

**Meeting Notes**  
**Quality Education Commission**  
**Oregon Department of Education**  
**255 Capitol St NE Salem, OR 97310**  
**Conference Room 200A**  
**Wednesday, September 11, 2013**  
**10:00 a.m. – 12:00 p.m.**

**QE Commissioners Present**

Sarah Boly  
Beth Gerot  
Colt Gill  
Ana Gómez (by phone)  
Greg Hamann  
MaryAlice Russell  
Judy Stiegler  
Doug Wells, Commission Chair

**ODE Staff**

Stephanie Parks  
Brian Reeder

**Guests**

Morgan Allen, OSBA  
Doug Wilson, LFO

**QE Commissioners Absent**

Julie Smith  
Peter Tromba (on leave)  
Hanna Vaandering

**Welcome and Introductions**

Ana Gómez, a new Commissioner who will be confirmed September 18, participated in the meeting via telephone. She introduced herself and gave a brief background of her work and how it relates to the work of the QEC.

**Member Updates and Information**

- Doug Wells, Commission Chair, said it was nice to be back and that it was gratifying to see that things ran smoothly and that the Quality Education Commission made a lot of progress while he was gone. He also said that David Douglas is doing more work around toddlers and infants, and that parent engagement, “one of the key ways to move the dial,” has been gratifying. Part of SB 2013 is a \$4 million appropriation for helping school districts work with early childhood communities. He has also been working with Brian Reeder on national early childhood funding.
- Brian Reeder shared that he has been looking at pre-K systems other states have in place. He has been focusing on what it means for how we structure the pre-K portion of the model we are trying to build and how it flows into the K-12 piece. He is trying to explicitly model the connections. He shared that there is good information out there about pre-K and good recent research on pre-K programs on later outcomes.
- Colt Gill reported that they have had a great start to the school year, staff has a positive attitude, the classes are gigantic and the year is too short. Colt said that he is involved in a loose consortia with Beaverton and Three Rivers in piloting early warning systems. They are focused on looking at how students are performing earlier in school and whether they are on track or not to earning an early diploma. They are looking at course performance, behavior, attendance, and essential skills performance, wanting to develop a clear document for parents and students,

where they have input on when the student isn't on track for their diploma and what kind of interventions are in place and what families can do at home to help.

- Beth Gerot said that school started yesterday. This year they made the back-to-school event for staff a day of professional development for teachers. It was well attended and very much appreciated. Beth said class size is a huge issue, and that the school year is much too short. She sent an update to the OSBA board for their September meeting on what the QEC is doing, and will be doing another one in June 2014.
- Beth said that Peter Tromba is excited about his new position and sees opportunities to continue to work with the QEC though he will not be a voting member while on loan to the state. He will continue to attend QEC meetings as he can. He is not at today's meeting as he is involved in his transition.
- Judy Stiegler reported that she is working with a group in Bend on helping students in the foster care system. She also said that she is teaching again.
- MaryAlice Russell said that her district is trying to get some relief in class size issues. They are having negotiations "as we speak" which will hopefully result in a positive outcome. They are also piloting a 4-year Headstart program in October where they are hoping to have a demonstration site for community members, foundation groups, and those interested in investing in the future. They have obtained funding for one year and are hoping to find a way to maintain the program. MaryAlice believes that there will be immediate payout in terms of the children's readiness skills.
- Greg Harmann said that community colleges will have over 400 students from five different school districts in the fifth year high school programs this year. This will result in exponential increases in programmatic strategy, and significant staffing adjustments so they can work more effectively in addressing alignment of curriculum. They will be providing each district with information on performance of students after they leave high school. Greg mentioned that Oregon needs a funding system to accommodate what we want to do. Restructuring education in the state is how we begin to think about how these things fit together; he said otherwise we are dealing with funding strategies in a very "siloeed" way.

#### Best Practices Research Proposal Updates

Sarah Boly thanked Brian for shepherding funding for the research proposal through the system; she had kept working on it in anticipation that would happen. The deadline for the proposal is June 2014, and she wanted to be sure we could make timely decisions. Sarah discussed the plan, focusing on the time line, budget and contracting process and formation of a research subcommittee.

Sarah said a process was developed that can be modified to adapt over the years. "It is designed to be nimble." It is broken into three consecutive phases, building on each other. The first phase is K-12 to college transition; the second is administration of a college-ready survey; and the third is implementation of case studies.

