

**Good morning,**

**I have received the following list of questions from committee members regarding HB 2009/SB 141. If you could respond at your earliest convenience, I know the committees will appreciate it as they consider these measures.**

#### **Administrative Actions**

- 1. What is the timeline for completing the administrative actions related to grant consolidation and administration of grants?**
- 2. What is the timeline for completing the administrative actions related to ODE's internal capacity and the Department's ability to support districts based on their needs?**
- 3. What is the timeline for completing the administrative actions related to ODE's efforts around improving public transparency around data?**
- 4. How will districts be identified for coaching? Will it be based on all 8 metrics, or a portion of the metrics?**
- 5. Can we please see some examples of the goals set by or for districts? What targets were set and what was achieved?**

#### **Directed Coaching**

- 1. Who will be providing the coaching for school districts in need of support?**
- 2. What experience and qualifications being considered? How will they be vetted?**
- 3. Will coaching be provided in-person?**
- 4. How many districts currently receive coaching from the Department?**
- 5. With these proposed changes, how many districts will the Department have the capacity to support through coaching?**

#### **Intensive Program**

- 1. Who will be providing intensive program support for school districts in need of support?**
- 1. What experience and qualifications being considered?**
- 2. Will intensive support be provided in-person?**
- 3. How many districts currently participate in the intensive program? With these proposed changes, how many districts will the Department have the capacity to support through the intensive program?**

#### **Directed Funding**

1. What data and information will be used to inform the directing of a school district's Student Investment Account dollars?
2. What data and information will be used to inform the directing of a portion of a district's State School Fund allocation?

#### Entry/Exit Criteria

1. What criteria is being considered for entry into/exit from coaching?
2. What criteria is being considered for entry into/exit from intensive program?
3. What criteria is being considered for entry into/exit from directed funding?
4. What criteria would be considered?

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## Answers

### Administrative Actions

1. What is the timeline for completing the administrative actions related to grant consolidation and administration of grants?

Oregon Department of Education (ODE) Director Dr. Williams outlined additional key administrative actions in her [March 2025 testimony](#). These administrative actions will be completed no later than August 2026.

2. What is the timeline for completing the administrative actions related to ODE's internal capacity and the Department's ability to support districts based on their needs?

By June 2025, ODE will contract with a third party to inventory staff work and responsibilities ([March 2025 testimony](#)). Once completed, ODE will develop a plan to refine and renew staff work and responsibilities that align to a comprehensive vision and strategy. This work has been initiated through the hire of an Interim Deputy Director and cross-office prep for accountability.

3. What is the timeline for completing the administrative actions related to ODE's efforts around improving public transparency around data?

[Per the March 2025 testimony](#): ODE will modify and refine its data collections and improve its transparency to the public through the following activities:

- Engage with school districts, partners, ESDs, CBOs in order to identify what other information should be included on a transparency dashboard by April 15, 2025.
- Inventory current data collections and determine what efficiencies are feasible by June 30, 2025.
- Increase accountability by publicly posting school districts' data in user-friendly formats, including related to graduation, 9th grade on-track, 3rd grade reading, regular attendance. Phase 1 of the [Oregon Online Report Card](#) launched on January 21, 2025, and we will continue to update and iterate for Phases 2 and 3. Phase 2 includes increased coordination with TSPC and HECC in order to add educator workforce data and accountability details to the fiscal transparency dynamic data dashboard system. ODE is targeting having Phase 2 complete by July 1, 2026 and Phase 3 by July 1, 2028
- Leverage Oregon's new Online Report Card to help education and community partners answer questions about student outcomes; webpage links to important fiscal information, early literacy curriculum materials, and current and longitudinal state test results. This work started in January 2025 and will be ongoing.

**4. How will districts be identified for coaching? Will it be based on all 8 metrics, or a portion of the metrics?**

School districts are identified for coaching based on a review of all targets, including baseline and gap closing targets; this review helps ODE direct coaching based on area of need (for example: early literacy, regular attenders, early intervention and indicator systems to improve 9th grade on track). Currently, customized coaching is opt-in. This coming year, when integrated applications are reviewed in the Spring of 2025, ODE staff will flag applications for coaching needs. For the Intensive Program, ODE uses a high-level statistical model to understand diversity of student population, overall student outcomes (in all LPGTs), and focal group student outcomes (in all LPGTs).

The legislation calls for three levels of intervention:

- After 2 years of not meeting performance growth targets - the district must accept Coaching. School districts are identified for coaching based on a review of all targets, including baseline and gap closing targets; this review helps ODE direct coaching based on area of need (for example: early literacy, regular attenders, early intervention and indicator systems to improve 9th grade on track).

- After 3 or more years of not meeting performance growth targets - the district must participate in Intensive Coaching. Determining how a district is required to enter Intensive Coaching will also require a review of all targets, where progress and growth will be considered.
- After 4 or more years of not meeting performance growth targets - in addition to participating in Intensive Coaching, the department is authorized to direct **up to 25%** of the districts SSF, SIA and other moneys under the program

ODE will review all 8 metrics to better understand district progress. Coaching would be focussed on a priority area for improvement. For example, it is reasonable for a school district who does not meet growth targets for regular attenders to receive coaching in this area after two years, and progress, growth, and implementation data should be considered in making these determinations.

