



Community Budget Review Committee

Meeting Agenda

Thursday, April 13, 2023

5:30pm - 7:30pm

[Meeting Link]

[Member Portal]

CBRC ATTENDEES: Roger Kirchner, Stephan Lindner, Lisa Selman, Paul Freese, Mariah Dula, Karanja Crews,

STAFF ATTENDEES: Jordan Cooper, Alexandra Martin, Renard Adams, Terry Proctor

PUBLIC COMMENT: James Ofsink

5:30pm

- Welcome/Check-in
- Public Comment - James Ofsink
- Any updates from the group?
 - Chair/Co-chair/Vice Chair
 - Update on ND & District Support

Notes:

5:37p meeting called to order.

Public comment from James Ofsink from TSCC (Tax Supervising and Conservation Commission).

James Ofsink: Vice Chair of TSCC; TSCC is over 100 years old and is unique in that TSCC is involved in all districts with taxbase in Multnomah County. TSCC review the budget, speaks to executive staff and Board members. The first hearing is with Trimet and the final hearing is in June. TSCC is interested in ensuring high-quality budget documents that supports the community mission. This will support the TSCC work in reviewing and approving the budget. TSCC has asked how CBRC input has impacted decisions. TSCC website: <https://www.tscmultco.com/> Thanked the committee.

RK: Current chair is a former TSCC member. The questions TSCC has may interest CBRC.

MD: Asked to proceed with further updates.

JC: Nolberto is recovering and will continue to be out and will slowly transition to work. Support from senior leadership includes Jonathan Garcia. Senior leadership will also be answering CBRC questions and Jonathan will support getting answers though it may be slower.

5:45pm

- [Presentation by Dr. Renard Adams](#), Chief of Research, Assessment and Accountability

Notes:

Dr. Adams presented slides.

Slide 2 - MAP Assessment and growth distinction was discussed, The MAP assessment defines growth as the students whose scores increased enough that they met their mid-year target.

Slide 3 - MAP is a norm-adjusted assessment. Described three curves.

Slide 4 - Reading 3-8. Described disaggregated data for 21-22 and 22-23.

Question in chat (MD): Does growth in this context mean the average % growth or growth of a % of the student population?

Question in chat (KC): How do you determine a growth target?

It means the percentage of the population; for example looking at Black students, 41% of Black students met their growth targets compared to 43%.

What determines a growth target?

The average growth based on a student's score in the fall to winter time frame.

Slide 4 - Reading 6 Described disaggregated data for 21-22 and 22-23.

Slide 5 - Reading 7 Described disaggregated data for 21-22 and 22-23.

Slide 6 - Reading 8 Described disaggregated data for 21-22 and 22-23. Students of color all demonstrated increased growth percentages.

Slide 7 - Mathematics 6-8 Described disaggregated data for 21-22 and 22-23. Highlighted grade 6 decreasing in growth.

Slide 8 - Mathematics _ Described disaggregated data for 21-22 and 22-23. Overall decline.

Slide 9 - Mathematics 4 Described disaggregated data for 21-22 and 22-23. SPED maintained and all others declined.

Slide 10 - Mathematics 8 Described disaggregated data for 21-22 and 22-23. Most groups demonstrated growth of at least 50%.

PPS is an initiative Roadmap to Racial Equity: PPS is adopting standards-aligned curricula. This will give students high-quality material. Deep and broad professional learning plan for educators. The professional learning this year includes cadres for content or grade level alike groups. Next year we will have a professional coach model to turnkey the professional learning at the school-site.

The other component is the instructional framework; this is a unified vision of what teaching and learning should look like.

We have ongoing strategies to improve student learning like interventions including tutoring, learning acceleration specialists for Black and Native students at elementary and middle. We continue to review curriculum usage; adoption takes time. We are seeking to increase the percentage of teachers using the curriculum. We are improving peer collaboration and project based learning. We are monitoring the progress and making adjustments as needed. We use formative and curriculum-based assessment to meet the needs of all students.

Reading and math is above 50% growth except grade 6.

We still see differential growth patterns by race.

Continuing on the path to improve teaching and learning.

6:15pm

- Questions for Dr. Adams

Notes:

RK: Dr. Adams, there are questions in the chat. Have you seen those?

Question from Chat (MD): We're seeing two years. For instance, with the Math growth % decline is this a meaningful trend? How does this look over 5 years, 10 years (COVID of course being a complication)

Dr. Adams We have not been implementing MAP testing long enough to look at more than two years of data. The pandemic year involved some students taking the assessment online. There was a slow rollout of MAP overtime. There really isn't something prior that we can compare this to. **Will ask the team.** We noticed a decline in math and reading fall assessments more than pre-Covid.

