

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol St NE Salem, OR 97310
Conference Room 200A
Wednesday, August 14, 2013
10:00 a.m. – 12:00 p.m.

QE Commissioners Present

Sarah Boly
Beth Gerot
Colt Gill
Greg Hamann
Peter Tromba
Hanna Vaandering

ODE Staff

Stephanie Parks
Brian Reeder

QE Commissioners Absent

Maryalice Russell
Julie Smith
Judy Stiegler
Doug Wells

Welcome and Introductions

Jenni Deaton, who was ODE's QEC Staff support, is being replaced by Stephanie Parks.

Member Updates and Information

- Beth Gerot had an opportunity to attend an AVID (Advancement Via Individual Determination) Conference in San Diego. AVID is a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance. She said the program provides professional development around the same kind of teaching strategies that the QEC is finding in high performing schools.
- Colt Gill is working on regional achievement collaboration and waiting for the rollout of strategic funding initiatives.
- Peter Tromba talked about the student information system and the regional data warehouse, and how he has become involved in studying and giving recommendations on statewide opportunities for a longitudinal data system to measure 40-40-20 goals. It is a continuing learning experience for him.
- Sarah Boly's current focus is on research.
- Brian Reeder is continuing work on Pre-K development modeling. He mentioned that there tends to be confusion between cost and funding models. "Revenue sources are a demand side phenomena; cost is a supply side phenomena."
- Hanna Vaandering's appointment has not yet been officially confirmed by the Governor's office, but it is anticipated that will be taken care of within the next month.
 - Hanna said that OEIB had a good meeting with the Early Learning Council, which is doing good work we hope will help student achievement.
 - The Kindergarten readiness assessment will be rolled out.

- 420 educators attended the OEA summer leadership academy, where common core and teacher evaluation were well attended.
- She is looking forward to working with the Department as common core standards are being rolled out.
- Greg Hamann is working on a regional compact and early learning hubs, and has been working on outcomes funding strategies for higher education. He is working with the Lumina foundation and other leaders across the country on what those models look like and how they would apply to us here in Oregon. They are trying to connect our state conversation to the national conversation.

Best Practices Research Proposal Updates

Sarah Boly led the discussion on the Best Practices Research Proposal. This work currently reflects three stages:

1. Development of College Readiness Ranking Report and Selection of Matched Pairs
2. Administration of EPIC's CollegeReady Report and Selection of Matched Pairs
3. Implementation of Case Studies of 3-5 Matched Pair High Schools Performing Better Than Predicted.

Sarah gave an overview of the big picture, saying that the biggest change is realizing that the issue is far too complex for the report to be completed in the time allocated. If looked at from a "big picture standpoint," instead of one proposal that addresses high schools, postsecondary education and a feeder system, it would be broken into stages and phases. The first phase is looking at high schools and K-12; the second phase would be community colleges (a stage in which a lot of support work is happening for college and career readiness), and the third phase would address collaborations that exist among secondary and postsecondary, attempting to tie together loose ends and make transitions much stronger. A fourth stage could be added that would access early learning. This is cascading, progressive work, and would involve a multi-year approach and would be one the QEC would be developing a budget for. It would involve every QEC member; different teams would work on different areas.

- Phase One. The second page of the report (attached) outlines what Phase One is addressing. It involves the development of a college readiness ranking report and selection of matched pairs. There is also a progression analysis factoring in conditions we identify as being really important.
 - A ranking report is used to select matched pairs. Schools are much more interested in talking to us about what they are doing rather than worrying about where they are in rank order.
 - Next steps would be to secure funding. Inventories run about \$5,000/school. We also need to be sensitive to the time variable in schools.
 - If this can be done, EPIC would meet with a QEC team to help address this. There are two windows of opportunity: before the end of October and again in January. If it isn't done by spring break, it won't be.
 - ECO Northwest has already developed college ranking and a whole matched pair regression analysis around predictions of what will happen. Brian will talk with John Tapogna further about this.
 - Hanna spoke about the TELLs survey, which is a learning condition survey that provides data to help inform the public, legislature and governor the learning conditions in each school. A certain percentage of respondents is necessary in order to use the data. For this to be successful we will have to have a large coalition of partners including OEA,

COSA and OSBS. The EPIC inventory is narrowed to career and college-ready indicators. The TELLs surveys would be another piece of information. Peter commented that part of QEC's role is to be knowledgeable of these instruments and how they fit with our mission; this topic might be an appropriate agenda item for the QEC's next meeting. Hannah mentioned that whether this will be done statewide or piloted is under discussion. Sarah commented that this would foster empowerment for self improvement for schools.

