



Agenda/Notes

Office of Governor Tina Kotek — RJC Education

December 02, 2024 – Zoom

1:00 -2:30 pm

Moderator – Javier Cervantes

MEMBERS

x	Angela Uherbelau	x	Jaclyn Caires Hurley	x	Marie Chisholm-Burns
x	Cynthia Richardson	x	Jennifer Simonson	x	Mark Jackson
	Djimet Dogo	x	Jennifer Wilson	x	Sonya Moody-Jurado
	Dr. Jenny Pool-Radway	x	Jimmy Howard		
x	George Mendoza	x	Kali Ladd		

OTHER ATTENDEES

x	Alyssa Chatterjee	x	Caires Hurley	x	Karen Perez
x	Andre Bealer	x	Dr. Williams	x	Melissa Goff
x	Andrea Lockard	x	Dan Farley	x	Rachael Moser
	Ben Cannon		Isabella Jacoby	x	Yasmin Solorio
x	Brian Detman		Johnna Timmes		

Topic/Lead	Notes/Main Points	Decisions/Action Items
Welcome and Introductions	<i>Javier and Cynthia open meeting. Committee members provide introductions.</i>	
Budget Priorities Discussion/Workplan	<p>Andre: Thank for the really thoughtful engagement throughout the budget season. I know it was a lot of information in not a lot of time, really appreciate how you all showed up. Priorities were raised for the Governor's Recommended Budget; we've taken those we put them in this chart. Really want to use this as an opportunity to guide us through 2025. This is not all-inclusive – there may be one listed you are not to fond of, or another you care about that isn't on here. Hoping to go through these piece by piece and really talked through what is it that you all want to focus on as a priority and what the goal tied to that would be. This will help us figure out the workplan throughout the year and develop a process to get the goals you want.</p> <p>Angela: I'm wondering if some of the goals might be best addressed after the state assessment presentation.</p> <p>Rachel: There's definitely a lot of intersections. Any preference for if we start with the workplan or switch order for agenda today?</p> <p>Cynthia: Let's go with workplan first then come back to</p>	

our goals. That way we will have a clearer picture to what our outcomes are and will need to be.

Andre: More items will come up next year as well, you don't have to take it all right now. Some may be longer term goals for the future and give some flexibility.

Javier shares and reviews priorities listed on the "Template for RJC Education Committee Workplan".

Kali: Talking about the entire continuum of children, not just school aged children for everything that you've listed. Early childhood is called out in one piece when it really should be a flow through for all. There's not the workforce that we need, there's not you childcare that we need broadly, behavioral health, infant mental health supports, and things that we need for families is not there. I want to make sure there's an understanding when we say kids but we're really talking about K-12. In parts of our state there is no where you have high numbers of low-income students.

Melissa: Great clarification. School and district level.

George: A goal would be to recruit and retain, or an objective might even be recruit, retain, promote staff of color, as a goal or objective. Then the action for that would be job fairs, doing a variety of recruitment things. What you wanted us to do is to give ideas towards each one of these and give you strategies?

Javier: Correct. The goal is to figure out how we achieve these goals through the year and best support.

George: Creating policies or using the policies that we have, we must start using some of the resources that are already available to us. Like training or a given expectation at a school level.

Cynthia: I would add create and identify current programs to ensure we have smooth transitions to college and careers.

George: Even in workforce diversity, if there is a way to look at how were hiring or how were promoting – certain practices we should be doing for workforce diversity to ensure were really looking at people of color.

Marie: I think about goals and objectives and about how do we know that we moved the bar? That we reached

something and without metrics and without data? We could do a lot of running, going to career fairs and all this other stuff. Suggesting decreased workforce disparities and listing a number.

George: I don't know what those numbers are right now.

Marie: I agree, you need numbers to prove that. Are we ok with the word diversity, or do we want to use "disparity"?

Javier: Currently working through a Diversity Action Plan and we are actively working with colleagues across the enterprise to create a lot of that language your talking about Marie.

