

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol Street NE Salem, OR 97310
251A Conference Room
Thursday, February 16, 2012
10:00 a.m. – 1:00 p.m.

Present

Susan Massey
Sarah Boly
Beth Gerot
Lynn Lundquist
Frank McNamara
Gail Rasmussen
Peter Tromba
Doug Wells

Brian Reeder
Jenni Deaton
Morgan Allen
Jon Bridges
Whitney Grubbs
Tim Nesbitt

Absent

David Bautista
Mark Mulvihill
Maryalice Russell
Duncan Wyse

Welcome and Introductions

Tim Nesbitt, Governor's Office Update:

Governor's office staff is providing recommendations to the legislature regarding SB 909 for the February session.

- SB 909 is comprised of 2 primary segments:
 - Early childhood
 - Key aspects of 909 framework

Charge to the Oregon Education Investment Board (OEIB): To ensure that the state is reaching educational outcomes and goals (40-40-20 goal)

- Focus on: 40-40-20 by 2025, and strategies related to the coordination of a PreK-20 system under a new chief education officer

Approach to budgeting: "Active Investing" or outcome-based

- Learning from what works best
- Achievement Compacts: Spotlight schools doing great work in specific areas
 - QEM: math highlight

- Example: Tigard-Tualatin's improved HS graduation rates (their district population is almost identical to state-wide numbers)
 - Examine what Tigard Tualatin is doing that other districts could pick up and apply for successful outcomes.

Achievement Compacts will be completed by K-12 districts, ESDs, Community Colleges, Oregon Universities, and OHSU.

- Focus/inform relationship between the state as funder and education entities as providers
- Tight/Loose reflected in the results
- Measures of progress for schools; key learning stages
- Put into place by next school year; in effect July, 2012
- 2012-13 will be a baseline/building year
- Compacts will focus all education groups on key goals

OEIB is currently working on the final details for the achievement compacts.

Chief Education Officer: To lead Oregon's public education system from early childhood through HS and college.

- Job description has gone through 12 drafts
- Attention to the "initial phase" of building a PreK-20 system
- Now through the end of March: Seeking nominations/brainstorms to submit to search firm

State's role: Direct, coordinate, support, invest

Lynn: Any negative/positive funding involved?

- Answer: The first year (2012-13) will just be focused on targets, but in future years, grants/funds may be awarded for best practices (similar to the school improvement funds) above the secure baseline of funding.

There is anticipation of some funding increment above the base funding level for future years.

Possible scenario: Increased success in K-12 resulting in better preparation for post-secondary, leading to a loss of funds for post-secondary if students are able to move through the system faster.

- Close attention will be paid to potential scenarios such as this example, which could lead to funding structure changes.

Two references to the QEC:

- K-12 achievement compacts will specify their level of funding for a given fiscal year compared to the fully funded QEM, as allocated by the state's funding formula.
- OEIB to work with the QEC to identify best practices for districts and the costs and benefits of adopting such practices.

Diagnose what's working and why → investigate barriers to success, etc.

Oregon's ESEA Flexibility Waiver submission includes some continuous improvement to link districts that can share their successes with others.

Frank: Nothing is currently in place to pull together the necessary pieces for the early childhood level. Students still may not come "ready to learn" and teachers may not be trained as "ready to teach." Is there anything in the plan to provide early level teacher training?

- Answer: Early childhood programs are specifically addressed in HB 4165, with a focus on kindergarten readiness. Professional development is still undeveloped, but will be considered soon.

There should be some heightened competition around innovation, and what works best:

- Is the innovation universal?
 - There are often factors that prevent "one size fits all"

Sarah: In the near future, start looking more at higher education details with the PreK-20 system.

First step: Higher Ed alignment/uniformity with K-12 as basis of ability to accurately follow dollars and identify best work at the post-secondary level.

Brian: We currently lack data to support the PreK and post-secondary levels. How can we allocate resources across the continuum without an aligned PreK-20 data system?

Achievement compacts should increase post-secondary motivation to partner with K-12.

The Governor is aware that increased resources are needed to support the 40-40-20 goal.

