

1. Pick up your folder and name tag (please include your name and pronouns).
2. Find your table!
3. Introduce yourself to your tablemates.
4. Come up with a group name!



# Today's Offerings



*“Glaciers and rivers change my idea about the time span in which change happens. When it seems like nothing is moving, you could be changing the face of the Earth.” – Ashindi Maxton*

*“Maybe there is no such thing as rain; there are only raindrops, each with its own story.” – Robin Wall Kimmerer*

# Agenda Overview



- ❖ Welcome and Grounding
- ❖ Introductions
- ❖ Finalize Design Principles and Student Success Categories (Work Products 1 & 2)
- ❖ Establish and Define Student Success Goals (Work Product 1)
- ❖ Lunch and Community Building
- ❖ Movement and Regrounding Activity
- ❖ Learning into and Determining Student Success Indicators and Responsibilities (Work Products 3 & 4)
- ❖ Survey and Closing



# Orienting to the Materials



- ❖ **Parking Lot:** please leave any questions, ideas, feedback here.
- ❖ **Folders:** Materials in your folder are numbered based on the slides (slide numbers are in the bottom right corner).



Signifies that there is a resource in your folder for this activity/discussion.



Signifies that we will be using chart paper to capture ideas.

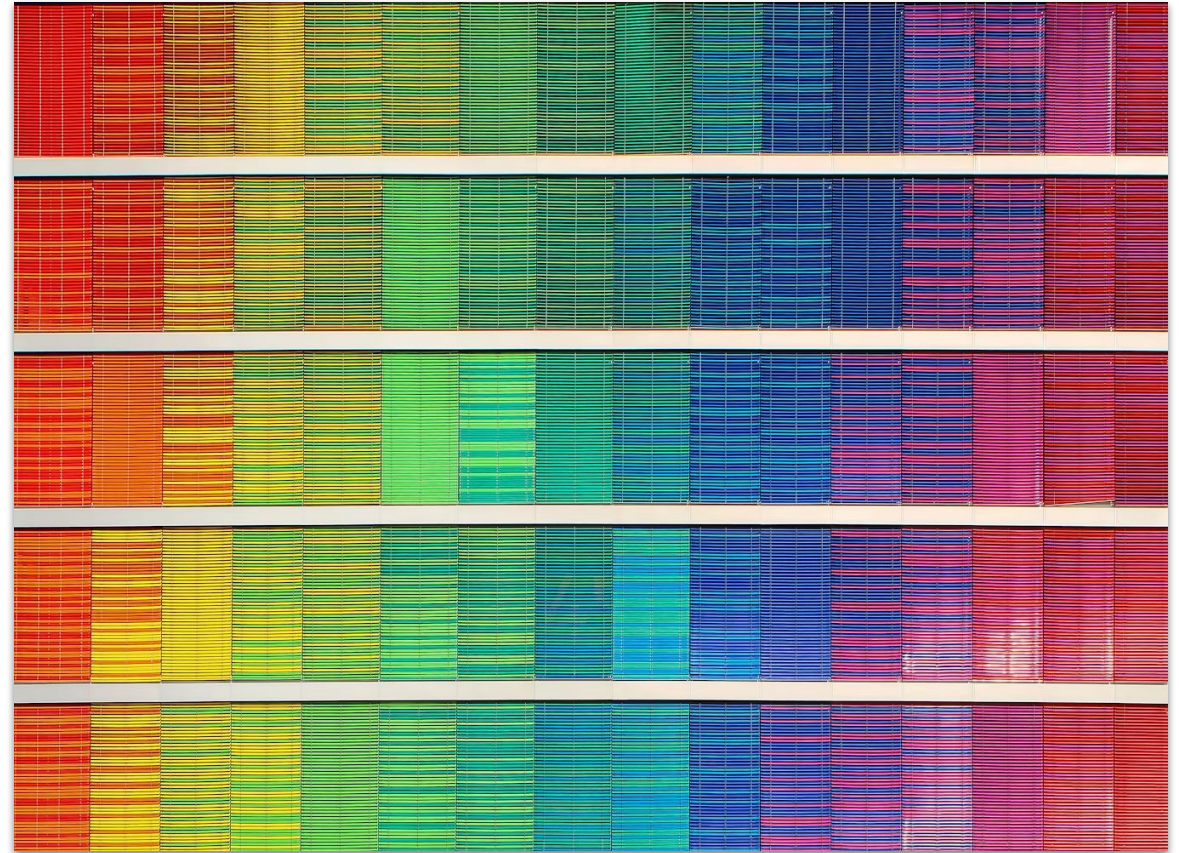


Signifies which work product we will be focused on.