MD: Do we have something to compare that to from past years?

Question from chat (RK): I wonder what evaluation has been made as to why the decline? COVID?

In chat (MD): Roger, this begs the question what the prior year (all online) looked like.

In chat (KC): Do we know what reading and math strands is being taught within those 8 weeks where you measure growth? If the board goals focus is proficiency results, how does the non proficiency data support the board goals?

Dr Adams: We don't have those but will get it back to you. Aligned to Common Core.

MAP meets students at instructional level. If a 6th grader is a 4th grade level, the assessment meets the level and measures over time growth. This is different from the Oregon state assessment leveled by grade.

RK: at the highschool level a new math curriculum was introduced. Did this go to all grades?

At elementary in year two, in MS in year 1. In k12 in year one of language arts.

KC Can you please explain the usage of this Data?

Dr. Adams: Expect all students to have one year of growth when they have access to effective teachers. This provides a common lens.

KC: If the board goals focus is proficiency results, how does the non proficiency data support the board goals?

If we looked only at proficiency without growth we would not know what is working. MAP helps us understand growth and allows us to reward.

KC: What about report cards and local assessment performance tasks

Dr. Adams: Dr. Armstrong would have to answer re: local assessment, MAP should not factor in students' grades. As I learn more about the curriculum measures. OTL would have to answer.

MD: trend over time? We are still learning. It would be helpful to have standard deviation for the metrics. Looking at 50% growth, what does that look like?

Dr. Adams: In fall we give MAP assessment and achievement after fall test and growth after winter test.

KC: If we are comparing across the board how can we compare?

Dr. Adams: We don't use it on an individual basis, it is used in TAG though. The curriculum-based assessments will be used in the next school year.

KC: The way teachers use MAP data is to modify instruction but the district is just using it to report on growth.

Dr. Adams: We use it to measure growth and achievement

KC: What is the district's expectation?

RA: I would need to talk to the Teaching and Learning team and get back to you.

MD: We are seeing improvements.

Dr. Adams: Yes we are seeing promising early results, We are cautiously hopeful for more positive news. Compared to the state we are seeing promising growth.

6:45pm

- Budget Book Update
- Report workflow discussion
 - How would the committee like to break up the work?
 - Does the committee want to meet in-person at all during the report development period?

Notes:

AM: we wrapped up work on the proposed budget document. We will be sharing it soon with the board and will be sharing it with the committee directly after. We will have two volumes and it will include a bunch of different information. Volume 2 is individual school reports—you should see trends

over time. Also includes really great visuals as well as data.

JC: This is earlier than than last year and will provide 18 days to write the report

MD: How will this budget book be communicated to the community? Will those individual pages be sent to the schools?

JC: Can bring this question back to leadership and ask about this

RK: One of the major groups that would be interested is PAT.

JC: PAT is well-informed throughout the process

KC: Revisit the policy roles.

RK: Responded in email. Board adopts policy and vision. The role of the committee is to assess if the budget aligns with the goals of the Board. It is not to evaluate policy.

MD in chat: The CBRC reviews, evaluates, and makes recommendations to the Board regarding the Superintendent's Proposed Budget and any other budgetary issues the CBRC or the Board identify. The CBRC also monitors and advises the Board on the allocation and expenditure of Local Option Levy funds. <https://www.pps.net/Page/1677>

RK: LOL is dedicated to instruction and support. Our assessment of the LOL requires us to find average salary and divide by overall amount spent on instruction. To understand if LOL delivers as promised to voters.

KC: What does the term evaluates mean for our committee?

RK: We are evaluating if it aligns with the Board goals and vision and directives.

KC: Informs of the discussion or the report? What does the process look like?

MD: It is in the form of a letter to the Board as well as discussions with staff.

KC: I was confused when I asked the questions in the email and your response is not the space.

RK: I don't understand the question or the confusion. We do not have a policy role and do not question the policy of the Board.

KC: The evaluate part; it is in the form of a report, is it discussion as well.

LS: Roger is not setting what our committee is responsible for. He was trying to distinguish the policy questions. The policy informs the budget and our role is to assess if the budget supports the policy.

KC: Focused on evaluating and new to the committee and learning.

LS: Appreciate the questions and fresh eyes and the depth of the questions.

