Oregon
Tina Kotek, Governor

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DEPARTMENT OF EDUCATION
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Dr. Charlene Williams
Director of the Department of Education

HB 2656 Advisory Meeting Agenda
September 6, 2024
9am- 4pm

Meeting Goals

By the end of this meeting, the Advisory Committee will have the following practical outcomes:
- Finalize Design Principles and Student Success Categories.
- Brainstorm and refine Student Success Focus Areas grounded in student voice and aligned with our Design Principles.
- Brainstorm Measures of Progress/Indicators by reviewing what is already in place and where there are potential gaps/needs.

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
- Finalizing the Design Principles and Student Success Categories
- Refining the Student Success Focus Areas
- Working Lunch and Community Building
- Determining Measures of Progress
- Closing

Welcome & Grounding

Centering Youth Voice: Choose one quote from the Youth Report that resonates with you – share with your group your quote and why you chose it.
Participants had an opportunity to review the youth survey synthesis and identify quotes that resonated with them followed by space to share with their small groups. Discussions provide participants with an opportunity to bring youth voice into the room while identifying both moments of joy and alignment and moments of tension and a need for change.

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 #2 were brought forward as a way to center where we have been. Additionally, feedback from Deep Dive Session #2 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 and Student Success Categories

During this time, committee members had the opportunity to finalize the Design Principles. Each group discussed any needed changes and then shared ideas with the larger group. This allowed for any changes to be made before finalizing the principles to be included in the framework.

Finalizing Student Success Categories

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Student Success Focus Areas

Youth Survey Data
In order to ensure that student voice was central to the work occurring as part of this committee, participants were asked to review the youth survey data and youth listening session synthesis and reflect on ideas that resonated with them and were important for us to attend to as we develop focus areas for the accountability framework. Deep conversation came out of this review with participants sharing both appreciation for bringing youth voice into the space as well as concerns about whether or not this data is truly representative of the entire state.

Student Success Focus Areas Gallery Walk
Each group had the opportunity to visit a poster for each Student Success Category. Each poster had draft student success focus areas that were drawn from Deep Dive Session #2. Participants were asked to edit/revise existing focus areas, add new focus areas, and put sticky dots on those focus areas that they thought were particularly important.

Determining Measures of Progress/Indicators

ODE staff led the afternoon conversation on indicators. This portion of the day began with ODE sharing about the current state in Oregon including ESSA required indicators as well as ESSA state selected indicators. Committee members were interested in learning more about what indicators other states were using. Indicators aligned with the Student Success Act were then shared as was the fact that while districts could identify local optional metrics, no districts did so during the previous integrated guidance application window. Information was then shared regarding indicators identified by a National Academy consensus study report (2020). This report identified 16 indicators that can be used to monitor educational equity and grouped them into two broad categories: 1. Indicators of disparities in student

outcomes and 2. Indicators of disparities in access to resources and opportunities. These indicators were overlaid with data that Oregon currently has to related to each indicator categorized by: well-defined, Oregon has the data; work to be done on definition and/or data collection; and significant amount of research and consensus building needed to decide on measures, data systems needed to collect, etc.

As part of this conversation, the subject of data transparency arose again in terms of the committee noting the importance of data transparency on the part of ODE and wanting to ensure that not only is data shared with districts and communities, but shared in a format that is accessible and easy to understand. They shared a desire for assessment literacy training to be part of this work.

Small groups then engaged in a jigsaw activity in order to read more deeply into the National Academy consensus study report (2020). After reading, they had the opportunity to share out to the whole group and teach the other groups what they learned. This was a rich conversation with a strong desire to dig more deeply into indicators and to think intentionally about how to identify meaningful indicators for Oregon's accountability framework.

Closing

The survey was shared with an opportunity for committee members to be able to share their feedback. Additionally, a poster that provided participants with an opportunity to identify recommendations was placed at the back of the room as a way to capture ideas as they arose either during or after the meeting.

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