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# Deputy Superintendent's Advisory Council

Friday, February 9, 2018

Education Northwest, Portland



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# Welcome and Good Morning

*Happy 2018!*



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# WIFI Code

strongschoolsandcommunities

# Today's Agenda

<b>8:30 – 9:00 am</b>	Networking Breakfast
<b>9:00 – 10:15 am</b>	Oregon Graduation Data and Discussion
<b>10:15 – 10:30 am</b>	Break
<b>10:30 – 12:00 pm</b>	Discourse II Continued
<b>12:00– 12:45 pm</b>	Lunch and Networking
<b>12:45 – 2:30 pm</b>	Report Card Feedback Session
<b>2:30 – 3:00 pm</b>	Reflection and Closing

# Meeting Dates for 2018

Date	Location
Friday, February 9, 2018	Portland
Friday, April 27, 2018	Salem

# Tweet our meeting!

*Be sure to tag our meeting as **#DSAC18***



*Please follow us on Twitter!*  
**@ORDeptEd**



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# Acting Deputy Superintendent Colt Gill





# 2016-17 Graduation Data

## Rise of Oregon Student Graduation Rates Over Time



**72.0%**

2013-14

**73.8%**

2014-15

**74.8%**

2015-16

**76.7%**

2016-17

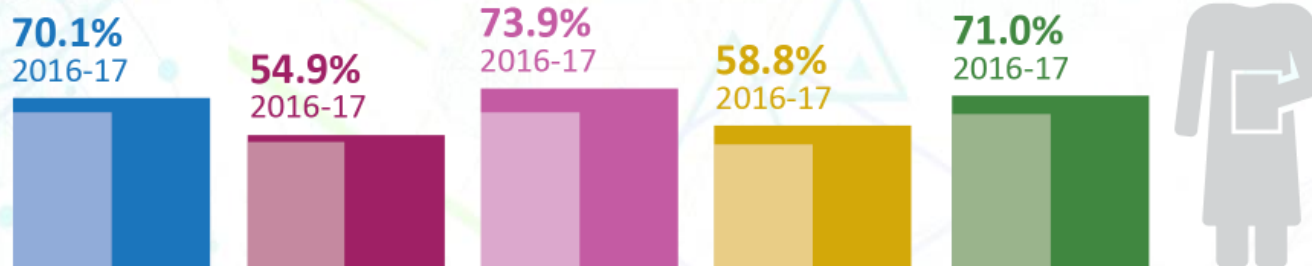
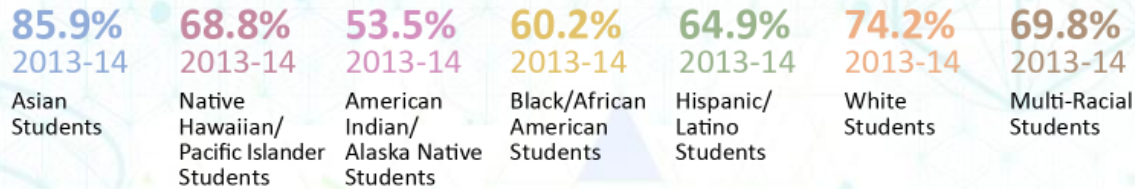
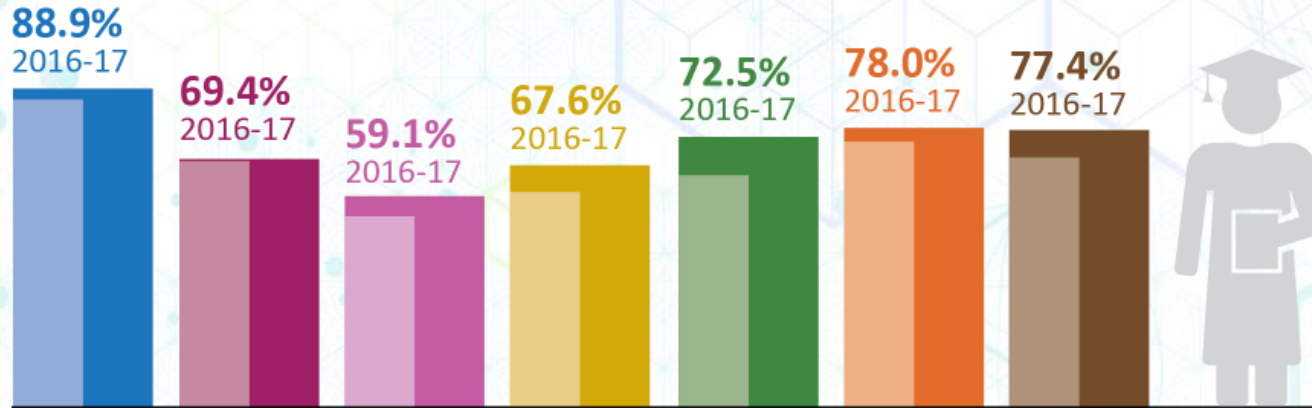
*Graduation Rate*