# Welcome & Grounding

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



# 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? Deep Dive Session #1

Practical Outcomes	Progress
❖ Refine Design Principles for an Effective, Efficient & Equitable Education Accountability System	❖ Reviewed set of draft design principles and used these + knowledge, experience, and expertise to develop set of five design principles. We reached consensus as a group on three of the design principles.
❖ Define and Distill Student Success Goals	❖ Brainstormed Student Success Categories based on existing categories from previous bodies of work. Collated ideas to a single jamboard and categorized.





# What we Heard...



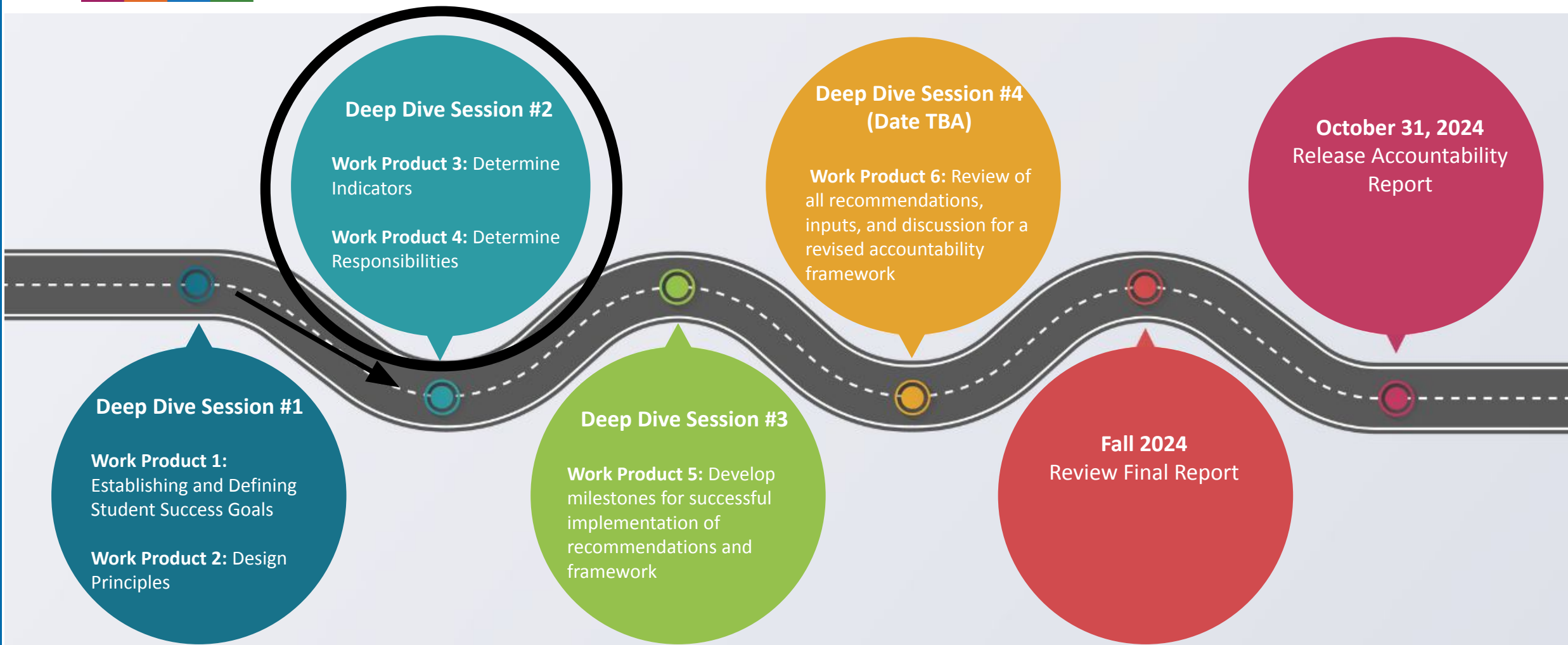
## Bright Spots!

