
Appendix A - Summary of Recommendations from the Quality Education Commission

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.

In line with the Quality Education Commission's recommendations in the [August 2018 Quality Education Model Final Report](#), the Student Investment Act application process requires districts to build systems that cultivate continuous improvement and use a needs assessment for equity-based decision making. **The 2018 report stresses building system capacity and coherence and warns against plans focused primarily on discrete programs, activities and interventions.**

Summary of Guidance from the Commission

This document summarizes the Commission's guidance for continuous improvement, a focus on equity, a framework for building coherent education systems that use resources effectively and the use of improvement science. These specific recommendations draw on the work done for the 2018 Quality Education Model (QEM) report as well as for prior reports dating back to the original report in 1999. More detail on the recommendations can be found in the [individual QEM reports](#).

Elements of a coherent continuous school improvement model include:

A Shared Vision that promotes a positive school culture and environment that emphasizes academic excellence, shared responsibility, collaboration and mutual trust and respect.

A Common Understanding of the Problems to be Solved through honest discussion with staff, students and parents to identify which aspects of the existing system, practices and processes are at the root of the problems so that those parts of the system can be improved.

Effective Teachers supported by high-quality induction, support and mentoring; context-specific professional learning that builds capacity for small group facilitation, analysis of individual student needs, strategic planning to address root causes of underachievement and partner networking; time and support for data analysis and diagnosis of student needs and sharing of expertise in solving teaching challenges; meaningful evaluations and feedback about standards aligned classroom

performance and professional collaboration; and including teacher leadership (trying, evaluating and planning new practices) in the career path.

Strong and Stable School Leadership who foster a shared vision and culture of trust and support, develop and empower effective teachers, coordinate support staff and external partners, and assure the coherence of the processes and practices that ensure every student and teacher has and meets high expectations.

Well-coordinated Support Staff who promote a culture of learning through support of both academic and personal issues.

Community Partners who add value by working on the ground to directly assist families, students and schools in solving challenges, providing wrap-around services and connecting schools to their neighborhoods.

Engaged Parents who have the necessary information to help their students stay on track and to get involved and connected to the larger school community.

The Commission recommends districts use the following framework to build coherence and maximize resource deployment.

- Provide strong supports (high quality pre-K, affordable healthcare, family wrap-around supports) for children to arrive at school prepared, healthy and eager to learn.
- Ensure that students with highest needs have access to the best teachers.
- Develop highly coherent instructional systems of standards, curriculum frameworks, assessments and course requirements.
- Articulate clear pathways for students through the system, set to global standards, with no dead ends. Set and clearly communicate high expectations for all students, including descriptions of how this step in the path prepares them for future steps and provide supports for those not yet meeting them.
- Assure an abundant supply of highly qualified teachers through grow your own programs that begin with high school students.
- Professionalize teaching by providing supports and incentives for learning and continuous improvement, increasing their role in decision-making through communities of practice, and providing more non-classroom time to improve instruction.
- Create an effective system of career and technical education and training that requires high-level academic performance from all students.

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- Recruit and invest in the leadership development of teachers and staff so they can lead and develop strong systems of instruction.
 - Institute a coherent governance system coordinated across the school, district, and state levels, with well-articulated priorities at each level. Provide school supports in the form of expert assistance in diagnosing problems, devising local solutions and assisting with implementation.

While the above elements and framework are a necessary component for long-term and sustainable improvement in student outcomes in Oregon, they are not sufficient. Also critical are effective educational practices and investments that are well implemented. Because needs can vary tremendously among districts and schools, each district should evaluate the investments that will have the greatest impact in each of their schools, as identified in their needs assessments. Many of these practices and investments have been discussed in the QEM reports over the years and are summarized here. The summaries are followed by a list of further sources of information that may be of interest to districts and schools.

QEM 1999 Report

[This is the original QEM report](#) which describes the key elements and components of a quality education as reflected in the Quality Education Model. Its key recommendations are:

- Targeted reductions in class sizes, particularly in the early grades;
- Provide more professional development for teachers and principals;
- Provide more instruction time, particularly for struggling students;
- Do more community outreach to promote more parent and community involvement; and
- Provide more instructional support so the benefits of good instruction are maximized.

QEM 2000 Report

[This report](#) builds on the 1999 report and recommends the following:

- Focus resources on the early grades to build a solid foundation for later learning;
- Tailor professional development to the particular needs of students in each school; and
- Focus on the social-emotional needs of students that research shows have long-term positive impacts on student outcomes.

