

1. Pick up your folder and name tag (please include your name and pronouns).
2. Grab coffee or tea.
3. Find your table!
4. Introduce yourself to your tablemates.
5. As you get settled, come up with a fun name for your table as we will be using this throughout the day.





Welcome & Grounding

Who is the Child of Your Heart?



Agenda Overview



- ❖ Welcome and Grounding
- ❖ Introductions
- ❖ Design Principles for an Effective, Efficient & Equitable Education Accountability System
- ❖ Lunch and Community Building
- ❖ Movement and Regrounding Activity
- ❖ Establishing and Defining Student Success Goals
- ❖ Closing

Cultivating the Space



- **Trust** is earned - and let's attempt to move in conversation like we've got several years working together already behind us.
- Engage **tension**, don't indulge drama.
- **Listen** to your gut!
- **Share** space - help collectively balance the insights of verbal and quick processors with the wisdom of those who might appear more reticent.
- **Confidentiality** - this is not a social-media space. Lessons can be shared but leave the details.
- **Dialogue**, not selling - let's converse not pitch.
- Assume **best intent, attend to impact**.
- **Pay attention** (neighbors, yourself, group process and dynamics).
- We are committed to centering **children and families**.

Where have we been?



Portrait of a Graduate



International Accountability Scan



State & Federal Accountability Overviews

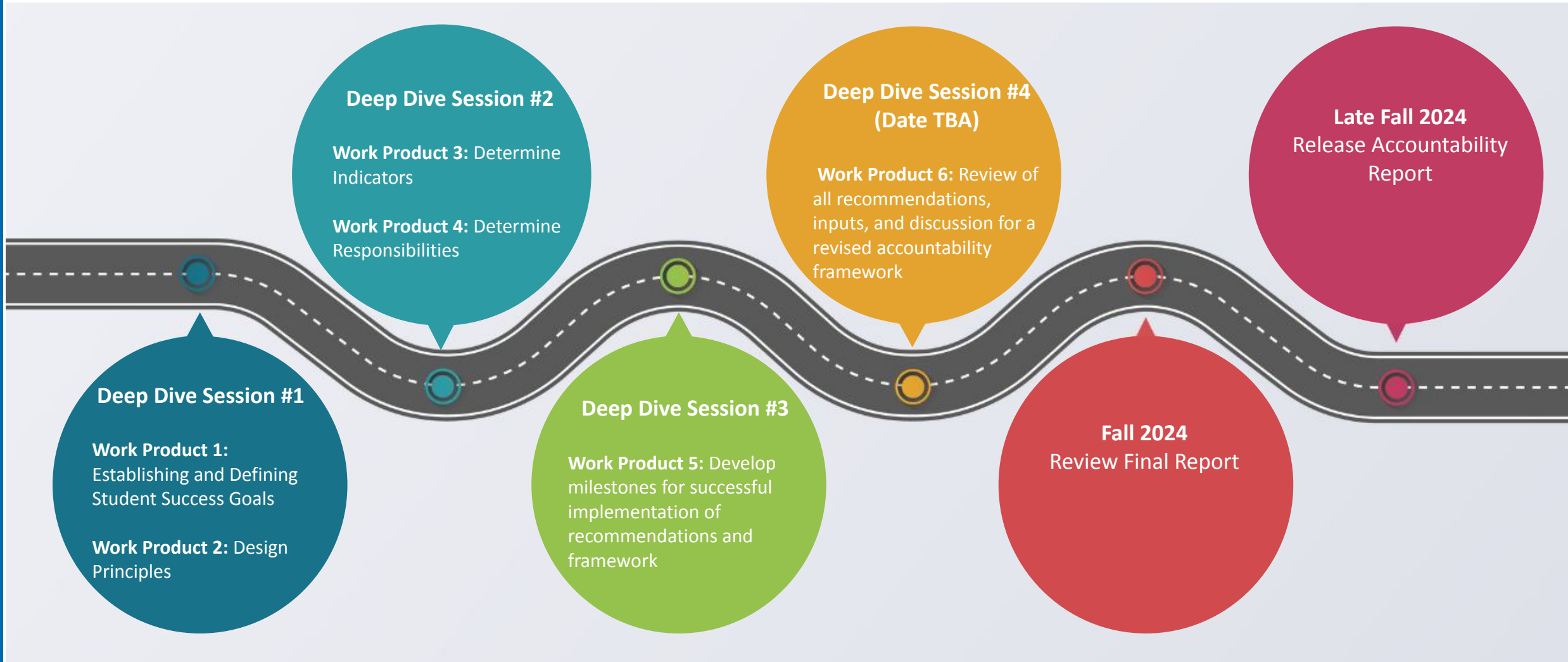


Youth Panel

What's burning
bright for you?



