



QUALITY EDUCATION COMMISSION

WEDNESDAY, APRIL 12, 2023

9:00 AM – 11:00 AM

ONLINE MEETING ZOOM

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

Meeting Scribe: *Katie Chandler*

Welcome & Commissioner Updates:

Tricia Mooney - Superintendent of Hermiston SD. We actually had our spring break a week later than other Oregon school districts. It was last week so we have teachers and kids back this week. We start the Monday after spring break with the in service work day for our teachers. It's testing season and budget season. So we are working on this year and next year right now.

Monica Cox - Good morning. She/her pronouns. I am an independent researcher, data coach, evaluator. Working under the business name TenO2. I don't have any updates.

Reed Scott-Schwalbach - High school Spanish teacher and president of OEA. I think my big update is that we have our biggest member gathering next week and so in the OEA world we are all focused on this big group of 770 people who are going to be gathering in Portland. It's a lot of prep work.

Whitney Swander - Independent consultant. I am short on updates. I am fresh back from being out for vacation for two weeks in Ecuador for a family wedding. I am still working with United Way.

Cam Preus - I was able to participate with the Ford Family Foundation in their scholarship review. I was really pleased to be asked to be a reviewer and then when I got into it, the hardest part was deciding who to forward on for the next step which is in person interviews. We had six teams and each team had approximately the same number of applications to review. It brought

into reality the financial need that students need that are trying to go into post-secondary education.

Dana Hepper - Children's Institute. We have been working on early childhood facilities and financing the facilities. It's been our big effort this legislative session. We want an initial 19 million dollars for facilities. I am sitting on the review committee for that. Also for that 19 million that's available we received 178 million dollars in applications and this is only for organizations that are culturally specific. There is a huge need for preschool and childcare providers. We are working to identify shuttle ready projects and ask for lottery funding for those projects. There is a clear need for quality spaces for young children to learn.

John Rexford - Retired superintendent and school business official. I have been chatting with my trusted colleagues. The proposed budget for K12 which is 9.9 billion dollars includes some significant surplanting. Using some corporate kicker money. As we sited in our report last year corporate kicker money was attended to be additional over and above what the legislature would otherwise appropriate. Advocates are trying to get that number up. School business officials are saying that something like 10.3 billion is what they believe is a current service level.

Dan Farley - Good morning. Dan Farley, Assistant Superintendent of the Office of Research, Assessment, Data, Accountability and Reporting (RADAR). Those are the buckets of work that I am working with. Joined by Evan Fuller is the economist methodologist guru. I have an update on work we are doing to support the QEC then I will transition into the update on the bill we are following. I connected with a number of QEC members to discuss the need and also begin the process of planning for an onboarding process for QEC members. QEC members have to go through a similar process that new ODE employees have to go through as well. Also the yearly training that needs to be completed and is documented in our Workday system. I want to get better prepared to help the new QEC members get onboarded. Katie is helping gather information about dates of appointments. Evan and I are looking forward to today's conversation because it will give us some things to march forward with on our to-do list about the QEC members' concerns about how to update the QEM and what resources you can steer us to and what outcomes are important to incorporate in the QEM.

Legislative Update

[SB 281](#) - Updated QEM - The only real update on this bill. It's a bill designed to give the ODE some funding that would allow us to review the QEM and update the methodology, and incorporate all of monies that is for public education and the funds with student success. Which has been problematic with transparency and reporting. This bill, as a department, has to be neutral on all bills. This is a bill that I can be neutral about and be looking forward to at the

same time and I don't have an update on the funding amount that will be appropriated. That amount in the bill being introduced is blank. I haven't been asked what would be a good number in that box. I have a number in mind that is based on assumptions. We might contract that work out to an external party for a variety of reasons. The appearance of transparency and another is the appearance of skill or expertise as well. Evan is certainly the most skilled economist that I have worked with in my career but it doesn't hurt to have validation. In fact we would love to have a structure that has a constant check on all the calculations that are going to the QEM. We will incorporate no matter what happens with SB 281. We wouldn't have been able to produce last year's report without Evan. It's over 300 different calculations that Evan worked with and stitched together. The only update is that the bill is with ways and means now. We are tracking it closely.