Member Reports

Doug Wells will replace Duncan Wyse as a new QEC Commissioner, starting March 1, 2012. Doug is the COO/CFO of the Oregon Ballet Theatre, a large non-profit in Portland. He is an advocate in Portland Public schools, part of the mayor's education cabinet, and is the PPS National Board President of *National Parents for Public Schools*, a national organization of 17 groups in 15 states, focused on parent and community involvement in school districts.

Doug was warmly welcomed to the QEC by all present commissioners.

Beth, Maryalice, and Gail have been re-confirmed for another term on the Commission.

Gail: All welcome to attend the 2nd OEA Symposium on Transformation in Public Education on Monday, March 26 in Wilsonville. Dr. Linda Darling Hammond will be the

keynote speaker. OEA is also sponsoring the Strong Schools, Strong Oregon rally on the Capitol steps, Monday, February 20.

Best Practices Panel Update:

Panel Components:

- Conduct an ongoing a best practices literature review
- Evaluate the prevalence/cost of bringing to scale best practices
 - Balanced assessment systems (formative assessments used by teachers to inform the effective of their instruction)
 - Ongoing consultation with peers around assessments

Survey: Launched in early December, and open through January 9. Many thanks to Jon Bridges from Beaverton for his help with SurveyMonkey. OEA was highly instrumental in distributing the survey to teachers across the state, resulting in an impressive 2,218 survey responses. There is a close split between elementary and secondary responses, and urban and rural distribution is observable.

Visited school sites will be asked to follow-up on the survey to ensure that the panel has knowledge of their specific answers and feedback.

August 1: Target date for completed full QEM report.

Peter will focus on report writing following the end of school; he will try to have a draft prepared by the June 21 meeting date.

What should be the response if/when schools ask how and why they were selected for a visit? (Selection based on above and below average performance)

- Keep the answer general for staff; we are trying to interview a range of schools, considering geography and size. Increased transparency with principals through the course of the interview will be necessary, as they will pick up on probable selection rationale.

These visits will not be subject-focused like the last cycle was with math; interviewing a reading and math teacher would provide a nice balance.

Matched Pair Schools:

Name of School	District
Astor Elementary School	2180 Portland SD
Irvington Elementary School	2180 Portland SD
Indian Hills Elementary	2239 Hillsboro SD
Henley Elementary School	2057 Klamath County SD

Nyssa Elementary School	2110 Nyssa SD
East Gresham Elementary School	2183 Gresham-Barlow SD
Alberta Rider Elementary School	Tigard-Tualatin SD
Richardson Elementary School	2042 Central Point SD
Whitford Elementary School	2243 Beaverton SD
Thurston Middle School	2083 Springfield SD
Fleming Middle School	2055 3 Rivers/Josephine County SD
Azalea Middle School	1974 Brookings-Harbor SD 17C SD
Ashland High School	2041 Ashland SD
Dallas High School	2190 Dallas SD
Junction City High School	
Scappoose High School	

Peter: Matched Pair selection:

- Student demographic information was analyzed to project a school's performance.
- Additional data was used to identify if the differences between schools' performance was consistent across numerous grades, to weed out the possibility of teacher impact.
- Looking for a consistent magnitude of difference in performance between schools in each pair.

Willing participants for on-site interviews: Frank, Doug, Beth, Sarah, Peter, Susan, and Jon Bridges.

Adjunct members will be contacted to fill in the gaps for school visits.

Brian will compile fact sheets for each of the matched pair schools, including school and principal contact information, and general data including 3 years of graduation rates, school size, staff, demographics, etc.

Susan will draft an informational/invitation letter to send to superintendents and principals.

Model and Restructure Update:

Brian is pulling together the most recent financial data for the optimal resource path data/test model.

The model portrays the key learning stages as defined by the OEIB, and translates the information from prototype schools to these learning stages.

On the graph depicting the relationship between funding and test scores for math at the 5th and 8th grade levels, the slope difference is surprising, indicating that funds seem to have more of an impact at the 8th grade level.

Next Meeting Dates:

- Thursday, March 15, 2012 – 10 am-1 pm in 251B
- Thursday, April 12, 2012 – 10 am-1 pm in 251B
- Thursday, May 10, 2012 – 10 am-1 pm in 251B
- Thursday, June 21, 2012 – 10 am-1 pm in 251B