



Accountability Advisory Committee

May 31, 2024

Agenda

- Welcome & Themes from Previous Meetings
- Connecting the Dots to Other Education Funding Work
- Advisory Committee Charge & Where We're Headed
 - Scope
 - Work Product
 - Work Plan/Meeting Arc
 - Meaning-Making
- Closing

Listening & Responding to Feedback

Informal and formal feedback invites us to recognize:

- Need for clarity in work product and work plan - what are we building? How is it connected to education funding work which is also happening now?
- Need to balance receiving and sharing more information, and “getting to work”
- Curiosity to have in-person session(s) to go deeper into workshopping - meeting rhythms. (Survey coming next week)

Connecting the Dots Between the
Accountability Committee
&
Education Funding Work



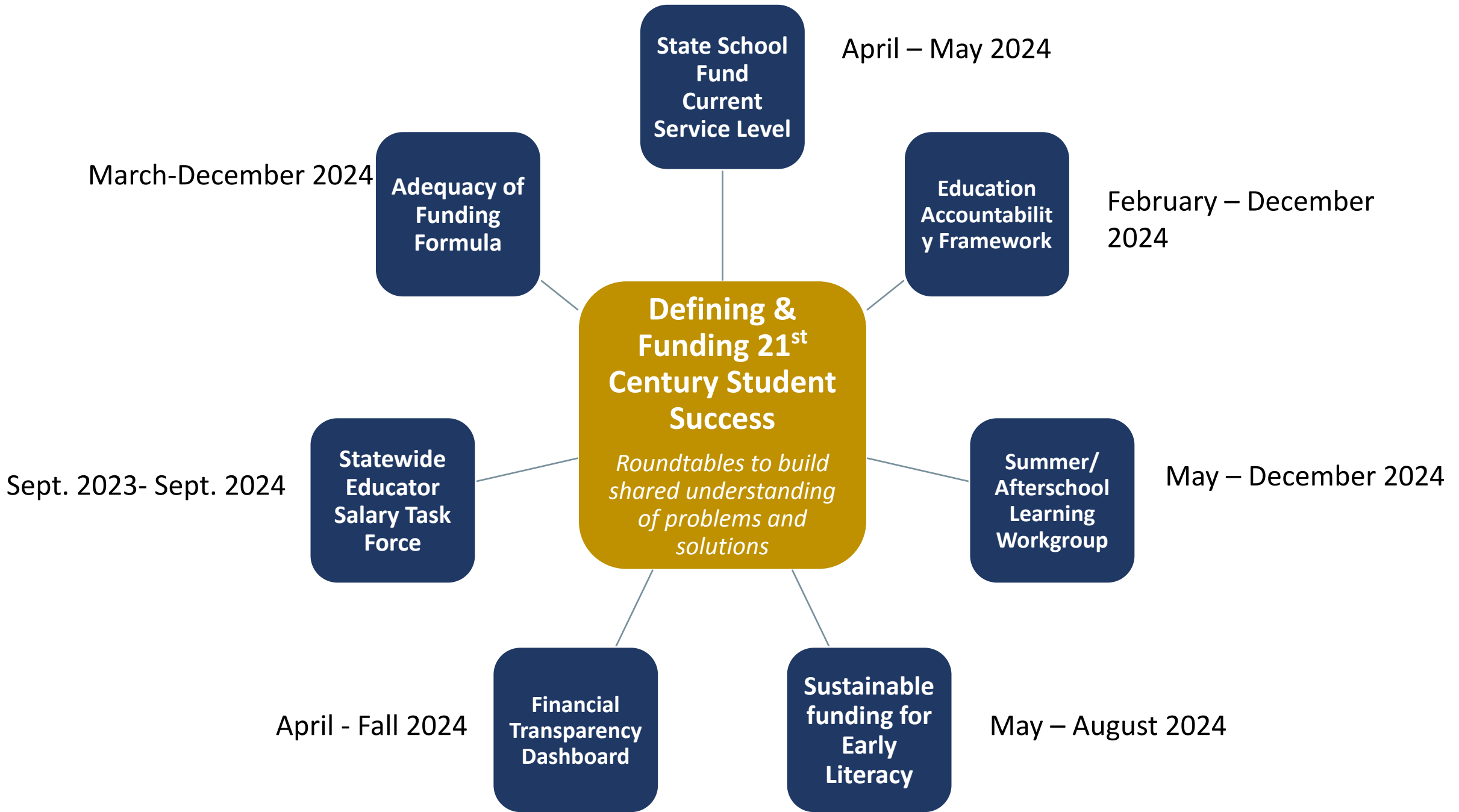
Oregon Student Success

2024–25 Review & Update to Connect the Dots between:

