Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol Street NE   Salem, OR 97310
Studio A Conference Room
Thursday, April 21, 2011
10:00 a.m. – 1:00 p.m.

<u>Present</u>

Susan Massey   Brian Reeder
Sarah Boly   Jenni Deaton
Beth Gerot   Tom Owen
Lynn Lundquist (by phone)
Frank McNamara
Mark Mulvihill
Maryalice Russell
Peter Tromba

<u>Absent</u>

David Bautista
Gail Rasmussen
Duncan Wyse

<u>Welcome and Introductions</u>

<u>Reports</u>

- Member Updates and Information:

  o Susan filled out an online form to reserve a place at the OSBA convention, November 10-13.
    - Placeholder name: QEM and Student Performance
    - Substance: Discussion of research to enhance student performance, explored over two cycles.
    - Connection to OSBA: Discussion of vision; need more information re: allocation of resources over K-12 continuum for student success.
    - Format: "Other" – combination of small group discussion, panels, presentation, etc. A 75 minute slot is reserved.

  o Peter suggests using "Optimal Resource Path" in the title as it jumps out as a new and innovative thought. By November, the QEC should have identified specific areas to research, so this presentation could be used as an opportunity to gather information for the QEM.

- Beth also mentioned that by November, the QEC may have a better understanding of their role in the possible education restructure.

QEC Draft Work Plan:

- Evaluate Best Practices:
    1. Governance
    2. Technology to improve instruction
    3. Proficiency-based practices
    4. Use of incentives to improve outcomes
    5. Ways to promote efficiencies

    - **Overall consensus:** *Research all 5 points, combining technology and proficiency under the umbrella of effective practices.*
        - Collaboration fits into all of the best practice concepts.
        - School perspective from a recent OLN meeting: planning time/teacher collaboration is critical, and does result in positive student outcomes. (Forest Grove made it a priority to re-work the school day to allow for teacher planning time)
        - Sorting through/making sense of OR research efforts focused on improving outcomes would be a service to the state, though it may offend some who are strongly attached to their own ideas of best practices.
        - Future focus will be "what/where is the best place to spend more money," as the current budget does not allow for increased focus everywhere.
        - Policy changes as teachers learn what works. A flexible budget that follows groups of students is needed; somehow assess where students are and shift resources to accommodate needs.
        - Governance is an important topic as it is where we get leverage for bringing ideas to scale/differentiated resource allocation. Having the support of the government is a must for funding.
            - Keep the governance discussion at the student level
        - Consider an alternate word to replace "incentive," as discussions throughout the state have tainted the word to mean big districts get what the little districts do not have the resources to compete for.
        - The idea behind point #4 was to discourage a funding system that gets in the way of districts implementing what is best for their students.
            - A regulatory and funding system that doesn't get in the way of productivity, and promotes successful outcomes.
        - Example: Scaling Up – Find something that works and implement state-wide.

- o C. Develop an implementation framework and make specific recommendations
    - How we would propose allocating resources, based on funding over time.
    - For future projection, use the expectation of money coming in and information on improved practices to lay out a plan. Create a roadmap of priorities with explanations of why the particular order of allocation is important for student success.
        - ➢ Give districts more certainty, and promote restraint in good times and discipline in how we manage resources
        - ➢ By July, a baseline may emerge, based on what most schools are cutting

- o D. Develop the Optimal Resource Path estimates
    - Using longitudinal/cohort data, look at student test scores, ethnicity, characteristics, past schools attended, school resource level, etc. to understand the impact of learning in 1 year.

- o E. Make the model more flexible by restructuring into functional groups and incorporating Pre-K and post-high school elements to be consistent with integrated Pre-K to 20 system
    - Organize levels based on common learning needs:
        - ➢ 0 – 3rd grade
        - ➢ 4th – 10th grade
        - ➢ 11th – Higher Ed (with understanding that some kids are ready earlier/later than others)
    - *Orient around function and need, independent of age/grade*

- o F. Others?
    - Mark- Eastern Promise, pilot project to begin fall 2012
        - ➢ Project bridged by ESD

2011-12 QEM Discussion

- o Frank mentioned the benefit of mining work from other Oregon groups who have done research on similar topics; check on Chalkboard, Leadership Network, Harvard ExEL, etc.
    - Also compare with the work and research of other states.
- o Sarah: bring to scale examples of progress that we have here in Oregon schools, and focus on the outcomes of their strategies, such as a continuous improvement cycle.
- o Education today is more than brick and mortar: private, online, home school, etc. – But funding stream does not follow this change.
- o Add a subcategory of *Critical Leadership for Change*

- o Peter and Sarah will be co-chairs for Best Practices/Implementation Committee
    - Identify best practices; have ideas to share at the next meeting

- o Frank will take the lead role in writing

- o Next meeting: Look at parameters in model; may be sitting on assumptions that are no longer in tune with reality
    - Change from school to student group

<u>Next Meeting Date</u>

- Wednesday, May 18, 2011