



Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

Dr. Charlene Williams

Director of the Department of Education

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## HB 2656 Advisory Meeting Agenda

April 5, 2024

3:00 - 5: 00pm

### Meeting Goal

- I will gain a stronger understanding of the historical context surrounding state level accountability measures over the past fifteen years.

### Meeting Agenda

- Welcome
- Setting the Context
- Breakout Groups- Protocol
- <<Stretch Break>>
- Whole Group Shareout
- Housekeeping
- Closing

### Meeting Minutes

- Nice to see that some of the systems that are put in place are still there and productive
- Some of the older history in this document seems to be tied to vision and scope things. Over time, we've narrowed the focus and broken into smaller pieces that we need to focus on. Cuts both ways— good and also spread attention span through fragmentation.
- I kept looking for the vision in the document. Lots of well-intended programs but NO overall shared vision that each of these actions is in service to.

- Changes in leaders (and leader vision) meant that we didn't have the same cohesive leader overtime
- I think there are competing visions in Oregon, vs. a comprehensive vision that the initiatives and programs then serve and support.
- Big vision stuff– 40-40-20, STEM hubs, etc. And now it's very specific, fragmented initiatives that are promoted by different organizations rather than this is good for ALL of Oregon.
- At the state level, there's been a lot of focus on the SSA. Not a vision, but very process heavy.
- We had a lot to say on four main topics:
  - Policy: there's a piece of the story that we need to talk about Measure 55 and funding. Measure 98– intent to close gaps without accountability. SB 819, 732, etc went unfunded. As bills get passed and school board adopt renditions of these bills, doesn't translate to boots on the ground.
  - Equity: not present in the story. School improvement plans– written but not read. No continuous improvement loop. Discipline data. ELL dollars but not being accountable to those dollars. Special education– how that lawsuit looked and felt like... If we're not talking about equity, then we can't look
  - Workforce: EACs and RENs– great org entities to gather. What are the responsibilities of these entities? Springboard from the Chalkboard Project– systems without a cohesive vision.
  - New: 1/3 of our Legislature is new voices. Beautiful but does not have the background. Supt newness. New teachers in classrooms.
  - Native American SS Plan is the first, foundational, launch AND THE MOST FORGOTTEN.
- Different starts and stops in waves of reform and how that impacted progress. How do we continue to put students at the center of the work? How students/ staff/ educators have experienced the different waves of change.
- DELC/ ODE/ HECC– what's the shared vision?
  - We're upgrading and renovating the house while the kids are currently in the house.
- Reflect on what's working, what isn't, how do we measure that progress? When we do system reform in a piecemeal way, it impacts stability. Add pressure to what educators and staff are carrying.
- From a capacity perspective, what's expected from our workforce 20-30 years ago versus now? Expected of our students 20-30 years ago?
- Naming tension of state and local control. Layers of governance. Conversation around funding stability, adequacy, equity while also having policy conversations.

- Areas where we want to go deeper– Intensive Programs. Efforts that have been successful? Progress for our focal populations? How do we staff for those efforts?
- Different changes nationally and the chilling effect it has → 2016 election, going into this election cycle. Public perception of schools and what we value. How do we make sure that we're on the same page for kids while also taking a healthy look at the system and what needs to change.
- Expectations of educational teams– bias associated with all of those partners in terms of their expectations for themselves, receiving and participating in education. More unnamed tension points. Unpack so we can more thoughtfully support the students.
- Missing in the story are the humans themselves– everyone has a story. Human portion of how policy impacts REAL humans. No student voice in the policy story.
- We finished by talking about– this is a **beautiful opportunity** to rethink the way that we go about these policy initiatives in a way that makes more sense for Oregon. We need to change the narrative around student success– fulfill the vision of all of these well-meaning initiatives. What's our vision for quality in Oregon and how do we make the most of that opportunity?
- We want to align our vision of Portrait of a Graduate to align with the policies that we're considering.
- Numerous things that Oregon's schools are asked to do. Funding mechanisms are not always there to do that. There's more asked of Oregon's educators and students than there is time to do those things. So much that's being asked without the funding and infrastructure to successfully do those things.
- With the different funding that's thrown at us and the tight timelines, it doesn't allow you to plan for adequate and thoughtful contributions that allow you to make the most of the funding for students– it looks like we're flush, but much of this funding comes last minute with tight timelines to spend.
  - EI/EC– the people who do that work are highly specialized, retaining them is key given relationships, but when you have funding that is incongruent, you have a lack of ability as an educator to retain those folks.
- Not just tactical choices but strategic choices that center students in the education system
- In our group, we need more direction around what's on the table.
- Upcoming long session– connection with the funding work
- Assessment needs work; chronic absenteeism; if we're going to accelerate, we need more time/ practice/ opportunities → we need to strategically align resources around our Portrait of a Graduate goals
- The real deal is what happens with teachers in classrooms every day

- I want us to think BIG and bold and outside the box. Can we just throw out the whole system? Every student in Oregon has an opportunity to be curious, play, explore their own interests and go to school where they are welcome, safe, feel seen. Not just drill and kill, another intervention, that wall is leaking, I lost recess again, I don't have time to eat my lunch. How do we make schools castles of education? I don't want to just work with the parameters of the feds.
- Figuring out how to inspire our teachers. I know the building is on fire, and flames are licking your feet, but we also need you to go into the building. We're losing our teachers. Where are the hope dealers? What are we growing, and are we intentional in that? Where's our teacher force in our castle of joy?
- We also need to pay attention to what research and science tells us matters for kids— and that includes a building focused on safety and belonging. The importance that I would add is a strong vision from a collective leader. If we have those two things, we can be unstoppable.
- Beautiful opportunity. Renaissance mind— exposure to character building activities and other activities that they would normally have access to.
- When we talk about educators, we need to talk about licensed and classified— that doubles our educators.