

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol Street NE, Salem, Oregon 97301
June 23, 2010
10:00 a.m. – 1:00 p.m.

Present:

Susan Massey	Brian Reeder
Vic Backlund	Marjorie Lowe
Beth Gerot	Ashlee Davis
Lynn Lundquist	Diane Rush
Frank McNamara	
Gail Rasmussen	
Peter Tromba	

Absent:

Mark Mulvihill
Maryalice Russell
Duncan Wyse

Welcome and Introductions

- Ashlee Davis, ODE intern working with Brian Reeder, is introduced to the Commission. Ashlee prepared the first draft of the 2010 QEM Report.

Reports:

- Member updates and information
- Legislative Update (Morgan Allen)
 - Revenue forecast is down
 - Cuts equal to 9% for remainder of biennium
 - Many programs at ODE are impacted such as Head Start, Teacher Mentoring, Food Programs, SSF reduction of \$243 million, others
 - Funding going from \$6.25 billion to \$5.75 billion
 - Districts are taking additional cuts reducing days next year or instructional hours (seat time)
 - Districts can request exemption from ODE to seat time hours
 - Potential for special session – perhaps in September
 - Two potential funding possibilities: Medicaid money (Marjorie Lowe clarifies) and education funding bill
 - August 26, 2010 is the next revenue forecast
 - Some legislative days are scheduled in September
 - There is maintenance of effort problem for ODE around special education funds
 - ODE is faced with operations reductions; vacancies may not be filled and non-essential writing assessments may be cut.
 - Early intervention and early childhood programs will be impacted as well as programs at Hillcrest and MacLaren.

- Morgan announced he will be leaving ODE and taking a position at OSBA in August 2010.
- Governor's Office Update (Marjorie Lowe)
 - Agencies are moving forward with cuts early to prevent deeper cuts later
 - Reset release this Friday, June 25, 2010 at noon (replay on OPB at 7:00 p.m.).
 - K12 and post secondary education is one main focus
 - Working to retain services by creating efficiencies and savings in the process
 - Reductions will impact services such as labor, PERS, kicker, structural issues, etc.
 - Oregon's revenue and tax structure does not work
 - Will re-examine what to do with Race to the Top in July
- Best Practices Panel Update (Frank McNamara)
 - Brian Reeder is working on the statistical analysis of the panel's work
 - Separated high schools by high performers and low performers and interviewed these schools
 - Poor response to the survey (29% response rate)
 - It would take a more serious research effort in time, staffing and field work to complete work that would provide a more valid result
 - Used 10 volunteers for this work and to conduct interviews
 - Principals and math teachers were all very interested in participating and were all candid and open
 - Findings
 - Principal and teacher leadership is critical to keep the focus on education
 - Leadership that utilized collaborative approach and staff development is important
 - Sequencing of courses does make a difference
 - Algebra for credit from a teacher with credentials at 7th/8th grade level does make a difference and improves outcomes
 - District framework for math and articulation is important
 - High school oversight comes only when credit is awarded in middle school
 - A 3 credit requirement means a layoff in upper grades and is a significant problem
 - Lower class size in algebra (and geometry) means higher performance
 - Adequate classroom size makes a difference
 - Teacher effectiveness is more limited when taught in hallways, on stages, etc.
 - Extra attention to math – extra instructional time and help for low performing kids makes a difference
 - Early interventions and help from well qualified teachers as instruction time
 - Class schedule
 - 60 minute, 90 minute, 4x4 blocks may present no difference
 - Some think that below 60 minute blocks were less successful and over 90 minute blocks could be less successful
 - Controlled, focused professional development tied to curriculum and district and building goals supports high performance

- As to professional development, job embedded, ongoing, and onsite all make a difference
- Learning is iterative
- Funding and building resources drive the staffing in the district (e.g., falling off the cliff vs. gradual cuts on a slope – which is more destructive in the long term?)
- Conclusions
 - Great mathematicians who are not good at teaching contribute to system failure.
 - Do not have the ability to communicate with students
 - Student-teacher relationships are important
 - Intentional ‘induction period’ with strong mentoring component could bring more success
 - Not included in the report is a chart of schools interviewed and statistical data on enrollment, geometry, special education, LEP, etc.
 - Web survey schools vs. interviewed schools look alike
- Cost Panel Report Update (Beth Gerot and Brian Reeder)
 - Conference call updates
 - Operation and maintenance costs are too low in the current QEM report
 - Computers and technology have a larger portion and could be updated
 - Food service costs need to be listed
 - Actual growth and spending in the model should be updated
 - Time for learning – instructional time – is an important part
 - The economic reality for the next ten years –
 - What does that mean for schools?
 - This is a reset and not a pause
 - How do we quantify proficiency-based learning and instruction?
 - Need time to examine the data that will come from these changes and this budget climate? This could determine the topic for the next report of the QEC
 - The panel looked at Best Practices report and found some costs to be neutral
 - Must include cost for induction/mentoring of teachers
 - Instruction time
 - Current QEM does not recommend making the time longer
 - How long should the school year be?
 - Oregon’s school year may not be long enough and is shorter than school year in other states (typical school year is 180 days and Oregon’s is 170-172 days)
 - Reports don’t need to recommend the ideal but can address what is happening in the state and how to promote cost efficiencies
 - The quality of teaching makes a difference
 - Could include something about what is lost in the process
 - Course taking analysis update
 - Brian is continuing to interpret what we have
 - How does this align with the interview process?
 - Articulation is an important factor
 - Preparation in earlier grades matters a great deal

- Timing of 10th grade assessment and content appears to make districts rush the students
- Assessments will be moved to the 11th grade
- 8th grade algebra class for credit has more rigor
- Individual difference and ability is not addressed but does make a difference
- Conclusion is that we are assessing too early
- Moving assessment to 11th grade and not changing its content is good
- Assessment system must be aligned
- Math assignment can be made at the middle school level for the high school math classes.

Review and Discussion of the Draft 2010 QEM Report

- Page by page review of report by Commissioners
- Brian Reeder and Ashlee Davis will make recommended changes to the draft report and continue to work on unfinished sections

Next Meeting Date: Thursday, July 22, 2010

Meeting Adjourned