



Community Budget Review Committee

Meeting Agenda

Thursday, February 02, 2023

5:30pm - 7:30pm

CBRC ATTENDEES: Roger Kirchner, Grace Groom, Karanja Crews, Lisa Selman, Mariah Dula, Paul Freese, Sonya Harvey, Stephen Lindner, Tasz Ferguson

STAFF ATTENDEES: Jordan Cooper, Kimberlee Armstrong, Nolberto Delgadillo, Alexandra Martin, Terry Proctor

5:30pm

- Welcome/Check-in
 - Confirm if you can attend 03/14 board work session and if you have dietary restrictions
- Refresh last meeting
- Any updates from the group?
 - Chair/Co-chair/Vice Chair

Notes:

5:36 meeting started

RK: Asked members to confirm attendance at March 14 Board meeting and give dietary restrictions.

JC: I will send a reminder after this meeting

RK: Gave instructions on accessing meeting materials via CBRC Member Portal. Reminder to submit questions for staff.

MD: Gov. Kotek released a budget proposal. Can see education priorities; pending legislative decisions. Link:

<https://www.opb.org/article/2023/01/31/tina-kotek-budget-oregon-housing-mental-health-addiction-education/>

RK: Expert suggested they need \$9.6b and proposal includes \$9.3b.

ND: To maintain the current education model and service level, groups estimate we need \$10.3. Proposed Budget will be released April 25, this is one data input that will inform the budget.

KC: Wanted to clarify why we are having a presentation on the Instructional Framework since the CBRC is tasked with reviewing the budget. Will there be a budget request?

ND: As the Proposed budget gets presented in late-April, there will be investments associated with Board goals and the strategic plan. Dr. Armstrong is here to present on the framework because it is an important investment and tenant in the strategic plan.

KC: Will we be reviewing dollars and allocations?

ND: We will not be reviewing line items in the CBRC. Some of the budget information presented in the document includes strategic alignment of resources. There may also be some information not included in the budget document and conversations. Last year, CBRC elevated concerns about custodial levels, for example.

RK: This is building our knowledge of the work of the District. This is supporting our evaluation of the proposal in alignment of Board goals and strategies.

5:45pm

- Presentation by Dr. Kimberlee Armstrong, Chief Academic Officer
 - [Slideshow](#) Instructional Framework

Notes:

KA: Forward Together is our theme. I am the Chief Academic Officer and I will be sharing about the work in the Office of Teaching & Learning. Referenced additional information in the Board agenda packet information for February 7 meeting. Key point: Educational equity is our center. I will present our roadmap to educational equity. Shared slide with three components of educational equity:

- Teacher Professional Learning
- Curriculum Adoption
- Instructional Framework

Context sharing slide; disproportionality of student groups (access transcript)

Slide 4 (?): The instructional framework describes strategies, shared language, throughline across coaching and learning from the School Board to the classroom to bring conversations into alignment. The framework is for planning, class-level feedback, supports coaching in professional learning communities, and provides instructional priorities. It is not an evaluation rubric.

The framework has four areas:

- Grade level and standards aligned: Appropriately leveled materials to meet standards
- Culturally affirming instruction, spotlight diversity in classrooms
- Deeply engaging: content is meaningful and relevant to their lives, supporting real-world connections
- Data-driven: qualitative and quantitative data to adapt and enhance instruction based on feedback

Indicators (see slide):

- Teacher
- Student

How: Teacher Professional Learning and Curriculum Adoption

On track to implement ELA and math curriculum at all grade levels and going through adoption for social studies in 23-24 (not throughout K-12). Next will be science. Vendors do not meet the social studies standard for Oregon; we are looking at more options to meet the state standard. Adoptions go through a review process that includes field testing with a rigorous, detailed process.

Teacher professional learning: implementing learning with research-driven results, more opportunities to learn about curriculum and framework through summer training, staff meetings, non-student training days, new teacher coaching model that will support teachers in delivering on priorities.

Change management in a multi-year implementation process. The progress looks like: initiation, implementation and institutionalization. There are dips along the way. We are staying the course as we make progress through these big shifts.

Next steps:

- Instructional rounds
- Learning walks
- Feedback informs professional learning
- Improving messaging on the framework, for example posters went out to all buildings

Overall message: In the Office of Teaching and Learning, we have a large department that is structured in a way that allows us to keep the focus on instruction.

6:00pm

- Questions for Dr. Armstrong

Notes:

GG: Can you speak in more detail on the shift in instructional coaching and what it will look like in ES, MS and HS.

KA: Working on new allocations at schools for Instructional Coach, we are working on the job description and ensuring the coaches will be supported.

GG: Is it just one coach at HSs and MSs? There is deeper understanding needed at larger schools with more complex content.

KA: We still have content-area experts on the team at OTL. A teacher-leader pipeline is something we need to strengthen. We don't believe there is a single person leading on the instructional priorities. We are refining the model on what the support structure will look like. It might look like individuals who are leaders coming together in learning spaces to share information.

KC: How is the framework aligned with the PAT contract? How is it aligned with the current teacher evaluations?

KA: It is not now. It was developed last spring. The PAT contract is more aligned to a Charlotte Danielson framework that discusses planning, engagement, instruction. Our is more focused on the instructional strategies to engage learners. It is our tier 1 or baseline instruction that all students

would receive.

KC: Was PAT involved in creating the framework?

KA: Does not know if PAT leadership was but PAT members were. It was a group from the central office and schools.

KC: If there is no collaboration from the beginning then there can be resistance. It is good to collaborate from the beginning. Will it be in the new agreement?

KA: It is certainly a conversation.

RK: Are the AP/IB courses the same or separate?

KA: The instructional framework can be applied in any classroom and at any level.

SL: How does this framework connect to narrowing achievement gap? How is the budget set-up in a way that will help the district realize the goals in closing the achievement gaps?

KA: We agree every student should receive grade-level, standards aligned instruction (or higher) is a bold statement. We engage with people who suggest their children are not ready. The soft bigotry of low-expectations. Some students are sitting in the gap of high-performing and struggling. The framework discusses: higher order thinking, the science of reading and scaffolds to support students, ... We believe the elements in the framework are the gap-closing strategies. We do not want to "admire the gap." The action includes ...

SL: We should think about actions connected to goals. We may need to rewrite the goals.

KA: ESSER supporting mitigating learning loss. One of the strategies was the creation of a learning acceleration specialist to support Black and Native students. We see gains in MAP testing. That is one of the high-impact strategies supporting bringing students to grade-level.

ND: Getting to how well. Enabling conditions on who is around the student; content experts may not be the best teacher and vice versa. Several studies talk about the nexus of having both and conditions to make that happen. The instructional framework was developed out of the strategic plan; there was a lot of engagement associated with the plan. The instructional framework is built on research-based best practices to improve outcomes.

KC: This was in the GVC Guaranteed Viable Curriculum;

KA: I have been discussing Common Core standards.

KC: GVC was an instructional framework the Superintendent presented. Did it get replaced?

KA: I would have to say yes, this is the only roadmap or framework I am aware of.

GG: GVC was an in-house curriculum created to meet the standards. Do not know the process of new curriculum; we had funding to buy pre-packaged curriculum from vendors.

KC: This is concerning and I will ask my colleagues about the transition and cost of the GVC. I would

like to see a comparison of the cost of the two frameworks.

ND: There may be some information in the MAP data to see the trends. We hope Dr. Adams will be able to present on student outcomes at the next meeting and he may be able to provide historical information.

JC: Presentation from 18-19 school year has some information.

KC: Margaret Calvert indicating GVC existed as recently as the past year.

ND: This is certainly a follow-up.

KA: Would add we are still adopting curriculum, there may still be some teacher-created materials, particularly in science.

