



QUALITY EDUCATION COMMISSION

WEDNESDAY, FEBRUARY 9, 2022

9:00 AM – 11:00 AM

ONLINE MEETING ZOOM

255 CAPITOL STREET NE, SALEM, OR 97310

Commission Members: *Andrea Townsend, Cam Preus, Samuel Henry, Dana Hepper, Carlos Sequeira, Tricia Mooney, Whitney Swander, Reed Scott-Schwalbach, Laurie Wimmer, Jon Wiens (Staff), Evan Fuller (Staff)*

Meeting Scribe: *Katie Chandler*

Welcome & Commissioner Updates:

Laurie Wimmer - Guest and hopeful volunteer

Cam Preus - Advocate and volunteer

Whitney Swander - Director of data and research for Foundations for a Better Oregon

Carlos Sequiera - Assistant superintendent of Lane ESD

Dana Hepper - Children's institute director of policy and advocacy

Andrea Townsend - Director of equity and inclusion for the Ashland SD

John Rexford - Retired Superintendent of an ESD and former school business official. My latest label is part time work for Oregon business officials for the short legislative session.

Evan Fuller - Research analyst at ODE and staff to the commission.

Katie Chandler - Support to the QEC

Reed Scott-Schwalbach - Happy to be here and to meet Andrea

Tricia Mooney - Superintendent of Hermiston school district.

Jon Wiens - Director of accountability and reporting at ODE. So I supervise a lot of staff that collect data and we do a lot of data reporting for the agency. I have been busy trying to figure out how to run school accountability this summer. Federal government is going to require us to identify schools for comprehensive and targeted reports this summer even though we are still struggling to get our data back. They are forcing us to do this so we are trying to figure out a system to identify schools. One thing I could do if you want is to show you a little bit of data from fall enrollment that we just released last

week. Elementary enrollment continues to be depressed. Kindergarten enrollment is up in Fall 2021 but well below 2019. We usually see gains from Kindergarten to first grade of about 1,000. Cohort sizes continue to decline in elementary. State population for 0-17 declined by 4,000 from July 2020 to July 2021, according to PSU estimates.

ODE Directors Report

Colt Gill - Director at ODE. Sharing about the legislative session. It's a short session. There are fewer bills but still very active. ODE and the governor don't have options to bring bills forward to legislatures or to the legislative as a whole during short sessions so most of these come from legislators and engagements with other stakeholders and so we are just helping to weigh in to many of these. There are a couple bills we have been more involved in. The first one is to add ODE to the educator equity act. It impacts school districts and ESDs and has a statewide goal to better match the racial and ethnic demographics for the students they serve but it doesn't hold ODE to that measure so we are trying to add ourselves into that. The other one that I will talk about is house bill 4030 related to the education workforce. There are some challenging things in the bill but it includes stream lining of background checks to expedite hiring. It has a couple of things for TSPC for educator professional development and educator license. It does ask ODE and TSPC to open a statewide portal for education jobs in Oregon. It asks anyone with a teaching license in the executive branch of government, which is mostly some ODE staff and a few others in other agencies, to commit to substitute teaching 5 days per year in school districts. It has some grants that go to school districts to support recruitment and retention and diversification of the workforce. It has some other grants focused on reimbursement to sub teachers and instructional assistants for training costs. Then reducing report requests from the department to the school district and some efforts in teacher prep time. Those are the key components of it.

We presented to the joint committee of ways and means education subcommittee. This is a report that they wanted on consolidated grants. The effort here is the way Oregon funds schools are in the two buckets. State school fund which souls represent a base level of funding for all school districts to keep them operating well. That's a large number. But the growing addition to that over the last several years has been grants and aid for K-12 education and during the Kitzhaber years it was filled with a number of grants that were competitive in nature. There was a lot of push back from the field to make those grants more formulated so that if you qualified you didn't have to apply in a competitive nature but if the district qualified they would receive those fundings. Most of those are that way now. But they have grown in number so from 2003 there were 34 grants and in 2021 there are 108 of these kinds of grants. These create challenges on all sides and more for the small school districts. The small school districts often have a single or two administrators that help them complete all the applications and reporting and track all the spending and all the aspects of receiving those grants. Having 108 now is very