- ❖ I appreciated the pivot from the two design principle sets to trying to name and define key "buckets" within a larger context, moving away from the binary of local control/state control.
- ❖ I really appreciated getting to think all day with a team, and the ability to share out, refine, and change direction with the larger group.
- ❖ The facilitation and structure of the team was well planned and effective
- ❖ I really enjoyed the in-person time and the engaging facilitation. I think we were more efficient and successful at accomplishing the work in person and look forward to future meetings.
- ❖ I appreciated the work products that resulted directly from our conversations. Having design principles developed and discussed was a bright spot.

## Areas for Improvement

- ❖ Since the sessions are long, reminding us at the beginning of each activity where the activity fits into the roadmap would be helpful.
- ❖ The distribution of participants by table was not even.
- ❖ The meeting can be improved by providing more fruit and less candy. We should model healthy habits to our children.
- ❖ I think a little more framing or prep on what went into the materials that we were working from.
- ❖ Need a one pager or visual graphic organizer document at some point that shows us a compelling future with many of our components.
- ❖ Would really like to make sure we are being guided by the research.

# Where are we going?



# Deep Dive Session #2 Outcomes

Practical Outcomes	Experiential Outcomes
<ul style="list-style-type: none"><li>❖ Finalize <b>Design Principles</b> for an Effective, Efficient &amp; Equitable Education Accountability System. <i>(Work Product 2)</i></li><li>❖ Finalize <b>Student Success Categories</b> for an Effective, Efficient &amp; Equitable Education Accountability System. <i>(Work Product 1)</i></li><li>❖ Collectively develop <b>Student Success Goals</b> using Design Principles as a “Equity Lens”. <i>(Work Product 1)</i></li><li>❖ Brainstorm <b>Indicators and Responsibilities</b> aligned with Student Success Goals. <i>(Work Products 3 &amp; 4)</i></li></ul>	<ul style="list-style-type: none"><li>❖ Acknowledge the confusion and discomfort caused by the uncertainty present in our work.</li><li>❖ Bring together multiple perspectives on the challenge, especially from those most harmed, to open up ways of thinking.</li><li>❖ Create opportunities for sense-making before decision-making.</li><li>❖</li></ul>

# Renovating our House: Oregon's Accountability Framework



**Conditions** – The conditions for Oregon's Reimagined Accountability Framework identify factors or circumstances that must exist in schools, districts, state systems, and communities across Oregon. Just as with the weather, these conditions influence whether or not the system is structured in a way that allows for all Oregon students to thrive.



**Design Principles** – The design principles for Oregon's Reimagined Accountability Framework are a set of values that serve as the foundation of the framework by which the Student Success Goals and Indicators are built. Like a house, if the Design Principles don't provide a strong foundation, the framework is not going to be stable and will have a negative effect on the rest of the construction.



**Student Success Categories** – The categories for Oregon's Reimagined Accountability Framework stabilize the framework by defining the most important elements for student success. Just as the frame of a house gives the structure support and shape, so do the Student Success categories.







**Student Success Goals** – The goals for Oregon's Reimagined Accountability Framework outline our ultimate aim for Oregon students. Just as the rooms of a house organize the varying sections based on purpose and need, Student Success Categories organize the most important outcomes of success for Oregon students.



**Student Success Indicators** – The indicators for Oregon's Reimagined Accountability Framework describe and measure what success means for each of the goals. Just as the windows of a house are transparent in both directions and allow for two-way viewing, the indicators give us measures by which to observe the health of the system.