Where are we going?



Advisory Committee Parameters (HB 2656)

	Focus of our work (defined by the legislation)	Not the focus (implied by the boundaries of legislation)
Authority	Advisory to ODE. Decision-making for the workgroup 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 the Work Group 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.

Advisory Committee Parameters

	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).	The amount of funding for education is not central to the workgroup's charge. However, there is an implication that in order to revise an accountability framework for education, the workgroup 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.
Work Products	Report, developed by ODE and informed by the Advisory and other inputs as needed. Due to the legislature and Governor on 9/15/24.	Legislation is not the focus of the immediate work, rather it is on the development of recommendations that will be shared in a final report. The recommendations may address policy changes, operational changes, or changes in rule that would move to the State Board of Education.

Deep Dive Session #1 Outcomes

Practical Outcomes	Experiential Outcomes
<ul style="list-style-type: none">○ Refine Design Principles for an Effective, Efficient & Equitable Education Accountability System○ Define and Distill Student Success Goals	<ul style="list-style-type: none">○ 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.



Critical Question: What ideas are burning bright from your learning and experiences so far?

Design Principles for an Effective, Efficient & Equitable Education Accountability System



What's Burning Bright: Engagement Research and Gallery Walk

Tim Boyd

Director of District and School Effectiveness in the Office of
Education Innovation and Improvement

Who Participated in the Listening Sessions

- Small Schools Meeting
- Multnomah ESD
- North Central ESD Superintendents
- Wallowa ESD Superintendents
- Lake ESD
- Oregon Association of School Business Officials
- Grant ESD Superintendents
- Southern Oregon ESD
- Clackamas ESD
- Willamette ESD
- Lane ESD
- YCEP / JDEP
- InterMountain ESD Superintendents



ODE Asked Five Questions

- 1.** What are the highest priorities for your school community?
- 2.** From your perspective, what are the primary challenges that school districts are currently facing?
- 3.** What do you believe constitutes effective accountability for schools and school districts?
- 4.** What key features or characteristics do you desire in an ideal accountability framework?
- 5.** Anything else you want the advisory committee to know?



Highest Priorities

Student Achievement, School Experience, & Attendance



Portland Public School District, 2022

Supporting All Students

- Regular attendance
- Mental health
- Interventions & supports
- Early learning (preschool)
- Achievement and growth for focal student groups
- Well-rounded education experiences

“Can we step back and reassess what we’re doing and why? We can all agree summer funding is great; but what about supporting our students by funding a longer school year? That’s what’s going to make a difference.”

Hiring, Retaining & Supporting Quality Teachers & Personnel

“We have an aging teaching staff. We must find ways to bring in fresh talent and create internal systems to retain and support teachers.”

Staffing

- Attracting and retaining quality teachers
- Specialized supports - those qualified for Special Education and ELD
- Coherence among TSPC, EAC and ODE



Implementing Sustainable Systems



“We need a long-term plan and vision for Oregon. And enough time to stay the course and report the impacts.”

Systems

- Professional learning and supports for teachers.
- Meaningful assessments.
- Ensuring that the cuts and budget reductions do not impact student experiences.



Challenges

Number of Initiatives & Reporting Requirements

Request for Reduction & Focus

- Pace of information, guidance and requirements has not slowed since COVID.
- Impact on small, rural school districts.
- Paperwork is not the real work.
- Streamlined process for grants.

“The state has put us into initiative overload. We can’t keep up.”

“It’s difficult to be nimble in addressing needs of our community when they arise due to the earmarked funds.”

“Grants are amazing but more does not equal better.”

“Anything to make the reporting side more reasonable would be incredibly helpful.”



Stable, Consistent & Clear Funding



“ODE needs to make grant funds available faster than current practice.”

Funding Flexibility Needs to Increase

- Understanding process and timing for disbursement, claiming and reporting.
- Need greater flexibility; increased clarity on competitive and non-competitive grants.
- Move state grant funds to State School Fund (SSF).
- Multiple systems create confusion (reimbursement vs. disbursement).