6:30pm

- [Letter from contracted Community-Based Organizations regarding Student Investment Account Funding](#)
- Additional Questions and Answers

Notes:

RK: Forwarded letter to JC; is on the portal. Heard from Tom DeJardin at Mt. Scott Learning Center related to SIA funding information from ODE.

ND: The SIA planning cycle is ending this year and the plan is being developed for the next four years. SIA is part of Aligning for Student Success, SIA, M98, CTE and a few other grants. We are putting together a cohesive plan instead of disconnected funding sources. This is part of community engagement work and events. It is an ongoing process. We have preliminary numbers; the governor shared her budget and then the legislature will be making appropriations which will include SIA. We are preparing the Integrated Grant Guidance application now.

MD: Question for a future meeting on the numbers in the letter. \$27-2800 per student across the district. This is not their only funding source?

ND: No, there is a net operating funding that adds additional.

MD: Are we being asked to weigh-in on this as part of our recommendation letter?

RK: Historically CBOs and charters are funded by the state at 70% of ADM. It is passed through the district to the organizations. CBRC has recommended they increase the 70% and last year they received 90%. This year CBOs are targeting this specific funding source from the Student Success Act. There are services provided by the district to the organizations and indirect costs are calculated. They asked me to tour the facility. They are wanting us to recommend to the Board that they get what they see as their fair share.

KC: Would we be able to review outcomes from the CBOs to learn about the success and outcomes.

RK: There is a subcommittee of the Board that reviews and is not CBRC's role.

JC: It may be helpful information.

RK: I want to make it clear that it is not our role to weigh-in on the outcomes; it is the role of the subcommittee.

KC: Clarified he wanted shared data and not decision-making.

RK: I monitor Board committee and subcommittee meetings and decisions are made throughout the year that impact the budget. Charter review, audit and policy committees are worth review.

SL: Do you recommend what the group is requesting?

RK: We will review the budget for alignment with Board goals and vision.

ND: We have to prioritize within resources and align towards the Board objectives and strategic plan.

GG: Stephen, were you saying you did not have enough information to endorse the letter (and not the budget)?

RK: For tonight we can acknowledge receipt and further analysis is required.

GG: The district recently closed OLA as part of their budget plan. This letter is important to listen to because CBOs typically support students who do not thrive in other schools. The online option is closing.

RK: Can the staff provide the list of the CBOs?

ND: OLA is still open this year and it will close next year. There are staff working with families to ensure there is an option at the neighborhood school or Virtual Scholars or another option. OLA was ESSER-funded and was a pandemic response. The enrollment went from 600 to 230 students and the program was one-time funded.

RK: Reminder to submit questions.

MD: Asked about the budget process and where we are with the survey and expectations for the engagement process.

ND: We discussed presenting today, we will follow-up potentially at our next meeting or by email. This year was better than last year, we had over 600 responses to the survey. Given we have 45,000 students there is a disproportionality. It is one component but there are additional inputs and feedback. The engagement was required by the IGG application. We hosted seven sessions. This was an intentional effort from the CFO's office to communicate and get feedback on the budget. We will re-engage around the IGG application as it goes to the Board.

KC: Questions (from chat)

How does the district plan on using the Successful Schools Survey data? Will that survey data be available to communities? How has the district used the data from this survey in the past? What examples does the district have that shows the impact of the survey on investments and outcomes in

the current year? and previous years?

How is the budget survey data going to be used in regard to Integrated Grant Guidance? How will that survey data/feedback be used to inform budget and investment decisions internally? Will that survey data be available to communities?

In the current budget planning process; has the district re-evaluated grandfathered programs/investments (15+ years old -- like AVID)? What is the current cost of each program/investment? How many students do those programs serve? What is the demographics of those programs? what is the success rate? and have those programs been compared to new programs/investments (like RESJ contracts) to reflect effectiveness and return on investment?

RK: Ongoing assessment of resources in light of achievement gap.

ND: Academic return on investment is used to account for the merits of one program versus another. We are rolling out the Strategic Plan dashboard. Comparing AVID and RESJ may not be possible. There are technical and adaptive reasons programs perform differently. There is no easy answer or formula but we are keenly aware of the need. We will formulate an answer. The opportunity for immediate feedback may be from the principal and teacher. And then how do we effectively wrap support around the student. We are moving forward with a four-year plan for IGG, as we collect information, it is not about an immediate response for next year, we are building towards the next few years.

7:30pm

- Closing
- Announcement of the next meeting date and time

Notes:

RK: Thanked the committee for their participation.

JC: Next meeting is March 2. The following meeting is the Board work session on March 14; reminder on in-person presence and dietary restrictions information request.

7:06p adjourned

Materials:

Instructional Framework Slideshow:

https://drive.google.com/file/d/1cWlmpH4atpKcyUIFcB_7LuphIK9mlp--/view

Letter from CBO's: <https://drive.google.com/file/d/1y0GadXVl67ppTeSgiW4Tj4lKrSHipd7Z/view>

Transcript:

You can get going

Alright, Roger, go ahead, and I'm gonna put the agenda and materials in the chat

Good evening, everyone, and thank you for attending the this evening.

This is a meeting of the Cdrc.

The community budget Review Committee. I like to spell out the acronyms, and that's why I

mentioned our name and pull.

So I need to click on the agenda.

So I can see what the what we're the to talk about.

First off I have been asked to ask you to confirm your attendance at the joint meeting with the board on March fourteenth, and if you have any dietary restrictions good to free Vegan, etc., so

You can confirm that with Jordan, and and and please do so immediately, so he can relay that to the Board secretary

Sure.

Roger can I add to that real quick? I'm just everyone knows.

I'll I'll email you right after this meeting is over.

With those with those questions, whether you can attend, and what your dietary restrictions are just.

Please, feel welcome to to respond to that. Please respond to that email when you can attend or not.

But yeah, thank you.

So last meeting, where we discussed a few questions and and I don't off the top of my head.

Recall what those questions were. But if individuals would like to refresh our memory and and bring them to our attention.

Now, please do so

And join will let us know who's raised their hand, as I can see that on my screen

In Roger. I'll also just quickly chime in it's as we've collected questions from the past few meetings we've been logging them and Jordan.

We have on our Google, I don't know what to call Google Sheet.

It's not a Google sheet. It's like our our Cbrc website, Google drive website, where we have a link to Q, a.

We've been answering some of the questions I just don't know yet if they've been updated, but there's also a lot there.

I believe, from previous conversations, and as as we work through, because it's not it, it it's definitely a team effort to get some of the questions answered, and as few folks are in and out of the office, we're working to make that happen, but there is a log where we have them so just you know for the Sake of some folks may not necessarily recall, they had a question that that we do have that log, and I'm recognizing that I'm frozen.

But I hope you all can still hear me. Nonetheless.

Thank you, Maria, for putting the link there

Thank you.

I haven't. We have a few new questions with answers that have not been updated in that log yet, but I will copy and paste those in there tonight.

Okay. Jordan, maybe you need to refresh.

The committee is, I understand it as though how the log on does.

The the portal where that is found

Yeah. So the the portal link has been sent to you in an email and a few emails.

But also I link it in the agenda, each meeting, so at the top of the agenda you'll see 2 links, the meeting Link and the member portal.

I, every time I send you a reminder of our upcoming meetings I I try to link the portal in that email and also in the agenda that I send you.

So you can always kind of find it in those places. But I highly encourage you to make a bookmark of the portal on your your own computer if you can.

But yeah, and of course, if if you can't find it, you can always message me or text me or something, and I'll send it to you

Okay. I just tried to click on the link and it didn't let me do that.

Is anybody else having trouble clicking the link into the portal?

