

QUALITY EDUCATION COMMISSION

Meeting Notes

Wednesday, October 14, 2009
10:00 a.m. to 1:00 p.m.
Conference Room Basement B

Public Service Building
255 Capitol St. NE
Salem, Oregon 97310
Contact: Diane Rush 503-947-5679

Present:

Susan Massey
Vic Backlund
Stella Dadson
Beth Gerot
Frank McNamara
Larry Wolf

Brian Reeder
Marjorie Lowe
Tom Owen
Michael Van Kleeck

Absent:

Emilio Hernandez
Lynn Lundquist
Duncan Wyse

Welcome and Introductions -- Susan Massey

- Chair Massey introduced Stella Dadson, Principal of Willagillespie Community School in Eugene. Stella will fill the vacant position formerly held by Yvonne Curtis. She is expected to be confirmed by the Legislature sometime around February 1, 2010.

Reports

- Member Updates and Introductions – Commissioners
 - Beth Gerot – Serves on the Low Performing Schools workgroup for the Race to the Top application. John O'Neil from Forest Grove School District also participates in her group. They are finalizing their workgroup recommendation at their October 15 meeting and then it goes on to the Design Team.
 - Vic Backlund – This may be his last meeting in Salem as he will be leaving soon for Arizona.
 - Larry Wolf – will continue to serve on the QEC until the end of December 2009. At that time the new president of OEA, Gail Rasmussen, will replace him on the Commission.
 - Frank McNamara originally joined the QEC as the COSA representative but we currently do not have a COSA representative.
 - Commissioner Ed Jensen has resigned from the QEC. Mark Mulvahill from Grant ESD has been suggested to replace Ed. Mark Mulvahill chairs the RTTT workgroup Beth serves on.
 - Deborah Sommer has resigned from the QEC. Mary Alice Russell from McMinnville has been suggested as Deborah's replacement.
- Governor's Update – Marjorie Lowe
 - Two primary activities
 - Race to the Top application
 - Governor's Reset Cabinet
 - Limited involvement in RTTT work
 - Committees involved in governance, funding, education (K-12 and beyond high school), corrections issues, and human services.
 - Reset Cabinet is working on reconfiguring resources
 - The work of each of the Reset Committees is just beginning
 - Committees are working on boundaries and delivery systems and how we should modernize along governance.
 - Committees are soliciting input only on certain specific topics at this time
 - James Sager is the chair of the K-12 Committee (Marjorie Lowe and Chip Terhune staff the committee).

- Doug Stamm was appointed but unable to serve; being replaced by Jim Scherzinger.
 - End product is a set of recommendations to the Governor due in late spring or early summer.
 - Public discussion of the recommendations will take place in late spring.
- Question: Has there been any talk in the Governor's office to have any additional oversight, especially with the recent events at Willamette ESD?
Answer: Yes, part of the K-12 Committee's work is for them to look at regional delivery services and in that way, this issue will be addressed.
- Morgan Allen is not available to provide the Legislative Update today.
- Chair Susan Massey and Brian Reeder appeared before the Committee on Ballot Measure 1 Report.
 - The committee is education-friendly.
 - The committee agreed the Legislature had not funded the measure sufficiently.
- Chair Susan Massey and Brian Reeder will present at the OSBA Convention in Portland in November 2009 at the Hot Topics session on the 2008 Quality Education Model Report.
- Update on Analysis of Course-Taking Patterns in High School (Brian Reeder), handout provided
- Discussion on the capital component .
 - Look at steady-state case to annualize capital component your general expenses.
 - To get data must do two things.
 - Look at industry best practices.
 - Look at actual spending patterns in Oregon school districts and talk to business managers about what they would be doing if they had additional funding.
 - Some districts use tax anticipation notes almost like bonds.
 - There is great variation among districts; therefore all the differences cannot be captured. That is the reason to use annualized.
 - It is a cost-based approach – not a funding-based approach.
 - This drives the discussion of where should/does the money come from.
 - Size = size of school (but class size matters too)
- General goal is to isolate course taking affect from all the other factors.
 - Teachers teaching out of endorsement
 - We have not looked at other states in terms of course taking patterns but ODE is working with Education Northwest
 - There has not been a lot of work done on this topic nationally but it is gaining interest.
 - Inexperienced teachers teaching at poverty level schools appears to be contractual, unintended consequence
 - Scope/sequence still exists but now as AP advanced placement
 - Isolating curriculum factors
 - Evaluate rigor of the curriculum
 - Discussion about the curriculum developed and used in Eugene
 - The standards are the tool for aligning the curriculum to assessment
 - Math has a transition year (new diploma work)
 - The assessment has some gaps in math during the dual track
 - Further discussion comparing rigor of one assessment to another
 - Commissioners request a presentation in November from Assessment (Jon Wiens).
 - Discussion on centralizing curriculum vs. decentralizing is a school demographics issue moving to the centralized approach (e.g., reading)
 - Some school districts take proficiency-based approach in the classroom which seems contradictory to go to centralized approach in curriculum but student-based approach in the classroom.

- Students mature at different rates.
- In November there will be a proficiency-based learning presentation from Colleen Mileham
- Compare book learning knowledge and practical knowledge.
- Frank explains his vision for the Best Practices Panel
 - Reviewing the work of previous panel and methods used – will not be able to replicate that work now.
 - Could have one central panel with representation from five geographic areas and they could then interview others in their regions
 - Could consider surveys rather than interviews
 - Compare high performing schools to low performing schools and find some way to determine significant differences among those schools.
 - Would math be the marker?
 - Basic structure
 - State team
 - Geographic representation
 - Three levels (elementary, middle, high school)
 - Administrators, teachers, central office, building administrators, school board members
 - Possible survey questions related to:
 - Student achievement
 - Course-taking
 - Financial allocation
 - Demographics
 - Funding
 - Class size
 - Double-dosing courses
 - Differentials in highest performing schools
 - May need outside financial assistance for development and evaluation of a survey (possibly from OSBA, COSA, OEA, etc.)
 - ODE most likely will have finances to pay to print the next QEM Report
 - Panel may contact proficiency-based schools (Scappoose, Beaverton, Redmond and Woodburn)
 - Discussion related to students who can pass assessment tests but are unable to pass their classes
 - Discussion regarding teacher of the year Michael Geisen and his speech suggesting getting back to making learning fun.
 - One panel on best practices makes good sense
 - Looking at the Report Card to identify achieving schools
 - Data is better now (compared to past) to look at top 10% and lowest 10% of schools and doing regression analysis.
 - Main comparison was going to be course-taking but it doesn't stand alone.
 - Could do matched pair schools and look at the clusters and what's the spectrum of performance (top 10% and bottom 10%)
 - There are websites that rank schools (especially alternative schools) by looking at their outcomes.

Next Meeting Date: Friday, November 20, 2009

- Assessment report
- Proficiency report
- Brian's research data update
- Best Practices panel formulated strategy

Adjourn: 11:35 a.m.