“There’s a fundamental disconnect between the State School Fund and its promise to fund public education and the many strings attached with grant-based funding.” (SIA, HSS, etc)

Students' Needs, Differentiation, and Hiring & Retaining Staff

A Desire to Serve Every Student

- Rural white students need more focus.
- Early learning and preschool.
- Current day-to-day lessons and curriculum do not support the needs of our students today.
- Relationship between TSPC and ODE needs to become stronger to prepare teachers.
- Interventions and supports for focal student groups.

“It’s hard to do all of the things without quality staff. The needs continue to increase for our students and we simply don’t have the staff or access to services needed.”

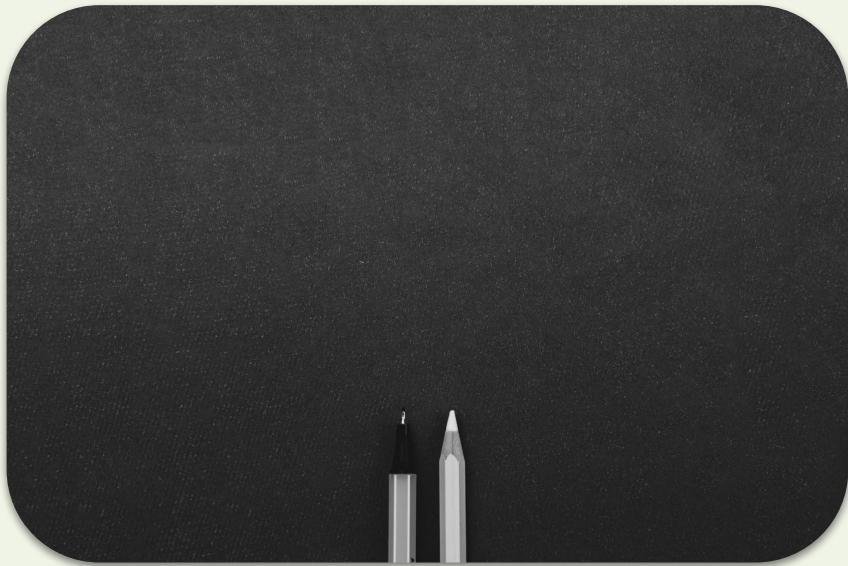


Turn and Talk



- ❖ How does this information shape your thinking about the work/charge of this committee?

Write it out



- ❖ What about this information resonates or is in alignment with what you already know and have learned?
- ❖ What about this information is new / surprising or in tension with what you already know and have learned?

Gallery Walk



Reflect as you walk around – what do you notice, what do you wonder.



Share out in small groups what is **burning bright** for you as you read other groups' work.

Team Hope:

- Simplify the entire process and identify 3-4 things we are going after and have agreement on how to evaluate.
- There needs to be a focus on a plan (which might be for a short amount of time) in order to see results.
- There is way too much out there right now, so there is a need to let go of some of the requirements.
- Making sure there is alignment with current requirements. For example, if we are using the Integrated Guidance as “the house” – how can we align additional work e.g. portrait of a graduate with “the house”.
- Funding should follow all of the requirements to ensure that they can be effectively implemented.

Team Reeses:

- There is reporting fatigue (while there is a need for reporting there is fatigue).
- Role of the legislature as emanating a lot of the regulations - there is a disconnect between what is happening at the level at the legislature and what is happening on the ground. There is a need to ensure that the legislature is clear about what is happening in classrooms.

Team Rhinos:

- Youth mental health. Racism is a mental health issue – to solve the problem long-term there is a need to support mental health for all students.
- Lack of focus/discussion on diversity in the workforce. If this is not addressed, there will continue to be a lack of representation in buildings which leads to a need to focus on both recruitment and retention.
- Important that there is care from the the legislature with regard to all of the Student Success Plans (e.g Black history).

Team Students are #1 (and so are we):

- Old systems and new problems - we have an antiquated system that we are struggling to keep up with
- The education system is filled with students. There could be better alignment between the systems as well as role and responsibilities to support all of the people - when the adults are good, the students are good!

Team Fully Committed:

- Alignment between legislature regarding appropriate funding for school/policies and ODE’s vision for what is best for students and families across the state.
- Reporting requirements – impact on CBOs and school districts given the amount of time that needs to be spent on grant reporting which can inhibit CBOs from applying for funding.



Critical Questions: Are these proposed design principles grounded in what's burning bright for you? Are these design principles student-centered?

Refining Design Principles

What are Design Principles?

