Equity Committee Meeting
Eugene Public Schools District 4J
200 N. Monroe

December 13, 2018
4:31 p.m.

PRESENT: David Abramowitz, Betsy Boyd, Gary Campbell, Ann Elizabeth Cole, Laura Dahill, Bao Green, Nicholas Kaasa, Thomas Oommen, Judy Newman, members; Gustavo Balderas, Jeffry Johnson, Cheryl Linder, Oscar Loureiro, Charis McGaughy, Lila Schuck, staff

I. Welcome and Introductions

Superintendent Balderas called the meeting to order at 4:30 p.m.

Ms. McGaughy offered that 4J staff had recently presented the 4J School Board with an annual update on key performance indicators (KPI), and she wished to share that data with the Equity Committee (EC), and to get the EC's feedback on the indicators themselves. Ms. McGaughy reported that a couple of EC members had recently gone on Career and Technical Education (CTE) site visits, and she hoped those members would share their experiences of their site visits.

Mr. Campbell entered the meeting at 4:33 p.m.

Ms. Schuck entered the meeting at 4:36 p.m.

Committee members in attendance introduced themselves.

Ms. Dahill offered the Committee a report on her recent site visit to Churchill High School; she reported there were three or four different CTE classes.

Ms. Green said that she too was on the Churchill site visit. She was impressed that the students she spoke with knew exactly what they wanted to do post-high school.

Mr. Campbell mentioned the gender makeup of a couple of the CTE classes he had visited. He reported the engineering class was roughly 90% male, and the health class consisted of approximately 80% female students.

There were additional comments about gender issues and the marketing of CTE to increase gender diversity.

Questions were raised by the group, asking if students have an IEP, can they participate in CTE in other high schools? Does placement negate opportunity for SPED students? Are there meaningful modifications of specialized training?

Ms. Green wondered if there existed a class to help students deal with personal finances.

Superintendent Balderas said that Personal Finance used to be an Oregon requirement, but it no longer was. He stressed the importance of having conversations about what the school system was lacking in its efforts to prepare students for life after high school.

Ms. McGaughy said she was excited that, since the latest school bond passage, 4J would be adopting a new social studies curriculum for the district.

Ms. Newman entered the meeting at 4:42 p.m.

Ms. Linder entered the meeting at 4:49 p.m.

II. Protocol and Equity Lens Discussion: Annual update on Key Performance Indicators for Goals 1 and 2

Ms. McGaughy asked those present to take four minutes to think about and write a description of what student outcome measures the district should be presenting to the School Board and the public, using a lens of equity.

Ms. Schuck chose discipline data.

Ms. Dahill chose percentage of students graduating, and the percentage of those graduating students who would be going to college after high school.

Mr. Kaasa chose post-high school outcomes.

Ms. Boyd chose the extent to which 4J students were scheduled; she said an important measure of 4J's success was to offer a full day of activity for students, especially at the high schools.

Ms. Cole concentrated on the connection between students and their respective communities and empowered to succeed. She wondered how to measure students' sense of belonging and empowerment.

Ms Schuck offered that those kinds of things might be measurable through 4J's School Climate Survey.

Ms. Dahill said one of the things she chose was percentage of students who feel safe and happy at school.

Mr. Abramowitz chose Special Education, especially where those students in the 4J Transition Program until age 21 were concerned. He stressed the importance of those three years post-high school being different than the same curriculums those students were exposed to in K–12.

Superintendent Balderas wondered about the polls' efficacy in determining students' hopefulness and happiness.

Mr. Oommen entered the meeting at 5:00 p.m.

Mr. Campbell chose percentage of students who felt confident about moving into the next phase of life post-high school.

Ms. Newman said it would be helpful if the District had outcomes data earlier, especially the current third grade benchmark. She offered she would like to see more social/emotional student outcomes.

Mr. Johnson focused on the Universal Screener Data from K, 1, and 2.

Mr. Loureiro said he would like to see measured the level of options students feel they have.

Ms. Green chose improving outcomes for youth in identified underserved communities.

Ms. Linder chose access to General Education by Special Education students.

Mr. Oommen said he would like to see data comparing performance/outcomes at integrated schools, as opposed to schools which were not integrated ethnically, racially, and socioeconomically.

Ms. Linder left the meeting at 5:32 p.m.

Ms. McGaughy and Mr. Loureiro offered those present a PowerPoint presentation on Vision 20/20, and an update on Key Performance Indicators (KPI).

Ms. Dahill asked if the post-secondary certificate was included with the 2-year college data.

Mr. Loureiro said that was correct.

Mr. Abramowitz wondered when high school freshman started receiving full schedules.

Superintendent Balderas replied the full schedules for Freshman and Sophomores began two years ago.

Mr. Campbell asked if school districts had the ability to increase the number of credits above State standards.

Superintendent Balderas answered that the districts did have that ability.

Ms. Newman wondered if the District could add a social/emotional concerns in surveys.

Ms. McGaughy replied every year the 4J Equity Committee reviewed the School Climate Survey results, but it was possible to move that discussion to before the survey was administered.

Mr. Abramowitz asked if the number of seniors who recently graduated high school was comparable to the number of those same students leaving eighth grade, and becoming freshmen in high school.

Mr. Loureiro said students not enrolled in a 4J high school in 9th grade, but transferred in later, had a 49.4% graduation rate compared to an overall graduation rate of 73.7%.

Ms. Boyd wondered if there was a difference between the graduation rates of Latino men and Latina women.

Mr. Loureiro replied the gap was larger for Latinos than for Latinas.

Ms. McGaughy pointed out that the graduation rate of students who attended all four years of high school in 4J high schools was above 90%.

Ms. Newman said she would like to see a study that looks at the impact of the spike of absences on elementary kids.

Mr. Loureiro said that information was on the 4J KPI website (4Jkpi.net).

Ms. Boyd expressed surprise at the number of in-school and out-of-school suspensions for elementary age kids.

Superintendent Balderas said the District was working on that issue as per training and correct data entry.

Ms. Schuck said there were inconsistencies in reporting and data collection, and that the District was aware of these issues and working to correct them.

Mr. Abramowitz wondered if extra-curricular activities such as clubs and athletics were considered a KPI.

Superintendent Balderas said there was data pointing to those students involved in extra-curricular activities as having higher graduation rates.

Ms. Newman mentioned a study in which the stress and hope of teachers was directly correlated to behavioral issues with students in their classrooms.

Ms. Dahill asked if 4J was currently doing any teacher surveys.

Mr. Loureiro said yes, but they were mostly about what kind of training is valued the most by teachers.

Mr. Abramowitz felt there needed to be more, and more specific conversations surrounding staff development.

Mr. Johnson said that looking at the District data, 4J has become a lot more intentional.

Mr. Oommen was curious what more could be learned about Black and LatinX students who, according to the report, did not graduate high school.

Mr. Loureiro the study involving those kids was already fairly thorough.

Mr. Oommen said it would also be very helpful to have the data about Black and LatinX students who *did* graduate from 4J high schools.

Ms. Boyd wondered if it would lend to the KPI conversation to look at how many credits a student was short for graduation.

Mr. Loureiro said that 4J did have that information.

Ms. Green asked if that data was accessible to students and parents.

Mr. Loureiro said no.

III. Public Comment

There was no one wishing to speak.

Ms. McGaughy adjourned the meeting at 6:31 p.m.

Recorded by Rodney Cimburke