

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol Street NE, Salem, Oregon 97301
March 15, 2010
10:00 a.m. – 1:00 p.m.

Present:

Susan Massey	Brian Reeder
Lynn Lundquist	Morgan Allen
Beth Gerot	Drew Hinds
Maryalice Russell	Marjorie Lowe
Mark Mulvihill	Tom Owen
Duncan Wyse (by phone)	Diane Rush

Absent:

Emilio Hernandez
Vic Backlund
Frank McNamara
Gail Rasmussen
Peter Tromba

Welcome and Introductions

- Commissioners, visitors and new commissioners Maryalice Russell and Mark Mulvihill introduce themselves.

Reports:

- Governor's Office Update (Marjorie Lowe)
 - Welcomes new Commissioners.
 - Oregon was not selected as one of the sixteen finalists in Race-to-the-Top
 - Proposals of the sixteen finalists are on website and being reviewed
 - Second proposal due June 1, 2010
 - Funds to be committed by September 30, 2010
 - We face hard choices (related to Section D) connecting teacher/principal evaluations to student performance (controversial)
 - Oregon will submit Phase II proposal
 - Going back to ESEA term and moving from AYP to incentive-based grants and college career ready.
 - All 41 applications are posted on USDOE website
 - Review and clarify OEA's participation in application process
 - Mark clarifies top levels of OEA
 - Now we are being asked to form new relationships on the national level.
 - No penalties for Round 2 applicants
 - Unclear whether states will be asked to renegotiate what they've already asked for
 - Also some talk of a Round 3 "Houston Option"
 - Clarification around high school being problematic (dropouts, need more rigor, college ready, more focus on post secondary transition)
 - Discussion on Forest Grove and principal John O'Neill

- Governor's Reset Committee has had several meetings inviting stakeholders (only two came) and this information will be included in the June 1, 2010 report
- Discussion on the failure of high school and the model and how to use time and costs (e.g., if migrant students stay behind; dual credit and dual enrollment).
- Legislative Update (Morgan Allen) – see handout
 - Second special session adjourned February 25
 - Last bill passed was on whether or not to have annual sessions and will be voted on in November 2010.
 - State School Fund update
 - ESDs cut \$10 million (\$9.5 – 9.7 million)
 - Continued discussion about ESDs work and ESD consolidation
 - Component school districts could opt out – bill was not moved forward
 - Early HeadStart programs – policy conversation will come later
 - During special session 250 bills were proposed during February; 100 went to the Governor for signature; 30-40% passed
 - HB 3660 – virtual online public charter schools
 - SB 767 – created online learning task force and added reporting requirements; asked state board to make recommendation on governance model by September 1, 2010; a great deal of work has already been done (e.g., white papers, etc.). Actively working now on three virtual schools and report will go to Legislature by September 1, 2010.
 - HB 3686 – Teachers and religious dress; Legislature ended the ban but Governor must decide whether or not to sign the bill. Superintendents, principals, coaches, and others have no ban. This applies specifically to teachers.
 - No other major changes
 - \$45,000 general fund cut
 - SB 988 – six school districts currently have dorms with many foreign exchange students living in these districts; under state school fund no parental relationship exists but school districts claimed state school fund dollars; 60-80 kids total can draw down funds this school year and next but then the bill will sunset.
 - Discussion about online learning
 - Look at course/credit perspective in terms of how ADM is counted
 - Cost of online vs brick school
 - HB 3660 must provide same financial data yet private companies do not release the same level of data
 - Hope to separate 'on line' from 'charter'
 - Public option choice – create a system that virtual learning is the future and it is not going away
 - If elected, John Kitzhaber will propose that all boards fall under one board
 - Ending fund balance in education stability fund is \$180 million
- Best Practices Panel Report (Brian Reeder for Frank McNamara)
 - Panel's work focuses on question related to course-taking patterns
 - Are students taking the test before they are taught the information on the test?
 - Focus is now on math
 - Panel interviews matched pairs of schools

- Intangible things happening that data sets don't tell us about which leads to personal interviews
 - Matched pairs are the outliers in proficiency-based learning
 - Small schools have timing issues that larger schools don't experience
 - Ed Jensen gathering information from online survey for additional data from larger set of schools
 - Brian will be evaluating the data and will include 'other factors'
 - Course-taking data is collected at the classroom level (some at the school level) but not at the student level
 - T-stat is the measure of how influential the power of correlation is between two variables
 - It's possible to use this data to put into the model and stay with it for those outcomes and math is the most measurable
 - Clarification on content assessment piece and the dynamic assessments used in Oregon
 - Lynn explained the interviews conducted at Forest Grove and how they addressed this issue
 - Keep the opposite phenomenon in mind when conducting interviews
 - John O'Neill talked about kids who were not doing well in college and also how the sequence makes a difference in retention.
 - The test will be moving to the 11th grade but it will not affect the work this year
- Cost Panel Update (Beth Gerot) (see handout)
 - Review of minutes from Cost Panel conference call meeting
 - Key is getting buy-in from the district and the community
 - Not an overlay of current work
 - Once in place there will be no additional costs – just the upfront costs
 - Look at this as a no-cost model and not a faster, cheaper way to educate kids
 - It's quality education moving kids on as they are ready to move on
 - Provide support systems to move students along so that they are college ready
 - 'Proficiency' is not a program, but rather a philosophy of how to do business for kids
 - Costs are already costs but put costs toward proficiency-based instruction (still have same costs) but could possibly result in additional costs
 - Many districts are not looking at moving to proficiency
 - Must build a system to accommodate kids
 - It's a BIG shift – pay for proficiency instead of seat time
 - Brian explains the funding model and serving kids
 - It will need to adapt to the way we think serving kids is best
 - This goes back to where the CIM and CAM began but the system was not supportive or able to deliver proficiency
 - It's an individualized model; recordkeeping is very important; gives kids multiple opportunities to pass the test; teachers need more time to keep the records; the system needs to come up with a way to make it work
 - Time allocation is another important issue
 - Original Quality Education Model was a very broad brush proficiency model.
 - Distribution formulas are an issue

- The QEC has deliberately not gotten into the funding formula; it's a distribution formula and also provides resources that contain incentives
- Equity issue is not about efficient use of resources.
- It's a use of resources question as well – not simply an equity question
- Proficiency is against seat time
- System doesn't align
- There is support for narrative on this topic – building and measuring proficiency
- QEC could add narrative to the report and Brian could write this piece

- Capital Model Component
 - Building age is a political issue
 - Maintenance costs are greater with older buildings
 - 60 years may be a low estimate
 - Check the cost per square foot to rent building space
 - e.g., \$100 per month per student
 - Including this information in the next QEM report will be very useful
 - Maintenance costs are already in the model

- QEM Demo

- Brian is checking into the possibility of having an intern fill the writer position to draft the new report

Next Meeting Date

- Monday, May 24, 2010 10:00 a.m. – 1:00 p.m.