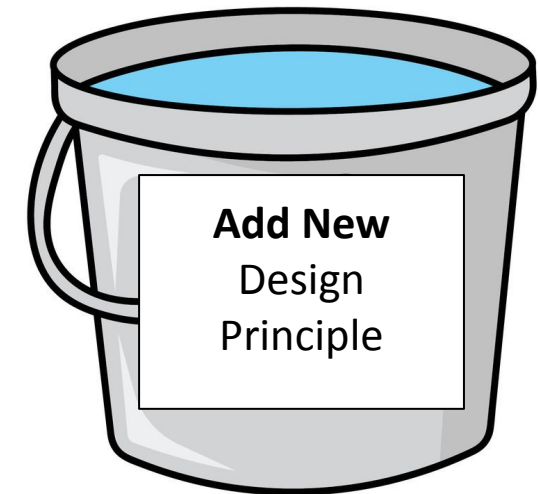
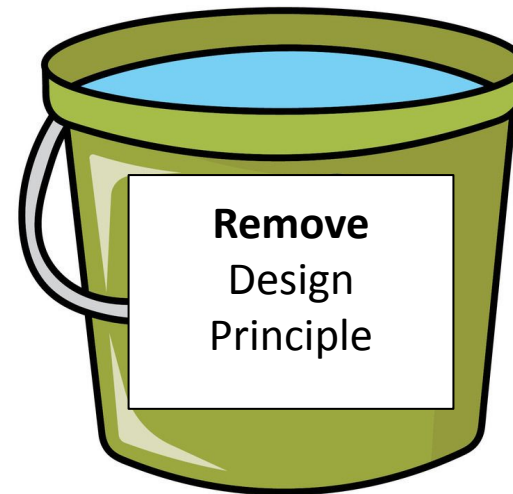


Oregon Department of Education

- ❖ Statements regarding what should be centered in the development of the Accountability Framework.
- ❖ Descriptions of central learnings drawn from research about effective state education accountability systems and their ability to drive student success.
- ❖ Affirmations of the voices/perspectives of parents, families, caregivers; educator workforce, business community, local and tribal governments, and community organizations.

Refining Design Principles Activity

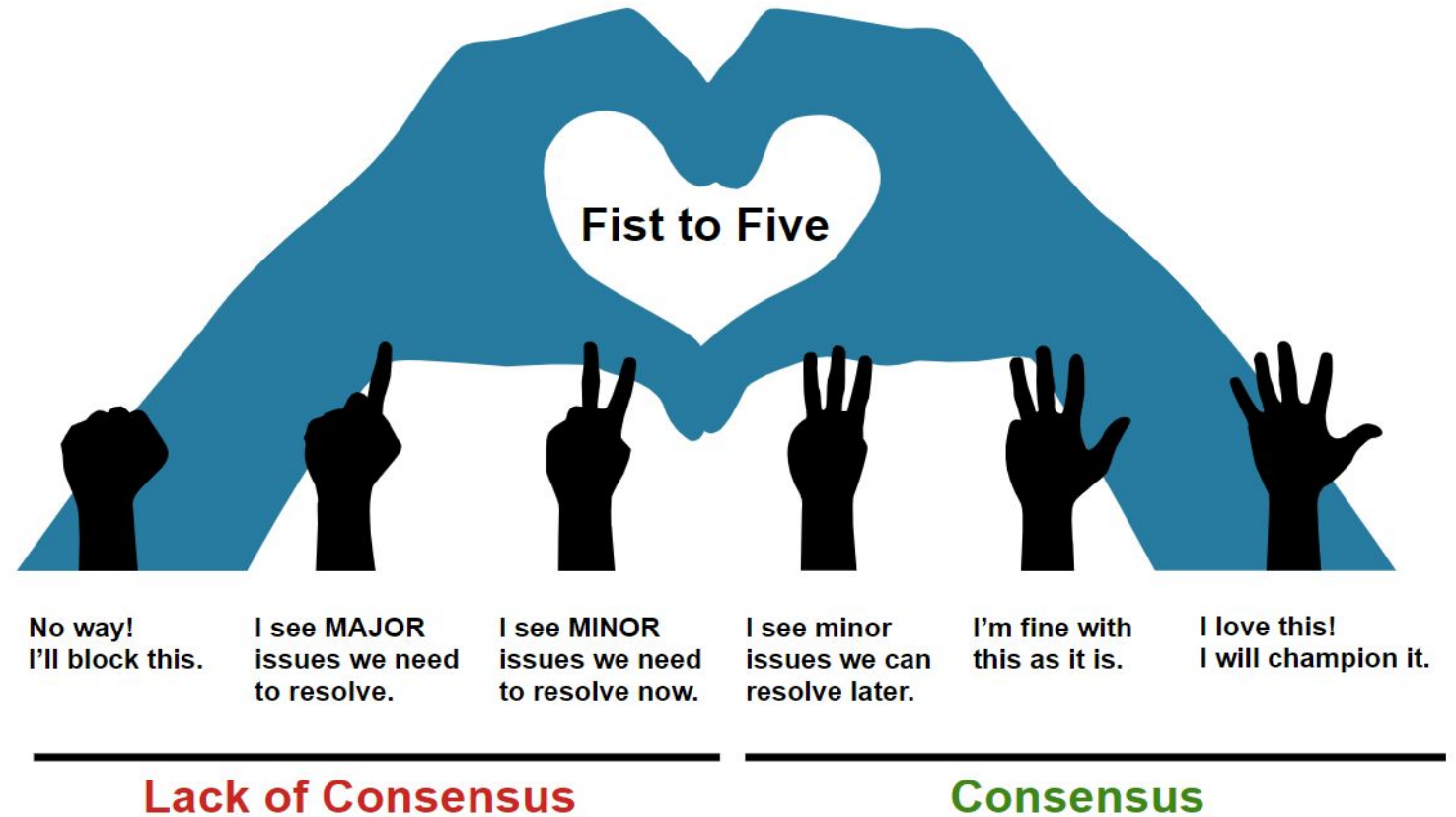
1. Read/Review Design Principles.
2. Split chart paper into 4 quadrants and bucket the existing design principles into 3 buckets - keep with no changes, keep with changes, and remove (Include principle and #, e.g. 1.1, 2.3).
3. Discuss and document the changes for those in the “blue” bucket.
4. Add any new design principles that are not addressed in the existing principles.