Rachel: Where are we as a state, like lifting up the educator equity report that the EAC does on a regular basis as well, and then using that to potentially think about like what is that specific number we would want to see as well as a group. A lot of intersections and connection points to what you named.

Marie: You can even make it a percentage point but it has to have a number.

Dr Wilson: I need numbers too. There is this disparity on our campus as well right. Do we have institutional or structural supports for those people. It's one thing to be able to recruit somebody by going to a career fair but if we aren't doing anything to support them, or to recognize that there are some disparities, or that we have some gaps in cultural competency within our institution - if we're not doing that, we're not going to retain that person. Echoing Maurice, if we have no data to show that's effective why would we continue to do it.

Angela: A lot of these things are already being worked on either through legislation or through different departments. So we don't reinvent the wheel, I would love to know what is currently being done in Oregon on these things, where are we succeeding, where we are falling short. Metrics are important around accountability. I would also love to have a sense of what incoming legislators might be planning around legislation for some of these areas so that we're working in tandem together as opposed to trying to generate ideas. Hard to have the discussion without context.

Javier: I think that's good I think the context and that's

why we have the agencies here who can actually help us with what that context is.

Andre: Legislators submitted LC but those will not be ready till mid-late January. There are tons to go through, will take time. We can look into some of the work being done through agencies and can put an update on where that work currently sits. Just flagging the legislative part will take some time.

George: Making sure that we have systems in place to reinforce and have pipeline pathways or remove obstacles, for example with licensure. We need more training for people that want to be SpEd teachers. SpEd teachers are wanting to leave education because they have to deal with significant behavior problems, having parents that are harder on them, teachers that aren't listening to them, or they're not getting enough support. They need training to deal with that the stress. For literacy and math- we need training for better teaching and literacy, training for better teaching of math or funding for more time, more practice, and more opportunities. We need more money for summer learning, if we're going to do summer learning, and then the expectations of implementing condensed 4-6 weeks of summer learning, focusing on literacy and math. Also for attendance - whether it's programs for staffing, incentives and rewards, or whether it's accountability structures as well for attendance.

Kali: It would be helpful to align this with what's been happening. I sit on many committees and this feels like it should be reinforcing what is already at play.

Javier: For the upcoming long session, there might be emerging things that we might want to add to the list. This is just our first effort to actually get us moving in that direction where we have work plan going forward.

Cynthia: Javier there were two things said today that I want to make sure we don't miss. One is getting pre-K and making sure that we include them. I don't know where we put that. Second, in reference to the EAC report. There is some valuable information in that report that can help us with our goals.

Rachel: Lots of workgroups wrapping up in addition to GRB. Just appreciate you engaging in this first round of conversation for the coming calendar year.

**State Assessment
Presentation and
Discussion**

Dr. Williams provides introduction. Dan Farley shares Oregon State Assessment System presentation.

Andrea Lockard: Today we'll be talking about the Summative tests. We also want to make sure to name that there are other kinds of assessments that are happening such as formative assessment practices in the classroom. These are monumentally impactful on how we make changes for kids. We wanted to make sure to name all of the different pieces that we should be looking at in a balanced assessment system, so Oregon State Summative tests. English language arts and mathematics are administered in grades 3 – 8th and grade 11. They include computer adaptive items and performance tasks. English language arts include reading, writing, research, and listening. Math plans include concepts and procedures, problem solving, communicating, reasoning, modeling, and data analysis. It is beyond just procedural fluency and really looking at conceptual understanding. Science is administered in grades 5-8 and 11. It includes cluster items and standalone items. A cluster item has one stimulus for one thing a student is reading, looking at, or interacting with, and multiple questions that interact with each other about that one focus point. Standalone items is when they're given a focus point, a question that goes with it. Just in terms of tests design that may help us ground in what that test experience looks like. When we think about the different types of science that are assessed on the state summative test they include physical, life, and earth science. It's looking beyond the disciplinary core idea and also including science and engineering practices and those cross-cutting concepts that we know are really important for that interdisciplinary learning for kids. This is really an opportunity for us to help shape that narrative from a systems lens.

