	13.2	7.9	9.6	NA	31.3
Crestview Heights School**	3.3	33.3	69.88	7.7	8.7	4.9	11.4	15.8	34.7

* Not enough data available

** Priority Catchment/School 2017-2018

Appendix Four

Step Two: Schools Meeting Seven of Nine Criteria for High Priority Catchment Areas

The schools in this table meet seven of the nine criteria for high priority catchment areas: KA and Third Grade Assessment scores are below the state average, USDA Free and Reduced Lunch is above the state average and Chronic Absence is above state average. Missing data is not held against the school.

School	Criteria Better Than State Average								
	KA Approaches to Learning	Third Grade English Language Arts	USDA Free and Reduced Lunch	KA English (Lowercase) Letter Names Recognition	KA English (Uppercase) Letter Names Recognition	KA English Letter Sounds	KA Early Mathematics	Third Grade Mathematics	Chronic Absence
	Average Rating (1 - 5)	Percent Proficient (Level 3 or 4)	Percent Eligible	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-16)	Percent Proficient (Level 3 or 4)	Percent Chronically Absent
State Average	3.6	46.5	47.8	11.7	14.3	7.7	11.1	46.4	20.7
Linn County									
Pioneer School**	3.4	55.8	59.15	6.8	8.8	1.5	10.3	55.8	30.8
Central Linn Elementary School	3.5	56.8	55.35	6.4	10.0	5.0	9.8	59.5	39.5
Hamilton Creek School	3.6	37.1	54.55	10.3	13.4	4.9	11.3	31.4	29.4
Sanfiam Elementary School	3.6	32.5	50.49	9.4	11.6	5.9	11.2	27.5	40.0
Oak Elementary School	3.8	44.1	50.81	10.5	13.4	6.1	10.4	45.8	13.0
Centennial Elementary School	3.6	36.4	40.57	7.9	10.2	3.8	6.1	43.6	29.2
Clover Ridge Elementary School (K-2)	3.4	NA	30.14	11.7	14.1	6.3	11.6	NA	25.5
Benton County									
Blodgett Elementary School	3.6	*		9.4	13.3	3.0	11.3	*	*

* Not enough data available

** Priority Catchment/School 2017-2018

Appendix Five

Step Two: Schools Meeting Six of Nine Criteria for High Priority Catchment Areas

The schools in this table meet six of the nine criteria for high priority catchment areas: KA and Third Grade scores are below the state average, USDA Free and Reduced Lunch is above the state average and Chronic Absence is above state average. Missing data is not held against the school.

School	Criteria Better Than State Average								
	KA Approaches to Learning	Third Grade English Language Arts	USDA Free and Reduced Lunch	KA English (Lowercase) Letter Names Recognition	KA English (Uppercase) Letter Names Recognition	KA English Letter Sounds	KA Early Mathematics	Third Grade Mathematics	Chronic Absence
	Average Rating (1 - 5)	Percent Proficient (Level 3 or 4)	Percent Eligible	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-16)	Percent Proficient (Level 3 or 4)	Percent Chronically Absent
State Average	3.6	46.5	47.8	11.7	14.3	7.7	11.1	46.4	20.7
Linn County									
Harrisburg Elementary School	4.3	29.2	50.53	10.1	12.6	4.9	11.6	39.1	17.2
Lacomb School	4.0	22.2	41.23	7.9	11.0	4.4	11.5	27.8	23.1
Benton County									
Garfield Elementary School	3.6	37.0	58.72	10.3	12.2	9.0	11.5	38.4	25
Monroe Grade School	3.4	37.1	52.51	10.2	12.1	8.3	11.6	31.0	15.8
Lincoln County									
Siletz Valley Schools**	4.2	45.5	88.71	12.2	13.8	4.3	13.9	18.2	18.2

** Priority Catchment/School 2017-2018

Appendix Six

Step Two: Schools Meeting Five or Fewer of Nine Criteria for High Priority Catchment Areas

The schools in this table meet five or fewer of the nine criteria to determine high priority areas: KA and Third Grade scores are below the state average, USDA Free and Reduced Lunch is above the state average and Chronic Absence is above state average. Missing data is not held against the school.

School	Criteria Better Than State Average								
	KA Approaches to Learning	Third Grade English Language Arts	USDA Free and Reduced Lunch	KA English (Lowercase) Letter Names Recognition	KA English (Uppercase) Letter Names Recognition	KA English Letter Sounds	KA Early Mathematics	Third Grade Mathematics	Chronic Absence
	Average Rating (1 - 5)	Percent Proficient (Level 3 or 4)	Percent Eligible	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-16)	Percent Proficient (Level 3 or 4)	Percent Chronically Absent
State Average	3.6	46.5	47.8	11.7	14.3	7.7	11.1	46.4	20.7
Linn County									
Takena Elementary School	3.8	NA	50.35	14.4	17.1	7.0	12.1	NA	20.9
Sweet Home Charter School	4.0	36.4	43.88	11.3	13.1	6.6	10.7	54.5	13.6
Sand Ridge Charter School	3.3	78.4	41.27	12.9	15.5	9.2	10.7	76.3	14.3
North Albany Elementary School	3.4	60.4	18.93	13.3	16.4	7.3	12.2	56.6	16
Liberty Elementary School	3.4	62.3	32.48	13.6	16.3	8.2	11.9	63.9	22.6
Fir Grove Primary School (K-2)	3.2	NA		14.5	18.0	8.3	11.5	NA	11.3
Benton County									
Wilson Elementary School	3.2	58.9	53.3	14.7	17.0	10.4	11.4	60.7	29
Lincoln Elementary School	3.6	60.0	51.37	12.9	15.7	11.5	11.8	40.0	20.3
Muddy Creek Charter School	3.1	64.7		16.9	20.2	9.9	13.9	82.4	20
Clemens Primary School (K-2)	3.6	NA	41.71	12.5	14.6	7.9	11.3	NA	23.8
Adams Elementary School	3.9	50.0	28.12	15.9	18.5	12.1	11.4	61.1	8.9
Hoover Elementary School	3.8	67.1	15.35	20.4	22.9	16.2	14.2	74.0	22.5
Jefferson Elementary School	3.5	67.7	28.96	15.8	18.6	11.5	11.6	64.6	8.7
Franklin School	3.4	70.0	17.22	19.0	20.9	15.8	14.0	66.7	17.4
Mt View Elementary School	3.9	56.1	43.49	15.3	17.5	11.0	11.7	48.8	28
Lincoln County									
Eddyville Charter School**	3.2	26.3	51.28	13.2	16.6	9.6	11.2	15.8	

** Priority Catchment/School 2017-2018