

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol Street NE Salem, OR 97310
251B Conference Room
Thursday, April 12, 2012
10:00 a.m. – 1:00 p.m.

Present

Susan Massey
Sarah Boly
Beth Gerot
Frank McNamara
Maryalice Russell
Peter Tromba
Doug Wells

Brian Reeder
Jenni Deaton

Absent

David Bautista
Lynn Lundquist
Mark Mulvihill
Gail Rasmussen

Welcome and Introductions

Sarah: Reported on her Participation in the OEA-sponsored April 11 Equity Conference which she said was excellent and well-attended. The Keynote speaker was Professor Linda Darling-Hammond, Stanford University, who discussed her research into the educational practices of the highest achieving countries in the world. The Governor's 40/40/20 Goal indicators were also shared at the conference by Nancy Golden, Superintendent, Springfield Schools, along with her explanation of the student achievement compacts developed by the OEIB. In addition, David Conley, EPIC and University of Oregon, explained the short and long-term implications of Career and College Readiness for schools as they implement the 40/40/20 Goal.

Discussion: The QEC has a potential role in providing the Governor and OEIB with results from a "deeper dive" into the relationship between educational best practices and student achievement in Oregon. Suggested that the QEC begin discussing a possible best practices research proposal and budget that would result in the most informative data possible about which practices are improving student achievement and at what cost. Also important to develop a plan for the development of the next iteration of the QEM.

Peter: Great experience so far with the school visits. Interviews are informative and helpful for the QEC, as well as for schools.

Future agenda item: Waiver discussion

Maryalice: McMinnville is currently working on their achievement compact at the micro level (considering cost efficiencies). Their target goal is to have students graduate with 9 college credits. Currently, 50% of high school students access the opportunity, and 50% do not. Getting to the 100% target is the new challenge.

College partners charge \$30/course for registration, which is a bargain compared to the post-secondary cost.

- Question: should high schools have to pay registration if the Community College collects a fraction of ADM for students who take the course?
- Past rationale for Community Colleges to collect money (and pay \$0) was that credits received at the HS level translated to less money received at the post-secondary level in the future.

Chemeketa Scholars program: Free tuition for students with an unweighted GPA of 3.5 or better

Lines are blurring more and more between HS and post-secondary, but current funding systems do not support any of the variations.

Commission vacancies/transitions: Mark Mulvihill's position still needs to be filled. There will be two vacancies to fill if David Bautista does not continue on the Commission. The Governor's appointment secretary reported that there are two letters of interest on file for the Commission.

Now is a good time to encourage any qualified colleagues to pursue a position on the Commission.

It is the intent of the Governor's Office to keep the QEC as adjunct to the OEIB.

- Advocate for funds/partnership with the OEIB
- Achievement compacts will include the QEM number

Best Practices Panel Update

School interview schedule:

- Beth: Was not able to stay within the hour; interviews took an hour and a half
- Susan: Was able to stay within the hour, but was the only person conducting the interview
- Peter: When representatives from each department attend the interview and each person weighs in on each question, conversations can go lengthy.

End product goal: Drafted sections and structure for the Best Practices report of the QEM.

Survey: Analysis of the state-wide survey

- Sarah is having informal conversations with several professional educational research entities about our survey research design and our survey results. She will provide an update at the next regularly scheduled QEC Meeting.

Survey section:

1. Introduction
2. State-wide survey
3. Survey analysis
4. Conclusion

Identify best practices emerging, and the characteristics and prevalence of schools with best practices.

(Need from ODE the number of teachers at the elementary and secondary level.)

Matched Pairs section:

1. Do schools/which schools collaborate?
2. How do they collaborate?
3. What do they accomplish during the collaboration time?

The report can build arguments based on the evidence/data, but the QEM cannot report from a research perspective.

- Not proving, but presenting evidence
- Too many variables to draw concrete conclusions

Recommendations for Future Section:

Outcome: Recommendation for funding to support increased research capabilities in the future.

Best Practices Literature Review section:

1. History/background
2. How prevalent?
3. Do schools who engage in best practices have better results?

Look at correlation between surveys and matched pair interviews.

Submitting information from the on-site interviews:

- Submit as many verbatim quotes as possible
- Themes from the interview/stand-out points
- Perception of school environment

Implementation in schools is key; many schools think they are on track but face an innocent “training gap.”

It may be helpful to bring a copy of a past QEM to the school interviews for staff to review if they are unfamiliar with the document and/or the Commission work.

May 31 Best Practices panel meeting: Debrief and discuss findings from school interviews.

Requests for future QEC funds:

- Consultants
- Expertise for research
- Publication of QEM (approx. \$2,500)

Sarah will draft a projection of use and allocation of funds, and will bring it to the next meeting for review.

Model Restructure Update:

Optimal Funding Path concept: How to allocate funds over learning stages to optimize the end achievement result.

Establish relationship between resources and student performance.

- Which allocation gets to the highest overall achievement?

There is no account in the model for teacher quality/pay/experience; would be a valuable study in the future.

Look for the spot along the continuum where the biggest “bang for buck” is attained.

- Look at patterns/consistent action to determine reallocation

Can interpret performance and spending results at the student level, and compare to school district level.

What is the net effect, year by year?

Spending x coefficient (marginal impact of performance by increasing or decreasing funds) that models estimates

- Differs by grade and level of spending

Highlight possibility of spending too much in the early grades

- Diminishing returns concept can be counter-intuitive

06-07 data is all “peaks and valleys” due to using paper/pencil test.

- Throwing out this data will impact 2 years; will have to use data from other years to estimate parameters.

Data that reveals information counter to deep-rooted common sense assumptions needs to be noted and shared.

Brian will create and share an outline of the upcoming QEM report.

Consider a white paper for future distribution

- Wider audience will read a 1-2 page summary than will read the whole report

Future Planning/Next Meeting Date:

COSA Conference: Submission accepted; additional details to follow

- June 20-22, 2012 in Seaside, Oregon
- As many Commissioners as are able should attend and present

QEC invited to present at OSBA Fall Conference

- Submissions due by May 13, 2012
 - Focus on best practices and optimal resource path information

Maryalice: Idea for future meeting agenda item

- How would achievement compact goals be different if schools were funded at the QEM level?

Peter: For forward planning, discuss chair/member responsibilities to prepare for transition in near future

- Transmit culture to maintain consistency

Susan: Chair position is appointed by the Governor. Susan has informed the Governor's appointment secretary of her July term date.

Frank, Lynn and Susan will draft and distribute an orientation piece for new Commissioners.

Next Meeting Dates:

- Thursday, May 10, 2012 – 10 am-1 pm in 251B
- Thursday, May 31, 2012– 10 am-1 pm in 251B
- Tuesday, June 19, 2012 – 11 am-2 pm in 251A
- Thursday, July 12, 2012 – 10 am-1pm in 251 B