

Thursday, February 02, 2023  
5:30pm - 7:30pm

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

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

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 ~~instru~~strux stan

On t



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

N

JC: It may be hel



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 thg wi toth



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 g hat that ~~multitroop~~ on& the



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 Cvr.  
Member for much longer time that I been around. 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 front, an

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

And so what is the instr

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 into hæuha

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 office 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'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 question. 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 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 next 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 want to be 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 principals 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 academics?

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 OI.

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 would 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 it's weed and in tiowt i d b cp g on teandp

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ds r g 3/4 t c



It's separate.  
Well that so that

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.

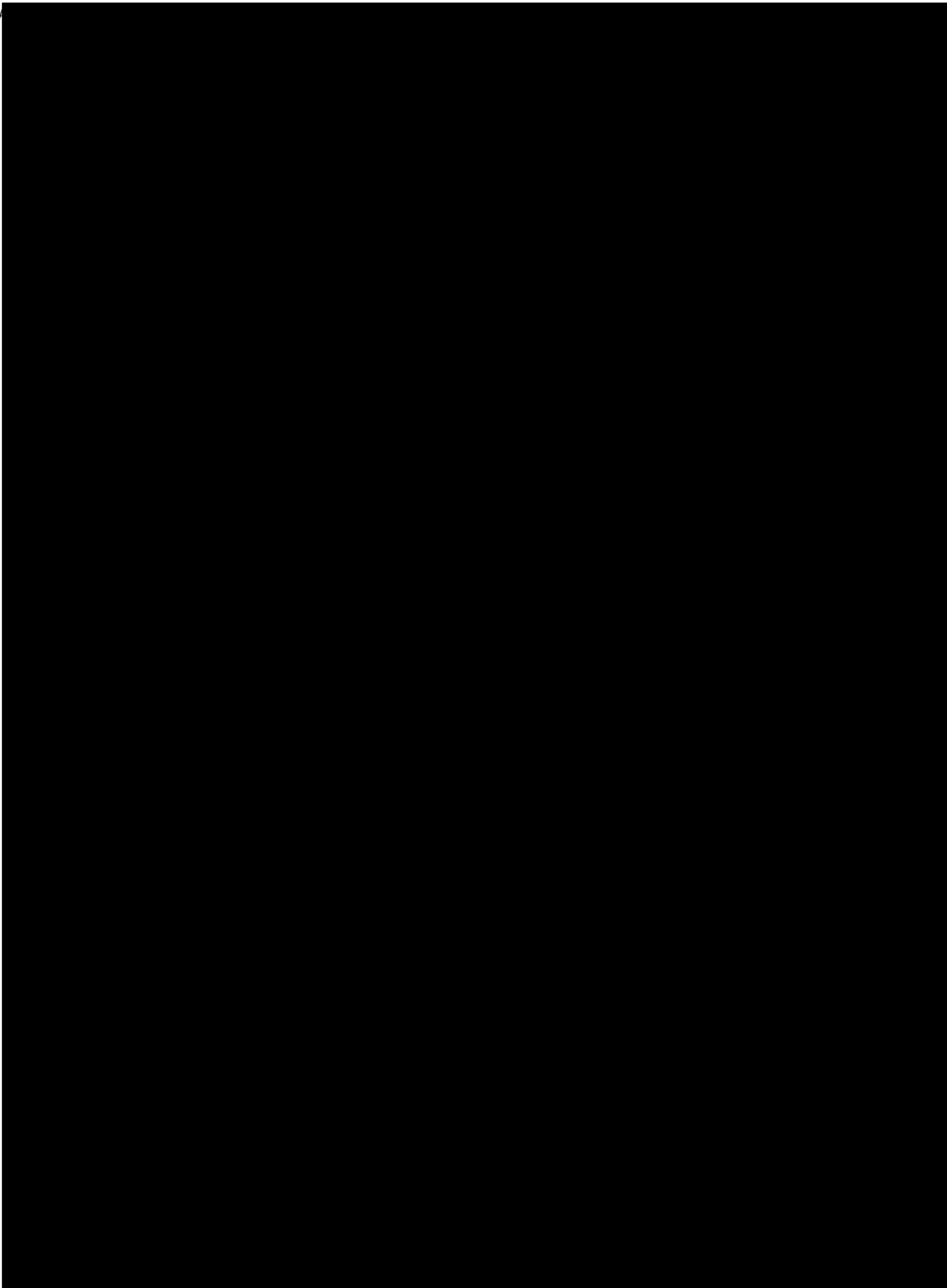
Our students to have as a Pps graduate. How are we gonna get there?

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 qyt con





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

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

So it's a aligning to student success, a measure of high school success.

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 that's a 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 probauba heq.

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 there's 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 to be there day to come to her. One of their facilities, which happens to be right in my neighborhood. I went over and walk through the building with them.

So I'll come a few just needs to be a lawyer to write.

But they're obviously wanting us to recommend to the Board that they they get their. What they

But that's not a role of a 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 role that we play

Roger, though, in in in regards to that one aspect is like, we're not Cs



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 f



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 invb

And I can think of... in other... it's like, Oh... that one program work g...  
at this one school... different... better similar demograph...  
at another school... to a variety... it's technical to...  
Just adaptive and... the levels there... way that anyone's put on paper...  
that we can say,

That is the form... exactly the rat we need to go.

But but we're... are of it, and and thinking about the the information that Dr.

Armstrong sh... e's when we look at the data, and we think about the the immediate impact

... that the... the opportunity, the opportunity for immediate impact is like the teacher in front  
... when the principle in the building and so what are then like, how do you then

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... t, rQact