

APPENDIX F: SUMMARY OF QEC BEST PRACTICE RECOMMENDATIONS

In August of each even-numbered year, the Quality Education Commission (QEC) presents the Oregon Legislature with a report that outlines best educational practices, makes recommendations for actions that the legislature and Oregon's schools can take to improve student outcomes and estimates the funding level needed to meet Oregon's K-12 education goals. Specific recommendations of each report draw on the work of previously completed reports dating back to the original report in 1999. More detail on the recommendations can be found in the [individual QEM reports](#).

Statute requires grant recipients to consider recommendations of the Quality Education Commission when planning. In addition to reviewing these recommendations, some could potentially be applied as outcomes or strategies in the planning process.

Many practices and investments have been discussed in the QEM reports over the years and are summarized for the past decade here. The summaries are followed by a list of further sources of information that may be of interest to districts and schools.

QEM 2022 REPORT

The [2022 report](#) recommends continued progress on investing in systems that support Oregon's most marginalized students. Additionally, the QEC recommends the following practices:

- Implement educational best practices informed by input from educators, parents, students, and the community;
- Attention to the intent of Student Success Act funding for additional supports, not to backfill the State School Fund, and commitment to equity and stakeholder engagement;
- Fund the whole education system, starting with universal pre-school so that all students have access to high-quality early learning programs all the way to post-secondary career and college success;
- Enhance wrap-around support for students and families through community schools;
- Invest fully in supports that address student mental and behavioral health;
- Strengthen support for students and families in partnership with community-based organizations; and
- Continue system-wide school improvement strategies.

QEM 2020 REPORT

The [2020 report](#) focuses on educational equity and eliminating opportunity and achievement gaps as well as attending to the impacts of the Coronavirus.

- Institutionalize equity based practices within schools.
- Increase equal opportunity and access to high-quality early learning programs.
- Pay attention to social and emotional learning.
- Build systems designed to continuously improve.
- Distribute resources to individual schools based on measures of student need.
- Work cooperatively with partners to effectively implement the provisions of the Student Success Act.

QEM 2018 REPORT

The [2018 report](#) focuses on the structures and systems required for a sustainable school improvement model. Specific recommendations include the following:

- Districts and schools need to develop “network improvement communities” that provide a framework for creating coherent systems and processes for long-term improvement. ODE should assist districts and schools in doing this work; and
- All levels of the education enterprise should pay more attention to equity. The state must pay attention to the equitable distribution of funding to school districts, and districts must pay attention to the equitable distribution of resources to individual schools. Schools, for their part, must assure that the high-needs students in their care get an education that is tailored to their specific needs.

QEM 2016 REPORT

The [2016 report](#) focuses on preparing students for post-secondary success.

- Schools should promote a culture of college-going, particularly among students that don’t have a history of college-going in their families;
- This requires a collaborative effort among administrators, teachers, staff, students, families and the community; and
- Schools need to design structures that help staff get to know students well.

QEM 2014 REPORT

The [2014 report](#) focuses on resource allocation.

- Resources must be allocated to the uses where they have the most positive impact on student learning;
- More resources should be allocated to the early grades and to schools that have more students with higher needs, including students from low-income families, English learners and students with disabilities; and
- Districts and schools should work to reduce the rate of chronic absenteeism, with attention paid to creating a school environment and culture that is more engaging for students and promoting closer connections between students and staff.

QEM 2012 REPORT

The [2012 report](#) focuses on teacher collaboration and formative assessments.

- Enhance the collection and use of data from formative assessments;
- Spend at least 60 minutes per week analyzing assessment data with colleagues;
- Give feedback to students and parents frequently;
- Promote teacher collaboration and devote enough time and resources so it is implemented well; and

Teacher collaboration should include setting specific goals for improving student achievement, including for individual students.