*School Year*



# 2016-17 Graduation Data

## Oregon Students Who Graduated On Time





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# State Initiatives in Support of Graduation

- Measure 98
- Chronic Absenteeism Campaign
- Social/Emotional Learning and Trauma-Informed Practices
- Culturally Appropriate Practices
- Middle School supports
- Early Indicators and Intervention System
- Graduation Requirements



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# Let's take a break

Please return by 10:30 am



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# Tackling the Discourse

**\*Engagement in sustained, deepened dialogue**

*Collaboration facilitated by:*  
Dawnnesha W. Lasuncet

*\*adapted from Pacific Educational Group's CCAR Protocols*

# **Intention and purpose of today**

**Add to an existing knowledge base of Education Equity via Discourse I and II**

**Continue to develop a deep understanding and appreciation for transformational leadership**

**Connect to a collective passion and will to lead for education equity**

# Establishing a change in Discourse: How to Discuss this stuff

dis·course  
(noun)  
'dis,kôrs/

written or spoken communication or debate.

**synonyms:** discussion, conversation, talk, dialogue,  
conference, debate, consultation

(Google, 2017)

# THE “GAPS”:

What’s the correlation? Why does it matter?



Graphic adapted and created by D.W. Lasuncet

# Establishing a change in Discourse: How to Discuss this stuff

**Our beliefs influence our actions, which can either reproduce or transform results and outcomes.**

**Changing the discourse has us think about:**

*What are our fundamental beliefs?*

*How do we define problems, successes, and failures?*

(National Equity Project, 2016)





# Establishing a change in Discourse: How to Discuss this stuff

## Discourse One/I

Language typically used to talk about, question, and plan the work of schools, change, or reform

- What shifts or changes are made when we engage in dialogue focused on these aspects?
- Can we name sustainable, long-term change here? Why or why not?

(Eubanks, Parish, and Smith 1997)

# Establishing a change in Discourse: How to Discuss this stuff

## Discourse Two/II

Language that tends to be about uncomfortable, unequal, ineffective, prejudicial conditions in schools

- What shifts or changes are made when we engage in dialogue focused on these aspects?
- Can we name sustainable, long-term change here? Why or why not?

(Eubanks, Parish, and Smith 1997)

# Establishing a change in Discourse: Let's Work!

## Scenario #1: Parent/Guardian/Family Involvement

You need to engage in a discussion about parent/guardian/family involvement in supporting student success. In particular, you want to make progress in building positive, collaborative relationships with parents and families. In the past, discussions on this topic have resulted in complaining and blaming parents for lack of support to their children.

- What does Discourse I sound like here?
- How might you approach the scenario from a Discourse II perspective?

(National Equity Project, 2017)

# Establishing a change in Discourse: Let's Work!

## Scenario #2: Rigorous and High Academic Expectations

You need to engage in a discussion about envisioning ALL students as highly successful—holding rigorous and high academic expectations and providing targeted support for every student to achieve. Typically, your colleagues have stated they do hold rigorous and high expectations but that a large number of students are unmotivated and unprepared to meet their expectations.

- What does Discourse I sound like here?
- How might you approach the scenario from a Discourse II perspective?

(National Equity Project, 2016)

# Engagement with Discourse I and II: session debrief

Connections to you and your work with staff?

Key understandings? Take-aways? Need more of?

What are you struggling with?

What are you resistant to?



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# **Please enjoy lunch!**

Take time to network



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# Report Card Redesign: Feedback Session

Kia Sorensen, Research Analyst

Jon Wiens, Director of Accountability and Reporting



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# Reflection and Share-Out





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# Thank You!

## See you April 27