So.

Or if you are, you can let me know. But it worked on

I don't get the local shows on screen, and it just shows the curses up there
 Okay, let's see if I can help you fix that, Roger
 I. Oh, there it goes now. Okay, thank you.
 So, are there any updates from the group? I I I personally A.
 A as informed garden, that that I would be submitting some questions, but I have not done so yet, and I hope they get the to that tomorrow.
 It's been a busy day for me, so
 But if there are any questions that other committee members have, please submit them, and the staff will do their best to get us answers
 So if we're very close to 5, 45, and the presentation by Dr.
 Kimberly, Armstrong, the chief academic officer.
 Is our presenter this evening, and if there's no other questions, let's move ahead and ask Dr. Armstrong to join us
 That's right.
 I have a I have a couple of questions, or I think Maria is before me, though
 What's that?
 We? We? There's a couple of questions, but there's some monarchy for me.
 Oh, Mariah has her hand raised right
 Mariah. Sorry.
 Thanks either way. I just wanted to mention that it might be of interest to the group that Governor Kotech has released her budget proposal.
 I mean, that's not necessarily what's going to make it through the legislature, but it kind of gives an indication for education priorities.
 And I thought that was interesting. So I'll just I'll pop that link in the chat, for anybody wants to see it
 And thank you. Thank you for mentioning that that you know the governor proposes a budget, and is the joke, and Salem it's dead on arrival I I noticed their proposal is 9.9 billion dollars for education.
 How that factors out will rely on staff, you know inform us as the what the actual figure is, that?
 To maintain a current effort, and last, go around the the but the education experts were saying that they needed 9.6, and the the legislature appropriated 9.3.
 So.
 So thank you, Mariah, for pointing that out that the governor has submitted her budget
 And and and I'll just chime in that leading into this upcoming budget cycle.
 The the current service level. So kinda like, the minimum that the Oregon districts and advocates feel that we need to mitigate this disruptions and just kinda kind of keep the current service level.
 Yeah.
 It's 10.3 billion dollars and and so it's a 1 billion dollars more than the last biennium.
 And so with the latest conversations over the past few days, regarding the Governor's budget, it's it's it's right, it's a it's a proposal.
 And right legislatures, and kind of get into the the Congress deep into conversations to see where we, where we officially land so definitely, it's early in the process.
 And we're going to continue to to push forward towards a superintendent's proposed budget. Come April 20, fifth.
 Oh, thank you, Beto, for that information, and I'm not surprised that we're below current.
 The proposals below the level. That one that that we're estimating
 Roger Carranja's hand is up, you know.
 So, yeah, okay, I can't see that. So until we now
 Yeah, thank you. I just wanted some clarity before we jump into the adjustment.
 To my understanding. We are. We review, budget, and so I was trying to figure out what was the purpose of the presentation that's going to happen next with the instructional framework.
 Now, is this going to be a particular budget, as is that the reason why we're having this presentation is, is it something that's going to be included in the budget?

So I'm just trying to get a framework and understanding for the presentation

I,

Well and pretty good. Well, go ahead

Roger. Forget we have a chair now. I know about those.

Any need to do all the talking, I'll quickly chime in, Corona.

Thank you for the question. I think it's important to frame the conversation.

And and really as Cbrc's goal, or objectives is to review the superintendent's proposed budget, so as a proposed by gets gets presented at the end of April, there's going to be investments and and and to continue to push forward with meeting

Board goals with aligning, with the strategic plan, and so Dr.

Armstrong, our Armstrong is here today to talk about the instructional framework, and as it a a as an important, because it's an important investment that the district is pushing forward and there's resources.

People, time and and money and effort that go into the instructional framework as a core tenant of our strategic plan.

And so I think, as Sebrc, it's like it's it's background information.

It's a help. Build the foundation around one of the core tenets which we build.

The budget around, and so Dr. Armstrong will tell us all about it.

It it it it full transparency. It's like, you know, there's so much information that we can talk about it for days.

And we know we have a limited time today, but it's to help build that context.

So when the superintendent's proposed budget, there's some through line to this.

Investment

Is there an idea of how much he wants to stand within the spring work cause it's a big chunk of our agenda, and I'm I was under the understanding and impressing that we're gonna review like numbers and review budgets and allegations.

It's

And things like that. So but just getting information. But you know I don't know.

It's

I feel like, maybe with that presenting in a board meeting or I'm just trying to get some more understanding because I'm new to the committee.

So I'm still learning

Right? Right? Yeah, so to help Level said, it's not necessarily reviewing line items.

So Cbrc is not gonna be reviewing. Oh, you know, maybe you should move over \$20 from this expense over to this other extent. It's it's it's really like thinking about the themes.

It's a 500 page budget talk and and really calling about calling through seams regarding investment, that there there may be a specific dollar associated with it.

Or there may be different funding sources that are still being developed.

And as an example in this year's budget the first few payments contains the superintendent's message budget message, and it lays out key investment areas.

And so that's like an example of of taking information from this hundreds of pages of of compliance documents into key points around investments being made, some of them have clear through lines on how much?

But really thinking about is is the how much, but also the how well are we aligning to the board goals? Or how well are we communicating? Not just a dollar of an investment, but the intentionality of an investment to support the Board goal or support the strategic outcome.

So if we were having a conversation around Ida that just we, you see, crc, feels like, how is that supporting fifth grade reading, or how is that supporting our black and native students from meeting the board goals of gaining there's these different percentage points over time?

That those would be areas to raise. And there could be other areas that Cbrc may feel like, you know, there isn't.

Enough about Xyz that we see in the superintendent's budget.
 Last year the committee brought up. I believe it was like custodians.
 Roger as an example of like some area where there wasn't enough.
 Call out that that Cbrc. Brought that to the Board's attention.
 But Roger, and and I'll stop talking there and let you, you know, if you have more to add, being a Cvrc.
 Member for much longer time that I been around. I I welcome any additional feedback
 Well, well, I think the simple answer Tanja, is that we're trying to explain.
 Our knowledge as to what the job is that a school district has that confront in in in it confronts on an
 annual basis, and the we'll get the specifics once we get over proposed budget in our hands that
 comes later.
 Meanwhile, while while we're preparing to receive that, we can expand our knowledge as to what the
 work of the district is.
 For example, historically, we've gotten briefings on special education on English language learning the
 th did this as a as 2 examples.
 So there are many, many others. And and previous years.
 The work of this committee has begun way back in September, and so by the time we receive a
 budget we're we have a wealth of knowledge about which to base our work and evaluating the
 proposal as it relates to board goals, and so
 Okay, so.
 On, and but but I'm I'm I'm that was conscious that we are past the time that we have promised Dr.
 Armstrong to present them, so could we please move on
 Okay. Well, welcome. Hello. Everyone. Thank you for inviting me into your space, and I know we plan
 for me to talk for about 15Â min and then open the questions.
 I think I can still get in what I, what I need to get in.
 So let me do I share my slides, or is that?
 Do I share them? Roberto
 I, Jordan, is Dr. On firm, have sharing. If it's easier, or do you
 Yes, you, if you, I can also share for you, if you'd like me to.
 But I'll let you decide. But I did open the shared settings so you could share if you needed to
 Okay? No, problem. I'll share, and then I will. We'll have time for for questions at the end.
 Alright well, for together, as you know, that's our theme, and I'm excited to be here and and share with
 you the work that's happening in the office of teaching and learning my name is Kimberly Armstrong,
 and I serve as chief academic officer.
 So I'm gonna it's a. It's a big overview.
 There are even more detailed slides, updated in the or uploaded into the board agenda packet for
 February the seventh.
 That's just an information item. But what I wanna do is talk to you about the work that we're doing
 around instruction.
 And one of the key things that I must say is that educational equity is is our center, and the 3 things
 that I'll talk about is what we consider our roadmap to educational equity.
 And so that all all that does is really put our focus on high quality teaching and learning for all
 students in every classroom. And the work that's needed to ensure that happens are the the 3 key
 areas that I'll talk about
 Oh!
 Dr. Armstrong, have you started your slideshow? If so, I'm not seeing it. And Jordan did I click on
 slides so on the agenda
 I feel.
 It looks like it's still loading, is it? Loaded on your end?
 It's yes.
 Dr. Armstrong. Okay, maybe. And if you could close it out and then reopen, if that's possible.
 Okay.