challenging. Back in 2011 1/3 of the grants were state grants and 2/3 were federal. That includes titles 1, 2, and 3. That has flipped and now 2/3 of those are state grants and 1/3 are federal grants. The legislature has continued to add funds outside of the state school fund. Oftentimes that's because there has been a desire to elevate something politically or certain groups know it works well for kids. That allows the legislature to target what they want to invest in. The other reason they do it is because to hold higher levels of accountability than the state school funds allows them to hold outside of the independent auditing that happens with those. They have other reports that are given to the legislature and sometimes the media is involved. Over the last four sessions the legislature has asked ODE to reduce the number of grants but the grants were created by legislators or the federal government. We have given examples of what grants can be consolidated but each of those legislative sessions the legislature added more than were reduced so we continue to grow. So we provided this report that is linked in the chat. And there is a slide deck that I can put in there. There are a number of things we will be doing over the next few years. One of them is whenever a legislature comes up with an idea we do a legislative analysis and fiscal impact statement. We will add in some ideas that would help them either make it more streamlines for the district or the departments. In relation to this we did already start the work and on Tuesday we sent an announcement to all the districts and partners which does line the high school success, students investment account, the school continuous improvement plans, Perkins for CTE, chronic absenteeism funds, everyday matters, early indicator system. instead of having all separate processes there will be a single process for the reporting and engagement. None of this currently changes the legislation so our next step is to go to the legislature and say we put this six together but there are still duplications and things that the legislative or ODE doesn't need from the district for this to function and the time lines don't match up.

Writing Subcommittee

Carlos Sequira - update on the writing subcommittee. Dana, Whitney and I had a really good conversation with Colt Gill. I think it will be critical to the outcome of the conversation we have with Scott and Colt. The things we brought to Scott Nine a few days ago when we met with him. It's going to be critical that we capture that and move forward with the response and the direction we get from them. In the report I noticed there is a lot of hypothetical language, a lot of guessing and estimation of what was going to happen looking ahead of 2020 to 2022. We talked a little bit about the length of the report and not just looking at the language but the length of the report and what's included in the report. One of the things that we talked about with Scott Nine. Another thing that caught my attention is that Colt said holding ODE to the accountability measures. So coming into our conversation with Scott what is the role that ODE has played in the writing and the design and drafting of the report and what will it be moving forward because I believe that Brian Reeder was the bulk of the writing. Was there any other

person working with him? There is a lot of forecasting of how much the funding will impact certain programs and I am curious about what that looks like in the next few weeks. I uploaded the 2020 report as a Google document and we have started editing that.

Dana - I feel like Carlos and Whitney have been talking about the best practices piece of the report and other obvious things that we need to talk about is the money side of the report. I do think it's critical that in the upcoming report we articulate the agreement that the underlying structure of the report and the QEM funding model needs to be revisited. We have attempted to make some changes that are possible in the exciting structure. To better estimate the cost of quality public education in Oregon. That we should state those really clearly without rewriting the whole report. How can we keep it shorter and tighter?

Whitney - I will add on that one of the things that I asked Scott is for his perspective as we think about the update to the 2022 QEM is a lot of the measures, colts discussion about the ongoing assessment challenge is how much weight we put on individual student outcomes related to test related to specific milestones like graduation. Those are really lagging indicators of other measures of quality in schools. So that was the progress markers in the SIA are very much attending to issues of school culture, issues of equity and how those things get operationalized across a school and a district. I was asking for what that reporting was looking like and where we could pull in our best understanding of how that implementation is going and how kids are. His response was that there are a lot of really big things happening. He mentioned the consolidated guidance that was released yesterday by ODE looking across the six grants. He indicated that some other dates about some additional reports that will be coming out on the 12th or 13th. It will be the first reports about the implementation of some of those more school community level or district community level indicators. He indicated that February would be a good time to look at this. He also encourages us to look at some of the recent audits from the secretary of state that was asking some of these similar questions.

Carlos - One of the comments that Scott made was he was going to meet with Colt and try to respond to both questions. Both issues like the one that Whitney posed around is how do we measure student outcomes and how do we measure that and in my question to a lot of the language about the SSA act that we will be doing this and it will be impacting. So I think that Scott pointed this out to go look at the audit from the security of the state. I think that ODE needs to take strong responsibility for the implementation of this funding. What Scott is talking about I think that when you mentioned the district community indicators I think he was talking about the progress markers the 15 ways to measure success. Its not connected to a student performance, but I think that instead of saying go find this information, I think it should be the other way around. Here is the information and how this funding has impacted this program. There are a lot of and I think that I was part of the committee that wrote the report but I think