Depending on the language in the Bill, ODE will work with the State Board of Education to set rules that inform the conditions for school districts entering coaching and intensive coaching programs.

Furthermore, additional clarity is needed around the expanded definition of “school districts” to include charter schools and Education Service Districts, where an entity might not have eight metrics and growth targets. For example, some charter schools serve only grades nine through 12, removing 3rd grade ELA and 8th grade math from their set of metrics.

**5. Can we please see some examples of the goals set by or for districts? What targets were set and what was achieved?**

Beginning in Spring and Summer of 2023: Student Investment Account (SIA) grantees with more than 80 ADMr met with the ODE’s Office of Education Innovation and Improvement staff to co-develop Longitudinal Performance Growth Targets (LPGTs) for the five common metrics (regular attendance, third grade reading, ninth-grade on-track, four-year graduation, and five-year completion). Co-developing these goals occurs every two years and require school districts to set:

- Baseline targets (the target against which minimum performance will be measured),
- Stretch targets (more ambitious, but still attainable metrics for students), and
- Gap-closing targets (targets set for a combined focal group).

An example of this process is a mid-size district in a relatively rural area of Oregon that serves a diverse population of approximately 2,500 students. As can be seen in the below table, the district met their regular attendance, ninth-grade on-track, and 4-year graduation targets. However, they did not meet their target for third-grade reading or ninth-grade on-track. The district leveraged this data to review their investments to ensure that the areas of focus and goals are driven by data. An example investment was the use of funds to support professional

development in the science of reading to support all educators in having the skills needed to provide evidence-based literacy instruction to their students.

	<b>23-24 BaselineTarget</b>	<b>23-24 Actual</b>
Regular Attendance	60	<b>62</b>
Third-Grade Reading	32	<b>28.4</b>
Ninth-Grade On-Track	75	<b>75.8</b>
4-Year Graduation	74	<b>78.8</b>
5-Year Completion	80	<b>78.2</b>

For additional information regarding LPGTs including a high-level analysis of statewide results, please review the [Longitudinal Performance Growth Targets \(LPGTs\) and Local Optional Metrics \(LOMs\) webpage](#).

The targets and a high level analysis can be found on this website:

<https://www.oregon.gov/ode/studentssuccess/pages/longitudinal-performance-growth-targets.asp>

## **Directed Coaching**

### **1. Who will be providing the coaching for school districts in need of support?**

ODE is permitted to enter into contracts to provide coaching. External providers (examples linked [here](#)), ODE staff, Education Service District (ESD) staff, and Educator Advancement Council (EAC) staff are likely to provide coaching depending on the scope, depth, and duration of need.

Offices within the agency have coaching and professional learning support in different configurations already underway. These include, but are not limited to, Financial Stewardship, Equitable Mindsets, Equitable Grading Practices, Early and Adolescent Literacy, Mental Health and Well Being, Leadership for Continuous Improvement, Family Engagement at the School & Classroom, Equity-Centered Data Practices, Student Success Systems, Support for Language Learners. All providers are required to focus specifically on one or more of the LPGTs as part of their work.

### **2. What experience and qualifications are being considered? How will they be vetted?**

Coaches and coaching entities should have a proven track record of leading successful school turnaround, managing significant change, and demonstrating strong collaboration and communication skills. Deep instructional expertise and a commitment to culturally responsive practices are crucial experiences and qualifications to be considered.

The vetting process will consider factors such as leadership and transformation experience, which are essential for driving meaningful change and fostering growth, in addition to a review of their qualifications by Procurement officials, the Department of Justice, and the Department of Administrative Services. Similar reviews will be in place when the areas of coaching are expanded.

**3. Will coaching be provided in-person?**

Coaching will be provided in-person as much as possible and based on a district's unique needs.

**4. How many districts currently receive coaching from the Department?**

Currently, 11 school districts and ESDs have volunteered to participate in the Customized Coaching and Professional Learning (CCPL) opportunities established under the Student Success Act and Student Investment Account.

No districts have yet been directed to participate in the CCPL based on a review of growth targets or financial audits.

**5. With these proposed changes, how many districts will the Department have the capacity to support through coaching?**

At this time, providing a definitive answer is challenging due to the proposed expanded definition of 'school district' and the additional Performance Growth Targets. These factors will influence the number of districts requiring coaching at this level. The Department is ready to support districts through a range of resources, including external providers, ODE staff, ESD staff, and EAC staff, tailored to the scope, depth, and duration of each district's needs. Under this bill, the new requirements for growth targets would first apply to the 2026-27 school year, meaning the first review would occur during the 2027-29 school year with required coaching to take effect for school districts not meeting growth targets until the 2028-29 school year at the earliest.

