EQUITY & INCLUSION UPDATE
SPS Board Work Session 1.23.2023

Taylor Madden

SPS Equity & Inclusion Coordinator

TOPICS

- The formation and ongoing work of the K-12 Equity & Inclusion Leadership Team

- The outreach, application, initial screening process, and next steps for the district's Educational Equity Advisory Committee

K-12 EQUITY & INCLUSION LEADERSHIP TEAM

K-12 EQUITY & INCLUSION LEADERSHIP TEAM:
The Vision

The SPS K-12 Equity & Inclusion Leadership Team will work collaboratively to disrupt inequities and foster inclusive environments where all students can belong and achieve, improving outcomes for students across the district, specifically historically and currently underserved students.

The team's work will focus on:

- School cultures and climates that foster dignity and unconditional belonging for every student and every family

- Practices that are humanizing, culturally responsive, and that build on the strengths and talents of students

- Instructional materials that are accurately representative of all members of our district community and that honor the culture, history, and experiences of every student

- Professional development that supports staff in understanding issues of educational equity and empowers staff to promote belonging and achievement for every student and interrupt and address inequities when they are present

K-12 EQUITY & INCLUSION LEADERSHIP TEAM
In practice

- 1 staff member from each school (through MOA w/ SEA)

- 1 district-wide meeting each month / 1 work session

- Lead building-based equity & inclusion initiatives
  - Collaborate with principal / serve on leadership teams
  - Develop and support Student Voice programs
  - Support Student Unions and Alliances (help create as needed)
  - Support needs-assessment and development/facilitation of prof. learning related to equity & inclusion
  - Refine and pilot the equity decision making tool

NEXT STEPS
K-12 EQUITY & INCLUSION LEADERSHIP TEAM

- Expand opportunities in the 2023-24 school year for staff from other departments to engage in the work (facilities, finance, nutrition service, transportation, etc.)

- Continue to refine, contextualize, and bring into greater practice the equity decision making tool

- Grow our Student Voice programs

- Expand our ability to use "in-house" expertise to provide professional learning opportunities to staff across the district

SPS EDUCATIONAL EQUITY ADVISORY COMMITTEE (EEAC)

SENATE BILL 732
Adopted by the State Board of Education, June 2022

There shall be established at each school district an educational equity advisory committee.

Duties of the EEAC:

Advising the school district board and superintendent about the educational equity impacts of policy decisions

Informing the school district board and school district superintendent when a situation arises in a school of the district that negatively impacts underrepresented students and advising the board and superintendent on how best to handle that situation

Informing the school board and superintendent when a situation arises in a school of the school district that positively impacts underrepresented students, and advising the board and superintendent on how best to replicate that within the district

SENATE BILL 732

Adopted by the State Board of Education, June 2022

Member selection:

For the purpose of selecting members, the school district board and the school district superintendent must solicit names of possible members from the community; ensure that membership is **primarily representative of underserved student groups***; *and may not exclude members based on immigration status.*

The district's equity advisory committee must be composed of **parents, employees, students, and community members** *from the district. The superintendent is responsible for coordinating the member nomination process and proposing finalists to the board, and the board is responsible for appointing members from those proposed by the superintendent, and ensuring that membership is primarily representative of underserved student groups.*

PROCESS for EEAC MEMBERSHIP DEVELOPMENT

- In collaboration with other districts across the state (Beaverton, Hillsboro, Gresham/Barlow, Bend/LaPine, North Clackamas)

- Mindfully balancing our legal obligations (SB 732), our interest in doing timely work, and the need to plan and act thoughtfully (not just quickly).

- In accordance with guidance from ODE

OUTCOMES: Outreach plan, application & rubric (aligned with the goals of SB 732)

EEAC OUTREACH

- Info about the EEAC (including application materials) was shared with the community (Oct.-Dec.) through the following channels:

  - School-based newsletters and parent/caregiver communications

  - All staff email

  - *The Signal* (Monthly E&I Newsletter)

  - Student affinity groups advisers

  - Direct emails and phone calls presentations to community partners (Lane AABSS, Lane County Migrant Ed. Program. Centro Latino/Huerto/DTL, Willamalane, City of Springfield, SAfER, Escudo Latino)

WHERE WE ARE NOW?