MD: When I think of the MAP score presentation, when we think about special funding assigned. Has

the funding made a difference in MAP scores for example. Funding is differentiated to different schools, there may be some indicators there.

KC: Seeing the MAP data, it is not really effective. I am looking at it from an evaluative point of view; is this the best way to spend dollars? He did not answer the proficiency question. If the Board is looking for growth and proficiency. I do not understand the answer provided. The email was more about evaluating than the policy. How do we evaluate the expenditure. and is this the right data to understand? It is best practice to look at curriculum data. MAP is only measuring 8 weeks of growth; how is that enough data if the instruction is not in that area, for example.

RK: I was also responding to the response to Dr. Adams. Mariah provided the role. We have a condensed period of time to do the work.

Stephan L (in chat): It might be useful to repeat the question from the email Karanja had. I'm confused about the distinction between policy and budget.

SL: KC comment makes sense and the distinction between policy and budget is difficult. We should be flexible.

RK: In the response to KC, committee members can present the Board at any meeting but they should speak as an individual. That is a way to influence policy, vision and direction throughout the year. Policy is implemented through the budget proposal.

JC: Discussion on how you would like to put the report together.

RK: Last year Lisa divided the document and had individuals prepare comments on their portion and then we edited together the combined document. Some years the chair and co-chair drafted.

May 2 the report is due to the Board.

LS: Last year we divided the work. Last year we had a smaller group. Perhaps discussion with common themes. Timeline of when people can add comments with key themes people are thinking about.

RK: Board and committee members expressed the answers leaving something to be desired. There may be unanswered questions to articulate in the report.

LS: Scroll through themes to focus on.

RK: For example, one of the questions asked about deferred maintenance. Last year it was \$600m and now it is more than \$1b. I did not see an articulation on the meaningful way to address. This is a jump and the response was that future bond measures will be addressed.

MD: PPS is not alone and Trimet, rising costs with salaries and inflation.

KC: Did my question get answered to what is evaluating? I think I missed it.

SL: My interpretation is assessing, review means you read carefully and you make a recommendation.

LS: Are there issues you want to comment on but now you can't or want to understand the role?

SL: The role does not say the way we do the work and is vague.

LS: Look at previous years letters from CBRC to the Board to understand the temas, detail and depth we are evaluating the budget. That will help understand how we inform the budget.

MD (in chat): I agree there is some room for interpretation. I would propose we move on from this issue.

KC: What is the process for reviewing the PAT negotiations in regard to our report? Is this allowed?

LS: This was in the email and some is union-led. I am not clear that would be in the purview. This is negotiations beyond what the committee.

RK: The Board has a set aside guided by in bargaining. The Board is still engaged in collective bargaining. We could support their salary increase but other than saying it we do not have a role.

MD: We should not weigh in on a bargaining issue we have no way of evaluating it.

KC: I am not saying we should get involved in the bargaining, in the framework of our role, if we are reviewing a budget with an allocation for salaries, isn't that our role to evaluate.

MD: I don't have data that would support the evaluation.

KC: What type of data would you look for?

MD: I don't think there is data connecting teacher compensation to student outcomes. We should look at past committees to see if past committees see it in the purview.

SL: We do not have voting power, we are writing a letter. We should focus on things the Board should consider and within our reach to change.

JC: We will provide the budget this evening, this leaves 18 days. The Proposed budget will be released publicly on 4/25, about a week from now. There is only one meeting now between when the report is due. Report due on May 2. The next CBRC meeting is April 27th. Would you want to add a second meeting, meet in person or hybrid meeting? Start a document to make suggestions? depending on how they split the recommendations or work together.

FK: Would LS like to try to assign by next week? Back into May 2. Decide the structure for how people can contribute.

RK: Suggesting a meeting on 4/20 to get an assignment to start drafting a report.

JC; Will send an email to the committee tomorrow morning.

JC: Will copy last year's report to start a draft document.

JC: Will send a reworked QA process. The way the Board operated, it is helpful to separate older questions from questions that arise while looking at the budget.

LS: When are we getting the LOL staff report?

SL: That also has to be done by May 2?

LS: Yes and it is straightforward.

RK: The LOL report is based on the current year.

JC: I will compile all this in an email to send tomorrow morning.

MD: Remember these are our last meetings and we want everyone to be able to participate.

LS: For Jordan and staff.

7:15pm

- Q&A Document -- any questions to add for staff to answer before we close?

Notes:

7:30pm

- Closing
 - Proposed Budget will be presented to the board on April 25th
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- Announcement of the next meeting date and time