- Peter clarified the stages and the timeline involved, saying that we can do this first phase and that it is setting the stage for successive research. We will have a better sense of what the cost will be and the time involved. A whole regression analysis process and case studies are important. Stage Two would be a general dollar figure. Stage Three: new OEIB researchers doing case studies. Brian mentioned that the legislature did not appropriate anything directly for QEC but ODE leadership is supportive of QEC's work. If we can get someone on research, the QEC can move ahead on Phase Two.
- As a commission, we can always read appropriate literature, do best practices reviews, and look outside Oregon.
- Brian commented that one of our goals is to statistically adjust for things that are outside the control of schools, and then evaluate what it is that schools are doing differently that impact results. If we learn something, we should incorporate that into the model so we can have a measure of effective collaboration.
- Greg asked if we learn anything in the regression model about what percentage of outcome we can account for. Brian responded that it is in the 30-40% range, which is significant. According to the Coleman Report from the 1960's, much is outside the school's control. As we have more student level data available, these estimates are more accurate and are increasingly significant in those models. We have more confidence in those pieces that are outside school control.
- Hanna commented that poverty impacts our students more than anything.
- Greg mentioned that we don't have good answers to that question for postsecondary. When we get to Phase Two, he would like to put together research to try to answer these questions. He suggested it would be a great foundational base for the work we do in Oregon.
- Peter suggested we include an agenda item for the next meeting that would orient new members on this report – how we pick who we associate with in terms of researchers, answer questions on matched pairs, etc., as it is easy to fall into assumptions. The report proposes a substantial change of course that new commission members might think we've always done.
- The research proposal was brought to a vote: Do we have a green light to pursue this?
Beth: Pass; Colt: Aye; Sarah: Aye; Hanna: Aye; Greg: Aye
Vote was affirmative for going forward with Phase One.
Sarah said she will start working on literature, reviewing websites, etc. She will also develop a calendar. Brian Reeder will deal with the funding piece.
- Phase Two. Sarah Collins said they could easily have quantitative data for this; they are looking for strategies that are research based and that support college and career ready development. They are interested in extending the process throughout the K-12 system and beyond. They can get the quantitative data ready for the qualitative stage 3 implementation in case studies.
- Phase Three. There is a deeper role for QEC to play if desired. Data could be collected through focus groups. An RFP could be developed. Case studies would range from \$5,000 to \$50,000. ODE will be working with OEIB research folks also.

- OEIB strategic plan goals are QEC's work; they are aligned and connect nicely. If we have a multi-year research plan that people can see, they can better figure out where their needs might fit and approach us about doing some research.

Foundational Information on Equity Lens

Colt Gill reported on the Foundational Information on the Equity Lens. He said he changed the title of his report (Equity "stance" instead of Equity "Lens") to reflect QEC's more specific focus. He considered it to be more of a strength asset model for diversity, to show an appreciation and service to a growing and diverse body in the state.

Discussion took place regarding the report, with the following comments recorded:

- The focus is on subgroups, which hasn't been part of a school profile in the past. We have more student data now, so it is time to do this because now we can do it well.
- We are starting to develop a parallel or second model of student characteristics; this fits along with that. There might be a multi-report evolution. There is so much work to do on it; getting it into the structure of the model is a first step.
- Get in there in this round, understanding we will improve in the future. It will evolve over time.
- We have renewed focus on high school completion and college readiness. The commission has relied on OAKS test scores in the past because they are quantifiable, but now we have the ability to combine some of those data to understand better. Call these outcome data supplemented with student characteristic data, and even district and school characteristic data.
- Like the way they integrate well with 40-40-20, QEM and research. Ultimately best practices that have resulted need to be quantified.
- It is overarching; there are key elements in all eight items listed

The next step will be to incorporate suggestions from the discussion and send the report to the full commission. There will be another round to weigh in via email.

QEM Outline/Accountability Measures

More to come on this subject at the next meeting, which is scheduled for September 11, 2013.

The meeting adjourned at 12:00 noon.