



Oregon

Tina Kotek, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Dr. Charlene Williams

Director of the Department of Education

HB 2656 Advisory Meeting Agenda

April 19, 2024

1:00- 3:00pm

Meeting Goals

By the end of this meeting,

- I will gain a deeper understanding of the international context surrounding accountability measures
- I will engage in deep, critical-thinking conversations that will continue to develop thoughts/recommendations that map onto the accountability framework.
- I will consider the connections between the Oregon story and the international story of accountability.

Meeting Agenda

- Welcome
- Regrounding in Our Charge
- Introduction of our Keynote Speaker
- Presentation by Andreas Schleicher, Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD) in Paris.
- Questions & Answers with Presenter
- Whole Group Shareout
- Housekeeping
- Closing

Meeting Minutes

- Accountability for WHAT

- How does our understanding of literacy and mathematics change?
- US ranks 28th among 37 OECD countries, and Oregon ranks even lower
- Singapore learned lessons from the pandemic
 - Students learning lessons at home
 - Other countries follow the “build back better” as opposed to “build forward differently”
- Estonia– the definition of a good system is that all schools are the same (lateral accountability culture)
 - Schools connect with each other; teachers talk with each other; very little administrative accountability
- Portugal
 - School leadership is the owner of accountability
- If you do well, you receive resources to spend at a different, lower performing, school
- Matching resources and needs
- Japan rotates people through the system– matching people where they have the most impact
- Equity perspective– US spans the international spectrum
- Formula-based approach to school financing → different accountability approach
- Accountability to WHAT
 - Japan example– excel in academic performance, but not resilience or school-leisure balance, for example.
 - US example– good agency and engagement but less academic performance and/or psychological well-being
- A good accountability system looks at a multi-dimensional system of outcomes → Canada is a good exemplar for this work
- How do you do this:
 - Money matters, but only to a point
 - How you allocate resources is more important
- In the US, half of spending doesn’t make it to the classroom/ teacher salaries.
- In the US, teaching hours is very high and time to do other things is very low.
 - Admin does most of the work making decisions about the school
 - In China, they spend a lot of time in school doing other things (working with students in small groups, observations, writing new lessons, etc.) → their fabric of accountability is very different
- Quality of resources is so much more important than time and volume
- During the pandemic, what helped students to keep learning?
 - Answer: quality of student-teacher relationships
- Parent engagement is shrinking in the US– commodification of education (teachers are providing a service, etc.)
- Many ways of evaluating schools
 - External evaluation (inspectorate)
 - school/ self evaluation
 - Measurement

- What are your recommendations for improving the OR system based on the data that you shared?
 - Good metrics are very important– you can't improve what you can't see
 - Openness to diversity → US chose not to collect that data
 - Canada has done really well; immigrants have done remarkably well
- Poverty need not be destiny
 - Recommendations for closing poverty based achievement gaps
 - In US, education system amplifies that diversity in achievement
 - Recs:
 - Often they start early with early education
 - Capacity – align teacher quality with needs; they make it attractive for high-quality teachers to move to the schools that need most. BOTH intellectually and financially attractive.
 - You need good metrics for that.
- How do other countries weigh the data?
 - No clear answer to this
 - Other countries don't weigh specific measures → instead they look at the school across multiple dimensions
- The pandemic drove the commodification of education
- Schools cannot compensate for what parents didn't provide → the education systems that do well re: equity do whatever it takes to get parents on board. Those systems have closed the equity gap.
- Lateral accountability
 - Teachers observing each other's classrooms; teaching is a public job– you don't do your work in isolation; every teacher gets a mentor
 - As a government, you create a more collaborative culture in the system by funding schools in groups
 - Vertical accountability → you always have excuses
 - Resource allocation– if you want to move forward, ask how well the people work with you collaborate
- Parent involvement
 - Requiring parent involvement has been incredibly challenging
 - What are the parental engagement policies that you've seen successful?
 - In Germany, you'll find the police at your doorstep.
 - Good relationships between teachers and parents is the only thing that really translates into parent engagement
 - The more you can incentivize and support teachers to go the extra mile, the teachers of the child is the best chance
 - In the US, you rotate the teachers quite a bit– teachers teach a student for just one year; continuity of care can translate into a layer of accountability
- The way that we're doing assessment is working counter to what we're aiming for

- Love all of this. I'm thinking hard about system measures of variance within and between schools. I'm not aware of a US state system that tracks variance between schools and sets a goal to shrink the variance. That could be interesting for Oregon.
- Our system reinforces "in the box" thinking vis-a-vis measurement
- Makes me think about the origins that our education system was built on. Creating laborers.
- friendly nudge - US is not unique in slavery, genocide of colonialism and indigenous people -- or in number of languages spoken. We certainly have been persistent in these chasms.
- Giving teachers professional recognition for doing the most challenging work
- Have a mentor
- How do we create the conditions for educators to do some of these things
- Singapore used to have giant billboards across the country that read "Teachers are our nation's future."
- How other countries value essential belonging for families, students and educators - they also collect data on this
- Student voice - wonderings about student invitation into this space (how do we hear from students)
- Culture that impacts some of the data: paid parental leave, access to affordable & high quality child care
- How can we look at data in ways that can impact conversations about greater societal challenges?
- Instructional rounds and peer to peer observations and sharing - this is working in other countries' classrooms
- Mentoring and partnering / barriers to educational-family partnerships
- What do we value MOST? Allocation of resources should reflect this.
- Be sure you understand what you want for your outcomes.
- It's clear that relationships are most important across the board. How do we re-engage as communities? How do we combat the fear?
- How do we develop the relationships that will move the system forward?
- Other countries that are eliminating opportunity and achievement gaps - what can be learned from other countries
- Distribution of resources equitably
- Parent engagement and impact on attendance
- Lateral accountability - how much richer this is (this doesn't seem to be the case in Oregon)
- Responsibility to support the child - what are we doing to be accountable to the child?
- How are we wrapping ourselves around the child so they can be who they are?
- Data is important - what is the data? Which data is most important?
- Partnerships are vital: parent, family, community, educator.
- Is there something built that we can learn from?