## **Intensive Program**

### **1. Who will be providing intensive program support for school districts in need of support?**

In the current model, ODE staff work with ODE-contracted Stewards to support participating districts. Program staff would adopt a similar approach if the program were expanded under proposed legislation. Districts are each assigned ODE staff members as their District Support Specialist, as well as three Stewards, who bring external perspectives and deep knowledge and skills in the focal areas of leadership, teaching and learning, and community engagement. ODE District Support Specialists support the implementation of the program, build relationships between the state and district, and meet with other ODE staff regularly to examine ways to reduce burden, align processes, and reexamine policy to dismantle systems that are detrimental to student and district success. [A high-level summary of the Intensive Program is available here.](#)

### **2. What experience and qualifications are being considered?**

The minimum criteria for all stewards include at least seven years of relevant experience in K-12 education, community organizing, or systems change, along with a deep understanding of implicit bias and structural racism. Strong relationship-building skills, the ability to navigate complex conversations, and experience delivering professional learning are essential. Additionally, experience in data analysis, particularly at the student level, and the ability to communicate findings to various groups is required. [Additional qualifications can be viewed here.](#)

### **3. Will intensive support be provided in-person?**

Support for districts is currently delivered through a variety of methods tailored to meet the unique needs of each district, and program staff would adopt a similar approach if the program were expanded under the proposed legislation. While in-person support is considered the ideal approach, the Oregon Department of Education (ODE) and ODE-contracted Stewards collaborate closely with district staff to determine the most appropriate support at the right time. For some districts, this means primarily in-person engagement, while others may benefit from a hybrid model that combines both in-person and virtual support. This flexible approach ensures that districts receive the assistance they need in the format that best aligns with their capacity and circumstances.

**4. How many districts currently participate in the intensive program? With these proposed changes, how many districts will the Department have the capacity to support through the intensive program?**

Currently, there are four districts participating in the Intensive Program. With the proposed changes, ODE will ramp up capacity to support and meet the needs of approximately 20 districts. **That said, we know that we will learn much about growth in this program as we implement and make necessary adjustments to serve districts in need.** ODE will implement a number of strategies, including but not limited to: conducting a focused review of existing staff roles and responsibilities including skills needed to carry out this work and reorganize, deploy, and train existing staff. We will also be tapping into existing networks and partnerships to expand our ability to serve districts.

## **Directed Funding**

**1. What data and information will be used to inform the directing of a school district's Student Investment Account dollars?**

ODE will conduct a robust review of implementation progress to date - including a review of needs assessment and community engagement efforts, a review of financial health, a review of programmatic health as informed by revised reporting procedures before making moves to direct Student Investment Account dollars.

**2. What data and information will be used to inform the directing of a portion of a district's State School Fund allocation?**

The new legislation proposes that districts receive intensive coaching with the department authorized to prescribe a maximum of 25% of the school district's\* State School Fund. We will need to take into consideration a robust review of support and intervention to date - including a review of the coaching, Student Success Team recommendations, and review of financial health, a review of programmatic health as informed by revised reporting procedures before making moves to direct State School Funds.

\*Please note the new legislation expands the definition of a school district:

(10) <School district> means:

- (a) A common school district or a union high school district;
- (b) An education service district;
- (c) A public charter school;
- (d) An approved recovery school;
- (e) The Youth Corrections Education Program; or



(f) The Juvenile Detention Education Program.

SECTION 3. (1) Each school district that receives moneys from the State School Fund shall measure outcomes of the students of the school district as provided by this section.

## **Entry/Exit Criteria**

### **1. What criteria is being considered for entry into/exit from coaching?**

The new legislation proposes that districts receive coaching after two years of not meeting growth targets. The type of coaching, including the scope, depth, and duration, needs to be carefully considered so as to best meet the needs of the “school district.” Progress towards meeting growth targets or other interim goals will be considered when determining when a “school district” is no longer in need of coaching.

### **2. What criteria is being considered for entry into/exit from the intensive program?**

Under the proposed legislation, districts must participate in the Intensive Program if they do not meet their performance growth targets for three years. Districts would have one year of participation in the Intensive Coaching Program to meet their growth targets before being elevated to Intensive Coaching with the possibility of the department directing State School Fund dollars.

This is different than the current program, where districts must participate in the Intensive Program for a minimum of four years and exit criteria is determined by a review of progress towards meeting the stated goals of the district’s Integrated Plan, improved student outcomes against the identification data OR progress towards growth targets, and a review of community input.

### **3. What criteria is being considered for entry into/exit from directed funding?**

Determining how to elevate or exit a school district from any particular level on the continuum of support (Coaching, Intensive Coaching, Intensive Coaching with directed funding) requires careful consideration of implementation data and leading indicators of success. Research suggests that continuous improvement requires three to five years. ODE hopes to ensure adequate time to see sustained improvement of student outcomes in school districts across the state. As the bill is currently written, this timeline will be determined in rule by the State Board of Education.

### **4. What criteria would be considered?**

ODE will consider the data and context of the school district. Data includes regular attendance, third grade reading, ninth-grade on-track, four-year graduation, and five-year completion along with the additional two metrics - K-2 attendance and 8th grade math.