- A review team made up of members of the K-12 Equity & Inclusion Leadership Team has completed an initial screening of applications, using the collaboratively developed rubric.

- Outreach to students is continuing; the application for students is still open.

- We will present a list of nominees for the committee to the Board in the coming months.

Springfield Public Schools
Every Student, Every Day

What data do we look at?

▲ Per day, per month
▲ Referrals by Time
▲ Referrals by Location
▲ Referrals by Day of Week

▲ Referral by Problem Behavior
▲ Referrals by Grade
▲ Referrals by Student (screening)

What is this data telling us?

Tier 1	Tier 2	Tier 3
Monitor and inform individual student supports: Majors/Minors [SWIS]: • Location, time, type, frequency, etc.	Daily monitoring of tiered supports: • Check In Check Out • Breaks are Better • Majors/Minors	Functional Behavior Assessment [FBA] to inform support plans • Behavior Support Plan • Safety Plan
Monitor and inform **universal programming**: • Monthly Data Review by PBIS Team [SWIS] • PBIS Tiered Fidelity Inventory [PBIS-TFI]	Monitor formative data	Monitor formative data

Basic Decision Guidelines	
What are indicators that a student needs additional supports for externalizing social behavior?	**Is the problem a system-level or student-level issue (rule of 10)?**
▲ Tier I — 0 -1 major ODR / Fewer than X minors ▲ Tier II — 2-5 major ODRs / X-X minor/total ▲ Tier III — 6+ major ODRs / X+ minor/total	▲ System Issue 10+ students within a similar context (e.g., location, time of day, grade) engaging in similar behavior(s) ▲ Individual/Small Group Fewer than 10 students within similar context engaging in similar behaviors

What is SWIS:

The **School-Wide Information System (SWIS)** is a web-based decision system used to improve behavior support in schools and other educational facilities by providing school personnel and stakeholders with **accurate**, **timely**, and **practical** data for making decisions about school environments.

Why do we use SWIS?

- We use behavioral data [SWIS] to inform adult behavior as a means of improving school climate and culture.
- Formative assessments include individual supports for students needing tiered interventions
- Interim and summative assessments are used to make school wide decisions about universal practice.

Reading Assessments
Board Work Session
01/23/2023

Different types of assessments:

Formative
Immediate, usable feedback

Examples include:
- In Program Assessments
- Verbal Responses
  - Individual
  - Choral
- Think-Pair-Share
- Classroom Polls
- Exit Tickets
- Written Responses
- Progress Monitoring Probes

Interim
Checkpoints for longer term student progress

Examples include:
- easyCBM Benchmark Assessments
  - Phoneme Segmentation
  - Letter Names
  - Letter Sounds
  - Word Reading
  - Passage Reading
  - Vocabulary
  - Comprehension

Summative
Look back at the entirety of the instructional period

Examples include:
- SBAC
- OSAS Science
- End term/course easyCBM Benchmark Assessments

Assessment sample items:

Comprehension:

easyCBM

Reading Comprehension: 3-Fall

First Day Jitters

On Monday, young Justin didn't feel well. His stomach hurt. His hands were sweaty and he was having trouble swallowing. And his heart was beating really fast. He wasn't sure what to do. At first, he thought about trying to ignore what was going on. Pretty soon, though, he started to get scared. What if he was really sick? What if he needed to get help before it got worse.

He thought about what he should do. Maybe he should pretend that nothing was wrong. Maybe he should try and eat something and see if the feeling went away. Finally …

1. What was Justin thinking he would miss by being sick?
   a. All the things that happen on the first day of school
   b. Going outside and enjoying the sunshine and fresh air.
   c. Fun things like building a tree house and playing with his friends.
2. How did Justin act on Monday morning when he felt sick all over?
   a. He thought there was nothing anyone could do for him, and he might not live.
   b. He tried not to pay attention to it but then got scared that he might get worse.
   c. He tried not to pay attention to it because he was afraid he would have to stay in bed.