For some reason it got stuck on loading for the rest of us.

Do you guys see it now?

And and I will share. We've had some issues with Zoom over the past few days with, as we're going to this format at another community meeting

No.

I do not

I do not interestingly and

Okay, so maybe sorry. Thank you.

I can go, yeah, I'll go ahead and yep, no, you're good.

Yep, I have some leftover anxiety from the other night

Thank you for interrupting me, Roger, because I was just moving ahead and thinking you all were looking at these slides.

So I appreciate

Are you all able to see that

Yes.

Yes.

I, I,

You don't see anything yet, Roger.

No! Do I click on slideshow

No, you shouldn't have to click on anything. You should just see the screen

Oh, I see, is it the port hole that? Said Cvr.

Mainly linked to agenda

Okay. Sounds like most other folks are able to see it

I can see it

Well, don't let me interrupt it. Keep going

Okay, if you can't, if anybody else can't see it or is having our time, let me know in a chat, and I'll I'll keep an eye on

And even just to make sure that the zoom window is fully open.

But okay. So next slide, Jordan

Okay, so that's the roadmap that I was talking about with educational equity as our center.

And the 3 parts. Our 3 key areas that we believe, if acted on, will further our goes to educational equity.

Next slide.

So just for context, there are 4 significant things that I would say first late the foundation and then second, helped move the work.

So that we have some action happening across all of our sites.

So the first one was the graduate profile and the strategic plan really outlining a what it is that we want for our graduates in those education educator essentials.

Then came the instructional framework which really centered on a 4 key error. And I'll talk about that in a little bit.

Our implementation Plan, which started this year, and then our continuous Improvement cycle, which is all about planning, doing, reviewing, studying our results and then acting.

And so again, just at the heart of educational equity, is eliminating gaps between the lowest and highest, performing students, and then a eliminating the racial predictability and disproportionality of student groups

Next slide.

Thank you, so are wet then, or what is Vm.

The instructional framework. And this is, I'm gonna spend some time talking through the instructional framework, and why that is so significant to our work next slide

So our instructional framework answers questions that are what it that are essential, what is high quality, effective teaching and learning looks like look like in Portland.

And so what is the instructional framework? Right? It's our district wide vision. I like to tell people it's it's the way it's the way that we frame the work right. And it helps explain what it should look like, which sound like common vocabulary. Those instructional strategies. It prioritizes the professional learning that's needed to support the instruction.

That's happened. Happening. And then it's our through line, right across our conversations, across coaching across learning.

I would even say that that through line goes from the school board to the classroom, and that everything that we do are is in alignment with one another, so that's what the instructional framework is.

So how do we use it? So the instructional framework is essential for planning. It's for reflection. And when we go and walk through classrooms it's something that we're able to utilize to be calibrated as a team.

But then also give feedback to teachers in our professional learning communities. That's what PLC stands for. It's an opportunity to further discussion around instruction and provide some some coaching where we're needed.

And it also drives school improvement plans, and it really teases out those instructional priorities that need to happen across all of the schools.

But what it's not is an evaluation rubric or tool

Next slide.

So digging a little bit further into the framework. So what it looks like.

So our framework has 4 key areas. The first one is great level and standards and line that's making sure that every single one of our students in all of our classes have access to materials that are appropriate that are rigorous and at the level that they should be using to meet Standard. The second is about being culturally affirming and making sure that the instruction in the classroom affirms and honors the students in the communities that they're from.

It is really spotlighting the diversity that is in all of our Portland classrooms, and and in really is there to center individual students stories which kind of then ties directly into the deeply engaging part of it. And and it, that part is about students, and that the cognitive work that they're doing is supported by information and that they're interested, that the content is is relevant and meaningful to their lives. You know sometimes what we like to say is that, you know, pulling in examples, local examples and helping students make connections, real world connections to what it is that they're learning in the classroom are some of those examples.

And then the last part of it is data driven. The quantitative and qualitative data that helps teachers. Then adapt and revise, and even enhance their lessons, based on the feature that they're getting on where students are at.

And so for each of our 4 areas, we have the focus area and the definition defined.

You all see that in the bubbles, and then there's the educator inators.

So those are those actions that educators should should be taking, and should be making on a daily basis.

And then there's a student indicator section that talks about what students are doing, how they're showing up and how we're engaging them.

Next slide.

Okay, so how do we do all of that? Right? Because that instructional framework?

It's big, and it the 4 parts to think grade level standards aligned culturally affirming data driven and deeply engaging, which is a new shift right with the formation of this instructional framework means that we need to put some support in place and that support

Comes in 2 ways. Curriculum adoption. So making sure that we have instructional materials that are relevant and in standards align, and then the second one is through teacher.

Professional learning, next slide.

So the new curriculum. So I I know that you all are no stranger to this, so in 2,020 the voters approved

the school bond for new curriculum to make sure that all students have access to stairs align and high quality instructional materials we are on track to implement new coaches, relevant curricular materials for Ela and Math at all great levels.

And we are in the process of going through an adoption for social studies, and then science will be next.

But social studies will be 2324, and maybe not K.

12, but definitely, we're in that process where we're currently reviewing materials.

The one tough thing is that when you look at the social study standard from the State of Oregon, not one vendor or publisher can meet all of those standards with a one book, so it's really taking us some time to dive into not only the textbook that we're bringing forth

But the supplemental materials, because we really want students to be able to have access to current relevant social studies, curriculum, and the last part is that all of our adoptions go through a review process and that includes fill testing by students and teachers.

And so like, I said, for social studies we do have a couple of materials that are in the fill testing part right now and then.

From there we'll see what recommendations we get.

But it is a rigorous, detailed process

Next slide.

Okay, then the next one is the aligned teacher. Professional learning.

So we are improving the ways in which we deliver professional learning for teachers.

We're using research to support the shifts that we're making.

And we're creating more opportunity for teachers to dive into the instructional framework where it's summer trainings, school staff meetings or non student days.

I'm just today. And yesterday we had instructional framework walks where we were with a team of people visiting schools I was at Grant High School all day to day.

I'm going into classrooms and collecting data on different parts of the framework and then we're also adopting a new teacher coaching model, so that all of our teachers have access to an adult who can support them with instruction and give feedback in a non evaluative way and to to

Be their support, person their bridge, their link, to help them deliver on our priorities that we've seen

Next slide.

Thank you. So it's just important to talk about, and we know what research says about change management and realizing that, as we have shifted in the organization so last year was the adoption for K.

5 math. This year, K. 12. All Ela and 612 math.

In the next year social studies, and then, shortly after, we'll be looking at science while also looking at some of those single-tim classes meaning those classes that you know might be only one class in the entire building.

But they still need instructional materials, and what we know is that we know that there's an initiation.

And then there's implementation, and then their success. But along the way there are some dips, and this slide just really speaks to staying on the line, because sometimes when our educators take those off ramps or those detours like oh, this is difficult it's harder than I thought I I just

Need to stop. I need to take a break. That's when we began to to lose people.

And so it does take time, and we're staying the course.