Participation Rates and Trends - We are seeing an increase in participation. We are supposed to hit 95%, we have not returned to pre-pandemic levels or are meeting the federal requirement.

Dan: Our assessments are truly a complexity of our standards, not similar to many of the district level off the shelf tests that are available, such as iReady. We test actual student generative writing, we test math reasoning, so we ask kids to demonstrate very high cognitively demanding tasks and respond to them and then also score them. Score interpretation is a really important part of the work. Scaled scores are a number

that is almost impossible for families and teachers to really understand where we are directing, and have been directing, families, students and educators as to what we call “performance level descriptors” or “achievement level descriptors”. Those explain in words what a score means. In Oregon we have 4 levels.

Level 3 or 4 means students are proficient and on track to graduate without any remedial courses. Students who are performing at level 2 are at grade level understanding, just not as complex as those in level 3 or 4.

There are myths in the media and nationally. The myth is that “students who are not proficient on Oregon’s third grade ELA test can't read”. The fact is that the third grade ELA test assesses more than just reading, as Andrea explained earlier, we assess writing, research, and listening at grade level.

Another myth is “students who are not proficient on Oregon’s 11th grade tests can’t go to college”. The fact is students who perform below proficiency are more likely to experience remediation but can still attain postsecondary success.

Students performing at level 1 have not been able to demonstrate a grade level of performance consistently enough that we can say with any confidence that they're on their way toward learning grade level content. We're seeing more than 50% of our students who are performing at level 1 in mathematics. In both English language arts and mathematics, we have not recovered in Oregon from our pre-pandemic levels of performance. Those pre pandemic levels of performance were not satisfactory either in English language arts or mathematics but you can see about a 7% decline in English language arts and about the same in mathematics. Post COVID, our performance has been largely flat or a little bit down in English language arts and a little bit up in terms of mathematics. That pattern holds across grades.

We have a new term, previously for “free and Reduced lunch” to “Students Experiencing Poverty” group.

Andre: There is a strong association between opportunity to learn and academic achievement. Remember that correlation is not causation. One of the examples that we really wanted to highlight focused on was 3rd grade English language arts. Students who had

completed the survey who had more opportunities to write about what they read, are more likely to be proficient on the statewide summative test. Oftentimes when we talk about research based best practice or evidence based best practice, this is starting to help us really understand how it's impacting students in the classroom potentially. It's helping us learn better about *how* students are learning and what we could be looking at the more deeply to improve.

Dan: Please reach out for questions. We have about 75 more slides we do not have time to go over.

Kali: I have a comment and a question. Comment is concerns around the myth, particularly around 11th grade. There is history and track record to not have high expectations for certain groups of students. It sets them on a path that is highly problematic to suggest that it's OK they just have to do remedial coursework. It disproportionately impacts students of color in higher Ed. We have to be very careful about that and ensure that people don't just think that's OK.

My question is just I didn't see a lot of call out around Hispanic students and ELL students in the data and I'm curious as to why and can we get more information? I think it's really important and my understanding is the disparities are much higher there.

Dan: Students who are Hispanic Latino are presented on in the slides that I shared. I might have gone too quickly, as well as students who are multilingual learners or English learners. There is much more detail tabular information as well as graphic information. We didn't have time to cover every iteration every grade level. We just shared a couple examples.

Kali: You talked about the point variance over time, I was curious why it just wasn't pulled out and what the variance was for those populations?

Dan: Largely because students who are Hispanic Latino do not show huge notable changes, their performance was largely consistent. I appreciate the need to be more careful about discussing that.

George: We treat the summative more like it's deformative - it gets a lot more attention and gets a lot more noise or notoriety by our state. That's how people judge schools often. In rural areas more and more high schoolers are opting out of the state test and it's bled

into middle school. It's going to start bleeding into our elementary schools. I'm one of the school districts that has around 70% opting out at the high school level and it's only becoming more of a increased disparity. I can do incentives for participation, collaborate with our staff, but it's fighting an uphill battle when kids are starting to say I don't have to take the test because my parents said so.