there is a lot of deficit language in this report. There are a lot of we're not doing this and we need more money to do this. I think, you heard about 8.4 billion additional funding, extra funds so I think it's time for us to begin to build and say this is how this funding impacted these programs and this is how much more is needed but I think since 2021 the narrative of this report has been about we need more money to do this than this would happen. And I know that is unfair to measure that progress in a pandemic. But at some point how do we shift that language in the report to begin to build and shift that narrative and continue to identify what are the needs and what best practices are needed and how much will it cost, I'm concerned that there are people asking me what is the accountability and how is that money spent. I have to report to my board. On some note we have to legislate and this is how the funding is impacting the system or to Whitney's point this is how the system needs to shift to really assess and measure if that funding is having an impact or this is how we need to measure how this funding is impacting our students. We need to frame better and capture what this new QEM report will be.

Tricia Mooney - I agree with everything you said Carlos as you were talking I was wondering if maybe the communication of that is that these are the investments we are able to make and the importance to stay the course and continue those investments but those could be a growth plan to grow so I will use an example in Hermiston we have three social workers that are on staff that's the investment we are able to make this is what it would cost for there to be a social worker per so many students so when we talked about the assumptions. We talked about nurses per student or counselors per student. These are the investments we are making and it's critically important this would be the funding to grow what we have done so it kind of ties both pieces. These are the investments we have made and how much it cost to grow that to allow us to have this service per so many students.

Reed Scott-Schwalbach - Thank you Carlos for bringing up the deficit language and John I'm actually thinking back to what you were talking about around how so we want people to respond to the report we want people to see the importance of what we believe are those inputs that create a good system. Here is what happens when we have this type of support and I would say the document is really dense and my question is to John do we have some support to help elevate this report to a level of people will respond to more?

John - I'm not aware that we have that support yet. I think that is spot on to how we make this accessible to be able to get some of that and those dense words into a form that we can help communicate our thoughts and recommendations.

Evan - There are no resources yet but I did have a talk with Cindy Hunt. What we talked about was needing some support for the commission. They are introducing a package to staff to

support the commission to add a research analyst 4 which is my position. Also a policy analyst 3 to do some of the administrative stuff like writing. So there will be that resource. As far as graphic design stuff I think Brian relied on the support from DAS and the DAS printing office to do the graphics. Cindy did say that there is an ability to contract for an external writer so I don't see there not being an opportunity to contract for services for graphic design as part of that. I didn't know specifics of what support the commission desires. There is and has been expressed that there would be support for something. I just didn't know what to tell Cindy. It's not my role to pick that something.

Reed Scott-Schwalbach- - Evan that is super helpful to know. I think my question would be if we are contracting with somebody that is taking our information and creating graphics what information do they need to whoever is going infographics what is the information they need from us to be able to do that.

Evan - Well I think it would depend on what you want them to create. So they want to make it visually compelling of the data you decide is relevant to include. They would need to know the data you want displayed.

John- That would tie to some key messaging that we want to develop.

Carlos - So I have to confess that I have been really happy about doing some of the initial uploading of the work and having the time to meet with Scott. But I think right now maybe us being a writing subcommittee, I don't feel like I have the skill set to take on the responsibility to write having said that, I think that having some body that has grant writing experience this person would be working with somebody that has the expertise of graphic design. So that this report becomes more accessible to our stakeholders. And that's the help that I reached out and offered a few meetings ago. That we do have somebody in our agency that we contract with that is an expert that has the expertise in this area and could take that on. Yes to Reed's comment around making it more accessible. Also along the same vein how do we present the content that is the content that we want to capture in this new report. How is it going to be presented and also how much of it. The document can be cut in half. Having the infographics can help.

Dana - My instinct is to focus on designing an executive summary and really focus on making an accessible four page kind of easy to access summary of what we want to say and then there will be some technical stuff that has to be there. Like the comparison of current spending to quality education model financial estimates and to tie what Carlos and Tricia have been saying together in the last reports executive summary there were a series of recommendations from the QEC and I think that we could speak to where it is true we could speak directly to progress that has been made on those recommendations and speak to whether the recommendation holds. Do

you think the recommendations are still the same? I think the direction we were pointing to two years ago is still the same now. We can speak to concrete progress being made on those. I think we can say meaningful things on the topics we want to talk about with some visuals. I think a graphic designer would help us.