As this is year 2 for the big shifts that we've made, in Portland.

And the office of teaching and learning. Next slide

So then just start our next steps. We'll continue our learning walks this month in May, and we're triangulating our data from our learning walks and instructional rounds.

So instructional rounds are happening with principals, and they're area senior directors.

Their supervisors, getting into classrooms and having conversation about what they're seeing in terms of teaching.

We're evaluating our curriculum adoptions and looking at our data around professional learning. And we're also ramping up our plans to support building leaders and teachers on the feedback that they're giving us and making sure that we're providing the support structures that that they want and that they need.

And we're also improving our messaging around the instructions framework.

We have posters go out last week to get into all of our buildings, so that it's not just this thing that sits at the district officer on our website.

But it's really a framework that we believe in, and that if we're saying that we want it, we want our language to be common, then we need to make sure that it it's on that through line to the classroom

Great next slide

Oh, that might!

Yeah, I was gonna say, that might be it. I thought I had a questions. I do have questions.

Alright. And is this the last slide? Okay.

One. Okay, so so I guess what I'll just say, Yeah, I think what I'll my my overall message would will be that, you know, in the office of teaching and learning we have a pretty large department, and we're structured in a way that that allows us to keep the focus on

Instruction that we send our students and we center learning. And we send center support for teachers in all of our work.

And even our learning as a group is sitting as learners, so that we can also have those conversations about what we need to do to improve as a group, so that we can help the groups neat to improve

And that's sorry. That's a lot. I feel like I that was a lot of talking at you all.

But I know I also have some time for questions. So what?

What can I answer?

Grace.

Alright!

Hello, thank you, Doctor Armstrong. I Wantm wondering if you could speak to the little bit more detail about the instructional coaching that that shift, and what that would look like at the elementary, the middle and the high schools

Yeah, that's a great question. So we did announce to pro principles just a couple of days ago the support that will be providing, so that all of our schools will have an instructional coach.

We are in the process of working through that job description with Hr.

And Ph. But we do know that while the position will be localized site base, and when I say localize, I mean at the school site and centrally supported by the office of teaching and learning making sure that those coaches have the resources and materials that they need to support the instruction that's happening in

The building, but, like all parts of the details, I don't know if I can speak to just yet, as the job description is still under construction, for for lack of a better term.

Will there just be one instructional coach at each high school?

Or will there be more than one? Because there's so many more academic?

You know deep understandings that are required, high schools and and at middle schools I'm a teacher.

Yeah.

And an elementary school, and I can. I can imagine situation of having a one instructional coach at an elementary school of manageable size.

Yeah.

Yeah.

It would still be a tall order for that one person to understand all of the curriculum at all the levels but I'm having a hard time understanding how we would be able to find someone who could support all the learning that goes on in the middle school.

And a high school

Yeah, absolutely. So we still have content area experts that are on the team at Ol.

And we also believe that a support structure a teacher, leader, pipeline, is something that we need to strengthen.

We don't believe that. You know that there's a single person that's responsible for leading towards the instructional priorities.

But that's a team of people, and we're still teasing out what that looks like.

And in the process of creating or refining a model that speaks to what that support structure will look like.

And so that could be individuals who have a certain expertise in a certain subject area on an instructional leadership team on an IoT that's coming together with the instructional coach to have conversations about work.

That's happening in those professional learning communities or other spaces that's focused on learning

Thank you.

Yeah, no, problem. Thank you. Rhonda.

Yes, thank you. Have a few questions, but I ask these 2 in the beginning.

So my first question is, how is the framework? This instructional framework aligned with the pat contract?

And how is it aligned with the current evaluation? How teachers are evaluated

Yeah, that's a great question. It isn't right now.

So the instructional framework came to be, or under development was under development.

Last last year, I believe last spring, prior to my arrival, and then the pat contract.

I believe the teacher. Evaluation system is more or aligned to a framework.

That's the Charlotte Danielson, more aligned to like a Charlotte Danielson framework, and while that talks about like planning and preparation and instruction and engagement and reflection ours is more focused on those

Instructional strategies that need to happen to engage learners.

And we also like to think of it as our tier one, like the is the type of instruction that every student should have, so that we know that it's our baseline that the culturally affirming deeply engaging data driven and great-level standards aligned but it's

Not tied to the pat contract

Okay, has Pat been involved in creating the framework

Would have to imagine. I know that there were teams. I don't know if I can speak directly to that.

I don't want to miss quote. I don't know all who was on the team last spring.

But I do know that it was a group of individuals from Central office and school buildings, and so but I don't know like if pat leadership was involved.

But I do know that there were pat members involved, but I know that that could be very different.

So.

Okay? Cause I'm asking, because I know we're in bargaining right now.

And being a former PA. T. Member, when it's not involvement in place.

From the very beginning. It's gonna be a lot of resistance.

Yeah.

So I'm just wondering if there's gonna be if there's collaboration from the very beginning and that's going to be integrated into the new bargaining contract.

That is pending right now.

Yeah, that it's certainly a conversation

Sure.

And it. I have other questions, but I'll I'll refer to my colleagues right now.

Okay. I'll go to Roger, and then I'll see. I'll come back

My question was, Are your efforts linked to ap classes?

And Ibe the International Baccalaureate program.

Courses? Are they the same? Are are they?

It's separate.

Well that so that all fits in the office of teaching and learning where we have Ab.

IP sorry ap ib and cte on the instructional framework.

The instructional framework can be applied to any classroom, any of across Portland public schools.

But we do have a concentrated effort on growing our our programs.

Whether it is api or cte I don't know if the answers your question directly, but but I would just say that the instructional framework is for all classrooms.

Pl. Through 12

Okay. Stephen.

Yeah. And so I think he doesn't eager. My first name could be.

7,

And it's I know that. Just wanna say, so.

I I like to spin, but it it it resonates with me, and what I'm trying to, you know, some goals in terms of reducing or narrowing the you can get, and and they're there.

There are 2. How does framework connect to scores, or whatever? This is some sort of like a Meetings and

Figure out how you know, set up in the day.

But that kind of connection

Yeah, so I think your your question is, how are some of these actions going to help close achievement gaps? Right?

Is that like I summary of it? And I would say so, first taking the bowl stance that we believe that every student should receive great levels, stands the line instruction or hired, depending on what course they're in is a pretty bold statement, and you know we engage in conversations all the time With individuals who say, Yeah, but I don't know if my kids are there yet, or you know, I don't know if they're ready to go into that lesson just yet.

So what's the other option? And we say that our only option is great level standards align.

You know there's this quote that I often like to sight, and it's called the soft bigotry of low expectations.

And when I think of many of our students who are are experiencing or sitting in the the gap between high performing and and struggling, I think of those strategies that will help support them right?

So that productive struggle is something that's talked about in the instructional framework.

The higher order. Thinking is something that's talked about. The science of reading and having those scaffolds to support students, so that, you know, if there is a student that's struggling with a specific concept or there's a specific skill that they haven't yet mastered that they're scaffolds to be able to be targeted in that approach. So that then that student can develop that skill or understand that concept and then continue on in their progression through the lesson.

And you know, we just believe that some of those elements are in all of the elements in our instructional framework.

But some of the ones that I mentioned are those gap closing strategies you know.

Oftentimes in organizations you have folks, and I like to say that they're the ones who stand back and admire the gap like.

Oh, we haven't achievement, Gap, or we have an opportunity gap.

And let's look at the data and let's continue to have conversations about the data.

And I feel like that's it's admiring the gap what I'm hopeful for is coming out with an instructional framework about what we expect, and prioritizing.

That is what I feel is that action towards actually closing those gaps, and not just at my ear?

So can I connect with pull up? I guess. I guess. Yeah.