Defining -> Funding -> Spending -> Generating Student Success

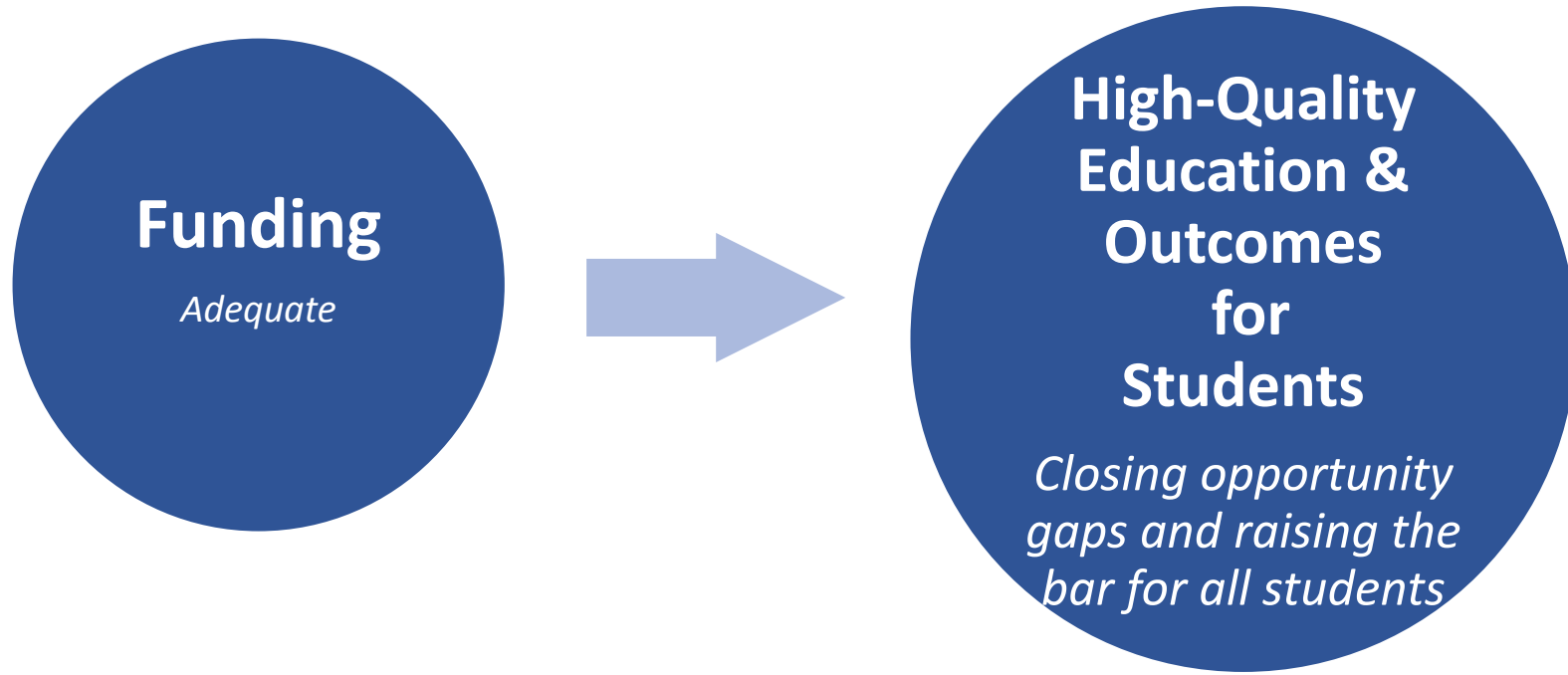
This Slide Deck is a Discussion Tool

Intended to generate feedback and meaning making of our current state, problems and solutions, and future shared vision.

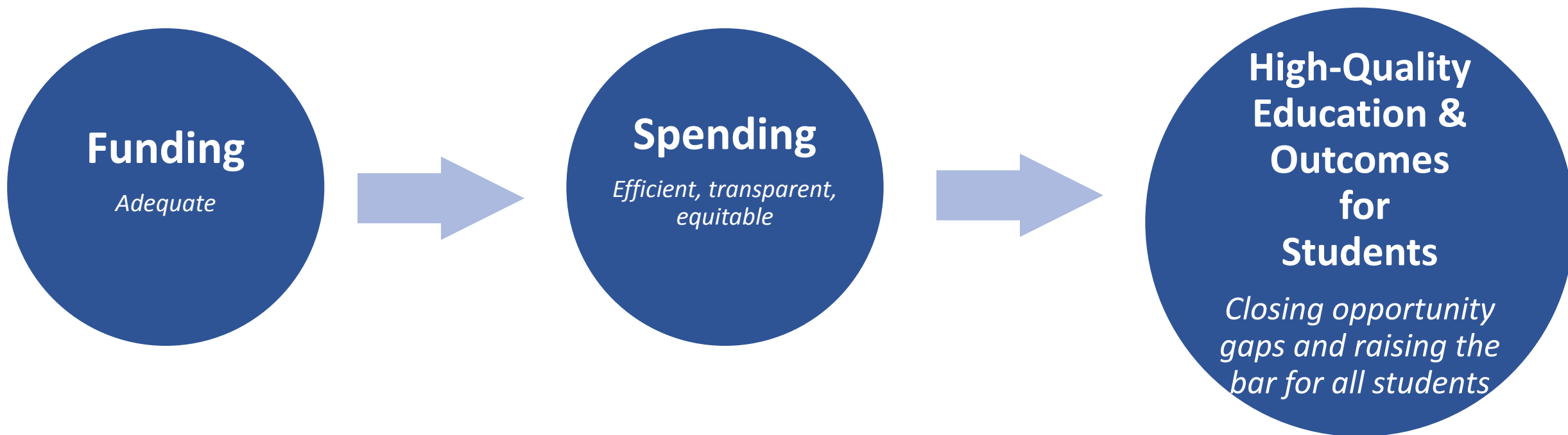


Area of Work	Lead	Deliverable	Timing
State School Fund Current Service Level	ODE GO CFO	As part of GRB development, GO/ODE is providing information transparently and seeking input on the CSL calculation. By end of May, develop an overview of CSL calculations among State and stakeholder perspectives. The overview will share key points of convergence and divergence in stakeholder perspectives, assumptions, limitations, and methodologies. Timing may prevent a full overview of stakeholder calculation for CSL by June but expectation is to name assumptions/limitations of both parties by end of June.	April-June
Education Accountability Framework	ODE	As directed by HB 2656 (2023), ODE is convening an advisory group to make recommendations to revise Oregon’s education accountability framework. The legislation requires the committee to review other states’ framework and make recommendations to expand or revise the accountability framework. More info is here .	Advisory group has launched. Recommendations are expected in fall 2024.
Financial Transparency	ODE	ODE will create a financial transparency dashboard to make budget information that the State already collects from districts more accessible and easier to understand.	Funding authorized by legislature in spring 2024. Engagement with partners re: design of dashboard in fall 2024.
Sustainable Funding for New Initiatives	ODE GO	To define what sustainable funding looks like for summer and afterschool learning – long term plan with phasing.	Late Spring/Summer thru Dec.
Adequacy of Funding Formula	Legislature	LPRO will conduct a study to “review of education funding for public education...and an exploration of options that would provide a uniform and equitable design for financing the cost of an adequate education for all public school students in kindergarten through grade 12 in this state.”	Complete by 2025
Quality Education Model	Legislature	LPRO will conduct a study to review and evaluate the Quality Education Model, including process to determine best practices in the model; estimate school district operating expenses; select quality indicators; and accurately calculate the cost of a quality education for all students. This work is happening separate and distinct from	LPRO study complete by 2025.