Consensus on Design Principles

What is Fist to Five?

The Fist to Five is a technique for quickly getting feedback or gauging consensus during a meeting. The leader makes a statement, then asks everyone to show their level of agreement with the statement by holding up a number of fingers, from 5 for wild enthusiasm (Jazz hands!) down to a clenched fist for vehement opposition.



Plot twist....

1. Refine the bolded design principle as needed (or leave as is if it resonates)
2. Add a 1-2 sentence description of what is meant by the design principle (making sure to keep a “zoomed out” lens).

Team Hope: Multiple Measures that Matter

Team Reeses: Accountability is reciprocal and shared

Team Fully Committed: Research and Capacity

Students are #1: Continuous Improvement

Team Rhinos: Relationships Matter



Time and resources as north star?

Accountability is reciprocal and shared

Relationships Matter

- Feedback loop feels passive → Shift to **authentic engagement**
- Moving toward a culture of care and connecting and belonging
- Foundation of safety care
- Leading with care and connection should be the north star
 - Care and connection needs to be paired with academics e.g. in support of academics or learning
- Classroom educators leaves people out of the workforce → shift to **school and community educators**
- ~~Leading with care and connection in support of learning and well-being is the north star~~
 - ~~Or... Supporting well-being in support of learning~~
 - **Care and connection with a focus on well-being are critical to student learning**

Multiple Measures that Matter

- Multiple measures can mean different types of assessments as well as other measures outside of assessments (what opportunities are there that can hold open the door for other measures?)
 - MTSS, RTI, etc. needs to be funded if this is going to be included
 - Suspension for example
- Themes: Build on work that has already been done, value growth over proficiency
- Important to use language that non-educators will understand
- Most things on the portrait of a graduate cannot be measured through state assessments
- Focus on reformatting how we do the state assessment
- Opportunities to integrate badges, etc.
- **Clarity of language**
- **Language to expand how we are thinking about multiple measures**

Continuous Improvement

- Connection with Student Success Act - state process with opportunities to consider local decision-making (thumbs up)
- Is it starting from the local level - can change go both ways? Bi-directional?
- Human centered
- Accountability to include continuous improvement with support opportunities when continuous improvement isn't happening
- **An accountability system is dynamic and engages in reciprocal continuous improvement.**
- **Continuous improvement requires research, knowledge and skills, flexibility, and empowerment to move beyond existing structures and systems.**

