

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol St NE Salem, OR 97310
Conference Room 251B
Wednesday, January 8, 2014
10:00 a.m. – 12:00 p.m.

QEC Commissioners Present

Sarah Boly
Beth Gerot
Colt Gill
Ana Gomez (by phone)
Greg Hamann
MaryAlice Russell
Julie Smith
Hanna Vaandering
Doug Wells, Commission Chair

ODE Staff

Stephanie Parks
Brian Reeder

Guests

Morgan Allen, OSBA
Laurie Wimmer, OEA

QEC Commissioners Absent

Judy Stiegler
Peter Tromba (on leave)

Member Updates and Information

- Sarah Boly: We have a signed contract with ECO NW, and are finalizing a contract with EPIC.
- Colt Gill: The equity stance subcommittee has been meeting and updating the document. He will bring it to a future meeting.
- Julie Smith: Had discussions with a friend who is a PPS director of community based organizations. They have been working with some national partners and have created an alternative report card on following students' postsecondary success. They have a matrix and list of characteristics that are different than those set for more streamlined 4-year graduation students. She offered to bring her to a QEC meeting and present; Doug Wells said the Commission has definitely had guests present in the past and encouraged it.
- Greg Hamann: Work on the equity stance has encouraged community colleges to work on one as well, using the document as a source document. Greg said that community colleges are also working on expanding career technical opportunities, trying to raise awareness for career technology pathways and pathways that are not specifically career oriented.
- Ana Gomez: She is now Associate Director of Outreach at Eastern Oregon University. She said the intention of this new position is to expand "juntos" all over the state. The "juntos" will project the program to more districts and bring more opportunities for Latino youth.
- Hanna Vaandering: Discussed the TELL Oregon survey. She is excited about having a tool that will allow administrators and educators to give their perceptions. "The survey will help Oregonians understand the reality of what's going on in our schools."
 - Hanna also spent time in classrooms this past month talking with students. She said it's always fun to be out with students and hear how things are going.

- OEA is currently working on two big issues: class size and programs.
- Hanna met with Brett Bigham, who is the first special education teacher to be Oregon's Teacher of the Year. She encouraged members to reach out to him.

Best Practices Research Proposal Updates

Sarah Boly discussed the best practices review process. The review will be conducted by a QEC subcommittee along with experts from the field. The panel will utilize current credible research that will enable the QEC to present a general picture of the characteristics, attributes and actions of public secondary schools throughout the world that prepare students for successful college and career transition. She also offered a proposed timeline overview, broken down as follows:

January	Research timeline and best practices literature review process.
February	Presentation of student college readiness model by ECO NW and affirmation of matched pairs.
March	Discussion of College Readiness Best Practices Research Review
April	Research contractor presentation on the results of the matched pair inventory of practices that foster the four keys to college readiness and success in matched pair high schools.
May	Research contractor presentation on the results of the case study phase of the matched pair research.
June	Draft 1 Research write-up submitted for discussion.
July	Final draft research write-up submitted and approved for inclusion in the 2014 QEM Report due in August.

Sarah will arrange a meeting after January 20th for the QEC subcommittee to meet with ECO NW.

QEM Cost Model Update

Brian Reeder discussed the performance model structure, the purpose of which is to relate student performance in a given period to a measure of desired outcomes (such as high school graduation). Once this relationship is estimated it can be determined how much higher performance must be in order to increase the probability of high school graduation. This type of model estimates high school graduation as a function of program effectiveness/spending through its impact on cumulative student performance in prior periods. We can estimate the impact that resources and program effectiveness have on high school graduation, and identify the school years prior to graduation where programs seem to have the greatest impact on eventual graduation. This focuses the analysis on the impact of additional (rather than total) resources and should give much clearer guidance to policymakers. Brian said, "The whole point of the exercise is to find out how we can change what we're doing to get better results."

Greg Harmann pointed out, "Our role has to be about the quality of education, and whatever we do with program effectiveness is a critical part of our work, connecting it in a way that achieves the outcomes we aspire to."

QEC Meetings

There was some discussion about QEC meeting dates and it was decided to leave them as scheduled.

Miscellaneous Comments

- Popular media is pushing the limits. The *Wall Street Journal* has an article on innovations and bridging the achievement gap. *Time Magazine* dedicates issues to classrooms of the future. It's all about connecting kids to postsecondary and successful careers.
- Poverty is a cultural component. It is key to focus on it and to work with students at younger ages.
- What are we doing before third grade and pre-K? We need to be talking to those groups and tell them this is the kind of information we will need to tie into what we are doing.
- We are just starting to create a secure online resource for all school districts to be able to watch the postsecondary academic performance of students. We are hoping to reverse engineer their educational experience. It is a fruitful research strategy.
- We might find there are innovative strategies at regional hub levels we can tap into.
- How do we keep track of students who can't afford to continue their education? We automatically assume tuition is a barrier, but what we have are lost opportunity issues. It's another economic discussion.
- We can teach the qualities of perseverance, or "grit."
- Community colleges and K-12 entities are experiencing extreme disparities of community's willingness to support. Where do we have a state conversation on how to address that? This is a key issue of the School Funding State Task Force. We changed the constitution to allow state bond money to be used. They are focused on a distribution type model that takes into account local capacity.
- Where to put kindergarteners is the largest area of angst in supervisor groups.

The meeting adjourned at 12:15 p.m. The next meeting will be February 12, 2014.