

Meeting Notes
Quality Education Commission
Oregon Department of Education
255 Capitol Street NE Salem, OR 97310
251B Conference Room
Thursday, July 12, 2012
10:00 a.m. – 1:00 p.m.

Present

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| Susan Massey | Brian Reeder |
| Sarah Boly | Jenni Deaton |
| Beth Gerot | Ben Cannon |
| Colt Gill | Morgan Allen |
| Frank McNamara | Laurie Wimmer |
| Lynn Lundquist | |
| Maryalice Russell | |
| Peter Tromba | |
| Doug Wells | |

Absent

Gail Rasmussen
Julie Smith

Welcome and Introductions

Ben Cannon, Education Policy Advisor for the Governor, opened the meeting by thanking all Commission members for their efforts, especially Susan Massey, Frank McNamara and Lynn Lundquist who are transitioning off of the Commission. Letters of thanks will be presented to them soon, signed by the Governor.

The Governor, Rudy Crew, Policy Advisors and Governor's Office staff all value the important work of the QEC and appreciate the relevance of the work, especially considering methods to maximize resources. The analytical tools and data from the QEC are valuable and applicable toward the state's overall work and goals.

Sincere gratitude was extended to Frank, Susan and Lynn for their dedication and careers of service in education-related capacities, and the wisdom and guidance they have provided to the Commission over their many years of involvement.

Member Updates and Information:

Doug: The QEC is on the agenda for an upcoming OEIB meeting, so commissioners will need to focus on creating a presentation to share with the OEIB during the next QEC meeting.

Colt Gill introduced himself as a new member of the QEC. He is the Superintendent of Bethel School District with approximately 6,000 students. He has been working as an advisor to the State Board of Education, and this month is stepping into this new role as QEC Commissioner.

The QEC/QEM session at COSA last month was well received. Thank you to those who presented on behalf of the Commission.

Best Practices Panel Update:

New edits have been added to the QEM document; Brian will highlight the latest incorporated changes on the next distributed version.

Sarah is interested in any member input on the survey section of the Best Practices report.

The findings of the surveys are well aligned with the interview results.

Previous focus of recommendations:

- *Invest in high-leverage strategies and allocate additional resources where they will have the greatest impact on student performance. Time and leadership are priority investment targets.*

Best Practices research:

- What are best practices in Oregon?
 - Connected back to research/literature
- How prevalent are the practices?

For this report:

1. Best practices literature review
 - (Sarah has prepared an appendix for the report)
2. Surveys from teachers to determine prevalence of best practice
 - Activities associated with formative assessment and professional collaboration.
 - Surveys to teachers and to matched pair schools (compare what is happening in high and low performing schools and state-wide)
3. Results of interviews
 - Reinforce results of the survey

Peter: The chart addressing 5 areas of findings brings out additional questions; some areas need additional clarity.

- Reveals that just doing formative assessment and/or professional collaboration will not guarantee success. You must drill deeper than initial implementation.

Make a recommendation in the QEM to further explore areas of the report (include a sentence in final recommendation section)

Maryalice: Emphasize what happens within professional collaboration time, regardless of late start or early leave structure. Cost/benefit analysis: Time taken for collaboration is time away from student instruction time.

Frank: In the interviews, it seemed that the informal collaboration time between teachers was the most powerful and productive for formative assessment work.

- May not have enough data to make a statement about informal vs. formal collaboration, but it begs to be pursued in more detail.

Insert new paragraph: (Peter volunteered to do)

- Quality trumps quantity of time spent (emphasize more study is needed)
- Informal vs. formal collaboration

Reorganize questions on the chart (Peter will work on)

- Shift positive questions to the top of the chart
- Add “daily” data to “at least weekly” for parent notification question

Sarah will send original chart in Excel to Brian, and Peter will send revisions on to Brian for incorporation into the full document.

Executive Summary:

- How much of overview should be included?
- Include 5 areas of findings (listed on the last page of the appendix)
- Wait to finish executive summary until a final draft of the report is complete

Cost of best practices not included; should it be added to the QEM?

State-wide data system:

- Not appropriate to put in model
 - Funded through ODE, not school districts
 - More money has been added to data/technology section to accommodate

Hearing from teachers that they do not have access to/ability to use data to assist in instruction

- Is there a place to state the importance of this element?

- Define proficiency-based grading
- Define acronyms the first time they are used in the report
- Make it more prominent in the report and executive summary that teachers need to “own” the agenda for collaboration

First part of the report:

- Preface is longer than past reports, and much of the tone and content is about the new education structure (does it convey an assumption that the QEC endorses the structure as leading to increased achievement?)

Goal for preface tone: QEC wants to be a team player with other education forces. Intended to set new context of education in Oregon, not apply and support assumptions.

Previous reports considered the cost to get 90% of students to standards; with new 40-40-20 goal, should there be a corresponding change in the QEM?

Brian: 90% vs. new 40-40-20 goal is not a notable conflict to address in the report (aspirational goal)

Maryalice: Changes in graduation requirements to reach 40-40-20 goal; a future costing aspect to consider in QEM?

Brian clarified that the new graduation requirements were evaluated in detail and it was concluded that the fully-funded QEM already includes the resources necessary to achieve what the new graduation requirements call for. Therefore, no additional resources were added to the full QEM.

Colt: Surprised reading through draft that a bullet on page 38 was the first mention of disparities in student achievement in sub-populations.

Future report: Area of best practice, considering what it is going to take to reach the 40-40-20 goal for all students.

- Disaggregated data for charts/graphs

➤ Suggestion to bring this concept out in a sentence in the executive summary.

Structure/prototypes/exhibits in the report are very similar to past reports (with updated numbers)

Colt: How are the prototypes updated?

- Start with previous year's prototype data
- 13-15 biennium: March forward in time with expected inflation rates and cost increases
- School Revenue Forecast committee: Make sure that the current service level lines up with their numbers

Teacher number averages: The large number of small schools in Oregon increases the state-wide average for teachers per school.

The QEC charge is for the report to be a state-wide view, so it is difficult to reflect all of the unique circumstances in Oregon.

Colt: Number of school days not reflected in prototype charts

- Important piece to look at in the future; “time on task” is important to consider

Resource Allocation Update:

Brian is half-way through the resource allocation work

Reading score regression presents less of a pattern (depending on which cohort) than the math scores.

Data limitation for science; writing was eliminated so not relevant data to utilize.

Define elements of statistical equation in report

- Equation adds value by emphasizing that the work has statistical basis
- All data is based on clean and intact cohorts
- Basic notion: Does any one year of learning matter more than another?

Leads districts to take a hard look at how they’ve allocated resources against student performance and further evaluate middle school/needs and preparation for high school.

Dissemination of QEM:

Electronic dissemination to legislators and Governor (by request)

Online release with white paper and expanded executive summary

Deliver to Revenue and Education Committees?

August 1: Post on website and send/post press release regarding report

- Extract executive summary to post separately

Send an email with link to the report to survey respondents and interview participants/schools

Limited number of printed copies should fit within ODE’s budget abilities

Create PowerPoint to take on the road

Next Meeting Date:

Monday, August 6, 10 am-1 pm, Studio A

The August meeting will focus on the PowerPoint presentation for the discussion with OEIB and Ben Cannon, the possibility of creating a whitepaper, and strategizing next steps.