

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol Street NE Salem, OR 97310
251 B Conference Room
Thursday, October 13, 2011
11:00 a.m. – 2:00 p.m.

Present

Susan Massey	Brian Reeder
Sarah Boly	Jenni Deaton
Beth Gerot	Courtney Vanderstek
Lynn Lundquist (by phone)	Anne Erwin
Mark Mulvihill (by phone)	Morgan Allen
Maryalice Russell	
Peter Tromba	

Absent

David Bautista
Frank McNamara
Gail Rasmussen
Duncan Wyse

Welcome and Introductions

Reports

- Member Updates and Information:
 - Susan: Workshop at OSBA Convention, Friday, Nov. 11, 10-11:15 AM (75 minutes), room 208. *Getting the Most from our Education Dollars: The QEM and Student Performance*
 - Look at work we've been doing, and have opportunity to discuss vision now and for future
 1. Commission/Background- Susan and Brian
 2. Review Past Reports (In particular, work with interviews, visits, digging deeper) - Frank
 3. Explain Current Vision- Sarah and Peter
 - Susan will follow up with presenters re: how long their section will be (approximately 20-25 minutes)
 - Brian: For the OSBA presentation, focus on the last 2-3 rounds of the commission and the work around best practices instead of the "mechanical operations." Important to emphasize ways to improve education, not just the funding piece.
 - Sarah: Good timing for the best practices survey.

Discussion

- Update on identifying schools that are performing above/below expectations:
 - Brian: New structure for flexibility. Question posed if we need to maintain current structure and develop the new side by side? These structures are driven by the same data, just displayed differently. There is an advantage in keeping the existing structure so we can view the model both ways and draw comparisons.
 - Daunting to recreate an all-new structure and throw out the old.
 - Make sure new is effective before phasing out old structure.
 - Data can be loaded “as is” in new structure and manipulation can be completed once it’s loaded, decreasing chances for errors and increasing flexibility.
 - Brian hasn’t worked on the regressions yet, but will commit to working on QEC work in the next four weeks.

- Learnworks and relation to the 40-40-20 report: Beth Gerot and Anne Erwin (Former administrator in Hillsboro, and current principal at North International High School in Eugene)
 - Learnworks was a very deep experience; 30 Oregon educators and community members met for 10 hours a day, 3 days a week for 4 weeks in Portland to look at possible structures/practices for a seamless, outcomes-based education system.
 - Result was a set of ideas around how the Oregon Education Investment Board (OEIB) and legislature could support students and education to reach Oregon’s 40-40-20 goal.
 - OEIB, currently calling themselves the 40-40-20 workgroup, was not confirmed in September; planning for November confirmation.
 - 40-40-20 goal: 100% of students graduate HS, 40% earn an associate’s degree or other postsecondary credential, and 40% earn a bachelor’s degree or higher.
 - 40-40-20 needs to look like Oregon in representation/diversity; each section should be a representation of subgroups in Oregon.
 - Equitable distribution
 - 0 remediation needed
 - Tight---Loose relationship: Tight end= state expectations; Loose end=greater flexibility to school districts. Get rid of mandates/regulations that roadblock innovation for schools.
 - Seamless path into/beyond college- eliminate silos
 - Ready to Learn: by age 5, ready for kindergarten
 - Formative assessment to increase student achievement
 - Much discussion on proficiency
 - Less about grade level, more on age groups
 - Ready for Rigor: late elementary/middle school
 - Learning experience begins to cross content areas
 - Assessment; validity of teacher judgment in classroom

- Ready for College: ready for full-options diploma/for college
 - Full option diploma: fully prepared to attend college or move directly into a career. Meet content standards/measures along the way
- Locally and Globally Competitive: students' post secondary degrees provide a durable competitive advantage in local and global economy.
- How to get there:
 - Set of standards across continuum
 - Longitudinal data system
 - Student-centered, proficiency-based system of teaching and learning
 - Budget and accountability system that supports institutions in their pursuit of outcomes for students
- "Know" key content knowledge, "Think" key cognitive strategies, "Act" key learning behaviors, "Go" key transitional skills
- Assessment to confirm learning; to measure know, think, act, and go
- Proficiency-based: know where students are; regular assessments by teachers in classroom.

- Brian: TED video by Dan Meyer- MS math teacher who spends time re-writing math problems in textbooks to support "know" instead of just "do." Approaches to teaching make a tremendous difference.

