

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol St NE Salem, OR 97310
Conference Room 251B
Wednesday, April 10, 2013
10:00 a.m. – 12:00 p.m.

Present

Sarah Boly
Beth Gerot
Greg Hamann
Maryalice Russell
Judy Stiegler
Peter Tromba

Jenni Deaton
Sarah Pope (by phone)

Absent

Colt Gill
Gail Rasmussen
Brian Reeder
Julie Smith
Doug Wells

Welcome and Introductions:

Peter served as meeting facilitator in Doug's absence.

Member Updates and Information:

Judy: Formerly served as a state Representative for Bend, as well as a member of the State Board of Education. Currently serving as a convener for Casey Family Programs in Deschutes County, working on strategies and programs.

Need to define work for QEM and create a skeleton work plan.

Review of March meeting discussion.

ODE Updates: Sarah Pope

Bill hearings anticipated for 4/12/13:

- 3232- Strategic investments
- 3233- Teaching/learning network
- 3231-Early Learning Council and Youth Development Council to ODE

Passage of 3232 would allow for a lot of important work to happen.

ODE: Efforts focused on creating action plans with goals, objectives and metrics for strategic plan.

Reorganization work: August 2013 target. A team will be established to consider guiding principles, theory of action.

Job opening at ODE for a Director (ELPA21; Charter schools), as well as for 3 Education Specialists in the Office of Educational Improvement and Innovation.

OEIB Research and Development Unit: There is a definite need for increased capacity for data analysis and support.

Maryalice: Is there any way for ODE to increase their focus in the summer months in order to provide guidance to school districts re: what they need to know for the coming year? This would be helpful for districts, especially if mid-stream changes could be minimized.

Priority/Focus schools are developing continuous improvement plans, and ODE is busy reviewing and approving. The goal is to make sure the plans are soundly budgeted to ensure increased improvement for kids.

Statewide assessment: Schools are beginning to phase the Common Core State Standards into instruction, with full implementation scheduled for the 2014-15 school year. Starting in 2015, we need to assess students based on these new standards. While Oregon is part of the Smarter Balanced consortium as a Governing State, no official action has yet been taken by the State Board of Education regarding adoption of a particular assessment system.

Ways and Means have requested an analysis and recommendations of assessment options, from which the State Board will most likely choose a recommendation. Ultimately this decision will require additional funding which will be a request to the Legislature.

School Report Card redesign: David Edwards, Zanthus; project manager
Recommendations for the redesign going to Rob Saxton on April 15. Next step will be to operationalize. Plan to use new design in fall, 2013. Report card intended to be a helpful tool for parents and students.

- Examples of new additions:
 - Grad rate
 - College info: college credits, etc.
 - K-12 indicators
 - Growth on OAKS
 - Trends on data

New evaluation systems due July 1, 2013.

3233: Money to fund the continuation of collaboration grants (teacher mentoring, RTI, etc.)

- Fund those who are leading the state and can help scale up

Diversity and education equality: David Bautista started as an assistant superintendent on April 8. Hoping for additional funds to create a larger team to help implement practices to close the achievement gaps.

The [ELL strategic plan and equity lens](#) were both recently adopted by the OEIB.

QEC role: Need a feedback mechanism to make sure all work is aligned.

- Evaluate effectiveness; forward thinking re: strategic investments
- Choose a few investments and make sure benefits are maximized
 - e.g. 3rd grade reading: spotlight high performing locations, flesh out teacher practices, grading methods, classroom patterns, etc. and share out.

Kindergarten readiness tools: Following assessment, track a plan for data interpretation and application.

Feedback is important when operationalizing and analyzing.

Recommendations from the same QEM report can be successfully implemented in school A and school B but not work in school C. (difference in teacher leadership, belief, etc.)

QEC could call out the areas that make a difference (even though initiatives change, the answers for implementation often remain the same).

3233 gets at the people element of the work.

Network bill: recommended organizational assessment to get a better handle on capacity issues. Evaluate the “health/wellness ecosystem” of school districts.

Best way to understand the needs is to be in the schools.

Discussion:

Review table of contents from last QEM

Cost panel for this biennium; P-20?

Add element of soft skills to the “State of Student Achievement in Oregon” section?

Highlight lack of alignment re: school performance with all of the different metrics (OAKS, growth model, etc.)?

Alternate strategy- generally a 10-year runway plan

- expand but don't change completely (to avoid having to re-educate legislature)

Transformation of the QEM may be a central theme of the report

- Simplify/make readily accessible

Greg: QEM is supposed to hold onto the “big picture” and not get bogged down with the details.

Cam Preus, CCWD Commissioner, and Greg are planning to share an overview presentation re: postsecondary and the QEM at the May meeting.

- What is “quality” for postsecondary and how do you pursue it?
- Metrics of quality may change, but hopefully not the definition
- Model for postsecondary funding: integrate into K-12 QEM

QEC can be a strong voice to highlight best practices and how they can help.

Highlight how quality education and methods for pursuing it need to change for the whole continuum/pathway.

Defining quality for postsecondary (and secondary) can be challenging due to broad set of variables and variation of population/clientele.

- K-12 education is mandated; postsecondary is by choice

Need work around the transitions, or “ramps”

- Focus on trying to align pathway of study through high school to postsecondary.

If something can't be defined or measured, it won't be achieved...

More learning need for QEC as a whole re: P-20 integration.

40-40-20: measure of quality? Outcome issue?

- Encompasses every sector of education
- Middle 40 needs attention

Make regionalization part of strategy?

More collaboration with higher education institutions?

Maryalice: Define quality as outlined by current measures

- OAKS
- New assessment for Common Core
- Achievement compacts

Current measures may not ask the right questions to be reflective of 40-40-20 goals of students.

Language linked to waiver (waiver basis for achievement compacts)

Regional compact measures may replace current K-12 compact measures.

Provide a structure that guides the human factor, to be more successful.

Bold move would be to identify top education leaders in OR based on specific qualities and scale up their best practices.

Emerging ideas:

1. Changing model from K-12 to P-20: will be very difficult in and of itself and will require all hands in
2. Successful ramps/ transitions (Eastern Promise, LBCC, etc.) Where P-20 have come together and why
 - a. Also early childhood ramps
3. Quality question with three education entities (tie-in with #2)

Limited clout to get attentive ears; may be due in part to virtually replicating QEM report each biennium.

Voice of QEM needs to be predictive about the key initiatives analyzed

- Something legislators could hang their hats on

Need more information re: how education system works as a whole.

Review other states' QEMs or equivalents / P-20 initiatives to inform our work.

Consider a review of meeting protocols.

Next Meeting Dates:

- 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