So that that makes a lot of sense to me, and I think I guess what I'm missing.

Is there any evidence that, adopting a framework with this leads to a change in the if you say any high evidence?

Yeah.

And I'm not saying this because I think that I'm just saying it, because right the you know is that when we formulate some goals or we agree or not with these calls, and then actions right, like I think we should think about all the actions connect to the boards, and if
Yeah.

It maybe we need to rewrite the call right.

And and do you think about the port

No, I appreciate that, and I can say so. One of the things is, we know, those Ester funds that came in to really mitigate learning.

Loss, was extremely impactful and powerful, and one of the strategies that we used was creating learning, acceleration specialists.

Where they would be pushed into schools and into classrooms, specifically math and English.

Supporting students, specifically black and native. Who's those are our students who?

Some of the our students here needed some support, and we're seeing, as some gains through our map testing.

Looking at that data that's the only data we have like that.

That that slide I showed about the time, and then just going through the implementation.

But thinking of just those high impact strategies to support our meet learners where they're at.

Give them some tools that they need and push them where we're seeing some promising results at getting students back at grade level, in in math and English, like language arts

And in, and Dr. Armstrong, if I may just jump in real quick thinking about stuff on's question, and and it it it really is, I think, about I can't name the studies off the top of my head.

But thinking about the importance of who's in front of the student, and the enabling conditions around the student.

And and when I kind of start taking the step back, I think about powerogy, the art of teaching, and then, being a content expert, so someone could really know their material.

Yeah, I I there was a point where I was in. I was a chemistry major.

I knew chemistry, but if you have me, teach it to someone, I may not be a good teacher.

I may know the content expertise, or vice versa.

Someone may have a good pedagogy technique and had to engage and and understand, and differentiate.

But maybe there's an opportunity to hone in on that.

On being an expert in how the math is is understood, and and so several studies talk about that that nexus of like the importance of having both.

And how do you create the conditions? How do you create the space to make that happen?

And I think the instructional framework which stemmed from the strategic plan.

So thinking about all the community engagement, all the conversations that happen to build forward together right?

It was the the Dr. Armstrong shared earlier the graduate profile, and the different dimensions and characteristics that we want.

Our students to have as a Pps graduate. How are we gonna get there?

And one of the goals in the strategic plan was to develop the instructional framework which then touches on like, how do we ensure that the pedagogy is there?

How do we ensure that the content expertise is there which touch on several studies and best practices?

Research back practices around improving student outcomes.

Alright, so that that and and and and answered, Yeah, I just chimed in there.

I was trying to be quiet. I'm fighting a cold.

Me, too. By the way, thank you.

A reason why we don't have board member Lowry tonight is her family is contracted Covid.

So, if there's lots of disease going around, I guess, Steven, your hand is still up on the weather.

You intend to ask more questions? Okay, are there other questions?

And Dr. Armstrong, we're we're right. At 6 30, which was the time of the we were to allow her to go on her merry way, but
Looks like looks like Corona has. Hand up. Cron.
Did you have another question?
Okay. Okay.
Yeah, so a lot of what you said in the presentation we heard a few years ago with the Cbc.
So I'm just curious, is is the Cbc still around?
Has this replaced the Cvc, yeah, what?
What is the update regarding it?
The Cbc. Can you tell me what the acronym stands for?
I think he's meaning the Gbc guaranteed viable curriculum.
Is that right? Corona?
Yeah. Gbc, excuse me. Yes. Gbc, thank you for that.
Oh, okay. Yeah. Well, I it's so. The so the standards that that I'm referencing are the the common core standards.
And I know at at some point some some folks, some individuals, refer to them as Gvcs. I don't.
I don't know if I know the history, or well enough to
No, that's that's we're talking about 2 different things.
Okay.
I know the standards. The Gbc was basically an infectious instructional framework that the superintendent presented so.
Okay.
But now we see this instructional framework. So I'm kind of confused is the Gbc.
Still in place? Or did that get replaced
Yeah, I would have to say that it got replaced because I haven't seen it.
And the instructional framework. The roadmap to equity.
Educational equity is the only one I know. So I'd have to ask someone on my team kind of specifics on that, since it was pre meet
Okay, yeah. Is there anybody else on this call that can speak to that?
That's aware of the Gbc
I could speak to it as a classroom teacher. This is grace as as a classroom teacher.
The Gbc was basically, you know, curriculum that was built in house through lots of hard work, from educators and teachers on special assignment to meet the standards and then I don't know exactly the process of how that got pushed out and new curriculum
Brought in, but I think it has something to do with that.
We have the money, then to then go by curriculum.
That was prepackaged, and so all those things that were created in house or then discarded.
And we bought curriculum from corporate vendors
That's concerning as a as a committee member I'm I'm gonna ask my colleagues to to look more into that to see the effectiveness of the Gbc.
How much money was spent, and then, if there's any allegations, that is wants to be spent for this year for next year's budget.
Regarding this framework. I just want to see a comparison of the the former instructional framework.
The Gbc. And this new one
In Karangia I. This is the first time here in Gbc.
As well, so I I I don't know how feasible that's gonna be to go back and depending on the records to Dr.
Armstrong's point like we'll probably have to have conversations with folks who may no longer be at the district.
But I think, certainly taking a look at it, and just frankly speaking, if we take a look at our map and performance data that's if there may be some, you know, inkiness to what that looked like over the

past few years, and with the latest presentation, and information, we're hopeful for next meeting
 Will have Dr. Adams join us at talk about the data and and maybe we can ask to see if there's some
 data that can be pulled from the past few years to kind of look at where trends have been but it's a
 good conversation to have and and really thinking about where
 We've been and and where we're going, and and the why.
 To coronary your point like why, you know, why is this happening?
 And being able to explain that. So I think with us here on the folks right second year in Dr.
 Armstrong first year end we're we're probably have to go.
 Look at the I want to say the archives, and see what what sort of information we can
 I will. I'll just throw out there, too. I've I've written down your comments, Kranja, and I'll make sure that
 we found up, and I also do.
 I have been around long enough to know about Gvc.
 As well so I'm happy to help folks kind of dig out some information I know there's a a few big
 presentations from the 1819 school year, so not too long ago.
 Okay, yeah. Great. Thank you. Cause I'll I'll just put up a email.
 But yeah, I I've written it down, and we'll we'll follow up with you
 Can I have asked about that? And just last year it said that the Gbc was still implemented, and that
 was deputy Superintendent Margaret Carter.
 Margaret, yeah. So I'm I'm just curious of what happened to us.
 And and is there any type of alignment
 Yeah, yeah, and it could. We can certainly come back. And and it could very well be a conversation
 around like, Oh, it's it's a thinking about the first time I've heard that acronym.
 So maybe just some packing and having some conversations and come back and be like, Oh, yeah,
 that's what this is.
 And and being able to do that. So I think it's a certainly a a follow up
 Thank you.
 Right, and I I I would. The only other thing that I would add, thank you for what everyone else has said
 is that we're still adopting curriculum.
 So I would have to think that there's still some teacher developed materials like specifically in science,
 and maybe some other areas.
 But yeah, I I'll I'll thank you for capturing those questions, Jordan, and I will see what I can add
 Thank you. Thank you. Everyone for the invite.
 Yeah. No problem. Have a good time.
 Thank you for joining us
 Thank you very much, and
 Absolutely.
 Thank you so much, Dr. Armstrong. Thank you.
 Next on our agenda, with a letter received from the community based organization.
 Organization's about the student investment account funding.
 I forwarded that or that latter to to Jordan and ask him to put it on the portal, and and then, just this
 afternoon, so heard from Tom, did Jordan.
 Who who is a sports person for them, and associated with the mounts about the learning center.
 Further articulating the information that they had received from from Ode the Oregon Department of
 Education about student investment account funding and I don't know whether no better or or or your
 staff has had an opportunity to to look at that.
 And to respond to it. It's if so, is that in our on our portal, Q. A.
 Or or do you? Wanna you wanna share anything about it?
 If it if it's something you haven't looked at yet.
 The and one of the respond to later. That's that's fine.
 Just let us down!
 Thank you, Roger. I I think what I can share is that we're in the midst of developing our Sia plan.