# Oregon's Accountability Framework Timeline

Visual Representation	Oregon's Accountability Framework Language	Date to be Drafted	Date to be Finalized
	<b>Design Principles</b> – Accountability is Reciprocal and Shared, Continuous Improvement, Relationships Matter, Multiple Measures that Matter, Resources and Capacity	Deep Dive Session #1	Deep Dive Session #2
	<b>Student Success Categories</b> – <i>(Themes from Deep Dive Session #1)</i> Belonging Wellness and Engagement, Lifelong Learning Leading to Academic Success, Strengthened Systems and Capacity through Shared Leadership, Engaged Community, and Committed and Supported Educators	Deep Dive Session #1	Deep Dive Session #2
	<b>Student Success Goals</b>	Deep Dive Session #2	Deep Dive Session #2/#3
	<b>Indicators</b>	Deep Dive Session #2/#3	Deep Dive Session #2/#3



# Finalizing Design Principles

# Oregon's Reimagined Accountability Framework Design Principles

The design principles for Oregon's Reimagined Accountability Framework are a set of values that serve as the foundation of the framework by which the Student Success Goals and Indicators are built. Like a house, if the Design Principles don't provide a strong foundation, the framework is not going to be stable and will have a negative effect on the rest of the construction.



- Shift from statements to questions.
- Similar purpose as ODE's Equity Tool – Collection of “Deepening Questions” which offer leaders with a raft of prompts they could select from to deepen their own reflections or bring to community or staff meetings to help get underneath core decision making challenges.
- Design principles will support the committee in reflecting on the student success goals and indicators while working to ensure that they are in alignment with our core values essentially serving as a “filter” for our framework.

# Oregon's Reimagined Accountability Framework

## Design Principles - *Previously Approved*

---



**Does the Student Success Framework allow for accountability to be reciprocal and shared between state and local partners?**

Accountability for student outcomes is a shared responsibility between all state and local partners.

- Measures of accountability need to be clearly designed.
- Roles and responsibilities of all partners need to be clear, consistent, and aligned.
- Families, students, community organizations, focal students, and Tribal communities must inform accountability measures.



# Oregon's Reimagined Accountability Framework

## Design Principles - *Previously Approved*

---



**Does the Student Success Framework allow for intentional and timely continuous improvement to take place locally and statewide?**

An accountability system is dynamic and engages in reciprocal continuous improvement.

- Continuous improvement at the local level fosters continuous improvement at the state and federal levels bringing expertise to the level where agency exists for efficient change.
- Continuous improvement is used to illuminate what is working and what to adopt, adapt, or abandon.
- Continuous improvement requires research, knowledge and skills, flexibility, and empowerment to move beyond existing structures and systems.

# Oregon's Reimagined Accountability Framework

## Design Principles - *Previously Approved*

---



### Does the Student Success Framework foster meaningful relationships?

An accountability system requires shared leadership and decision-making processes to be cultivated.

- School and community educators are critical to ~~fostering nurturing relationships~~, facilitating authentic engagement and nurturing relationships between people within schools, throughout districts, and across the state.
- Families and students must be included in school and district decision-making processes.
- Care and connection with a focus on well-being are critical to student learning.

# Oregon's Reimagined Accountability Framework

## Design Principles - *Draft Language*

---

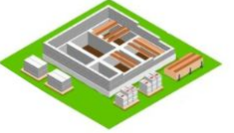


**Does the Student Success Framework include a balanced set of multiple measures? Do they measure what matters? Do they integrate existing systems of measurement?**

Accountability requires that student learning and growth targets are intentionally integrated and aligned with multiple forms of evaluations.

- There needs to be a balance between federal, state, and local context.
- It is important that we are valuing growth over proficiency.
- Holistic understandings of student learning include student belonging and well-being.
- Existing systems of measurement should be used when available.

# Tuning Protocol



What **clarifying** questions do you have about the draft language?

What **probing** questions do you have about the draft language?