Update

Legislative Updates, Colt Gill - On the legislative front many of you are following closely as I do. Feel free to jump in as well. The legislature hit a major deadline in which many of the bills died. A few ended up in revenue or rules and are continuing to be worked on. Many are in ways and means. What I learned from one of the co chairs of the education ways and means subcommittee was that ways and means have over 14 billion dollars in requests thru bills that came their way. So they have a lot of pairing down to do. They don't have 14 billion in addition to spending. So that's how they are viewing their work paring down to what's essential and what people in Oregon need including children and families. In the ways and means the sub education committee looks like right now they have about 80 bills that have been sent that way. What we're doing is working closely. Melissa may talk more about this. We are working closely with the governor and her staff to identify her priorities for those bills. So we will work in tandem with the governor's office and they will take the lead on ways and means and moving agendas forward and we meet what's in the governor's recommended budget. The governor's recommended budget was completed by the end of January. That is necessary to have some updates as well. The governor will lead for that. We will begin to see those committee meetings opening back up and have a combination of moving bills and there will also be a lot of work sessions and topics that are important to the legislatures.

SB 744 - [Diploma Requirement Recommendations](#)

So as most of you know we delivered as required by senate bill 744 a report and a set of recommendations last Fall. That was delivered before Governor Kotek was elected as governor. We named 3 or 4 things. We first named these out recommendations based on what we heard from the broad community across the state of Oregon and representative of underserved communities. Over 3000 folks were engaged to help develop these. We also paired what we heard from the community with some research we did on the impacts on our current diplomas requirements around what other states are doing in relation to diploma requirements. What are some of the federal regulations are the requirements. Putting those 4 things together we came up with a set of recommendations. We also noted that they are dependent on one another so in order for one part of those recommendations to be implemented other recommendations need to be considered. For example it calls for an update to the essential skills that our students graduate with. We would need to pull people together across the state to develop a list of

essential skills that would later be used in a future writing course to make sure we are covering those. Third we named that this would be the first time that anyone has seen the recommendations. It's really based on what we heard from the community. The community is broad and they may not all agree on a recommendation. More engagement needs to happen. This is what we heard and we put it out there for everyone to see. Now we want to talk through it again and make sure we heard everyone right. We want the recommendation to be aligned with the state's wants. We also need resources to be able to implement these. At this point if ODE did what was required from senate bill 744, we delivered the recommendations. It was delivered before Governor Kotek took office. She has reviewed those recommendations and is thinking about some of them. Her staff has started to engage with the state board of education so we are beginning conversations about what needs to happen and what are the next steps for senate bill 744.

Governor's Education Priorities

Melissa Goff - I am the governor's education policy advisor. We are working on the big initiatives that are most important to the governor. I get to work with Colt at ODE, Ben Cannon at HECC. I also work with Brian at YDD and Kimberly with the EAC and Tony with TSPC. Those are my groups and teams that I spend time with. It's been a privilege to serve the governor in this way. Full disclosure Chair Rexford was part of the team that hired me for my first administration job. I am happy to be here to share information about the work that we are doing and answer your questions. We do have a presentation for house bill 3198. If you would like to see it I don't know how many are familiar with it. Colt and I could walk you through it as well.

- Early Literacy Initiative - [HB 3198](#) - We are feeling strong about the bill. There has been a lot of interest and partnership that has gone in these discussions. We feel like it's in a good place and is being well received. It will be discussed in the senate ed committee next week. That's another opportunity to learn about the bill. I think again if you're an advocate and are feeling strongly about early literacy and the governor certainly is, the investments related to early literacy is both what happens during the school year and the summer. We had hoped that the legislature could give some kind of nod to summer funding coming so that we can tell our school districts to start planning. We are concerned about this summer being supported in the legislature budget. That may be something that we are looking at and asking for next year so that there's lots of time for planning. There's also dollars identified to support early literacy and also summer dollars for community partners. Those are important resources as well so many of our districts lean on those two resources because a lot of our teachers want and need the summer off so relying only on the education side of the dollars won't get you there. You have to have community partners and those look differently depending on the community you are with. You want the partners to be fun and to make summer school fun for the kids.
- Accountability - [SB 1045](#) - The new amendment is linked in the agenda but it's outdated. We are in work sessions with OEA, COSA, and OSBA. We have a large group of letters assembled in multiple meetings. We have had very long meetings on how to clean up SB 1045 and provide clarity and get it over the line. It's extremely important there is transparency regarding the accountability related to all of the investments that have been made over the last 4 to 5 years. We see targeted investments that have gone to