Common ways people look at the relationship to student outcomes that show only partial picture.

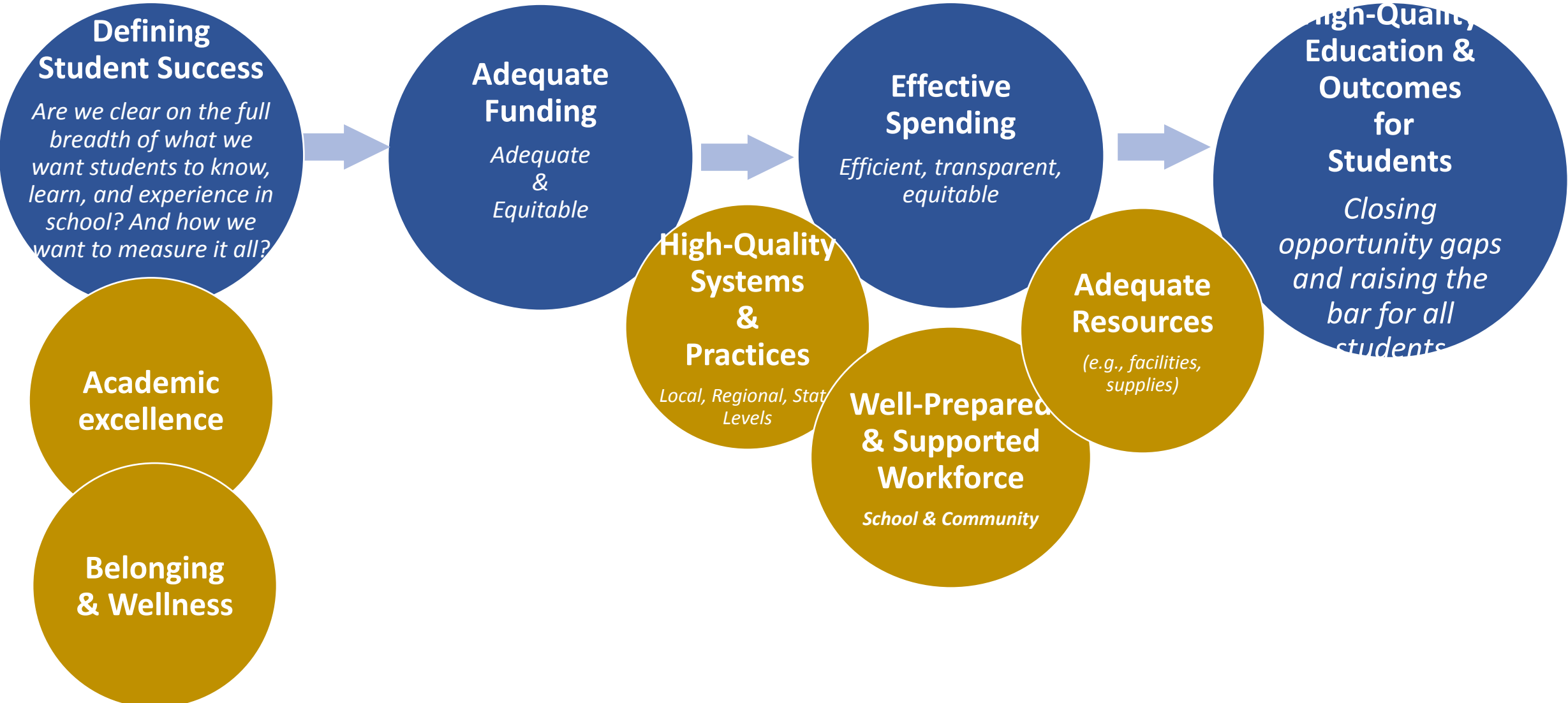


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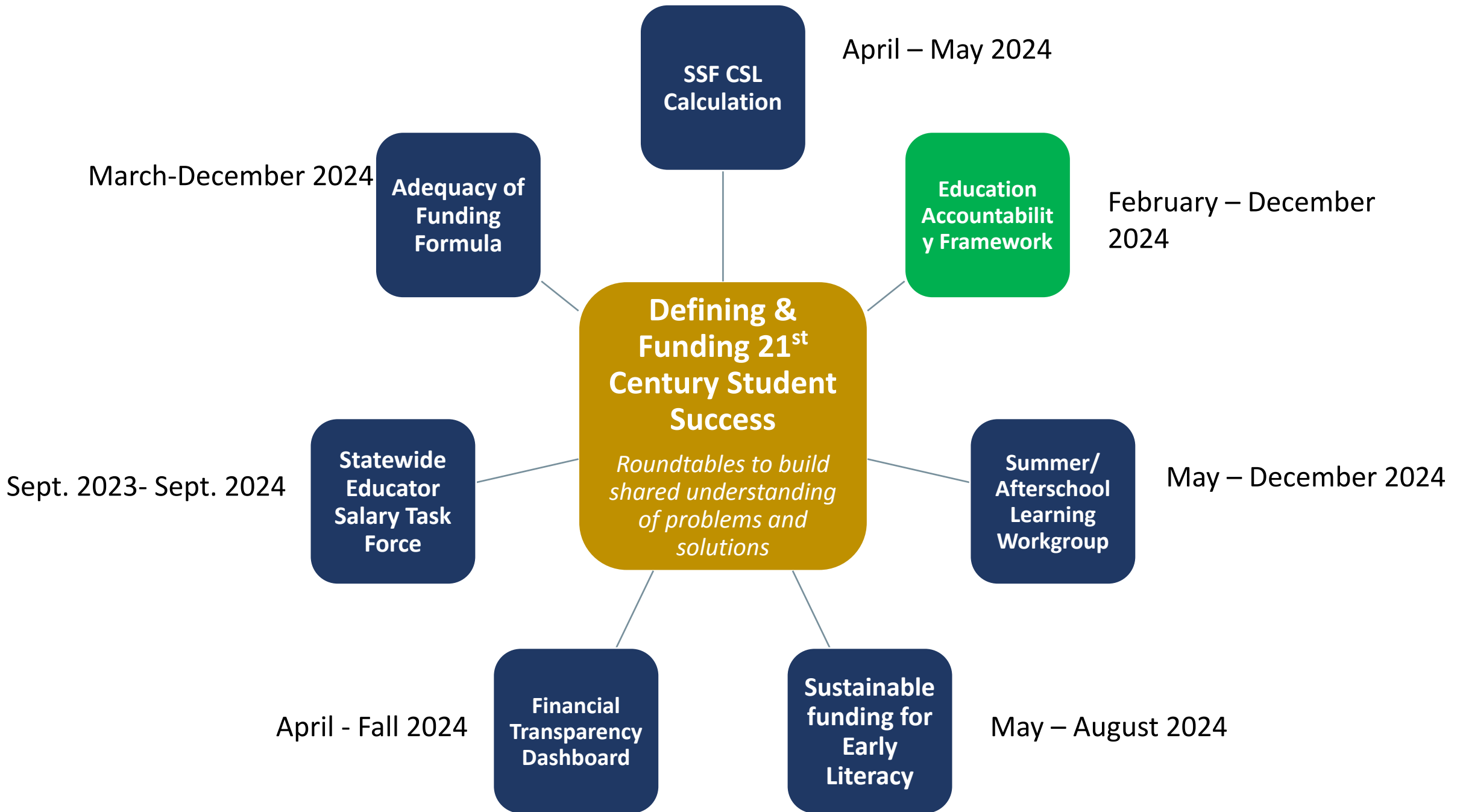


Oregon Student Success Framework (discussion draft)

Purpose of this image: To generate discussion and develop shared language about the issues we are trying to fix in the modernization of our education system, including but not limited to funding and how that translates to high-quality systems and practices that set students and educators up for success.