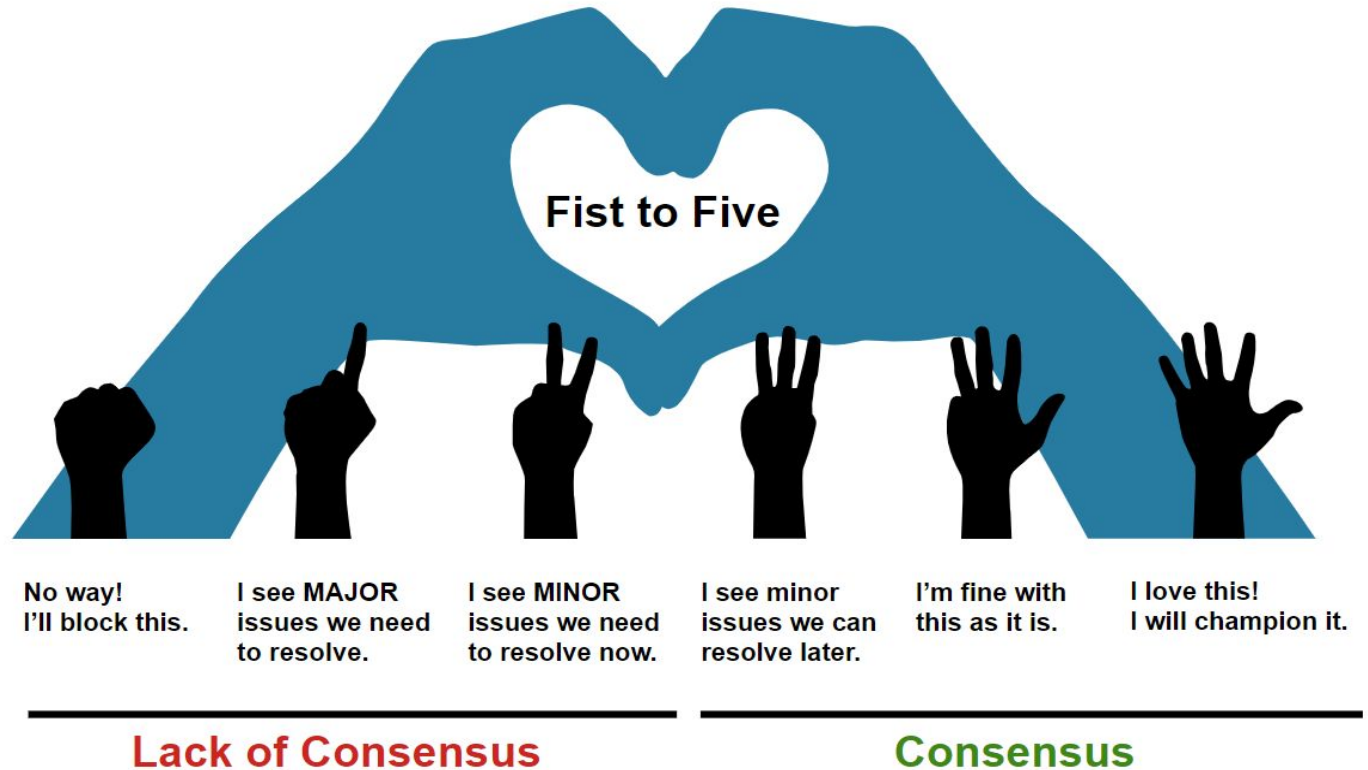
What **edits or revisions** would you like to propose to the draft language to ensure alignment with our values as a committee?



# 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.



# Oregon's Reimagined Accountability Framework

## Design Principles - *Draft Language*



**Does the Student Success Framework consider if school districts have the resources and capacity needed for effective implementation?**

Accountability Systems require adequate resources to support student learning.

- **There needs to be consideration regarding feasibility for all schools and districts across the state based on geography and school/district size.**
- Time is a key importance and should be taken into consideration when implementing change ideas.
- Stable, consistent & clear funding mechanisms lead to more equitable outcomes for students.
- Student success requires that schools and districts have adequate resources that address the needs of their students.
- Alignment of monitoring and reporting requirements to build school and district capacity for working with students.

# Tuning Protocol



What **clarifying** questions do you have about the draft language?

What **probing** questions do you have about the draft language?

