

**Meeting Notes**  
**Quality Education Commission**  
**Oregon Department of Education**  
**255 Capitol Street NE Salem, OR 97310**  
**251B Conference Room**  
**Thursday, May 10, 2012**  
**10:00 a.m. – 1:00 p.m.**

Present

Susan Massey  
Sarah Boly  
Beth Gerot  
Frank McNamara  
Lynn Lundquist  
Peter Tromba  
Doug Wells

Brian Reeder  
Jenni Deaton  
Tim Nesbitt  
Morgan Allen  
Laurie Wimmer

Absent

Gail Rasmussen  
Maryalice Russell

Welcome and Introductions

Governor's Office Update: Tim Nesbitt

(Reference to achievement compacts handout.) Currently in the stage of considering best use of the compacts, and how to analyze the information from districts with insight (similarly to the QEC's process of reviewing and analyzing interview and survey results). The QEC's research method of using matched pairs is also a key approach at the OEIB level. Tim mentioned that several QEC members will be invited to join and share at the summer strategic planning retreat.

The Governor's office is interested in working closely with the QEC to identify from data and research what best practices that are working in schools can be widely shared and applied. They would also like to focus in on Brian's data and optimal resource path work, examining how money is invested across the continuum and how the information can be correlated to student achievement district to district.

Doug: How will 40-40-20 and QEM work together?

Each compact will specifically reference the QEM.

Predictive analysis: What would the compacts look like if schools were funded at the QEM level?

Schools' priority if/when funding improves will be to first recover to levels as they were before the cuts.

Outcome-focused investment (concept of extra funds reserved for innovation or results-based) is one of six key strategies the OEIB is discussing and considering.

- Would the funds be distributed through the formula?

Weighted funding: Should there be accountability measures in place to ensure that the money distributed for specific purposes/populations is used for the intended purpose? (ELL, etc)

- Tight/Loose paradigm: Hold schools accountable for the results of those students

Resources- Function of funding and cost

- Applied to delivery
- Applied to student populations
- Applied to student achievement results

There is the assumption that if schools have aligned resources and similar demographics, the differences in student outcomes must be a result of education practice.

- Important to challenge such assumptions; student results can be affected by factors not apparent in funding streams.
  - Community involvement
  - Social programs
  - New or experienced teachers
  - Student populations
  - Culture

Holistic services for students; Community Care Organizations (CCOs)

- Regional levels; beyond classroom and school setting

If geographic boundaries differ, it can be very difficult to attain such regional services and cooperative efforts to do uniform work.

### Member Updates:

Beth: Dave Conley is working with Eugene; the school board met with him regarding a survey of teachers and students in the district. Survey results are showing that teachers thought they were providing a rigorous curriculum to students, but the overall student perspective is that the rigor is not high or challenging enough. Back to back visits were made to both the newest and neediest schools in the district, which was illuminating to the importance of facilities. "Learning about learning" allows teachers and principals to come into a school and talk about problems of practice, observing classrooms and interviewing students for insight. The debriefs are non-judging and reveal helpful information for improvement. Beth has been a regular attendee/observer of OEIB meetings.

OSBA printing: For a 54 page document, approximately \$3.64/copy, with donated labor.

Sarah: Attended a symposium/exhibition of INTEL work; a new level of best practices. Similar process to the LearnWorks/OEIB partnership, blurring boundaries between PK-20 levels.

Doug: QEC conversations so far have been what he hoped and anticipated they would be, with a focus on breaking down silos across the state.

Susan: The QEC's application was accepted for the COSA conference, but we are still awaiting details re: when to come, etc. COSA will cover the cost of registration for one presenter; otherwise, the cost per day is \$99. Brian is checking to see if the cost can be waived for additional QEC members presenting.

OSBA is currently accepting proposals for the November convention. Susan will submit a proposal regarding the new QEM; *Best Practices and Educational Investment: QEM 2012*. We are requesting a 75 minute timeslot.

Waiver Update: The USED requested additional information from Oregon, which was the first response that most states received following their initial submission to USED. ODE and the Governor's Office worked together on the revised document and it was submitted to the USED for review. The target goal is to have the waiver approved by the end of this school year.

#### Best Practices Panel Update:

The plan is to follow the same QEM format as previous reports, carrying forward the key points in the mission and background sections, updating and adding information as necessary (highlight the direct reference to the QEC in the achievement compact statute).

Peter and Brian will work together on the document outline and distribute to the group.

Peter has reviewed and organized the interview reports, and has identified four key areas of focus:

- Professional learning communities
- Leadership
- Use of time and space
- Relationships

There were only 4 matched pairs with interviews from a high and low scoring school.

Interviewers could call and ask follow-up questions of school representatives if additional information is needed for the report analysis.

Sarah will provide text for the survey section of the report. Sarah is meeting with some experts in the field regarding assistance in evaluating the survey results.

The analysis of survey 1 (distributed in December, 2011 regarding collaboration and formative assessment) is well underway. May include graphs and charts as supporting information in the appendix.

Analyze the results of survey 2 (same survey, designed for the matched pair schools) and compare and correlate to the state-wide results.

Frank: The school interviews included perspectives of the best teachers in the buildings.

- Would be interesting to know if all building teachers had the same overall perceptions as those that were interviewed.

*Reminder to take all names (school and individual) out of the reports.*

Definition of formative assessment was provided on the survey, but not in the interviews.

- For consistency, should've inquired further into school's idea and definition of formative assessment to ensure that their responses align with the concept of formative assessment as outlined in the survey questions.

Sarah will share next steps for the survey analysis with QEC members.

Many thanks to OEA for their assistance in circulating the survey to teachers across the state.

Model Restructure Update: Brian Reeder

Model looks at 2 key parameters:

- What is the impact from additional resources?
- How will it impact at the next and future stages?

Add more money at 4<sup>th</sup> grade level → greater impact of higher performance.

- Has effect of shifting slope of curve at point of funding
  - At what level are you best off for adding money?

Next Step: formally do math to project allocations

Provide broad information that asks the question: Are we dedicating the right amount of money to right target stage for optimal results?

- Serious look at using given money better

As additional funding becomes available, districts can reallocate to the areas they took money from.

The push for increased spending at the early level is common, but this push doesn't look at the whole continuum and doesn't have a specific price tag.

Tie in with best practices section: If you want certain outcomes, you need a more concentrated focus. Highlight best practices in the report(s) as suggested concentration areas.

Assumption that if we identify best practices it should change the funding required

- Need healthy skepticism, and consider what may not be captured (tangibles vs. intangibles)
- QEM is careful not to create a template that says "this is how your school should look."

#### QEC Transition:

Susan has a meeting planned with Ben Cannon to discuss:

- QEC vacancies
- Budget
- Connection with OEIB

Peter and Brian will collaborate on the QEM outline and distribute to the group for input.

Best Practices Panel Meeting: Thursday, May 31, 2012– 10 am-1 pm in 251B

#### Next Meeting Dates:

- Tuesday, June 19, 2012 – 11 am-2 pm in 251A
- Thursday, July 12, 2012 – 10 am-1pm in 251 B