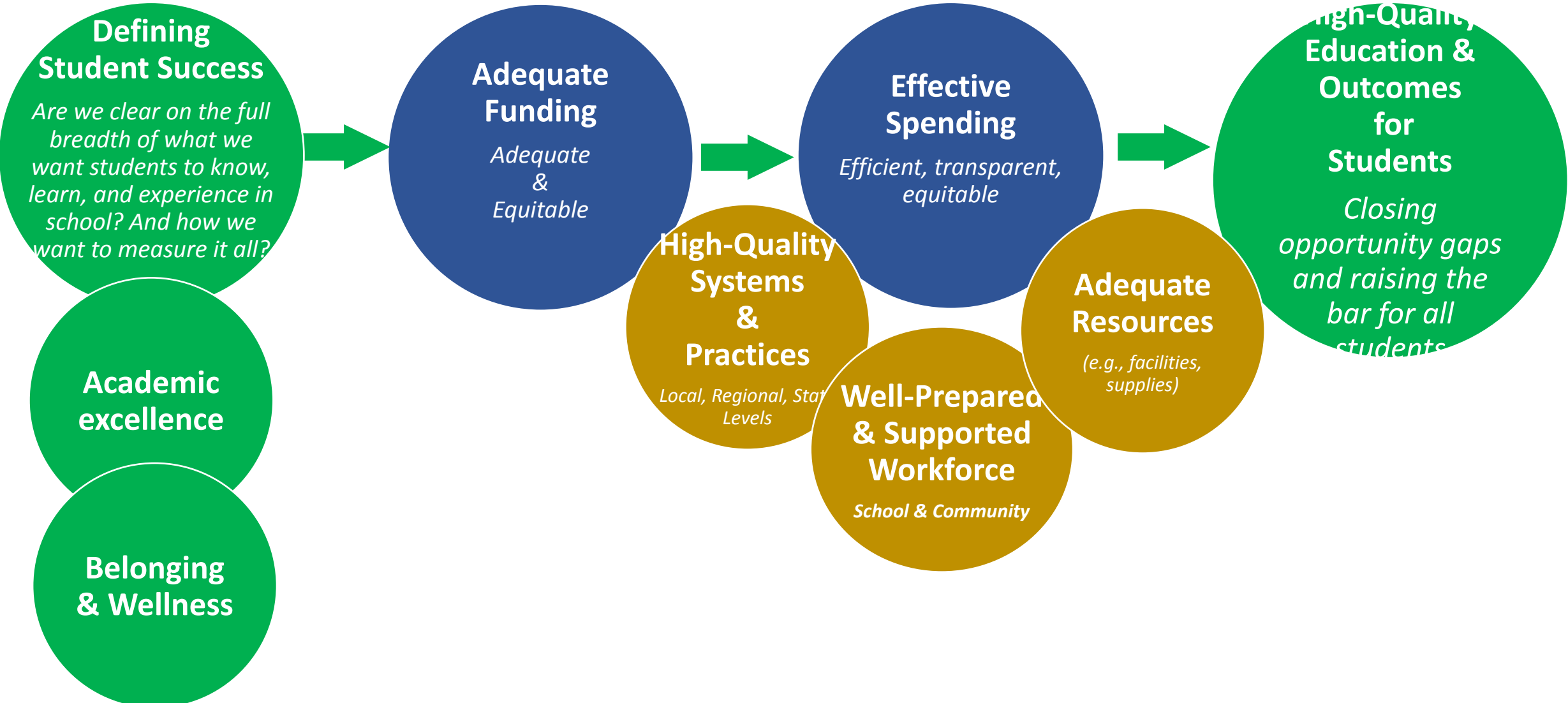


Education Accountability Framework



Oregon Student Success Framework (discussion draft)

This slide reflects where the Education Accountability work, directed by HB 2656 (2023) is focused. Accountability workgroup is laser focused on components in **green**. Arrows represent the workgroup's charge to establish the throughline between 1) what should student success look like in a post-pandemic dynamic world; 2) Who is responsible and for what, and 3) what data and research can we use to drive informed decisions to drive student success?