Resources and Capacity

- Time and funding for continuous improvement

Lunch



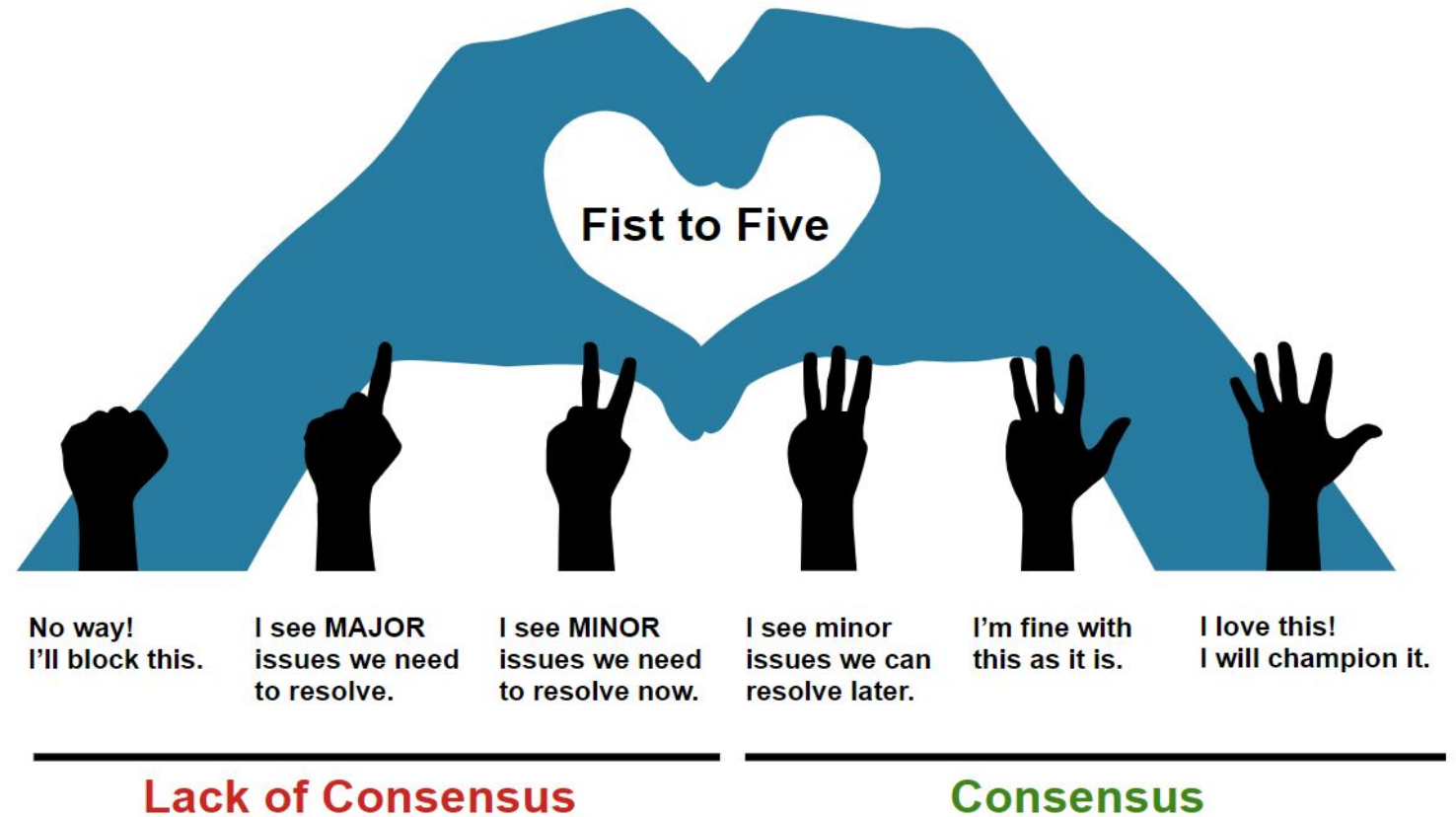
Movement and Regrounding



Consensus on Design Principles (Keep with Changes)

What is Fist to Five?

The Fist to Five is a technique for quickly getting feedback or gauging consensus during a meeting. The leader makes a statement, then asks everyone to show their level of agreement with the statement by holding up a number of fingers, from 5 for wild enthusiasm (Jazz hands!) down to a clenched fist for vehement opposition.





What do we mean by student success? How are the Student Success Goals aligned with our visions of student success and what is burning bright for us?

