

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol St NE Salem, OR 97310
Conference Room 251A
Wednesday, March 20, 2013
10:00 a.m. – 1:00 p.m.

Present

Doug Wells
Sarah Boly
Beth Gerot
Colt Gill
Greg Hamann
Maryalice Russell
Peter Tromba

Brian Reeder
Jenni Deaton
Whitney Grubbs

Absent

Gail Rasmussen
Julie Smith
Judy Stiegler

Welcome and Introductions:

Meeting goal: Gain consensus on a direction for the next biennium.

Sarah Pope, Whitney Grubbs, and Ben Cannon are willing to alternately attend meetings to share ODE, OEIB and Governor's Office updates.

Sarah: Encouraged that the ODE and OEIB strategic plans seem to be aligned with the work and new direction of the QEC.

Maryalice: McMinnville is holding one of their regular "Ready for Kindergarten" nights on Thursday, March 21 for families of children ages 0-5.

Greg: Participating on a small workgroup with CCWD and the State Board of Education to consider a new funding model for community colleges in Oregon, which is a challenging task. The overriding goal is to focus on completion and student success. Greg attended a national meeting in early March with community college presidents to work on a template for student pathways. This template has the potential to become a national standard.

Colt: Lane County is working on alignment around the regional achievement compact model with school districts, early childcare providers, and the University of Oregon. Workgroup members must work with various grade levels in the continuum (0-8th grade).

Beth: Highly involved with local work; Eugene school board is busy working on the budget, as well as the possibility of a common high school schedule. They also have a bond levy on the ballot for May.

Peter: Researching how to broaden the definition of student success beyond standardized tests; alternate portfolio-based systems that allow students to demonstrate their proficiency. Make the system portable so students would have results at their fingertips and be able to own their data.

Brian: Doug, Sarah and Brian discussed a conceptual focus for the QEC to help the OEIB and OR education system. Looped in Ben and Whitney on the brainstorm and received positive feedback.

- Help the OEIB understand what works at what level and how much time/resources are necessary for implementation.
- Best practices work: extend to P/K-20.

Doug: Emphasis of Children's Institute for kids to be ready for kindergarten and reach necessary achievements by 3rd grade. Focus on ramp between early childhood and K-12. Creating a superintendent peer-group for how to best compete the work; aligning at the state level. The Children's Institute is hosting an event on April 11 with Linda Darling-Hammond as keynote.

It is always challenging to move practice-level work to policy.

OEIB Updates:

Whitney: (PPT handout)

Efforts to bring back the roots-intention of achievement compacts (has been changed into more of a numbers exercise).

Currently piloting the regional compact process in few areas; more focus on the process than the compact. Will bring stakeholders together re: the metrics that are decided to be most important. All regional pilot groups will convene in the summer to share out on the process.

The OEIB has blessed the concept and the Governor is very engaged. The regional compacts align with the Governor's regional solution centers (to handle various economic problems within communities).

OEIB policy/research unit is in the Governor's budget; it's the only expansion for the OEIB.

- 6-8 staffers for P-20 policy/research
- Create consortium with EchoNW, EPIC, etc.
- Provide support to Brian Reeder and be accessible for QEC

Request made for a QEC member to participate on a panel for Ways and Means to testify for the need and aid of additional policy and research support.

PPT used for House Ed presentation: *Investing in Students and Teachers Now, and For the Future*

HB 3233: Need a systemic way to:

- Coordinate resources supporting professional growth for education
- Connect prep programs to current needs
- Keep focused attention on targets
- Communicate results from communities of practice what works in what context

Recommended investments (investing in time; will have \$ amount in fiscal impact statement):

- Common Core
- Implementing SB 290
- School District collaboration grant
- Mentoring/coaching
- New models for teacher prep

TSPC is not specifically imbedded in PPT but is known as crucial to the work.

Strategic plans for English Language Learners (ELLs) - early childhood and K-12

- Funding key investments, set clear outcome expectations

HB 3232: Strategic Investments

- The flexibility of these investments is difficult for legislators to understand.