Working Theory of Change for feedback

IF Oregon re-defines student success for 21st century needs*

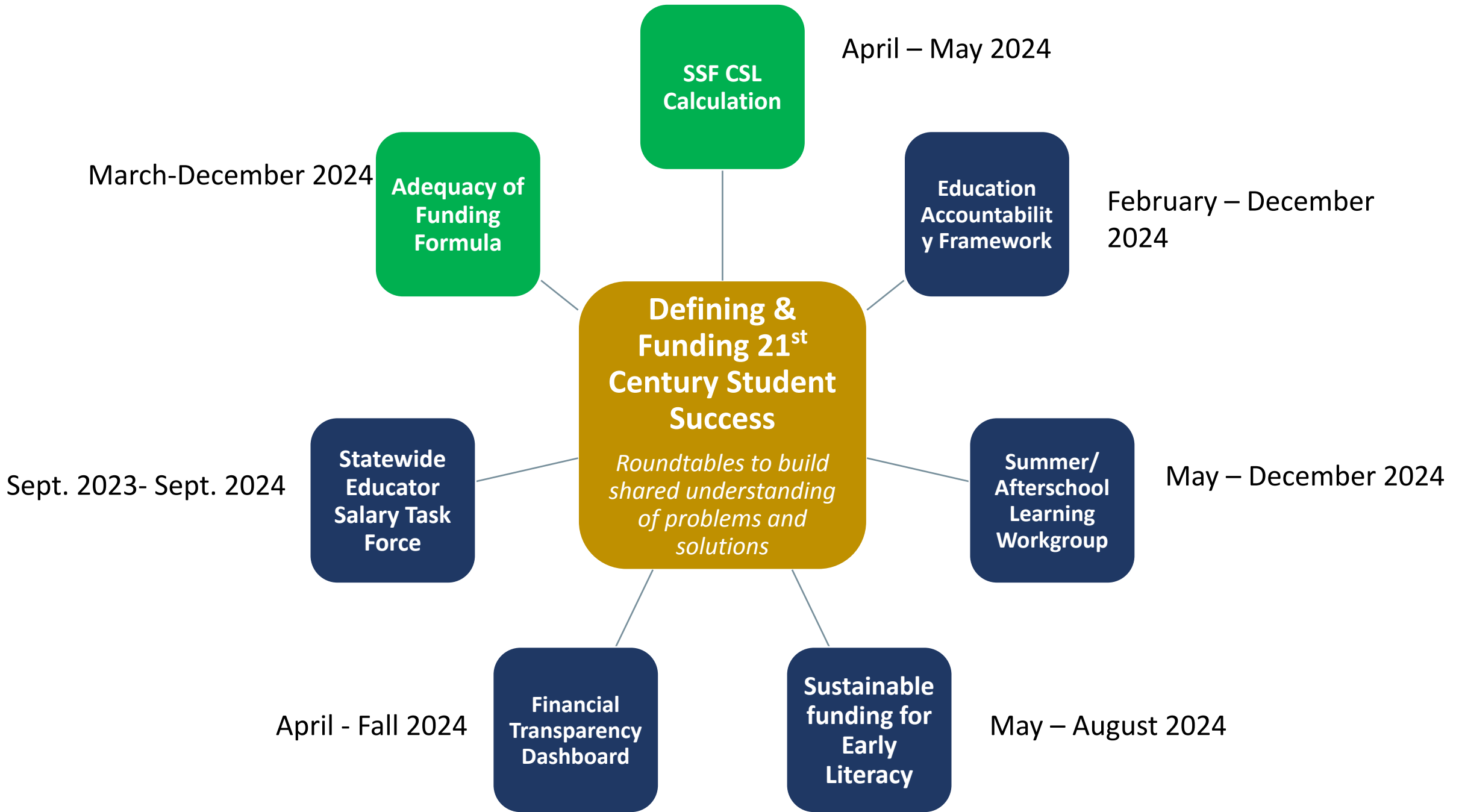
AND we cost out and fund public education to meet these student needs

AND we create and use accountability and continuous improvement systems* to ensure state funding translates into local spending practices that are aligned to a) research, b) culturally and linguistically responsive teaching practices, c) community voice and need to close opportunity gaps, and d) are delivered by a well-compensated, well-prepared, and well-supported educator workforce

THEN our State can close opportunity gaps and raise the bar on outcomes for all students' success.*