Jaclyn: We talked a lot last month on the difference between an opportunity gap and an achievement gap. This looks like an opportunity to learn, I want to know what you're calling an opportunity to learn. An example you gave was an opportunity to write. Literacy is not just reading; it is also writing. If we have increased times to increase remediation on literacy skills, just want to call out how important that information is you presented, and what that represents.

Dan: Lot of ways to measure opportunity to learn. What we did is try to situate what evidence or research questions your teacher should ask you. Those are all aligned to Oregon's content standards and benchmarks.

Andrea: We often talk about survey in different spaces, so it's important what it represents.

Angela: Would it be possible for our committee to take an assessment on what is being presented to students, like 3rd or 8th grade? I'd love to see what kinds of questions are being asked. Second questions is the way were defining poverty this year, my concern is undercounting students. When using these direct certification labels, have you seen a big difference in the number of students with this kind of change in certification?

Dan: We do have a test online that you can take. I'd have to negotiate with SmarterBalance to get you a more direct experience. Andrea has linked it in the chat for a sample.

Free or reduced lunch has not been accurate. I do think what we have now is a more accurate representation of poverty. We certainly have seen the percentages of students drop, but they are dropping in ways that align with other measures of poverty that we have in our educational system and beyond. I know there are students we are missing, there are students who are receiving services on reservations for example that we may not have captured in our direct certification

methods. We're working with our Office of Indian Education to try to capture those. We're constantly looking for ways to expand the direct certification definition slowly and intentionally over time to pull those students in and in the meantime I think we have a more accurate understanding of poverty and it can report in a way that more accurately represents the impact of poverty on students.

George: On state assessment and participation rates, is our intention to get to the 95% or the 100%? Or is it our intention to be OK with the 85%? What where are we trying to go?

Dan: It's my job to get us to the 95% so I can answer personally what my priority is, but it's also a conversation that's happening with our accountability work group. They are looking at ways that we can evaluate our state assessment system. It's possible that Oregon might choose to go a different way and I would help us do that if that's the determination. What I'm doing now is trying to work with Andrea and the assessment team to show districts how to use the data more consistently, more accurately. Specifically through target reports that can help you all look at longitudinal trends.

Dr Williams: It's really going to be on us in the coming months and years to get really clear that assessments are important and it needs to be part of a balanced assessment system we need to help people understand what interim assessments are they need to understand what the other components are so that they can see the whole picture. There is work to be done there.

Kali: One of the things that came up in the work group on accountability assessment is the need for these interim assessments and the importance of doing it early. We don't currently have any assessment prior to 3rd grade. Tools out there and we're not utilizing them and for in many cases students are so far behind in 3rd grade it's statistically much harder for them to catch up. If we're really serious about helping narrow opportunity gaps, we need to be doing things much earlier. I want to be clear I'm not talking about giving them smarter balance earlier but using other forms.

Dr Williams: Yes, we need to build a pre-k through 12 assessment system.

Dan: We are also considering reporting at the regional

	<p>level. For accountability reporting, we average across three years of data but for accountability identification. Those have been the two most common solutions that we have in place and hopefully there are better solutions that we can entertain moving forward to but those are the ones we've used up to this point.</p> <p>Rachel: Thank you, Dan and Andrea for presenting.</p>	
Discussion on Extending Meeting by 30 minutes	<p>Javier: Committee to meet every month for early start of 2025, during legislative session. Would you like to keep 90 minutes? Any objections?</p> <p><i>Committee members approve time extension.</i></p> <p>Javier: Okay, we will move forward with 90 minutes.</p>	Extend 2025 Education Committee meetings to 90 minutes.
Update on Education Initiative Director Search	<p>Rachel: Johnna Timmes has joined our team as the Education Initiative Director. She will be joining our next meeting. She is joining the team on anything education related.</p> <p>Javier: May we get the slide deck for today?</p> <p>Rachel: Yes, we will get full deck and then a separate one for those ODE just presented today.</p> <p>Javier: Appreciate all of you and being partners with us.</p>	Rachel to follow up with slide deck – full slides and a second with just those ODE presented.
Adjourn	<i>Cynthia adjourns meeting.</i>	