schools. Something that is clear to me that we need to work on with the governor's office and transparency of school districts are already reporting. We know we have a lot of information from schools but what I see is in this role and there is a gap between the legislature's understanding of what schools are actually doing when accountability is in place. There has been a lot of conversation on where more accountability is needed and where transparency is needed. We have addressed SB 1045 and it is pulled back from what the governor originally proposed. This sprung from the secretary of states risk report that was published last year. We wanted to tighten up several things and we wanted to give some time for this really momentous transition from fantastic leadership of Director Colt Gill in to a new director that will also be fantastic but they will be coming on strong and we don't want that person transitioning into so many practice, policy and process changes that we disrupt the goods work that is happening in the Oregon Department of Education (ODE) and in schools. So I will share with you where we currently are in the conversation and this is 24 hours old but by the end of today I think we will be in its last version. Yesterday I received some feedback from the partners that I've been working with and so we will make a couple of amendments but this reflects the nature of what we will be looking at with 1045. We were focused on division 22 standards. They report annually on the 22 standards. ODE positioning is that by statute is that ODE must assume that division 22 standards are being met at all times unless there is a complaint or report that shows differently so if ODE finds out on their own motion that a district is not complying with the division 22 standards. It's challenging for ODE to step in and help. There are no public facing requirements with division 22 reporting. Districts are given several months to work on an action plan with ODE and they already do if they report themselves as non standard. They develop the action plan with timelines that is approved by ODE and on January 15th, ODE will publish on their website with the list of 197 districts who are standard, conditionally standard with improvement plan and who is non standard and what the issue is. It's very simple. It's so you can look up in your own district and give legislatures a better picture of what school districts are doing. There needs to be a way for us to be transparent about the school districts. The second change is around textbooks. We originally didn't want school districts to go outside of the approved instructional materials and books. We changed it because some areas will need to select something different. We need things available in other languages like Spanish. The other piece is well we don't get a very diverse representation from the publishers where the kids can see themselves in the textbooks so what we talked about is what are the barriers tied to that. There is a fee tied to that to be considered as a text book for approval or endorsement by the department of education. You pay a fee then all the materials you select gets evaluated by ODE but for the small publishing places it can be hard to pay the fee. We removed the fees in this bill. Hopefully we will get submissions from smaller publishers that have a greater engagement with what the needs are for educators right now and more diverse authors. So we removed those pieces rather than requiring that people adopt off the list. We are requiring that if material not on the list is recommended to and by the school board then the school board must submit the titles to ODE and ODE will have a process for reviewing those materials. The department will provide written feedback to the district

on how those texts either adhere or do not adhere to the scoring guide that is used for text book options and the department of education will work with the district to let parents know what they have adopted that is not on the recommended list of materials. We are sensitive to the fact that currently in the legislature about bills that have been discussed about parents wanting to vet curriculum and teacher lesson plans and the perspective that has built those bills is from a perspective of concern of CRT or sexual health or other matters that by standard we are teaching in our schools. We support all kids and all of these pieces were sensitive to how we built this. We didn't want districts through this process to have to for example to link on the website to the adopted materials that are used so we didn't add that. Parents can always call the districts and ask what the adopted material list is. The last section is about reporting. The good news is that Colt Gill has already started a lot of this work so this is anything that basically wasn't addressed in this version of the bill will be addressed through a report from ODE in partnership with key education partners and our community advocates. We will be moving forward with that work in the future.

- ODE Director Transition - We have a strong pool of applicants. We are in the first bedding process, preparing to pick our first group of folks to interview. We have our first round of panelists on board. We have a process for the second round and we are looking to possibly have some public forums before the governor decides who will step in that role. We hope by May 28th that the governor will have someone picked for the position.

Next Steps on QEM Report Discussion

- QEC Priorities - Dan Farley
 - What K-12 education system outcomes should the QEM include - Using Mentimeter to track questions and answers. I want to ask the question and show the answers as they are being entered.
 - Answers: Student satisfaction with education system, career ready skills, 3rd grade reading, 8th grade math, increase target graduation rate from %90 to %95 include measure of post secondary success, graduation rates; reading; math; plans for future; SEL skills, outcomes are not predictable by demographic not geographic characteristics, ELL student demonstrating proficiency, career readiness factors (ex:career planning, literacy/financial skills, people skills), Targets to reduce disproportionality for BIPOC, ELL, Ss with disabilities, ect., HS graduation on track progress, college going rates.
 - What changes or updates to the QEM are needed?
 - Additional “prototypes” or school models, inclusion of charter schools, inclusion of virtual charter schools, address cost structure and success of virtual schools, regional wage variation, are there ways to consider cultural responsiveness of the education system in terms of investments needed, accounting for specific cost for rural schools, small schools, students with high percentage of ELL students, etc., considering costs related to dual language education approaches, strengthening inclusive practices.

- What resources should be incorporated into the review?
 - Findings from the state school fund advisory committee, “model” schools or programs, identification of best practice in instruction, data from OCID, communities in schools, Oregon statewide educator survey response data-graduation data-Black student success, other student success plans research and recommendations.
- Timeline for Report Development
 - We need to define what it takes to provide a quality education system. We will do a deeper dive to come up with a timeline. The next QEM report is Due August 2024.

Adjourn