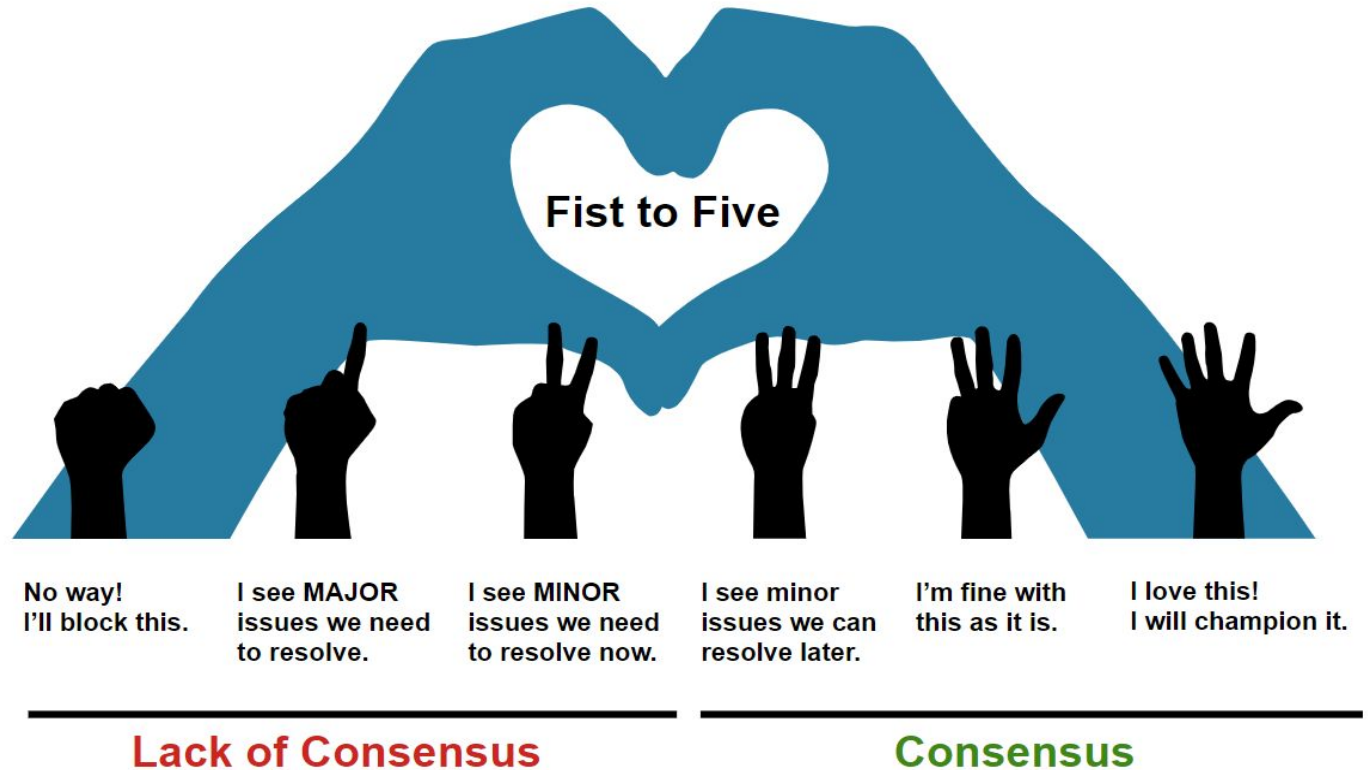
What **edits or revisions** would you like to propose to the draft language to ensure alignment with our values as a committee?



# 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.





# Oregon's Accountability Framework Timeline

Visual Representation	Oregon's Accountability Framework Language	Date to be Drafted	Date to be Finalized
	<b>Design Principles</b> – Accountability is Reciprocal and Shared, Continuous Improvement, Relationships Matter, Multiple Measures that Matter, Resources and Capacity	Deep Dive Session #1	Deep Dive Session #2
	<b>Student Success Categories</b> – <i>(Themes from Deep Dive Session #1)</i> Belonging Wellness and Engagement, Lifelong Learning Leading to Academic Success, Strengthened Systems and Capacity through Shared Leadership, Engaged Community, and Committed and Supported Educators	Deep Dive Session #1	Deep Dive Session #2
	<b>Student Success Goals</b>	Deep Dive Session #2	Deep Dive Session #2/#3
	<b>Indicators</b>	Deep Dive Session #2/#3	Deep Dive Session #2/#3

