

**Meeting Notes**  
**Quality Education Commission**  
**Oregon Department of Education**  
**255 Capitol Street NE Salem, OR 97310**  
**251 B Conference Room**  
**Thursday, July 14, 2011**  
**11:00 a.m. – 2:00 p.m.**

Present

Susan Massey  
Sarah Boly  
Beth Gerot  
Gail Rasmussen  
Lynn Lundquist  
Mark Mulvihill

Brian Reeder  
Morgan Allen

Absent

David Bautista  
Peter Tromba  
Maryalice Russell  
Duncan Wyse  
Frank McNamara

Welcome and Introductions

Reports

- Member Updates and Information:
    - Susan: Will contact the Governor's Office re: commissioners extending/continuing their terms on the QEC. OSBA accepted the QEC's proposal for a presentation at the fall 2011 convention, November 11-13 at the Portland Marriott.
      - Title for presentation: *Getting the Most from our Education Dollars*
      - Subtitle: *QEM and Student Performance*
- Presentation will be Friday morning, November 11 from 10-11:15 am (75 minutes)

Susan met with Roger Bassett, a key player in the Oregon Education Investment Board (OEIB) effort and strong support to Governor in policy work. New design for education structure is in the works, and Roger felt that the QEC should remain a part of the pool to provide resources and information to the Governor and OEIB. It is too soon to consider the possible lack of need or redundancy of the QEC. Interviews are in progress to fill Nancy Golden's position of education policy advisor.

Susan will check into the possibility of a Governor's liaison to attend future QEC meetings as in the past.

- Mark: Duncan Wyse, Nancy Golden, and Sandy Husk did an excellent job presenting on the OEIB at a COSA meeting, articulating the overall vision and intent, and addressing concerns shared by the audience. Takeaway: a lot of work yet to do, and dependent on stakeholders to help define future movement and direction.
- Brian: Initial education restructure work will begin at ODE in the next month or two. Superintendent Castillo and Deputy Ed Dennis are very supportive and highly involved in the work. ODE is generally viewing this as a positive change, backing the "what" and aligned to support the "how" as well.
- Morgan Allen, legislative report: Overall, session could've been a lot worse. Questions still remain re: the impacts of certain policy changes that got tied up in the new system/education bill. Session leaves us flat-funded and billions of dollars short of adequate funding level; schools continue to deal with combination of money shortage, program cuts, layoffs, etc. Funding can so easily get lost in the conversations around what is done in schools.

Education Package: Things got tied together quickly and details organically came together. Still unanswered questions on how open enrollment will increase student achievement. Consolidation and funding formulas are still tied to future conversations. Dual conversation: Process/governance + Funding.

Practitioner's Standpoint: What can/do schools latch on to for excitement and enthusiasm around new changes? Schools and districts may not fully support motivations, but can get excited about the overall alignment for education in Oregon, understanding that the former level of local control cannot be afforded.

Lynn: There may be increased resistance due to the high level of unknowns and the rushed timing. Difficult to sustain fervor among schools and answer questions re: what this will do for students moving forward.

Mark mentioned the importance of filtering out the uncertainties and encouraging schools and districts to focus on the "big picture" vision.

Morgan shared that legislators feel rushed is ok, believing that issues and kinks can be fixed in February (with the annual session schedule). This belief is serving as a fall-back assurance, but in reality, legislators will only

have 35 calendar days to pull together and implement changes and have recommendations in bill form by February.

## Discussion

- Optimal Resource Path: Brian
  - The alignment of resources over grades
  - Roughly 40,000 students included in cohort data sets
    - For the years available, the data is strong and useful
  - Relationship between performance and resources
  - Projection graph handouts: *Relationship Between Instructional Expenditures per Student and 5<sup>th</sup> Grade Math Scores in 2006-07* and *Relationship Between 5<sup>th</sup> Grade Math Scores in 2006-07 and 8<sup>th</sup> Grade Math Scores in 2009-10*
  - Curve sloping at diminishing rate = at some point along continuum, funding does not lend to increased learning. System can only deliver so much effective learning in a set timeframe.
  - Question to answer: What is the optimum amount of funding needed to reap the highest amount of learning? (When/how to distribute resources; early, middle, or late in students' academic timeframe)
  
  - Possible questions that will come from audience: Where is this data coming from and what are schools reporting at their plateau point? Question for schools: What is your goal for current allocations? (Fairness, or highest learning for each student, etc.)
  - Compare classrooms with different levels of spending at same grade; what is lower spending school not purchasing/where are they saving and how?
  - Sarah suggested looking at results from a school staffing perspective as well.
  - Mark: How can we help schools put themselves in context with this data/information?
    - Electronically: Create option for schools to plug in their information and compare graphs/curves against state and other schools
  - Gail recommended taking into consideration schools with extreme loss of school days
    - Look for/identify any effects as a result
  
  - Optimum Resource Path next steps:
    - Brian will dig deeper into gathering data for more grades/years, and full range of data for spending variables.
- Best Practice Plan: Sarah
  - Develop questions for/utilize online surveys and follow up with focus groups. Observe and report on relationship between instructional and operational functions.

- Identify what among schools is making a difference?
  - Cost out best practices that do/should exist
- Consider what's going on with early education and CCWD
  - Implications of education restructure; give Department time to complete thorough math analysis and be ready by mid-late September
- How do other stakeholders play in with best practices? School boards, etc.
  
- **August Meeting: Work Session**
  - Sarah and Peter will prepare strategies and bring outline of desired outcomes for meeting
  - Draft questions for survey and identify groups to gather information from
  - Consider communication and modes of delivery
  - Commissioners: bring along folks from personal networks who may be positive and helpful contributors in the work session
  - Leave August meeting with strong plan for launch around October

Next Meeting Dates:

- Friday, August 12
- Thursday, September 8