Will be exciting to see the effects in 2+ years; connecting folks within investments to analyze what is working and why.

ELL pathways will need to be looked at differently for post-secondary.

- Where do ELLs/exited ELLs need support at the post-secondary level?
- Imbed targeted support into programs with high levels of ELL enrollment

ELLs who enter the system in early grades seem to do better than when they come in later grades.

Establish next steps for the Commission:

1. The QEC can be a valuable tool for the OEIB by helping to identify which Oregon schools will benefit most from the OEIB's key initiatives—that is, identifying which initiatives will help which schools. This means the QEM needs to be enhanced to model actual Oregon schools rather than just prototypes.
2. The QEC, using the QEM, can help evaluate the effectiveness of the OEIB initiatives. Because the enhanced QEM will model actual Oregon schools, it can also evaluate, ex-post, the effectiveness of the initiatives (and the added resources associated with them) on student outcomes in those schools. This creates a feedback loop that helps the OEIB learn what works so they can direct resources to where they are most productive.
3. The enhanced QEM, by incorporating what we learned from the optimal resource path work, can be a tool to evaluate the distribution of resources across the P-20 continuum.

Conceptual model: learning stages (have to think about schools and students' learning stages)

- Inputs/outcomes: use the resource path work

- Group of kids in a learning stage will bring with them inputs
- Outcome of one stage has significant impact on the input of the next stage
- Captures cumulative nature of learning
- Includes non-cognitive traits (Dave Conley)

Will eventually need measures of each. What are levels of readiness? What levels/types of resources are most productive?

Current QEM is rather abstract; new model would increase specificity and information that school and districts would be able to use directly.

Would need to make sure we have widespread support early on.

- OEIB/Governor's office could help navigate

Does the QEC need its own strategic plan?

Avoid turning the QEM into another accountability tool; Oregon already has so many that have limited connections.

- Schools may find themselves on some sort of scale and will think they need to move resources around (which due to current limited resources is nearly impossible).

Arrange the information and research that we already have into the model.

Field perspective: Can be very confusing to know who to listen to; statewide report card, AYP, model/focus/priority, etc.

- Need to be tied together across levels to provide a service for the field

Look at a set of "model" schools and try to pull out common threads (non-cognitive, etc.)

Maryalice: Can think of it as a set of recipes re: what you want to achieve (outcome) and what was done to get there (practice)

Tracking system: make assumptions that we have a linear population...

Hardest part is to build a system that is useful for teaching and learning and that students can take with them.

Level where change occurs is at the school level

- Perspective where policy-level decisions are made doesn't include the school level
- Unless you get into the system and observe practices, you can't make determinations
 - Many variables to consider
 - Requires activities at the practice level

Help folks interpret/implement the research.

Administrative development training can impact staff.

Soft-skills: Collect survey data

- To help explain why some student groups do better/worse than others and to highlight non-cognitive

Local/globally competitive (on concept model); spell out the final 40-40-20 outcome

Currently, data systems are institutionally based

- Need to switch to student-based

OEIB's three strategic investments are targeted to:

- Rapidly improve performance
- Decrease achievement gap
- Increase levels of educational attainment and employability

Best practices and investment:

- Evaluating the practice will reveal the financial implications necessary

Need to keep the focus on P/K-20.

Begin building framework to start down the path of having all the pieces in place

- At the end of the day, have to quantify

Using OR schools and data in place of prototype schools in the QEM would be a huge benefit.

- Make the big number more bullet-proof and achieve the QEC charge
- Consider talking to parents and students

Next Meeting Dates:

-April 10: ODE, Conference Room 251B, 10 am-12 pm

-May 8: Department of Administrative Services West (155 Cottage St NE Salem 97301),
Conference Room A, 10 am-12 pm

-June 12: ODE, Conference Room 251B, 10 am-12 pm

-July 10: ODE, Conference Room 251A, 10 am-12 pm

-August 14: ODE, Conference Room 251B, 10 am-12 pm