Breathe





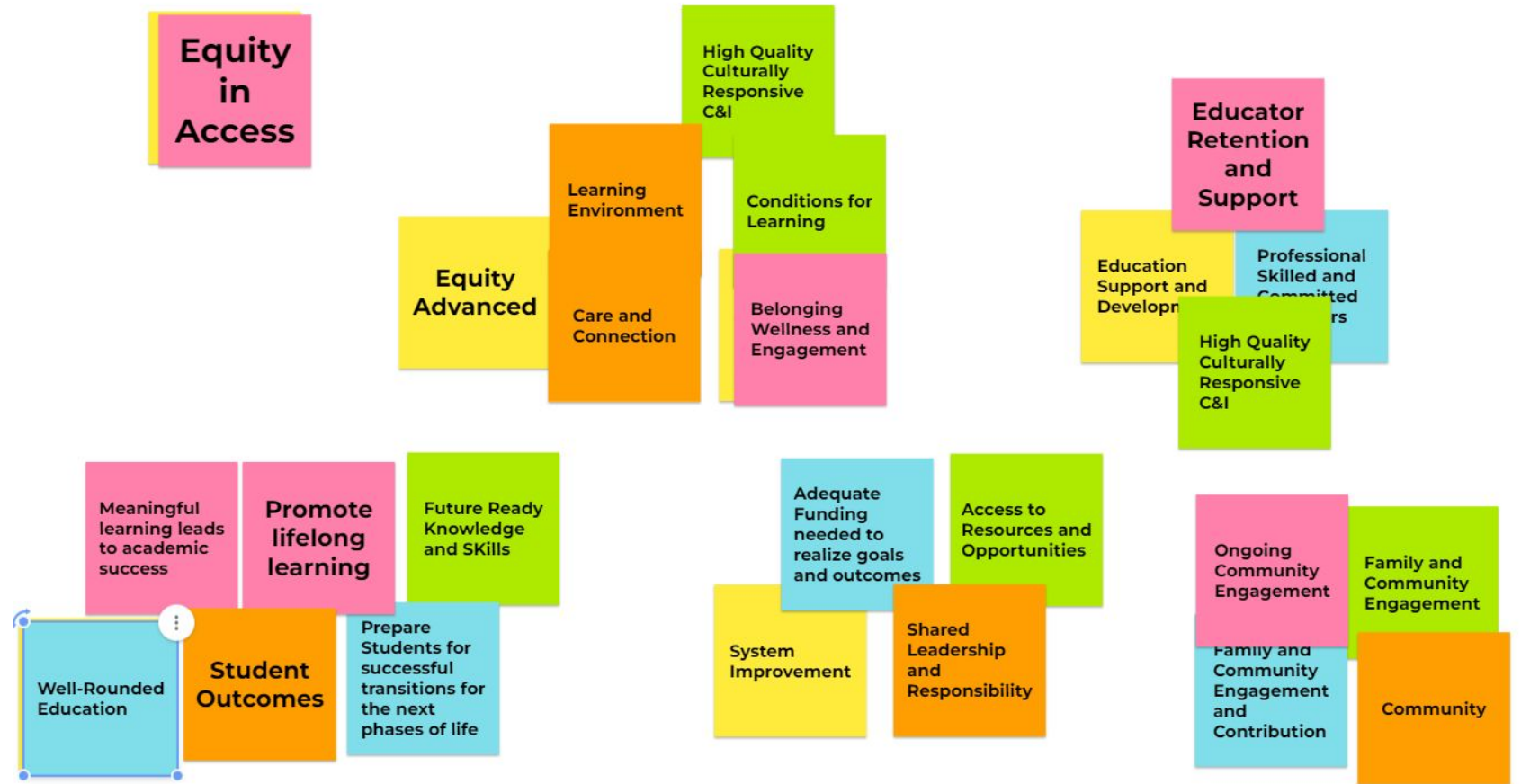
# Finalizing Student Success Categories

# Student Success Categories - A Starting Place...



**Student Success Categories –** The categories for define the most important elements for student success. Just as the frame of a house gives the structure support and shape, so do the Student Success categories.