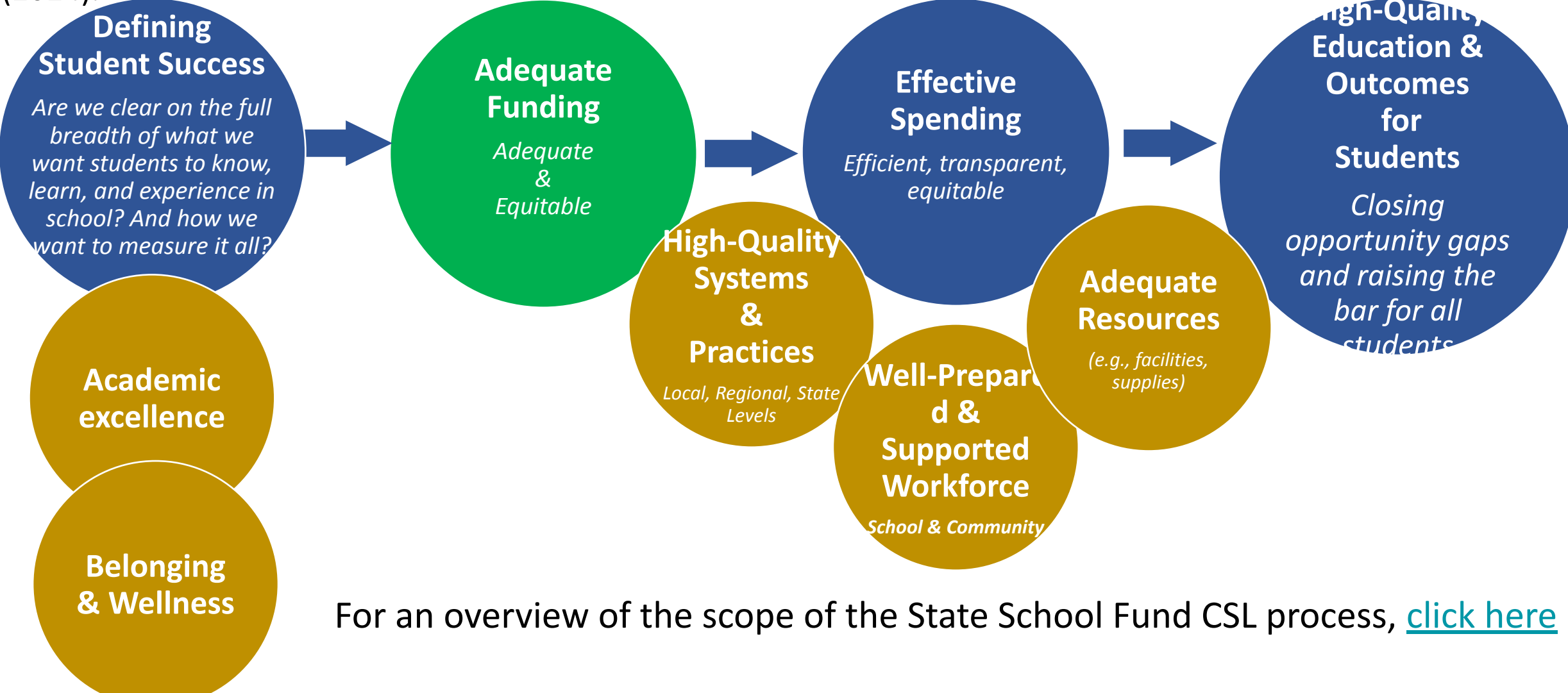
*The accountability workgroup's focus is intended to be the throughline to connect the dots between our definition for student success into the funding and spending levels and practices aligned to meet that success.

CSL & Funding Formula



Oregon Student Success Framework (discussion draft)

This slide reflects where the State School Fund CSL input is focused (green). However, CSL is just a portion of the adequate funding conversation and also includes the adequacy of the funding formula that distributes the CSL to schools. This deeper dive into the funding formula is being reviewed in a study by LPRO as directed by SB 1552 (2024).

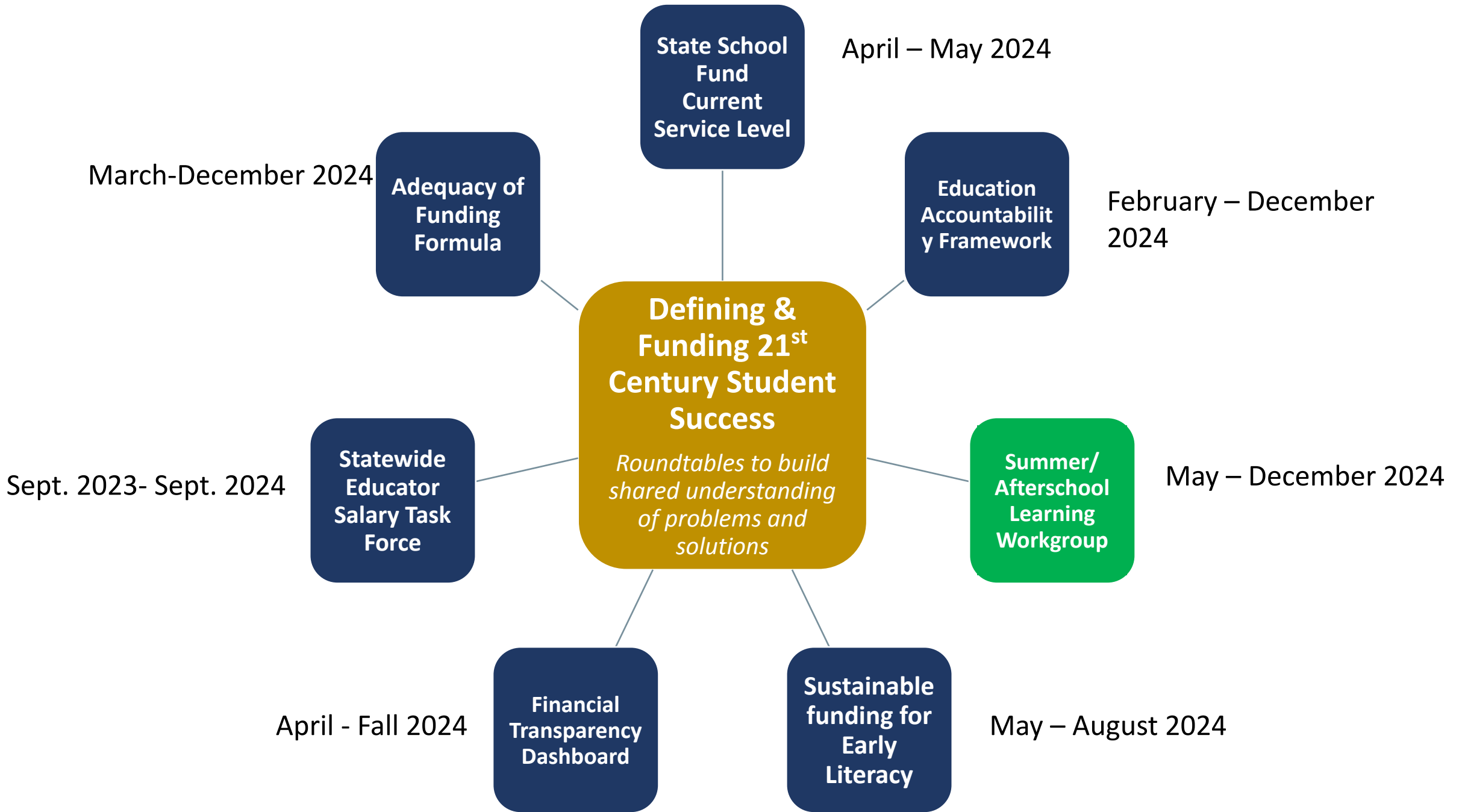


For an overview of the scope of the State School Fund CSL process, [click here](#)