So the student investment account planning cycle is ending this year, and the new cycle is is we're doing the plan as we speak for the upcoming, not just the upcoming by any, but like for the next 4 years.

The student investment account is now part of a broader effort by the Oregon Department of Education, known as a aligning to student success.

So it's really looking at as I Si a measure 98, which is a high School Success Success Act.

There's Cte and a few other grants, and so Ode is asking districts across the State to put together a comprehensive plan that's not just about Si A, but about all of these different other distinct funding sources, but to treat them as a cohesive

Strategic plan which makes sense. And and that's the work we we're starting to do as part of some of our community engagement conversations.

There was a survey that went out to families and community to get feedback around this.

There's a presentation embedded in that as well.

And so it's an ongoing process. We do have some preliminary numbers from the State that the grant, the Si a grant, is is about 36 million dollars.

This year we had about 38 million dollars, slightly higher probably closer to 39.

So it's still moving pieces. So it's still early in the game.

We we mentioned earlier that the Governor shared her budget legislatures are working through different bills, and they'll eventually be making appropriations.

And part of that includes what that amount will be. The sia.

But it's it's in the process right now as working to put together our our plan for the integrated Grants.

So it's an integrated grand guidance from Oregon Department of Education to get to a lining for student success.

Hello!

I see Mariah has her

Yeah, I had a little bit of a hard time sorting through the the numbers on this.

Just a maybe my lack of experience here. And so perhaps not for this meeting, but for a few meeting.

I would like to come back to this and just ask the number of.

So they put in about 27 \$2,800 per student.

And they're saying they have 900 students. That's clearly not what they're funding.

That's not their full funding for source. Right? The supplemental funding.

Okay. And then good.

Correct. Correct? Yeah, that. Yeah, yeah, I, and I, I, there's the Si as one additional one funding stream.

There's another one that is net based on the net operating calculation.

It's a complicated calculation to add additional funding.

But yeah, there's there's additional funding sources there

Okay. Thank you. That that helps a bit because they break it out as in terms of you know, per student funding across the district.

But it's clearly not going to all district students. So

Are we being asked to as a as a committee, we in on the specifically as a part of our recommendations later

Oh, they! They would like for us to weigh in historically, Cbos and alternative programs are are funded by a formula that comes from the State at 70%.

Based on the average daily tenants or or membership, is it's called Adm.

And and it's passed through the district to these these organizations and

Largely at the behest of these organizations. Cdrc.

As recommended to the board, that they increase the the 70, and and last year they, the they received 90%.

The now this year. Cb, always our our targeting on on this specific funding source of the trump said comes from the students.

And that's where they come up with these figures of \$2,700, or whatever, and and and so I.
 It's up to us whether we might recommend the. There are certain services that are provided by the district to these organizations, and the there's a a calculation of ministry and the cost of the district takes and and and so on.
 So, Bardo can give us a more detailed briefing as we go along.
 But that in the nutshell is that the the?
 They asked me the other day to come to her. One of their facilities, which happens to be right in my own neighborhood.
 So I'll I went over and walk through the building with them.
 But the they're obviously wanting us to recommend to the Board that they they get their. What they see is a fair share of this student investment account. So
 Granja has his hand up
 Yes, thank you. Yeah. I had a question about would we be able to review like any outcomes from these community based organizations?
 I will talk of success and outcomes.
 Do they have? Would that be presenting
 That that's a responsibility of the charter and and alternative Program subcommittee of the Board, and they review performance.
 And that is not a a role that we play
 Roger, though, in in in regards to that one aspect is like, we're not Cvrc is certainly not reviewing, but it may be helpful information, so I don't want to take it off the table.
 If if folks are interested in seeing information
 Well, I I I don't want I don't want to make it.
 I do want to make it clear that it is not our role to review whether they are prepared or not.
 Right, right.
 Right.
 For me. That is a decision made by Board Subcommittee.
 Yes, you're right. Yeah.
 We're welcome to review what the Board has acted on with regard to these organizations.
 Okay. Yep.
 But that's not our role.
 I don't understand how
 Okay. I didn't. I don't. I didn't.
 I didn't say to like we're making a decision, I said, it's data percentage.
 It's data, input information presented I didn't.
 I didn't talk about a decision making, so I don't know what you're talking about.
 Yeah, yeah, and and and subcommittee meetings and board meetings, because decisions are made throughout the year by the board.
 Whether they recognize it or not, that establishes policy that dictates to the superintendent how to construct his budget, and so revealing the the performance of a charter of or alternative program is one of those instances the policy committee is another one audit
 Committee is another one, and so and so on. And so, if you have the time to go back and review you know all those meetings are on online posted online if you if you can attend them.
 In person, but I would encourage you. The committee members, to get their themselves put on the public notice less so.
 So you're receiving the notices of these meetings, and so on.
 So you're aware that when they take place
 I say, yeah, Steve, is that it's his hand up
 Yeah, just to make sure, like, it's it's step on zoom.
 I I would just wanna so if I understand this correctly.
 I'm sorry stuff, but I have a difficult time understanding I don't live.

Maybe the sound that on my machine, that what was your question

So I just wanna make sure that our what would be a to be here is our task to say to fixing don't like a recommendation for this or not.

Okay, so yeah.

We will re view the proposed budget as to whether or not it aligns with the board, goals and vision

Okay, thank you. I think that's enough. So if you if you wanna if you're supposed to see where this is line, typical submissions I don't see anything here that can find me.

The robust can help us in so I can't make a decision.

That's

Well, we don't yet have a proposed budget in front of us to know whether the he's proposing to paint buildings green or paint, or something, or whether he's a aligning himself with the goals of the of the board

And I. I see Grace's hand up, and and I'll I'll just it's something regard, not just from the Cdl perspective.

Just I think, when we take a look at the universal budget is is really thinking about the board goals. The strategic plan, and and what I share with folks, you know, whether they like to hear it or not. Like to hear it at the end of the day. It's a pie, not a well, so, having to prioritize, there's only so much funding to be able to do all the variety of different things, and so when we align towards the objectives of the board, and and and how how is then the superintendent's proposed budget aligned towards the board goals and the certificate plan, and so, knowing that there's limited funds, how we, making the best balance approach there

Grace. I I jumped in. You had your hand up

I just wanted to clarifies. Stefan.

You are asking whether or not you were sharing that you didn't feel that you had enough information at this point to endorse the letter.

Is that correct? You weren't talking about the whole budget

That's correct. I I would say yes, and that's it.

I would say this to I don't have an opportunity to to be able.

Right.

So if you know

I, I, I don't think that's the impact tonight.

The with the acknowledged receipt of it, and the, and that the further analysis will be required

I. I would also want to throw out that as of a couple of days ago, the district is no longer offering an online learning academy they've closed that school.

As part of their their plan, and so I think that this letter from the Cdos, which tend to support students who have been unsuccessful and getting their needs met in in a traditional school setting, becomes even more important to listen to because that other option of having an online school is no longer Available to those students. So I would like to see more data as well about the effectiveness of these programs, but also just to share with the committee my concerns of making sure there are plenty of opportunities.

For students to to be successful, no matter the whether it's in a traditional school or in a cbo that th that's important

Yeah, thank you for bringing that

That's a good point. And I was gonna say, maybe the staff can provide us the the list.

