



## QUALITY EDUCATION COMMISSION

WEDNESDAY, NOVEMBER 8, 2023

9:00 AM – 11:00 AM

ONLINE MEETING ZOOM

**Commission Members:** *Andrea Townsend, Cam Preus, Dana Hepper, Tricia Mooney, Whitney Swander, Reed Scott-Schwalbach, Monica Cox, Laurie Danzuka, Dan Farley (Staff), Evan Fuller (Staff)*

**Meeting Scribe:** *Katie Alvarado*

### **Introductions and Commissioner Updates:**

Tricia Mooney - John Rexford is out today he might call in and listen but he can't join the meeting. I'm the Superintendent of Hermiston SD. It's conference week. We have been busy in the district getting ready for it. Personal note: I have a daughter who is an 8th grade math teacher. Who really enjoys parent conferences and wishes they were more often.

Dana Hepper - Children's Institute. I have been driving to Salem everyday and getting home in time to spend time with my kids. They are out of school right now because of the teacher strikes. That is taking up most of my time.

Monica Cox - In Salem today from Portland and most of my work right now is involved with the Education Advancement Council. I'm keeping up with education research and particularly Oregon data.

Reed Scott-Schwalbach - President of OEA and high school Spanish teacher. It's been busy because of the teacher strikes. I'm looking forward to the OSBA conference this weekend. I am excited to present and bring that sense of problem solving into that space for board members.

### **ODE Update:**

Dan Farley - Teeneal is not available to join us today. John Rexford was on Thinking Out Loud on OPB on Monday. He did a really good job answering some hard questions. The journalist asked about his different areas of experience when answering questions. He only represented the QEC in a way he could. We did practice sessions with our communications director at ODE, so he was well prepared for

the interview. The second thing the commission should be aware of is Dr. Williams and Scott Nine presented on the topic of accountability to the house subcommittee Monday afternoon. There is a recording of that presentation and the slides. Effectively once we have some more work done to House Bill 2556, we need to record what our accountability ecosystem is because we have federal components that are housed in ESSA (Every Student Succeeds Act) and we have state components that are part of that, that are housed in the SSA (Student Success Act). So we are trying to visualize our accountability ecosystem and what parts it has in advance of convening with the subcommittee, that way we know what they are critiquing. Division 22 is a big part of the accountability ecosystem. They made some important points that the theories of actions for those different components are completely different so districts find that confusing and they also drew attention to the Secretary of State audit. Piling on more work is not helpful and changing the work that has been done isn't helpful. Dr. Williams will be working with the committee on House Bill 2556.

### **[QEM Report 2024:](#)**

Progress Update: [Meeting Notes](#) - Writing Subcommittee Update - Next steps I will try to synthesize what we talked about during the meeting earlier this morning. Make an outline of the Big picture. There is some discussion about how to address recommendations and spotlights on best practices and also incorporate some case studies. To tell better stories and expand the models the detail that we incorporate on models so that readers have a better understanding of all the complexity that goes into each model. Tying it all together so that there is a clear association of what the QEC model is costing out and how that supports best practices.

### ***Continued Review of QEM Improvements:***

Dan Farley - We still need to practically establish who members of the sub committee to review the QEM model improvements. Tricia the group would meet monthly for 55 minutes right after the QEC is adjourned. We talked about possibly meeting to incorporate in the model the impact of SB 819. Staffing shortages. It's difficult to address staffing shortages as a system problem. Because it depends upon so many different sets of resources developing the personnel that can meet those staffing shortages. The potential for teacher strikes are going on so that could cause staffing shortages. I have linked the QEM costing model assumptions at the bottom, the goal is to determine who might be interested in joining in that subcommittee? Tricia will join. Monica will join. Reed will serve on it if we need her. Reed did volunteer to help with finding stories. We also have members that are not here that we should invite. Evan is there anything else specifically to the costing model assumptions that you want to draw attention too? Evan - I don't have anything. It's just these are the ones that we should review. We had one question that came from the subcommittee writing. How time consuming or difficult to develop a as