- Elements of proficiency-based teaching and learning environment :
 - Clearly articulated learning targets; alignment with task and target
 - Teacher and student are aware of both task and target
 - Standards-based process of reporting
 - Flexible time structures
 - Students able to individualize to the instruction
 - Classroom-based formative and summative assessments
- Students at center of learning; teacher in community of learning; parents informed
 - Easy to say, difficult to implement- will demand increased PD and a shift in assessment practices
- State-wide data system:
 - Conceptually simple idea
 - Currently, administrators know very little about students that come to their school
 - History will be helpful for teachers to know students' trajectory; what they need "today"

- Peter: This does ask more of teachers, to review all of this student data in the minimal amount of prep time they have.

- Budget Funding: Outcome-based
 - Maintaining at current level, how can we increase performance/effectiveness/efficiency?
 - Fund outcomes, not inputs/process costs
- Achievement Compact:
 - As school districts meet/exceed outcomes, they receive increased flexibility. Districts that are not achieving will have increased oversight.
- OEIB:
 - Not confirmed in September; not enough votes on that particular Friday.
 - When all return in November, should move forward similarly to SB 909
 - Moving forward with workgroup and plan to have a report to legislature by December 15
 - Report will include information on the longitudinal data system and phasing in changes over time
 - Governor's speech in Springfield; 0-20 system, based on proficiency
 - The waiver is critical to moving forward with this vision
 - OEIB will follow the philosophies from Learnworks
 - Some content may have to be redefined, but the philosophy will merge seamlessly
 - Lynn: Where does the QEC/QEM fit in?
 - Mark: The QEM is referred to in meetings, supporting its relevancy and recognition of value. A natural transition for the QEC would be to help define outcome-based budgeting and the costs to implement proficiency.
 - Invite Tim Nesbitt and Ben Cannon to next meeting? Give commission direction for future, and an opportunity for the commission to express their support of the new changes in OR educational landscape
 - Next meeting: "What is our future?"
- Best Practices Committee Report:
 - Sarah: No meeting in August to consider QEC's place and many commissioners were occupied with Learnworks
 - Consensus of group that we need to show fidelity to our original charge, and reflect that in the QEM
 - Adjunct Best Practices team: critical friends as we need an extra set of eyes for review, contributing perspectives, etc.
 - Courtney Vanderstek will help ensure a smooth launch and provide connections and insight from OEA.
 - Work on best practices in Learnworks; compatible for QEM
 - Previous consensus: follow-up on math
 - Practices may be common across content and proficiency areas

- Departure from exclusively math; literacy and math closely tied
 - Broadening beyond math may increase buy-in from teachers
 - Focus on practices more than just content
 - Try to avoid buzzword “proficiency” to bypass angst
- Need to hone in on where we’re going specifically...
- Survey: hope for strong response for validity
 - Follow-up visits to schools as needed, after reviewing survey responses
- Peter: field test of survey in Eugene provided helpful feedback
- Survey sample- close to 100% response with smaller, randomized sampling, or send it out to thousands of schools and hope for 10% response?
 - Group decided the best option would be a smaller, random sampling of schools we’ll be drawing data from
- Maryalice: On the math piece, the same questions could be asked to see if there is a correlation between practice and content
- Susan: Assign same math pairs as last report? This may also draw interesting information
- Just explore collaboration, or are there other concepts to pull in?
 - Maryalice: Couple with follow-up piece already started; have a basis on math already
 - Examine what successful collaboration costs? (cost out a best practice)
- Possibly add a few questions to the survey re: aligning curriculum; what are elements of proficiency-based curriculum?
- May be able to ask fewer questions on the survey
 - If teachers answer “by yourself” on one on the first questions, they may continue to answer the same way on following questions
- Different questions for school board members?
 - How to word questions to get differentiated information
 - 10 questions max for quality
 - Frame question as a statement, and let them select to what degree they fit
 - First part=objective
 - Second part=opinion
- OSBA can help gain 100% or close response, especially from school board members at matched pair schools
- Extend window of time for close to 100% response?
- Send paper version/letter on ODE or Governor’s Office letterhead?
- Next Steps:
 - Finalize survey questions for district and school board member surveys
 - Brian will have the matched pairs identified by October 24
 - Sense of Governor’s office; invite Ben Cannon and Tim Nesbitt?

Next Meeting Dates:

- Pending: Meeting in November (many will be in Portland for OSBA convention)
 - Susan will communicate if there will be a meeting or not
- December 8 at ODE
 - Preliminary survey responses to review