I I think they're something like something like 14 cbo's in in all.

What they are and what they're e individual focuses are.

Very. So that's in all the information that we could

Yeah, yeah. And I'll I'll I'll chime in the online learning Academy to be clear.

Still open for this year, and a decision was made to close the program for next year.

In. Yeah, I, there's staff that's going to be working and work and currently working with families to ensure whether it's our virtual scholars program or whether it's their neighborhood school or whether

it's some other option that can support them and the online learning academy was funded through Esther so it was one time funding that was supporting the program relate.

Yeah. It was a response to the pandemic. And as enrollment has dwindled down from a hive about 600 students to about 230 students.

And when we're thinking about the one time dollars at our Ester are going away, it's having to make that decision.

So it definitely working with the families to support them and identifying appropriate options that that work for them

If there are no other questions, I would encourage individual.

How many members to submit questions for staff to to respond to, and and open to anybody who wants to add them.

Any comments at at this time

So I'll show up for a minute and see what Mara

Yeah, I think I'd ask through email a question regarding the budget process.

And just if you don't have an answer right now, that's fine. But there was some answers shared an email regarding where we are with the survey and

Kind of a expectations for the engagement process. How do you feel?

It's going to share

Yeah, I, I we were thinking of putting a presentation to share and talk through it today.

But we've definitely wanted to give this space to Dr.

Armstrong, but a at some point, maybe, whether at our next meeting or via an email response, it's we wrapped up our last community and engagement earlier this week with our special special education families.

And since December, meeting with a variety of different groups throughout the past few weeks, and it's been better than last year.

We've had lots of responses to the survey as well, and a lot of this information, I think it's over 600 responses to the survey.

I I I think it's it's a good response.

Obviously 45,000 students, they there's a disproportionality there, especially, for you know, our statisticians.

And when we start looking at that, but it's it's one component to the process that you know.

We're gonna leverage on top of some additional ongoing conversation that have been happening with their school leaders and other stakeholders, and a key driver to this is the integrated grant application that we're working on that mentioned earlier that state of Oregon is requesting us to put Together a cohesive plan that's been it informed whether the community engagement or best practices.

And so we've come. We're in the midst of compiling all that information I don't of the top of my head.

I don't know how many sessions we've done, but we we've made the rounds, had a few conversations, 7 sessions, and I think, from the perspective of of of an intentional effort from the Cfos office and intentional effort to try to help not

Just relay what a budget is, and what is for teacher plan is but also to collect insight.

Very, very happy with the results, and very proud of the team as well.

Give a huge shout out to Jordan and to Alexandra, who lots of late evenings in in getting through a lot of information.

But we will definitely come back and share some more information, particularly as we work towards putting the application together.

That we'll we'll need a submit to the board that they'll then approve.

That goes to ode. The organ department of Education

So are there other questions? Okay.

Alright. Yeah, honest, I I just have some questions. I just want to put on record, and you don't have to answer today.

What others wanted to put it on record and maybe you guys can answer these questions another time.

So the first question is, how does the district plan on using the successful school survey data?

Will that survey data be available to the communities? I?

How's the district? Use the data from this survey in the past?

And what examples does the district have to show the impact of the survey on investment and outcomes and the current year in the previous year

And I will put that question in the chat next question I want to put on record is, how is the budget survey data going to use some regards to integrate grant guidance?

How would this survey data feedback we use to inform the budget and invest decisions internally, and will that survey data be available?

And the last question is in the current budget process, planning process, as the district reevaluated grandfather programs, investments like 15 years plus such as have it.

What is the current cost of each program and investment?

How many students do each of these programs serve? What is the demographics of these programs?

And what sick is the success rate? And then also have these programs been compared to new programs, investments like, the R. E. S.

J contracts, reflecting effectiveness, and the return on investment.

And I want a lot of questions. There, so I will put that in the chat.

And hopefully, you guys can answer those from the future

Thank you.

Thank you.

Good questions.

I I think Bertel, in in many ways of some of those questions.

Reflect some some of the concerns that I've raised in the past.

The district has put forth a resources for over the last 5 decades, trying to deal with the what we call the Education gap.

And the and yes, the gap still exists, and and so is there an ongoing evaluation is to the effect of this of of the resources.

That have been put forward previously, and whether they should continue and should be altered in some way

Yeah, yeah, I, I I think that it's the I don't know if you have account for inflation.

The 1 billion dollar question that disks across the country ask themselves when it just gets to academic return and investment right?

And and the ability to account for the merit to one program own or another.

And I think that's something that is on top of mind, particularly as we're rolling out a dashboard.

That talks to our progress against our searchic plan and and the goals there.

That's something that we can share a link to it.

In in one of our Q. A. Setup, but, or in our Q.

A document, and in that opportunity evaluate programs. And it.

It is one of those challenges where you think about like the layered cake. There's something that's been happening, then you add another layer on top of it.

How to us set to stop and not stop, and those are some of the conversations that we've started, and and and and to be able to say, are we?

How do we compare avid to rest? J. We we haven't done that, and I don't know to what capacity we may be able to do that, but I think there are certain examples of researching to survey data responding to different elements.

I think about the the increased investment in social workers through the student investment account that came out of some some feedback conversations.

And and and so we'll we'll we'll definitely formulate an answer and I, it's in the reality of it, is not gonna be a perfect answer.

And I can think of experiences in other places where it's like, Oh, why did that one program work great at this one school, let alone different districts but it's like one school did better similar demographics at another school, and it goes to a variety of different reasons whether it's technical to just adaptive and and the levels there. So there is no real, easy way that anyone's put on paper that we can say, yes.

That is the formula that is exactly the rat we need to go.

But but we're keenly aware of it, and and thinking about the the information that Dr. Armstrong shared. There's when we look at the data, and we think about the the immediate impact that that the immediate opportunity, the opportunity for immediate impact is like the teacher in front of the student, and then the principle in the building and so what are then like, how do you then provide those

Relevant, resources and benefits, and then you how do you wrap it around?

The student. So whether it's counselors or social workers, or other services.

And and so, yeah, it becomes extremely complicated puzzle so, Roger, I don't have a clear answer.

But are are we thinking about it and like, how are we moving forward with our our plan?

So with the integrated Grant guidance, it's a Four-year plan that Odysseus asking us to put together.

And so as we collect information, it's also not just about an immediate response for next year.

It. It really is. What are the the, the shifts and pieces we can be putting in place as we build towards the next few years.

And and yeah, there's just that real conversation back to.

It's a pie, not a well. There's limited number resources.

How do we make thoughtful decisions around? Wh, what? To stop, what to continue

Okay. Are there any other questions that Miranda has already left us to see?

Anything, and I want to be sure to thank everyone for their participation this evening.

They've been some good questions, and I'm sure they'll be further questions.

That will be forthcoming from the the commitment as well.

But is there anything else that anyone would like to ask at this time?

And if so, please raise your hand so we can recognize you

If not Jordan, will you please remind us, when our next meeting is?

And is it the joint work session with the board on the fourteenth, or or do we have another

Yes, one of these times I'll actually have that up when you ask me the question.

March second is our next Cbn regular Cbrc.

Meeting Thursday, March second. The the Board work session that we were referring to earlier is on the fourteenth of March, which I'm about to send you all an email asking if you can come in person, and if you can I need to know if you have dietary, restriction

So. But please respond to that email when you get it. Thanks. So

And that's what I put in the chat there.

So so we're we'll meet again on March second at the the regular time of of 1530, or or 5, 30 and civilian time, and and if there's no less further questions, we stand adjourned

Thank you. Everyone. Great evening.

Thank you.

Thanks. Everyone.