

Meeting Notes
Quality Education Commission
Department of Administrative Services, West
155 Cottage Street NE Salem, OR 97301
Conference Room B
Wednesday, December 12, 2012
10:00 a.m. – 12:00 p.m.

Present

Doug Wells
Sarah Boly
Beth Gerot
Colt Gill
Maryalice Russell
Julie Smith
Peter Tromba

Brian Reeder
Jenni Deaton
Sarah Pope
Heidi McGowan
Jada Rupley
Michael Van Kleeck

Absent

Gail Rasmussen

Welcome and Introductions:

Welcome to guests: Sarah Pope, Chief of Staff, Department of Education; Heidi McGowan, Kindergarten Readiness Assessment Team, Early Learning Council; Jada Rupley, Oregon's Early Learning Systems Director.

Member Updates and Information:

Maryalice: McMinnville was very close but did not receive a Race to the Top Grant. The process allowed for a thoughtful review of district needs and priorities, and the district will seek alternative sources/methods to implement key initiatives highlighted in the grant application.

Doug: Notified by the Governor's Office of two new commissioners appointed to the QEC: Judy Stiegler and Greg Hamann.

Brian: Governor's proposed budget for K-12 funding, including savings from PERS reform, seems disappointing, but K-12 did fairly well compared to other education sectors. Still a shortage of funding relative to the QEM model and what full phase-in would require.

Consider the \$6.15 billion in revenue plus \$253 million in lower costs as having increased revenue without the lowered costs.

How does the proposed budget translate for districts? For most, cuts will still be necessary.

Expenditure side of district budgets may change with PERS reform.

Julie: Very busy preparing for the SB 290 pilot. Excited to collaborate with Eugene school district in future months.

Beth and Peter: Report from meeting with Dave Conley, EPIC:

- Dave has not been following the QEC/QEM recently, but does have ideas for future direction.
- Will be working closely with John Tapogna, ECONorthwest in near future.
- In working with model schools in other states, Dave has concluded that a single model school is insufficient in accurately representing the diversity of an entire state.
 - Consider different prototype model schools, primarily differing around demographics. Makes for a more complicated process, but increases the relevance.
 - Could use statistic approach and change demographic parameters with equations.
- Original model vs. model with new goals applied; how will this change the costing out?
 - K-12 factors that predict college completion differ from whether or not students will pass the 10th grade assessment
 - EPIC has done work on the metrics to measure students' soft skills; what needs to exist in schools and at the staff development level to teach the soft skills for perseverance
- Dave is shifting his focus from research to weight of evidence
 - It is easy to chase one or two factors for many years, while a body of evidence may be more convincing than all of the research. The QEC may be better served with a focus on evidence than heavily on research.
 - Dave may have a few compelling sources of evidence for review.

Gresham-Barlow has designed a high performance school finder system, which matches demographics to compare like-schools on performance using OAKS data. The system can specify school level; elementary, middle or high. This tool can open doors for schools to connect with similar buildings for peer consulting and sharing of best practices.

ECONorthwest also has a comparable tool that factors in the growth model. (Need to be aware of the growth ceiling that impacts data for many high performing schools to avoid misjudgments.)

Next Steps for QEC Moving Forward

The QEC is interested in expanding to cover the PK-20 continuum. Other councils/commissions seem to be doing comparable work, and guidance for relevant future direction would be appreciated to reduce duplication of efforts across the groups.

Jada: Early Learning vs. K-12 conversations: Content is not altogether different, but the language used to describe the content is distinctive.

Current question as to where the Early Learning Council will be housed and what it will be referred to in the future. Currently, it is a Governor-appointed council.

Encouraging news to receive the Race to the Top \$20 million grant to strengthen Oregon's early learning system.

Kindergarten readiness assessment is an important measure for successes/needs. SB 248 requires school districts to offer full-day kindergarten beginning with 2015-2016 school year.

Sarah: ODE is striving to shift from a compliance focus to service orientation agency-wide.

What the field has indicated they want from ODE:

- Assistance in analyzing data sets (more than simply reporting)
- Provide support beyond determinations of in or out of compliance
- Regional models to provide support?

ODE needs to identify the pockets of excellence that exist across our state and effectively communicate best practices for replication in struggling schools/districts.

- Tie in implementation; ensure that districts have the resources and supports they need to implement necessary changes and follow them through.

Innovation: Who is doing things differently and successfully? Are there opportunities for pilots?

New ODE mission and value statements have been released, and work is continuing on strategic plan process (analyzing whether or not ODE has the right office structure/necessary resources to implement strategic plan)

Strategic investments include a time component.

OEIB is focusing on five key objectives:

- Complete the design and implement the P-20 structure
- Design and implement high-impact, cost effective initiatives that improve the achievement of all students
- Assess, write, and respond to policies needed to accomplish student achievement initiatives and to create the "loose/tight" direction for Oregon Learns
- Create an outcome-based budget, aligned to initiatives
- Work to build an informed, motivated, and engaged public

May be a place for the QEC to assist the OEIB in carrying out these objectives (5-7 OEIB staff members covering wide spectrum.)

Question for all stakeholders in Oregon Education system: *What do I accomplish in my role in the PK-20 continuum that contributes to the state meeting its 40-40-20 goal?*

Tools available to districts need to be distributed state-wide, not siloed. It is necessary that the field be aware of all the resources they have available at their fingertips.

Districts also collect data that ODE does not have access to that should be shared.

There is often some district-level hesitancy to chase "another way" to look at data.

Jada: District/school staff need assistance analyzing their data, and if schools don't know how to analyze and translate data findings into the classroom there will be no positive turn-around. Access to local resources to research and data assistance differ across the state.

Need to increase assistance/cooperation with other Oregon education support groups.

Maryalice: A fundamental best practice that cannot be measured by data is *believing* it can be done.

Position the QEC as a state-wide informer to assist districts; what can the QEC share with districts to assist them in achievement compact decisions?

Get the QEC brief in front of key leadership for review:

- Heidi Sipe, Sarah Pope, Whitney Grubbs, Michael Seelig

Regional achievement compacts? (Change conversation at the ESD level)

Increased flexibility within ODE to act and implement change resulting from the 2011-12 legislative session.

Summary of opportunities for QEC:

- Achievement compacts
- Strategic investments
- Partner with Michael/Whitney
- Prototype development
- Data analysis/tools
 - Synthesis of opinions on usefulness and convenience of available tools; what does each tool measure?
- Longitudinal data system
- Review options for QEM in funding team report

QEC's recent conversations and visions reflect the direction that the state is heading.

QEC Website Updates:

ODE has limited capacity with their web management system for major webpage adjustments.

Resource Path Best Practices Brief:

Brian will be working on the resource path brief in the next few weeks, and will send it to commissioners for review. Route all feedback on the brief to Brian for editing.

Next Meeting Dates:

Wednesday, January 9, 2013, 10 am-12 pm – ODE Studio A

Wednesday, February 13, 2013, 10 am-12 pm – ODE 251B