Reading Fluency:

easyCBM

Student Copy   **Form 3-6**

Min had moved to America from Japan. He had never been to a basketball game until his friend Jeff invited him to one last week. He thought it sounded like fun. Jeff said that it would be loud and that he could get soda and nachos. Min had no idea what nachos were. He wanted to learn. Jeff picked up Min half an hour before the game. They had good tickets in the front row. When they arrived, the place was full. People were cheering on the teams. After Jeff and Min found their seats Jeff went to by snacks. He came back with two sodas, each one big enough for a family! The nachos …

Sample Progress Monitoring Data:

...20PR   ...49PR   ...50PR   ...90PR
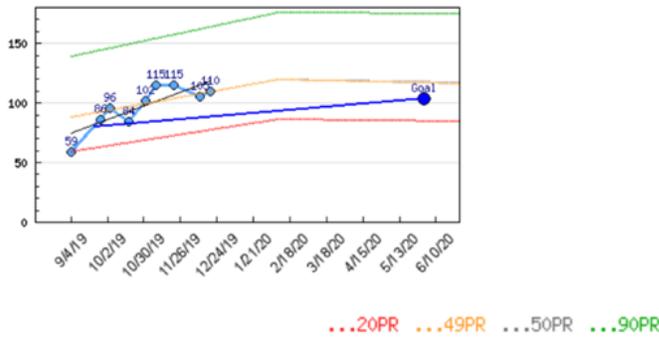
CBM Title	Date Taken	Score	%ile
Passage Reading Fluency 3_Fall	2019-09-04	59	20
Passage Reading Fluency 3_1	2019-09-27	86	
Passage Reading Fluency 3_2	2019-10-04	96	
Passage Reading Fluency 3_3	2019-10-18	84	
Passage Reading Fluency 3_4	2019-10-31	102	
Passage Reading Fluency 3_5	2019-11-08	115	
Passage Reading Fluency 3_6	2019-11-22	115	
Passage Reading Fluency 3_7	2019-12-12	105	
Passage Reading Fluency 3_10	2019-12-20	110	

**Typical timeline for Interim/Summative assessments:**

*K	Fall (9/04 to 10/11)	Winter (1/6 to 2/10)	Spring (4/27 to 6/05)
	Letter Names	^Letter Names K-1 PM Probe	^^Letter Names K-2 PM Probe
	Letter Sounds	Letter Sounds	Letter Sounds
	Phoneme Segmentation	Phoneme Segmentation	Phoneme Segmentation
		Word Reading Fluency	Word Reading Fluency
	**iReady Math (see below)	iReady Math	iReady Math
1			
	Letter Sounds	Letter Sounds	Letter Sounds
	Phoneme Segmentation		
	Word Reading Fluency	Word Reading Fluency	Word Reading Fluency
		Passage Reading Fluency	Passage Reading Fluency
	iReady Math	iReady Math	iReady Math
2			
	Passage Reading Fluency	Passage Reading Fluency	Passage Reading Fluency
	Vocabulary	Vocabulary	Vocabulary
	Reading Comprehension	Reading Comprehension	Reading Comprehension
	iReady Math	iReady Math	iReady Math
3			
	Passage Reading Fluency	Passage Reading Fluency	Passage Reading Fluency
	Vocabulary	Vocabulary	Vocabulary
	Reading Comprehension	Reading Comprehension	Reading Comprehension
	iReady Math	iReady Math	iReady Math
4			
	Passage Reading Fluency	Passage Reading Fluency	Passage Reading Fluency
	Vocabulary	Vocabulary	Vocabulary
	Reading Comprehension	Reading Comprehension	Reading Comprehension
	iReady Math	iReady Math	iReady Math
5			
	Passage Reading Fluency	Passage Reading Fluency	Passage Reading Fluency
	Vocabulary	Vocabulary	Vocabulary
	Reading Comprehension	Reading Comprehension	Reading Comprehension
	iReady Math	iReady Math	iReady Math