simple as possible econometric model? To generate a secondary validation of the model that we already have. Evan - In some essence I have made the simplest one possible, the regression model. Dan - Would it be possible to expand that regression model to more than just grad rates. We just have to figure out what needs to be in it. That could be something that wouldn't be super time consuming. We can look more broadly. We can consider those things and they don't have to be made in the model or appendix. A validation appendix could be an option. We talked about moving some technical language into an appendix so it doesn't interrupt the narrative. Dana - I am curious what the impact is of SB 819? Does the current QEM model assume that all children are receiving a full school day or is there something in the model that indicates a partial day. How do we deal with that currently? Tricia - I would say from a district standpoint. The impact of SB 819 is so not all students receive full days. It's all of the meetings that go around that. I am looking at this thinking it's a lot of time and resources because those meetings have to meet every 30 days. That's sub teachers needed every 30 days to make those meetings happen. But the definition of a full day has changed. So you are pulling those meetings in for the 18-21 program or medically fragile or 504 plans. The whole goal of that program is to put them in the community working but then they are considered not on a full day so we would have to have an IEP for them and the inclusion of 504. In Hermiston one of the things we get is students on religious release and go to seminary. But it's not an accredited class so they are considered on a reduced day. They will have to have an IEP meeting to make sure the parents are still wanting partial days. Some districts are more impacted than others. Is there a data source to find out an estimate of how many students are on redacted days, there is no data source that we know of. The other issue is that SB 819 redefines who qualifies for special education services outside of the federal definition. It exceeds what normally gets tracked for students in special education services. How many students are on abbreviated days under the new definition. Evan how are substitute teacher costs incorporated in the model. It will be a 2 year delay based on the actual sub utilization and the expenditures on that. We can't assume that 100% of these cases will have a monthly meeting because parents can agree to not meet. The cost of turnover isn't directly in the model but there is in compensation teacher salary, it is embedded in the price of teaching in the model. Can we lift that in the report that there is a cost and one that schools and higher poverty areas that affects their budget.

### **Best Practices for August 2024 QEM Report**

The model represents an at least cost but it's not representing the need and the lagging of the indicators. Is school based medicaid counted in how much money that comes from the state, are there any other fund sources? School nurses are funded by the state school fund or Oregon health authority and medicaid, and we do count any money from medicaid that goes towards those things. It is accounted for in the model if it's an expenditure. Are we open to adding new best practices to what we learn? Are we just tossing ideas around? What should we do and how will we get to the list needed? If I was a legislator and a report came out every two years and the cost has gone up but we are adding new best practices then the cost will always go up. How do we address that in the report? Do we say we are making new best practices or we work on the current ones. We went through the costing model very well last year.

Do we want to go over the list and double check. Should we stay the course of the work we did last year? How are we defining the best practices and how is that represented in the model? Maybe call out best practices for those programs that work with our kids with disabilities. We need to call out what is happening for that group of kids that have that counselor. Look for districts with a high graduation rate for students with disabilities and look at what they are doing to achieve those rates and put that in the best practices. Do we have a list of what school districts have family liaisons to see what the best practices are for family liaisons. What would be helpful to me is surveying OEA and see who has that and how it is working. Reed can survey OEA and Tricia can survey COSA. Adding to the report a clarification of the changes that were made in the last report that both increase and decrease. Evan has it itemized in response to the legislative questions last year in response to the QEC report. We would be using high school grad rates, 3rd grade reading and 9th grade on track, attendance data, and 5 year cohort grad rates. Are we looking at districts that have growth from doing that? If you compare 3rd grade reading scores from last year to this year, they are not the same 3rd graders. If I ask the teachers they will be able to tell me what they are doing is fundamentally different and we can weed those out from being just one good year to several good years. ODE has all this data. Graduation rates will be final in February, we can look at those then. In December we can look at regular attenders. We can try to put together a joint survey to see who will respond about who has family liaisons. We can reach out to that school district and do an interview. Is there a way to look at the SEED survey to see what the students are saying? The SEED survey isnt state wide right now but will be next year. There might be things from the SEED survey that we may want to incorporate into the best practices. The new version of the 22-23 statewide report card should be coming out soon and will have the most recent info about the 3rd grade reading and ninth grade on track and some graduation information. That is not being released until December. We could build on that so we are not repeating work that has been done. From the At-A-Glance conversation there are only 2 school districts that have experienced increases in attendance and north grade on track; those are Bend-La Pine and Medford. We do have background info to share in December. I also reached out to other districts that increased in 3rd grade on reading. There are other areas with pockets of success that we didn't have time to look into. Has the state looked at or plan to look at the ninth grade on track indicator and how it predicts graduation rates. We have a research brief on the 9th grade on track indicator that sets up that as the main indicator for graduation rates. I can share that research brief that was done by someone at ODE.

Dan - We have two vacancies available on the commission. Carlos put in his official resonation and Samuel Henrys ended back in July. So I am putting together a list of vacancies to send to the legislature. We do have a list of everyone's end of term dates. Katie will find that list and we can send out to everyone so we can prepare for those.

***Meeting adjourned 10:30 am***

***Next Meeting Dec 13, 2023***