Establishing and Defining Student Success Goals

Quick Write

What do we mean by student success?

It will be important to center what is burning bright for you as well as where we have been so far....

1-2-Table-All



- ❖ Briefly share your draft with a partner at your table. Highlight/underline words and phrases that are common across both quick writes.
- ❖ Share those words/phrases with your group and use this information to write out your group’s “definition” of student success on the chart paper.



Understanding and Identifying Student Success Categories

Affinity Mapping Strategy

1. Read through the labels of the Student Success categories drawn from existing categories at the state level.
2. As a group, begin categorizing the labels.
3. Once the group agrees on the different categories, stick them on the chart paper and develop a name for each group.
4. Post your chart paper on the wall.

****Feel free to use the extra labels to add new categories.****

Belonging

Equity
Advanced

Well-Rounded
Education

Engagement

Ongoing
Community
Engagement

Strong ties
between
teacher,
family,
student

Share out: WHAT and WHY



Accountability Framework

Design Principles - Our guardrails							
Category 1				Category 2			
Goal 1		Goal 2		Goal 1		Goal 2	
Indicator 1	Indicator 2	Indicator 1	Indicator 2	Indicator 1	Indicator 2	Indicator 1	Indicator 2

Reflect and Discuss



- ❖ What stands out to you as things we should retain in our accountability framework? (e.g., what do you like about each, are they the right level of detail, are goals framed in the way we'd want to have them framed, are they appropriately expansive).
- ❖ What should we not retain and why is that important?
- ❖ What more information is needed to support the Committee's readiness to make a decision? If it is ready, what are the categories you recommend?

Consensus through Sticky Dots (+ Break)

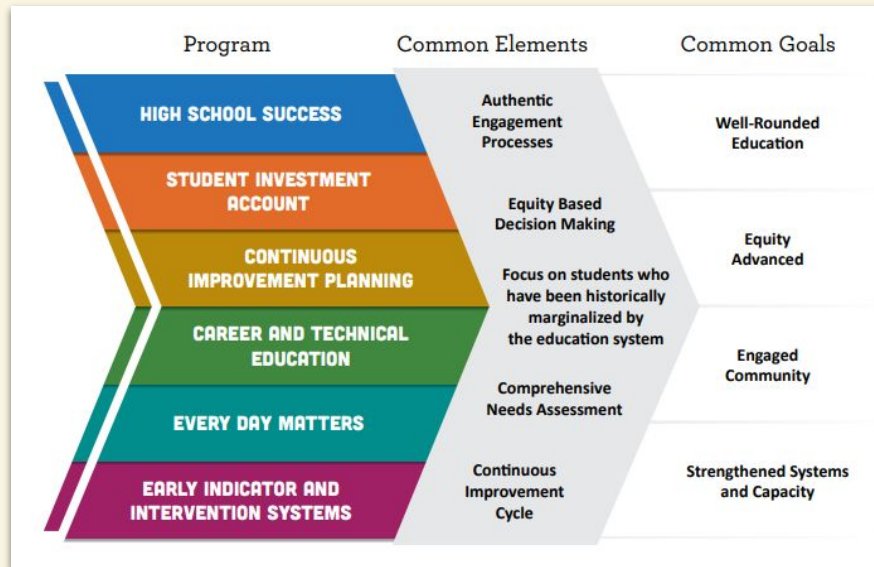


Reflecting on “what is burning bright for you,” identify which three Student Success Categories you believe are most important to include in our framework.



Student Success Goals

Developing Student Success Goals - Examples



- ❖ Well-Rounded Education. A well-rounded education: Moves beyond the courses students take, into the essential knowledge and skills to be successful in life; Focuses on the whole student.
- ❖ Equity Advanced. Prioritizing and advancing equity in Oregon means:
 - Actively initiating and leading conversations about equity;
 - Collecting and analyzing state and local data and facilitating engagement with stakeholders to drive improvement efforts;
 - Targeting local, state and federal resources to better serve students;
 - Proactively seeking partnerships.
- ❖ Ongoing Community Engagement. Oregon’s 197 school districts have unique challenges and opportunities. Ongoing, meaningful engagement strengthens our ability to support students and schools
- ❖ Strengthened District Systems and Capacity. Building capacity of local education agencies and school leaders is a top priority. The Oregon Department of Education is committed to: Shared responsibility and accountability for the success of students in Oregon’s schools; Focusing resources equitably; Differentiating supports.