INFORMING STUDENT GROWTH

SPRINGFIELD PUBLIC SCHOOL BOARD – WORK SESSION

MONDAY, JANUARY 23, 2023

# Balanced Assessment System
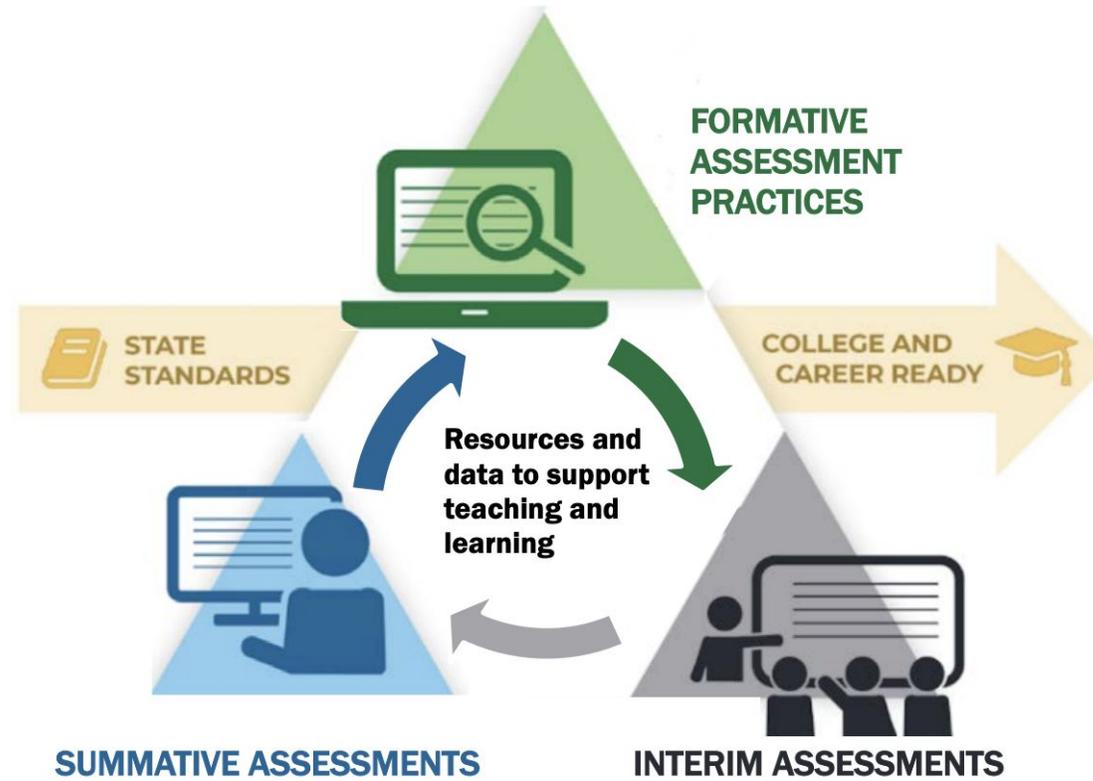
Formative Assessment

- ❏ Intentional & requires purposeful planning by teachers
- ❏ Built on clear learning goals & success criteria
- ❏ Uses tasks, dialog, and instructional routines to elicit evidence
- ❏ Driven by descriptive feedback to students
- ❏ Informative to adjustments in teaching and learning