She reviewed the overall time line, benchmarks, and necessary research contracts. Sarah mentioned that the Equity Stance document works together with the Best Practices Research Proposal as it tells us priority populations and conditions we need to integrate into our research. We will be using a contractor (perhaps Epic, Educational Policy Improvement Center in Eugene and Portland) working with the subcommittee behind the scenes. Reporting on Phase Two would take place at the November meeting, which would pave the way for the case study launch in January 2014.

Greg Harmann indicated he would like to be involved in Phase 2; he mentioned that we will learn in Phase 1 the extent to which school districts can modify models, plans, behavior, culture, etc., in order to prepare their students. He is interested in being able to track those students – do students from those schools perform differently at the next stage? He believes we should be looking at not just institutional performance, but also student performance at those institutions. How much do we have control over? It is an investment issue and can be quantified and incorporated into a model if some indicators in student progress are focused on. We can use the data to impact budget decisions and investments. He will work on rephrasing the Phase 2 summary of the document to reflect this.

#### Foundational Information on Equity Lens

Colt Gill led the discussion on the draft of the Equity Lens document. He mentioned that the Quality Education Commission utilizes this information differently than the Oregon Education Investment Board, as the QEC is a product development group and OEIB is more policy oriented. The Quality Education Commission applies the equity stance to the work it does, which is separate from best practices work and QEM, but has to be incorporated. He believes we should be thoughtful about how we report data in terms of its impact on all students.

Colt will incorporate changes in the document to reflect today's discussion, and the QEC will vote whether or not to adopt the revised document at its October meeting.

#### QEM Outline/Accountability Measures

Brian Reeder briefed the group on QEM and cost modeling. He said that the cost pieces of the model are updated every other year and that the financial data to do that is available in the spring (March/April). He said that once the data is available he can do the mechanical updating of the model immediately. The other piece, which is more challenging, is trying to develop cohort-based models following students through different grades. He can follow cohorts of students over time and identify how their performance is influenced by various factors (school districts, funding levels, ESL status, etc.), take these models and make them more general so they apply to all students. This provides a more data-driven connection between resources, allocations, and student performance, and ultimately 40-40-20 kinds of measures. Brian will bring back an outline of what those kinds of models look like in October. He will continue to work on the pre-K model and how it connects to the postsecondary model.

Brian said that we will have some kindergarten assessment data soon; that piece will focus heavily on research on how early learning affects later achievement (even the high school graduation rate). He reiterated that there are a lot of choices on which way to go and a lot of different approaches that can be taken.

#### Subcommittees

Doug Wells led the discussion regarding forming subcommittees to assist in the work of the QEC. He said there is value in having a group working with committee leads to think about conceptual questions and how we want to connect what we've done with K-12 programs. This is new work, and we tend to think about it in terms of which data will help us to connect kids as they move into transition phases. Some of the expertise QEC members have is in early childhood, postsecondary education, K-12 – how we think about what kind of data we have is really useful. Doug said the question is how we do our work now. We have a nice outline of what we're doing; perhaps we need a committee to help shepherd best practices, research etc.; people who are willing to "bat" ideas around, give support, and come together. As we get

to stage 3, everyone would be involved. Doug said we need to have an identified leader for each subcommittee, and people who are willing to step in and help.

- Best Practices Committee: Sarah Boly will lead, assisted by Beth Gerot.
- Data Committee: Brian Reeder will lead, assisted by MaryAlice Russell (she will include one of her administrators in the conversation). Colt Gill will be a resource.
- Greg Harman will help where he can, and perhaps act as Chair for Phase 2 as that is where his expertise is.
- Peter Tromba will stay in the loop on committee activities.
- Judy Stiegler will be happy to jump in where needed.
- Doug Wells, as Chair, will be kept advised of committee activities.

#### QEC Meetings

The next QEC meeting is scheduled for October 9, 2013. It will be decided at that meeting whether or not to have one in December.

#### Miscellaneous

Brian Reeder and Doug Wells are testifying before a joint committee on education funding on Tuesday, September 17. The Legislature must provide a report on funding adequacy (Measure 1 Report), and has requested an overview.

The meeting adjourned at 11:45 a.m.