QEM 2002 Report

[The 2002 report](#) focuses on indicators of quality and improving the equity of student outcomes. Its key recommendations are:

- Create a personalized education plan for each student and base instruction on individual student needs;

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- Use data to inform their decisions about individual student needs;
 - Have a comprehensive induction plan for new staff;
 - Provide and encourage student connections with significant adults;
 - Develop career-related learning opportunities with community-based and worksite learning options;
 - Offer college course-taking and dual credit opportunities; and
 - Provide wraparound services at school sites.

QEM 2004 Report

[The 2004 report](#) focuses on staff development, curriculum alignment and resources for students with disabilities.

- Target staff development so teachers can more effectively help students meet state standards;
- Improve the alignment between the K-12 curriculum and Oregon’s post-secondary and employment needs;
- Look for efficiencies in providing services to high-cost special education students; and
- Encourage the state to provide more funding for those students.

QEM 2006 Report

[The 2006 report](#) focuses on allocating resources to the uses that have the most impact on student learning.

- Provide more funding to early childhood development, Pre-K programs and early reading efforts; and
- Continue high school restructuring efforts, including individual education plans, small learning communities, work-site based learning and extra-curricular programs that promote student engagement.

QEM 2008 Report

[The 2008 report](#) focuses on adequate instruction time for students, adequate collaboration time for teachers and expanded use of formative assessments.

- Add more instruction time and double-dosing in core classes for struggling students;
- Add teacher FTE in math/reading/science to allow smaller classes and more individual attention;
- Provide staff time for study, collaboration and data review aimed at better serving specific students;
- Fund more school-level leadership development; and

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- Provide more resources to develop formative assessments and early indicators of students at risk of not succeeding.

QEM 2010 Report

[The 2010 report](#) focuses on math instruction, course-taking, and content articulation. The key recommendations are:

- Start offering Algebra for high school credit in the 7th or 8th grade. Analysis on Oregon course-taking data show that students who struggle with Algebra in the 9th grade are at risk of not completing their math requirements in time to graduate;
- Provide for smaller class sizes in math classes;
- Seek out teachers who have advanced endorsements in math; and
- Develop frameworks for the articulation of math courses from 4th grade through high school, and build a solid foundation in the early grades.

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.

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 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 2018 Report

[The 2018 report](#) focuses on the structures and systems required for a sustainable school improvement model. The key elements of such a model were described at the beginning of this document, but more 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.

Appendix B – Oregon’s Education Equity Lens

Purpose of Oregon’s Education Equity Lens

The purpose of this equity lens¹ is to clearly articulate the shared goals we have for our state and the intentional investments we will make to reach our goal of an equitable educational system.

This equity lens helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students of color with a particular focus on racial equity.

The focus of this equity lens is on race and ethnicity. This is based on an understanding that when we focus on racial disparities as a lens to consider investments for each and every student and community, we can and will generate opportunity and improvement in every area of educational practice and performance. Centering racial equity is rooted in the historical context of Oregon and is the path through which we can heal while targeting areas of action, intervention and investment.

The questions offered below can and should be adapted to ask questions regarding each of the [focal groups named in the Student Success Act](#) as being farthest away from opportunity and deserving our collective attention.

The passage of the Student Success Act directly calls upon educators and leaders across the state to act together, with a shared sense of purpose and possibility.

¹ This equity lens was first generated by the Oregon Education Investment Board in 2011 and then was adopted by the Oregon Department of Education and the State Board of Education. It is lightly adapted here to provide an equity lens that SIA applicants can apply in their planning and decision-making processes. SIA applicants can utilize a different equity lens which they are asked to provide and describe how they’ve utilized it within the SIA application.

Questions to Support Ongoing Equity Work

The following questions should be used to examine investments and priorities:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity and native language?
8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

Beliefs

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system providing optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

We believe that the students who have previously been described as “at risk,” “underperforming,” “under-represented” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our collective goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe and attending to the significant number of elementary, middle and high school students who are currently out of school. We must make our schools places where every learner feels welcomed and a sense of belonging.

We believe that ending disparities and gaps in achievement begin in the delivery of quality early learning programs and through family and community engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and values and that we demonstrate our commitment to rural communities, communities of color, English language learners and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, families, teachers and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work

will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”² An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

² Hattie, J. (2009), Visible learning: A synthesis of over 800 meta-analyses relating to student achievement. P. 238.