



STATE BOARD OF EDUCATION
AUGUST 2016 RETREAT

Held: August 17-18, 2016

Location: Silver Falls Conference Center, Silver Falls State Park

SBE Members in Attendance: Jerome Colonna, Kimberly Howard, Chair Charles Martinez, George Russell, Anthony Veliz,

Advisors to the Board in Attendance: Don Grotting, Mary Morton

Absent: Miranda Summer

Using notes from SBE members who attended the annual Board retreat and provided their reactions to a variety of topics facing the Board in 2016-2017, this report is intended for the Board members and ODE staff who work with them. Board members were asked to write their reactions of ideas, concerns, issues, and general reflections on large poster papers during the two-day retreat. All SBE members attending, the Deputy Superintendent, Chief Education Officer, Chief Innovation Officer and their three invited superintendents/educational professionals participated in these activities

REFLECTION	WANT TO LEARN MORE ABOUT
<ul style="list-style-type: none"> • * Graduation rate as metric; Is this the best measurement? Sure great that they graduated but can they read? • * Attendance as metric; Sure he/she is in the seat but are they learning? • * A window is open now to make a lasting change for Oregon – right people, right context for change, to compelling rationale for action. SBE can and should lead. • I have a lot of energy surrounding equity. I want clear direction. • We believe statement or written/adopted in (2005) is spot on – the question now is how? How do we reach these desired outcomes? • Policy informed by Best Practice should be tenement. • Partner. Partner. Partner. Now that we have a (Ed Office) and RACs and STEM Hubs and Early Learning Hubs, how do they work with policy leaders, influencers to implement? • Teach the way the student needs to be taught. • Visible and evidenced equity. • Equity is on everyone’s radar. Now is the time to act. How does ESSA factor in? • Tackle disparities before the child becomes part of the juvenile system so we don’t even have to tackle it there. 	<ul style="list-style-type: none"> • * Equity and my role as an agent of change. • Teach Oregon outcomes. <ul style="list-style-type: none"> ○ **SBE – STPC – ODE – roles in workforce diversity. • Oregon Rising <ul style="list-style-type: none"> ○ ** ESSA – What real flexibility do states and districts have? • Examples of equity policies (i.e. curriculum, etc.) • Early learning and Kindergarten readiness. • Equity leadership mentoring – partner opportunities. • Student centered learning / future of learning framework. (Oregon business council/ Oregon learns)

Recommendation-Reflections & Want to Learn More About: Provide links to training videos, presentations by ODE experts on these topics and/or a reading list that includes:

- ESSA components, purpose, history and mission
- How to be a great leader and social change agent
- How to improved attendance positively impacts learning rather than just seat time
- The relationship between early test scores and reading skills, later graduation rates
- A model for how partners can work together across a state to achieve strong outcomes
- Personalized learning strategies, student-centered strategies and holding students accountable for own success, all shown to work in best practices research literature
- Equity strategies and policies that work

SUCCESS FOR STUDENTS	Recommendations-Success for Students
<ul style="list-style-type: none"> • **** Have the courage and will to systemically have the highest skilled teachers teach the students who have the greatest needs. Consider statewide teacher incentives. • *** Students are empowered and engaged. They have post-secondary goals and knowledge about how to achieve them. • Model – be the change we want to see. • Provide flexibility so they can thrive in their school. • Keep asking the question: Is it the right thing for kids? • Desired outcomes to speak to strengths not from weakness. 	<ul style="list-style-type: none"> • ****ODE can bring experts to present on the different funding models available to target state funds for school where the majority of students have greater need. • ODE can present on ways students can develop individual learning pathways toward a set of established standards to allow flexibility.

SUCCESS FOR EDUCATORS	Recommendations-Success for Educators:
<ul style="list-style-type: none"> • ** Innovative teacher education – succession planning (who are the teachers of tomorrow?) • * Empowered teachers with parent and community support. • Council for Educator Advancement (CEA) work and recommendation – implementation? • A clear direction developed through meaningful conversations. • Create venue/system to self-correct quickly, educate them on equity or adapt to students in their classroom. 	<ul style="list-style-type: none"> • A conversation with stakeholders is one important strategy listed but alone is not likely to be sufficient. The Board and the Deputy Superintendent should consider a strong collaboration and then lead together, using data from Oregon and elsewhere to develop an implementation plan that promotes selected and then adopted best practices.

<ul style="list-style-type: none"> • Believe that they have the responsibility to ensure <u>all</u> students succeed. 	
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SUCCESS FOR SYSTEM	Recommendations-Success for System:
<ul style="list-style-type: none"> • **** Make public education the one most important thing the state of does; make the funding of our preK-20 schools both sustainable and adequate (i.e. sales tax dedicated to preK-20 only). • ** More conversations with ALL stakeholders. • * Plan to connect, inform and engage with minority parents (face-to-face, tech) from start to finish. • Normalize the “brutal facts” and persistent efforts to eliminate inequities. <ul style="list-style-type: none"> ○ Disparities ○ Trust • Investments to incentivize and reward student and equity successes. 	<ul style="list-style-type: none"> • ODE to provide support to SBE to identify a clear and appropriate focus-level for its work, with reasonable expectations and outcomes.

ACTIONS
<p>NOW</p> <ul style="list-style-type: none"> • <i>* Start the discussion about the process we want to use to create a multi-year strategic plan and then initiate the process.</i> • Develop a plan to get out into schools and communities. • Purposeful community engagement strategy. • Student advisors.
<p>FUTURE</p> <ul style="list-style-type: none"> • <i>***** Equity metrics – how will we know our policy efforts are making a difference?</i> • <i>* Have a facilitator work with us to create a 3-5 year strategic plan for the State Board of Education (us specifically). Give it the time it deserves (multiple months of work sessions).</i> • Get into our schools and communities. • Dashboard indicators. (Accountability) • Communicate Board vision priorities to partners, stakeholders and families.
<p>HONESTY</p> <ul style="list-style-type: none"> • About where all kids start from. • Historical, institutional and personal trauma. • Equity is not an objective, neutral term. • Must be honest with self-first. • As individuals within the system and who created the system, we make decisions that create inequity.

- As a system our actions do not live up to our words.
- Acknowledge state’s racist past – structural and institutional.
- Requires personal practice and policy to overcome.
- When we decide to be color blind we are basically saying let’s all be like the majority (white).
- How do we help teachers help the kids in front of them right now – institutional v. individual responsibility?
- This group has power and influence and higher level of responsibility to act.
- We are trying to interject equity into an institutionally racist system.
- Reflect on your personal cultural experience.
- What would your colleagues say that they most value about you and your unique insight and contribution to the Board?

Recommendations-Actions:

- Develop a Board-specific and Board-generated 3-5 year Strategic Plan
 - ODE can provide support
- Create a system to recruit and appoint a student advisor.

PARKING LOT	REMINDERS
<ul style="list-style-type: none"> • Race is the child of racism, not the father 	<ul style="list-style-type: none"> • Next board meeting: September 22, 2016 • No board meeting in November • Hold February 23, 2017 for phone conference