New Initiatives

Summer & Afterschool

Early Literacy

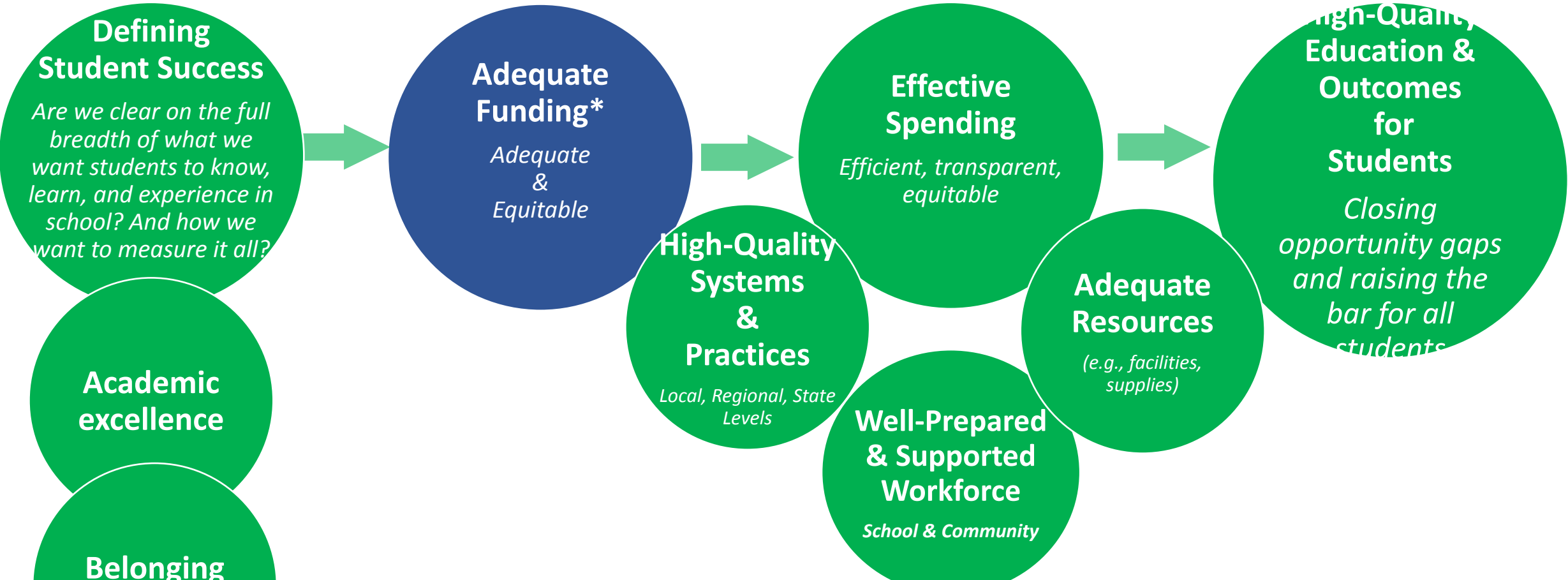


Scope of Summer/After-school Workgroup

- 1. Equitable access.**
- 2. Streamline grant administration and reduce administrative burden.**
- 3. Quality and oversight standards.**
- 4. Outcomes and metrics to align programs across the goals.**
- 5. Meaningful partnerships amongst school districts, tribes, community-based organizations and other providers.**
- 6. Best practices for the design and administration of a state grant program, including timing, insurance, the application process and review, staff training, data collection and standards for reporting and communicating impact.**

Summer & Afterschool Learning Initiative

This slide reflects where the summer/afterschool workgroup is focused (green). This has the workgroup connecting dots between defining what student success looks like in summer/afterschool contexts and to clear outcomes that measure and indicate success. The green arrows and effective spending dots are intended to ensure that defining success is paired with accountability and spending mechanisms needed to ensure that we actually get those student outcomes.



*The Summer and Afterschool Learning workgroup will not need to focus on **how much funding** needs, but rather be concerned with the **vision** and **what we need to fund**.

Advisory Committee Charge & Where We're Headed



Scope
Work Product
Work Plan/Meeting Arc
Meaning-Making

	Focus of our work (defined by the legislation)	Not the focus (implied by the boundaries of legislation)
Scope	“To explore options for expanding or revising the education accountability framework in this state” (HB 2656)(2023). This requires a review current practices and requirements, and existing recommendations to strengthen and streamline.	The amount of funding for education is not central to the Advisory Committee’s charge. However, there is an implication that in order to revise an accountability framework for education, the Advisory Committee may first want to be clear about how student success is defined and how to define the key responsibilities to meet these student success goals. It must also be clear on the requirements of federal education accountability systems to ensure that report’s recommendations are permissible.
Role	Advisory to ODE. Decision-making for the Advisory Committee based on consensus Fist-to-Five voting protocol on draft and final recommendations.	Not designated a policy-making body; rather, an advisory body that can inform legislative concept development.
What Advisory Committee is asked to consider	“Review accountability programs in other states and make recommendations to the superintendent on the expansion or revision of the education accountability framework.”	The law does not specify any limitations to what information can be considered. It may also consider information from other states, nations, and information within Oregon. It may include surveys or engagement with students.
Work Product	Report which provides an accountability framework, developed by ODE and informed by the Advisory Committee and other inputs as needed. Due to the legislature and Governor on 9/15/24. This framework will inform tool development as next steps.	Legislation is not the focus of the immediate work, rather it is on the report development. The report’s recommendations may address policy changes.