Clarify

Elicit

Act

Interpret
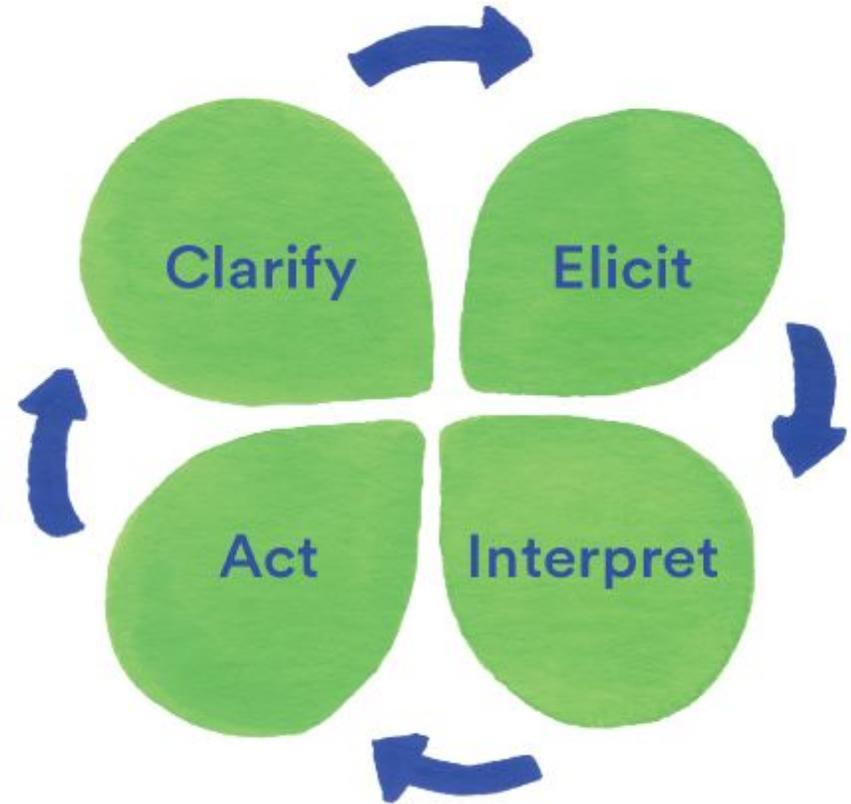
Interim/Benchmark Assessment

Targeted and Effective
- ❏ How well are my students grasping the concepts and skills?
- ❏ Who needs more challenge or enrichment? More support?
- ❏
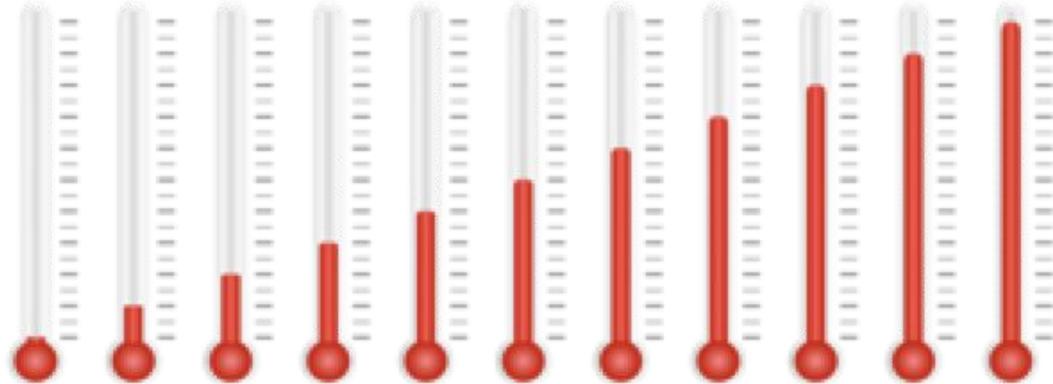
Optional and Flexible
- ❏ What fits my type of instruction, pacing guide, class schedule?
- ❏ Should I adjust my instruction?

Summative Assessment

Table 1: Oregon Statewide Summative Tests (Federally Required)

Summative Assessment	Required Grades	Basis of Requirement
Mathematics	3 – 8 and high school	ESEA, Title I Part A, sec. 1111(b)(3) ORS 329.485, OAR 581-022-2100
English Language Arts	3 – 8 and high school	ESEA, Title I Part A, sec. 1111(b)(3) ORS 329.485, OAR 581-022-2100
Science	5, 8, and high school	ESEA, Title I Part A, sec. 1111(b)(3) ORS 329.485, OAR 581-022-2100
English Language Proficiency Assessment	Kindergarten – 12	ESEA, Title I Part A, sec. 1111(b)(2)(G) OAR 581-022-2100

Table 2. Additional State-Required Assessments

Assessment	Required Grades	Basis of Requirement
National-normed college entrance assessment (Contract being established for PreACT)	3-8 and high school	OAR 581-022-2115
Local performance assessment	Grade 10	ORS 329.488
Kindergarten Assessment*	K	OAR 581-022-2130
National Assessment of Education Progress (NAEP)	4, 8, (12)	Education Sciences Reform Act (P.L. 107-279)

*Being revised as part of the Early Learning Transition Check In: A Collaborative Engagement with Community project.

*2022 Oregon Statewide Assessment System Results Launch New Era for Assessment in Oregon

Board Rotation

Joyce Johnson
Nicole Nakayama

- Reading
- Behavior

Whitney McKinley
Taylor Madden

- Card Sort
- Equitable Practices