



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

August 23, 2024

9am- 4pm

Meeting Goals

By the end of this meeting, the Advisory Committee will have the following practical outcomes:

- Refine Design Principles for an Effective, Efficient & Equitable Education Accountability System
- Define and Distill Student Success Goals
- Student Success Indicators and Responsibilities

By the end of this meeting, the Advisory Committee will have the following experiential outcomes:

- Acknowledge the confusion and discomfort caused by the uncertainty present in our work.
- Bring together multiple perspectives on the challenge, especially from those most harmed, to open up ways of thinking.
- Create opportunities for sense-making before decision-making.

Meeting Agenda

- Welcome, Grounding, and Connection
- Creating Alignment: Design Principles and Student Success Categories
- Establishing and Defining Student Success Goals
- Working Lunch and Community Building
- Determining Student Success Indicators and Responsibilities
- Closing

Meeting Minutes

Welcome & Grounding

What does accountability mean to you? If you could give accountability a color/metaphor what would that be?

Participants introduced themselves with either a color or metaphor that described accountability. Many shared examples grounded in a desire to do work now with green being a common color chosen by participants. In general, there was a sense of passion and excitement around how to bring Oregon's accountability system to a place that is grounded in support and high expectations.

Cultivating the Space

Grounding ourselves and our work in our community agreements especially given that sitting in a place of tension is part of the work of the day.

Outcomes

Practical and experiential outcomes for the day were shared with an acknowledgement that we have a rather ambitious agenda for the day. Experiential outcomes were drawn from the National Equity Project's Liberatory Design Mindsets as a way for us to move outside of only the intellectual aspects of the work and into our bodies and how we show up in the space together.

Where We Have Been – Where We Are Going

Discussions from Deep Dive Session #1 were brought forward as a way to center where we have been. Additionally, feedback from Deep Dive Session #1 was shared with both bright spots and areas for improvement. Examples were provided for areas of improvement regarding shifts to meet the needs of participants.

Finalizing Design Principles

This portion of the day was designed to provide an opportunity to review the Design Principles that were developed in Deep Dive Session #1. While there were three design principles that were previously

approved by the committee, given the number of different folks in the room – as well as the shift from statements to questions – it felt important to provide time to review and discuss. The process for previously approved design principles as well as those that had not been approved was similar with an opportunity to independently review and discuss in small groups and then to bring ideas to the whole group in order to discuss and edit in real time.

Finalizing Student Success Categories

ODE facilitators shared the work around Student Success Categories that occurred during Deep Dive Session #1 which included categorizing existing Student Success Categories related to other work at the state level (Work Product 1: Establishing and Defining Student Success Goals). Themes from that conversation were shared with the group for consideration: Belonging Wellness and Engagement, Lifelong Learning Leading to Academic Success, Strengthened Systems and Capacity through Shared Leadership, Engaged Community, and Committed and Supported Educators.

State Handbook for Advancing Racial Equity Jigsaw

As a concern bubbled up during Deep Dive Session #1 regarding a need to ensure a balance between academic achievement and social emotional learning/belonging/wellness, committee members were offered an article to read from the [Learning Policy Institute that offers a Framework for Advancing Racial Justice](#). The group engaged in a jigsaw activity with the article with an opportunity to highlight words, phrases, and sentences that resonated with them and/or felt aligned with our Design Principles and the information shared in the statewide survey, listening sessions, or youth panel.

Themes that arose include:

- Educator Workforce Diversity: Creating grow your own pathways to increase educator diversity felt important to committee members particularly in areas that have small hiring pools and limited diversity in applicants. It was also brought forth that if we are truly talking about belonging, this means having more teachers of color in schools to ensure that students see educators that look like them and are taught in culturally responsive ways.
- Alignment with Domains: There was a general consensus that the domains shared in the article felt aligned with the needs of accountability in Oregon. One participant brought up a poignant question for us to consider in this work: The domains demonstrate what we KNOW we should be doing, but why aren't we doing them? What are the barriers?
- Resource Allocation and Distribution: Committee members spent some time talking about resource allocation and wanting to better understand how districts spend/use their resources to support their students noting that clarity and transparency is needed to create stronger support mechanisms.

Defining/Refining Student Success Categories

Based on that conversation, groups worked together to collectively develop a list of Student Success Categories that they would like to see as part of our framework. These could include the themes that arose during Deep Dive Session #1, ideas that were sparked during the jigsaw, or anything that they felt was important.

Establishing Student Success Categories Gallery Walk

After each group had an opportunity to develop their list of Student Success Categories, individuals rotated around the room and added sticky dots (green, yellow, and red) to the categories in an effort to streamline the number of categories that would be included in the framework. The group then came together with the whole group to discuss those categories that had green dots and used that information to develop a list of categories to be used in our Student Success Framework. There were a number of categories listed e.g. extracurricular activities, incorporating play, joy, and creativity at every age, graduation, CTE/Dual Credit, and Clubs/Sports that received a number of green dots, but it was decided that these are goals rather than categories.

Closing

The survey was shared with an opportunity for committee members to be able to share their feedback. Additional questions asked included wanting to better understand the connection between the design principles and the student success categories and goals with a request that there is a document/activity in the next session to more intentionally dig into this connection.