

**Quality Education Commission  
November 20, 2009**

**Meeting Notes**

**Present**

Susan Massey  
Beth Gerot  
Lynn Lundquist  
Frank McNamara  
Duncan Wyse (phone)

Morgan Allen  
Colleen Mileham  
Brian Reeder  
Michael Van Kleeck  
Jon Wiens  
David Williams  
Diane Rush

**Absent**

Vic Backlund  
Stella Dadson  
Emilio Hernandez  
Larry Wolf  
Marjorie Lowe

**Welcome and Introductions**

**Reports**

- Member Updates and Information  
The Commission is short several members; lack of funding is a main frustration. Chair Susan Massey has been in touch with the Governor's office and they have the names of possible new Commissioners in the works. They will be invited to meetings eventhough they will not be sworn in until February.
  
- Legislative Update
  - Quarterly revenue economic forecast just out and is down \$200M (an additional \$40-50M from the last revenue report
  - February 1 is opening day of session and will adjourn the last Friday of February, 2010.
  - Updates on closing Oregon School for the Blind
  - Federal stimulus money update
  - Funding full day kindergarten 2013
  - Extended school year
  - This week a legislative task force met on virtual online charter schools and drafted legislation for February giving the question back to the State Board
  - Asking the Board to look at the governance model (which the Board has done previously)

- Cindy Hunt and Morgan Allen testified on behalf of the Board and they will meet again before February.
  - \$200 million at risk, really backfilled by rainy day fund
  - \$200 million appropriation is not connected directly to two tax measures – but in reality they are
  - AOC had a panel (Steve Novick and John Chandler (?)) – it’s really in the neighborhood of \$400 million
  - Legislature is now naming dollar amounts
  - Ballot Measure 1 Report – Dana Richardson (of the legislative office) and others drafted Ballot Measure 1 Report; met once to discuss but final version has gone out.
- Analysis of Course-Taking Patterns in High School – Brian Reeder
    - Building data sets and expanding to multiple years and more grades
    - Issues from last meeting – Brian has structured framework around the middle school/high school transition so that the results can provide guidance about the allocation of resources between the middle school and high school prototypes in the QEM.
    - To what extent is course-taking responsible for observed variations in student performance
- Assessment Data Analysis Presentation – Jon Wiens
    - Growth model (see handout)
    - 50% redline = tipping point
    - Outliers – deviations
    - Growth is hard to disentangle
    - The real challenge is to make growth consistent across all grade levels
    - Regression to the mean is evident
    - Chair Susan Massey would like to discuss composition of state assessment
    - How are state assessments organized?
    - Who determines amount of geometry required?
    - Many states are using growth models in AYP now
- Proficiency-Based Instruction and Current Developments in Oregon Schools – Colleen Mileham (handouts provided)
    - Credit options OAR 581-022-1131 has been revised rather than creating a new OAR
    - Comments regarding 1990s and scoring guides; is there any research done on that to build on success of 1990s?
    - Can never slack off on any kind of professional development
    - Example is Scappoose High School; most action occurs at the high school level but it applies to all grade levels
    - Also see a decrease in drop out numbers
    - The biggest challenge of moving toward the system is us

- It's a system change and we must also think of this in terms of teacher skills
- Philosophically, all kids can learn and achieve (speaking anecdotally)
- Proficiency Academy in Redmond, Charter School, began this fall
- Professional development is the most important part of this work
- Administrators and Principals need opportunities to talk to their colleagues and to come together and have dialogue
  
- QEC Panels
  - What is success? Do the standards really tell us what we need to know?
  - Who are the definers? OUS performance models were before its time
  - How do we identify college readiness?
    - Seat time diploma
    - Proficiency diploma
    - Special education diploma
    - Allowing credit based on proficiency
  - We are responsible for the structure of the Quality Education Model and whether or not the structure of the model needs to change
  - Is it just another good idea? Is it just another CIM and CAM?
  - Are we changing or are we adding? Is this a paradigm shift or enhancement?
  - It's evolving; much of the past is represented in our work today but with a different name or label
    - Building on the knowledge base
    - Focus on the instructional core/classroom is very important
  - The success and the documentation of the success is what really matters
    - Business education compact workshop – BEC for a fee
    - Teachers seeing is key
    - ExEL leadership project is key
    - Release time to grapple with colleagues is important
    - Instructional core (student engagement) is most critical
  - Frank reviews Best Practices Panel's first meeting – grading practices, class sizes by course code
    - What we want to do is look at some school measures (AYP – Report Card) that allows us to sort schools and get a list to look at high and low performing and compare them in a matched set; then look for outliers to look at them on a case study basis.
    - Bore in with detail process to see what's happening at the building level and in the classrooms to see factors that might influence the performance data
    - Goal – Identify schools in order to create these matched pairs:
 

similar	demographics
dissimilar	student results
similar	patterns of coursetaking
dissimilar	student results

- Get better understanding of the intangible
- Identify differences the quantitative data don't explain and look at the qualitative data
- Exciting part is to do more of a research/lab experience to dig deeper and come out with stronger language to have some real impact
- 'Prescriptive' Issue – We can come to the point as a Commission to say, “we really believe that....” “If we only had the resources...we would have these outcomes...”
  - Resources / Outcomes
- Key point – what we hear from legislators is that we don't really need more money. We just need to learn to use what we have better.
- There has been some discussion on the Best Practices Panel of the District allocation of resources (this could be a subset of the Cost Panel questions too).
- Business managers from the districts could join the Cost Panel
- ODE has begun looking at intradistrict allocation of resources
- This question, “How is the district distributing the dollars it receives?” is outside the charge of the QEC
- Prototype schools in the model are average, therefore do not capture any variations (such as poverty, rural, etc.).

Next Meeting Date

December 15, 2009 (This meeting has been canceled)

Adjourn