

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol St NE Salem, OR 97310
Conference Room 200A/Webinar
Wednesday, July 17, 2013
10:00 a.m. – 12:00 p.m.

Present

Sarah Boly

Beth Gerot

Greg Hamann

Julie Smith (webinar)

Judy Stiegler (webinar)

Peter Tromba

Hanna Vaandering

Brian Reeder

Jenni Deaton

Whitney Grubbs

Absent

Colt Gill

Maryalice Russell

Doug Wells

Welcome and Introductions:

New OEA President Hanna Vaandering was warmly welcomed to the commission.

Member Updates and Information:

Hanna: Formerly an elementary PE teacher. Strong advocate for and believer in the mission of public education in Oregon. Hanna appreciates the past work of the QEC and looks forward to contributing to the QEM work ahead.

Sarah: Pleased that the draft research proposal for QEM is moving along gaining some traction.

Judy: Following the work of local group linked to the early learning council/regional hub efforts in Central OR. Open to opportunities to be more actively involved in the work.

Greg: Working with Willamette Valley early learning hub/regional compact. The group is currently struggling to agree on a geographic definition for the population; need to find a way to coordinate and be consistent in order to have data that can be tracked and analyzed.

OEIB Update/Data tools for matched pairs: Whitney Grubbs

Sneak peek of 2013 legislative session summary handout. Whitney is planning to share the document with the OEIB in August. The summary maps out the legislative actions that support OEIB objectives and investments (aligning P-20 system) and initiatives to improve student achievement.

Overall, the 2013 session was a historical success for Oregon education.

The OEIB Policy and Research unit was funded, to build statewide capacity to identify best practices, develop policies, and recommend investments. Suggestion to include a QEC commissioner in the hiring and work design processes.

- Whitney will bring these ideas to Nancy Golden when she comes on board.

\$45 million to support teaching and learning network was a huge win.

Implementation of new Education Equity office at ODE.

PPT: Last year ECONorthwest pulled together data to determine matched pair schools around the achievement compacts, to help SD's in thinking about setting reasonable goals.

- 5th graders through 5th year graduation. Looked at:
 - Demographic data
 - Historical analysis of outcomes; OAKS/grad rate
 - K absenteeism

What the QEC has done for matched pairs data in the past:

- Regression analysis of historical data
- Relationships among characteristics and subsequent outcomes

ECONorthwest added:

- Academic and demographic profiles of future cohorts to predict outcomes

Analyze the relationship between outcomes to make predictions for future cohorts.

LEP students who exit as proficient prior to HS are not counted as LEP in the graduation data; this data may be helpful to track progress for LEP students.

Implicit assumption in prediction model that practices don't drastically improve and funding doesn't drastically change.

There must be an avenue to invest in the new channel that we believe as a state will lead to increased success.

Not only take into account student characteristics, but two points in time with a cohort to observe the impact of student level impacts.

Peter: Two MS's that feed into one HS in his local district; grad rates are higher with students that come from the MS with lower RIT scores, because more time is spent on aspirational themes such as perseverance and grit.

Have to "think beyond the text score." Soft skills can be taught in the classroom; love of learning, etc.

TELL survey demonstrates what's really happening in schools.

Peter will assign himself the accountability measures topic in the draft QEM outline (Maryalice may join). Peter will prepare a brief summary of findings for the August meeting.

Best Practices Research Proposal:

Are we asking the right questions? Do you believe this research design will work?

Review of the last QEM/best practices report.

Two primary charges to the QEC: funding levels and best practices.