Student Success Categories Finalized



Choose which of the categories you would like to develop goals for. Find your table!

Developing Student Success Goals

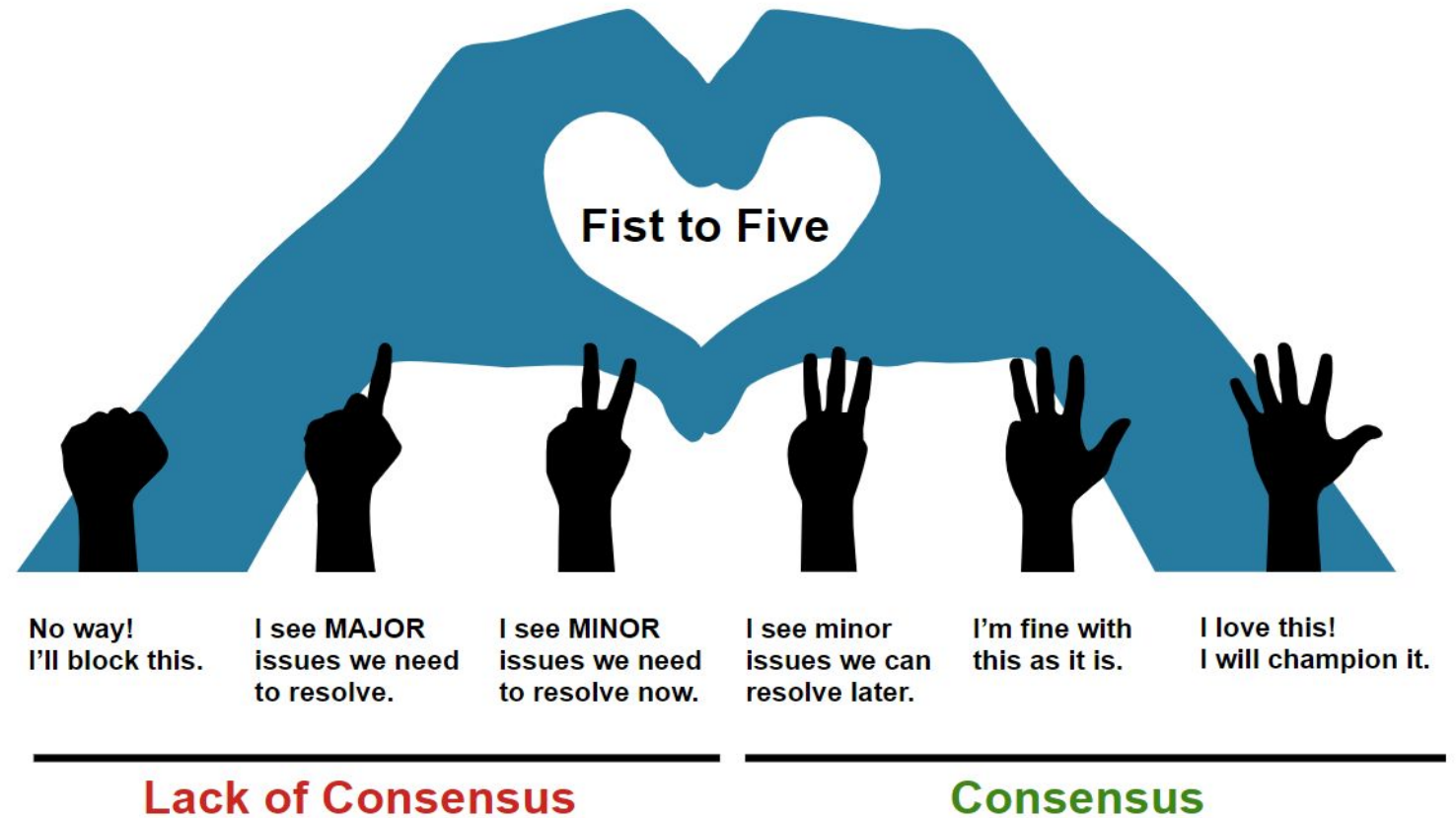
Goal: Develop 3 (or more) goals for your Student Success Category



Consensus on Design Principles

What is Fist to Five?

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Closing



Deep Dive Session #1 Survey *(please complete before you leave today if possible)*



Upcoming Meetings:

- ❖ Friday, August 23, 9AM-4PM (Location TBA)
- ❖ Friday, September 6, 9AM-4PM (Willamette ESD)