

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

Present

Sarah Boly
Beth Gerot
Colt Gill
Maryalice Russell
Julie Smith
Peter Tromba

Brian Reeder
Jenni Deaton

Absent

Doug Wells
Gail Rasmussen

Welcome and Introductions:

Beth Gerot filling in as meeting chairperson in Doug Well's absence.

Member Updates and Information/Report of October 9 OEIB Meeting:

Maryalice: Present for Dr. Crew's report and subsequent public testimony at the OEIB meeting on October 9. The Education Funding Team report (sent via email to team from Beth) is linked to the compacts and the Governor's/Dr. Crew's visions and initiatives. Block grant for Special Ed (page 10) was a new and interesting concept presented in the report. Page 13 of the report highlights the QEC under Research, Policy and Investment.

Brian: The QEC and OEIB are currently independent. Research and Development could be housed in OEIB and available to support QEC work. Just the mention of the QEC in the report is good news for forward planning.

ODE has verbally committed to funding the QEC in the next biennium, which will allow for hiring consultants, editors, etc. as has been available in the past.

Beth: The absence of a parent engagement section within achievement compacts has been a topic of conversation at previous OEIB meetings. A temp ruling has been established to include a description of parent engagement in district achievement compacts.

Julie: Submitting a piece on collaboration as a guest blogger for the Chalkboard Project blog. Julie also attended the October 9th OEIB meeting. The Education Funding Team report may serve as an outline for the QEC to align their work by and communicate back to the OEIB on what the QEC's interests for future study are.

The statewide longitudinal data system was also an agenda item at the OEIB meeting. The purpose is to build a system with the ability to follow students over time; the current systems are not all integrated into one place that can be tapped into via portals. Different audiences/users would have varying levels of access to the data (parents, teachers, principals, ODE staff, etc.) Portals would allow the right information to be available to the right people.

ODE may not currently collect/have all of the data that the state needs in the new longitudinal data system. The new system would be able to incorporate both the data that ODE collects, and data that districts collect individually (e.g. district comments about a student). The system should be able to draw from different databases so a wide range of information is accessible through the portals.

To determine the budget for the system, we need to first subtract savings for the work we already do to figure how many new dollars would be required.

The longitudinal data system goal is ambitious but not outside of technical capabilities for the state.

The matched pair school methodology is a well-supported approach; funding next biennium will allow the QEC to broaden the scale for matched-pair research.

The QEM is still predominantly about funding, but best practices are also very important. Building in P-K may be more difficult now than Higher Ed due to data access.

QEM Briefs:

Brief #1: Group consensus that the draft compiled by Sarah is ready for any necessary final edits and dissemination.

Dissemination channels:

- Post on QEC website
- Link in email to Superintendent's listserv
- Press release?
- Give to Craig Hawkins to share at next Superintendent's Meeting as a talking item

Julie's blog submission will serve as a great companion to the brief.

How many additional briefs would be necessary?

Next Steps on resource path work:

Brian would like to create a best practices brief that focuses on his continued resource path work. He is currently working on checking inconsistencies across cohorts in the results. With the current emphasis on early childhood and P/K, these resource path results will highlight the importance of middle school as suggested by the data. Include tie-in with Dr. Crew's MS/HS transition initiative.

Key link: path of performance/level of preparedness

Next steps for QEC:

College-credit in high school and the variation of fees across the state is a key issue to consider.

Analyzing data: meeting/exceeding vs. growth model data will look distinctively different.

- The ability to follow students is getting better and better; valuable data to incorporate into the QEM

Resource path brings in actual results data; bringing performance data in as longitudinal may pay big dividends.

Factor for colleges to explore: K-12 educational landscape in much more hands-on/hand-holding (human support) than the college level. Increased sustainability and student retention may be seen if personalization was increased in college, especially for incoming freshman who are still adjusting to the transition.

Who stays in Oregon/leaves Oregon after high school? Research whether there are correlations to a certain demographic/culture?

Look at students who go on to college, and consider the high school they came from

- Compare the high school experience to the college experience; direct observation for what does not show up in data.

Barriers to access are also an issue for post-secondary education; it is vital to get information to students regarding their financial aid options early, so they can be planning on going to college instead of planning on not being able to attend college.

The more college credits student achieve in high school, the more motivated they are to go on to college and complete their degree.

Consider a matched-pair study examining college preparation in high school.

Research how students' level of success/completion in college may be linked to the high school they attended and why.

Data needs:

- National Clearinghouse for completion/degrees
- Requests to OUS for data

Would there be large enough student numbers to compare school to school? (Many small high schools across Oregon)

What about community college data? Part of 40-40-20; how will we look at this sector?

- Dual-college credit allows students to develop a transcript with community colleges

Community colleges break down barriers to entry, which leads to less data available (community colleges don't require as much personal information for enrollment as the OUS system)

Need increased student support for filling out the FAFSA form, etc.

Brian will touch base with Whitney regarding the QEC's ideas for next steps.

What to do about 5th year high school students? (May not be an area for QEC to examine.)

There is a lack of communication to school districts regarding the purpose of a 5th year; the purpose is for students to finish their 9-12 grade level work in order to graduate, not to attend all college credit classes using state school funds (SSF) just to save money (SSF not intended to be used this way).

Challenge in the transition; Principals are unsure about students attending classes on college campuses while in high school as the money follows the students.

Brian will brainstorm what data needs/data limitations would be linked to this research topic and send out to the QEC.

Beth: How were the prototype schools in the QEM developed? Might they need to be updated?

Brian: The prototypes were primarily developed by Dave Conley in the early 90's, and are still within range of what research indicates.

Next Meeting Date:

- Wednesday, November 14, 2012, 10 am-12 pm, Studio A in Basement