Carlos - The 2020 report is in Google now. I think we should take a look at the executive summary and start identifying based on the conversation that we have been having. What needs to be prioritized in that executive summary that should stay. And if you look at the comments and suggestions that are already on the document then you might see some of the things that you can contribute too. I guess over all is what's in the executive summary that needs to stay or needs to be rephrased. I would draw the attention to the equity stance section, the QEC beliefs core values. Thinking about the language that we were speaking. Moving from a deficit language to more of an asset based language. These are the recommendations that can move systems forward. Anything else Dana or Whitney that as folks look through the executive summary that they can be thinking about as they read it. I'm struggling with this question but since we have not prioritized what it is we want, it's difficult for me. That's going to give us direction in how to edit and how to make the most edits. Once we prioritize what we want to say and what should be included then we can look at the report and remove sections as needed.

Whitney - I also hear what you were saying John in how a recommendation for a scope of what goes in an updated report could be really helpful. We can redline sections of the report. We can identify where we want for example for Dana's recommendation that we look at the recommendations that are in the report and update the progress as part as in the indication. We have some narrative about the updates that are occurring to the model itself. Updates in the sense that we found some things important that are missing and were adding them in like school nurses. I'm hearing from you John that there is a potential next step that would be an outline of what an updated report looks like because the 80 pages is too much. That can then help us windle down. I also want to mention that I think that I am new here and am feeling the lack of capacity that Brian Reeder provided to this process and so just maybe in our next conversations with Colt we can say we really need some project management and drafting report and ideally that would also include some graphic design. A request back to ODE. So this can be a reasonable undertaking of the commission.

Dana - What I'm wondering if we literally don't write a brand new report. If we just focus on writing a really solid four page 2022 update and then we say for more details please refer to the 2020 report with these caveats we have talked about in the four pages. One thing to consider.

John - I love the concept Dana but I'm not quite there yet. But if time runs out we can consider it.

Costing Model Subcommittee

John Rexford - We have been trying to walk through the assumptions and input information in the existing model. We have met several times as a group and we have created a running Google doc that captures our tentative agreement and going back each time we meet again to confirm the tentative agreement. But we are looking at all the variety of inputs Evan has done a great job of opening the curtain and letting us show the wizard behind the curtain and we have found some really some interesting gaps if you don't mind I am going to roll thru this and summarize some agreements we have come too and then we can circle back and do that longer conversation. We found some big gaps, for instance we didn't have any school nurses in the elementary level so our subcommittee concluded that we should have school nurses at the level of 1 to every 750 students. We have tried to cite where we have gotten this notion. School counselors in 1 to 250 students. We cite the location there. Part of this was to cover both the notion of having some folks available to do traditional school counseling but some social and emotional behavioral support in the schools. We looked at the deficit and there was great information on how much school supplies the teacher provides to the classroom. We have talked about adding that into the program. We had a long conversation about longer teacher contracts to allow for some mentoring and PD support. This was based on the four of us putting out our best thoughts in a professional judgment. We have talked to Evan about some of the cost drivers and growth index we are still working on. We updated the model of computing devices in schools which was historical at best where at an assumed 1 computing device deceives every 6 students. We have put in the model of certified librarian at each school. Still working on a variety of support for non classroom positions. We will still look for more information for technology financial problems to boost up our autquicy of cyber issues. We are going to confirm that we are going to use substitute cost based on data and escalating on average teacher growth rates. We are working with Evan to go through the model itself. We want media center assistance to roll up to 1 fte for each level. Still continuing looking at extracurricular activities. There was a slow change in the model for a staff family resource center at 1.0 at each level. Need to parse out core or program in existing model staff numbers for P.E assistant and music. We looked at some new approaches to tutoring and how that might fit in the model. We also need to review class size across the prototypes and we are pruning that activity. Dana, Whitney, Reed and Tricia any other thoughts from our sub committee work?

Tricia - sounds to me you captured what we talked about.

Whitney - I was going to provide some context to the commissioners that were part of understanding the black box. We did a lot of looking around inside and next Evan will now try to make sense of all these confirmed recommendations and what I understand is that Evan will come back with some additional questions that are related to best practices for us.

Evan - I am working on incorporating the obvious revisions that are needed and there will be more.

Work Plan Check-in

Showing the 2022 work plan. Currently in progress is to review QEM model assumptions and update model data. Going over the future steps.

John - Homework is to jump on the google doc of the prior report and jump in with concepts and notes.

Adjourn

NEXT MEETING: WEDNESDAY, MARCH 9, 2022

9:00 AM – 11:00 A.M (Zoom)