Section/key points (months for Advisory Committee discussion)
Executive summary (Aug. 2024)
Introduction (June 2024) <ul style="list-style-type: none"> - History, legislation, key milestones in fed and state accountability, scope of work
Essential Elements for an Accountability System (May 2024) <ul style="list-style-type: none"> - Core elements of an accountability system - Design Principles that informed the recommendations
How does Oregon’s education accountability system work now? (Feb.-May 2024) <ul style="list-style-type: none"> - How has it worked in Oregon in the past compared to now? How does it work from other states and countries? - Strengths, Challenges & Opportunities
What the research says... (May-June 2024)
What Oregonians say... (May-June 2024)
Oregon Student Success Plan: (June-Dec. 2024) <i>Recommendations for a Modernized Education Accountability Framework</i> <ul style="list-style-type: none"> - <u>Part 1: Defining Oregon Student Success.</u> Recommends updates to what is still relevant from the past. - <u>Part 2: Shared Accountability Mechanisms to Promote Student Success.</u> Based on student success goals we recommend, who is responsible and for what to realize that success. These define which entities the accountability levers are tied to. - <u>Part 3: Funding and Spending Strategies to Promote Student Success.</u> Recommendations to connect the dots between our recommended student success goals and key responsibilities toward those goals and accountability mechanisms. - <u>Part 4: Using Multiple Measures to Evaluate Student and Education System Success.</u> What does implementation of this framework look like and what are the milestones of success at system, district, school, student level? - <u>Part 5: Creating the Statewide conditions for Student Success.</u> Policy or budget changes needed to implement framework? Capacity-building needs to create the conditions for the successful transition to this accountability framework?

Work Plan

May & June

- **Work Product 1:** Define Student Success Goals
- **Work Product 2:** Develop Design Principles for revisions to Oregon's accountability system
- **Engagement:** Student Panel + lookback at prior committee work
- **Research + Info:** International & national models; Oregon prior and current student success goals

July & August

- **Work Product 3:** Define who is responsible and for what related to our recommended student success goals
- **Work Product 4:** Develop draft Indicators for knowing whether key responsibilities for student success goals are met and accountability levers
- **Engagement:** Survey input + lookback at prior committee work
- **Research + Info:** Key principles/takeaways from International & national models and research/data relevant to each work product

Sept. & Oct.

- **Work Product 5:** Develop draft recommendations for milestones for implementing this framework. What does implementation of this framework look like and what are the milestones of success at system, district, school, student level?
- **Work Product 6:** Review draft all recommendations to date. Provide feedback to ODE on report.
- **Engagement:** TBD
- **Research + Info:** TBD

Nov. & Dec.

- **Work Product 7:** Recommendations to connect the dots between our recommended student success goals and key responsibilities toward those goals and how we connect state funding for education and spending (high-level, structural conversation)
- **Engagement:** TBD
- **Research + Info:** TBD

Breakout Questions

1. What feels clearer about the scope and plan for the group?
2. Where is additional clarity still needed?
3. Additional comments and feedback

Closing and Next Steps



Key Themes from Advisory Meetings So Far

Process / Orientation / Norms

- Fostering alignment and coordination
- Engaging productive tension
- Learning from the past while being future oriented
- Balancing federal, state, and local metrics
- Developing a differentiated accountability system that takes into account community context

Key Themes from Advisory Meetings So Far

Accountability Framework Considerations

- Defining (and measuring) student success
- Providing diverse learning opportunities
- Ensuring equitable resource allocation
- Centering academic excellence
- Developing relational/ mutual accountability
- Cultivating a sense of belonging through trusted relationships
- Developing a student- and equity-centered shared vision
- Student, family, and community voice and partnerships as north star
- Providing robust support for the educator workforce

Next month will focus on student success goals

Research & Info: How Oregon has defined and measured student success goals, what our accountability structures currently do if those are not met, what are the implications for funding and student outcomes?

Engagement: What did/do students say about what they want for themselves? What do they expect for our schools and communities to do to help their success? How do you and your colleagues and fellow parents describe it? What are our questions to explore in research or other states/countries?

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• **Research + Info:** TBD

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• **Engagement:** TBD

• **Research + Info:** TBD



Developing Design Principles for Effective, Efficient, Equitable Education Accountability Systems

Workshop Time

Essential Elements of an Effective, Efficient & Equitable Education Accountability System |

The Accountability Advisory Committee recommends these design principles for remodeling Oregon's P-12 education accountability framework. In developing the recommendations in this report, the Committee centered student voice and also considered what families, the educator workforce (at schools, community organizations, and tribal and local governments), and the business community see as our education accountability system's strengths, opportunities, and challenges.

How the Essential Elements are student-centered:

- Short (~1-2 paragraphs) statement of how the committee would describe its centering of student voice in the development of these
 - 2-3 student quotes
 - quotes from parents and families; educator workforce, business community, local and tribal governments, and community organizations

How the Essential Elements are grounded in what the research says about effective state education accountability systems...

- Short (~1-2 paragraphs) statement of how the committee would describe its centering of learnings from strengths of models/frameworks used by other states or research and data about accountability systems and their ability to drive student success

Essential Elements of an Effective, Efficient, Equitable Accountability System

Set 1 - Local Community Focus

1. Community partnership drives student success: Parents and families, students, community and business partners, sovereign tribal nations, school board members, the educator workforce, and state policymakers are critical partners in the education ecosystem to ensure student success. We all have a role to play.
2. Community partnership depends on shared-decision making: Parents and families, student, and community partnerships must include meaningful and ongoing communication to inform school and district planning and budget decisions. This includes ongoing feedback loops.
3. Understanding whether our community partnerships are having the intended impact of generating student success depends on multiple measures of success, reported with transparency, accuracy, and understandable by students and parents and families. These multiple measures should include indicators for success at the student-, school-, district-,

[Click here for Draft](#)