Theme: Evaluating transition zones- Secondary to College

Draft research questions:

1. What are the characteristics, conditions, attributes and actions of Oregon's public secondary schools that have a higher than predicted rate of students graduating from high school prepared and ready for college and career success as measured by the following factors: students' 4-year cohort graduation rate; 5 year completion rate, pre-college credit earning rate, and post-secondary enrollment?
2. What are the characteristics, conditions, attributes and actions among post-secondary colleges and universities that have a higher than predicted rate of student perseverance in course, certificate and degree completion?
3. What is the impact on student achievement of an intentional collaborative effort among the PK-12 districts, secondary schools, colleges, universities, community organizations, and businesses that collectively comprise a system of support for PK-20 students or "feeder" system?
4. Are the students that graduate from secondary schools identified as those "preparing students better than anticipated for college and career success" more likely to persevere in post-secondary schools and colleges in course, certificate and degree completion than students graduating from those secondary schools identified as "preparing students less well than predicted?"
5. What are the characteristics, conditions, attributes and actions of successful collaborations of school districts, secondary schools, community colleges, colleges, and university staff and students, parents and community partners?
6. What are the implications of the study's findings for the Quality Education Model (QEM)?
7. What are the implications of the study's findings for the OEIB's Strategic Plan implementation?

Edits suggested to questions # 3 and 4.

Q #1: Maybe edit to study the impacts of students who defy their predicted trajectory?

Add “gender” to bulleted list of student identifiers on page 2 of proposal.

Communication Plan: Consider feedback loop with regional groups such as Eastern Promise and Connected.

Incorporate findings/research from others states that have conducted similar studies? Foster a seamless system by looking at the work of others.

Summary of discussion: Research Q’s need some refining, but overall idea is well received. Need to be able to quantify the data from the case studies. Sarah will proceed with a new draft for the August meeting.

Model seems to fit the charge of the QEC and meet the needs of the OEIB.

- HS to college transition should be a key research Q for new the OEIB research team
- Research model needs to be open enough in scope to discover success (components that otherwise would not be found)

Timeline:

- Timing of new OEIB research team?
- Sarah will have version #4 of the research proposal to share at the August meeting

Until matched pairs are coordinated and determined, we cannot proceed with research.

Colt will report on the Equity Lens at the August meeting.

QEM Update: Inclusion of Pre-K and Post-Secondary: Brian Reeder

Pre-K Model:

- Encompasses the “Ready for School” learning stage
- We will model two groups of students: birth through age 2, and age 3 through age 5
- Initially we will focus on the age 3 through age 5 group and the impact of early learning experiences on kindergarten readiness and later success
- We will consider the impact of early learning experiences on both cognitive and non-cognitive skills

K-12 Model:

- Encompasses the “Ready to Apply Math and Reading” and “On Track to Earn a Diploma” learning stages
- Will build on the current QEM
- Current QEM financial model will be updated
- Performance model will be an improved version of the optimal resource path model developed in the 2012 QEM

Post-Secondary Model:

- Encompasses the “Ready for College and Career Training” learning stage
- The financial model will be based on the Post-Secondary Quality Education Model (PSQEM) created by the PSQEC a couple of years ago
- The performance model needs to be developed

Despite fading, students that go through an early learning program have increased rates later in college/life (value of Pre-K “soft skills”)

- Increased graduation rates; college-going rates

Simple model that predicts how early learning affects cognitive outcomes as measured by test scores and K-readiness, and also predicts what we think non-cognitive skills eventually lead to in HS and beyond.

- Non-cognitive research is based on studies from different locations and time periods, but create a base for a structure that can be quantified.
- Research isolates the impact of cognitive and non-cognitive skills, and how they complement each other.

Possible translation of model: In order to reach 40-40-20, a certain amount of funding must be dedicated to 4 year olds and non-cognitive skills. The teaching of these skills must build through the elementary years and beyond.

Include the old model for reference in new model; run OR students through the model

- Grounded in reality of OR schools, which will transition into post-secondary easier.

Next Meeting Dates:

- August 14: ODE, Conference Room 251B, 10 am-12 pm
- September 11: ODE, Conference Room 251B, 10 am -12 pm
- October 9: ODE, Conference Room 251B, 10 am - 12 pm
- November 13: ODE, Conference Room 251A, 10 am - 12 pm

Include a webinar option for future meetings.