Students as North Star



# Student Success Categories: Themes from Deep Dive Session #1



- ❖ Belonging Wellness and Engagement
- ❖ Lifelong Learning Leading to Academic Success
- ❖ Strengthened Systems and Capacity through Shared Leadership
- ❖ Engaged Community
- ❖ Committed and Supported Educators

# Creating a Balance

- ❖ Belonging Wellness and Engagement
- ❖ Lifelong Learning Leading to Academic Success
- ❖ Strengthened Systems and Capacity through Shared Leadership
- ❖ Engaged Community
- ❖ Committed and Supported Educators

- ❖ Are the Student Success Categories in service of learning?
- ❖ Is there a balance between academics and belonging?
- ❖ Are the Student Success Categories student centered?
- ❖ Do these categories represent an opportunity toward transformative education/a reimaging of education/advancing racial equity?
- ❖ In what ways will these categories change outcomes for focal group of students?

# Creating a Balance

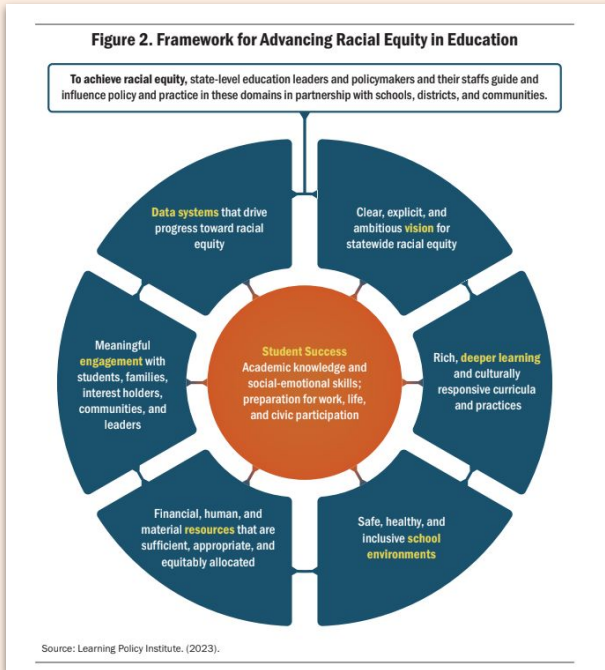


**Figure 2. Framework for Advancing Racial Equity in Education**

To achieve racial equity, state-level education leaders and policymakers and their staffs guide and influence policy and practice in these domains in partnership with schools, districts, and communities.



# Exploring Existing Frameworks and Policies - Jigsaw



OAR 581-022-2250

District Improvement Plan

Oregon Department of Education

- ❖ Divide Dimensions I, II, III, IV, V, and VI among your team.
- ❖ Highlight words, phrases, and sentences that...
  - *Resonate with you...*
  - *Are aligned with our Design Principles...*
  - *Are aligned with information shared in the statewide survey, listening sessions, or youth panel...*
  - *You have questions/wonderings about...*
  - *You want to discuss more...*
- ❖ Discuss with your team.
- ❖ Be ready to share out with the larger group!





# Defining/Refining Student Success Categories

- ❖ Belonging Wellness and Engagement
- ❖ Lifelong Learning Leading to Academic Success
- ❖ Strengthened Systems and Capacity through Shared Leadership
- ❖ Engaged Community
- ❖ Committed and Supported Educators

Based on the discussion...

## What do we want our Student Success Categories to be?

These were are our past but they don't have to be our future.



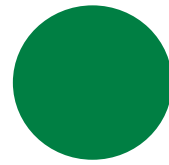
# Establishing Student Success Categories Gallery Walk



Oregon Department of Education

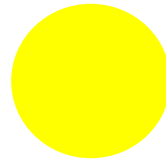


## Whole heart yes!!



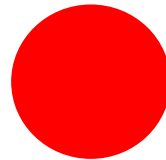
**Choose up to 4 categories that are a “whole hearted yes” for you.** These are categories that feel aligned with our Design Principles, research, what we learned from engagement efforts and previous meetings AND your lived and worked experiences.

## Yes, if...



**Choose no more than 2 categories that are a “yes if”**...in that they feel aligned, however, there are some tweaks to language that you would like to see. These would be categories that require wordsmithing or minor edits.

## Pass.



**Choose no more than 2 categories that are a “pass” for you** in that they do not feel aligned with our Design Principles, research, what we learned from engagement efforts and previous meetings AND your lived and worked experiences.

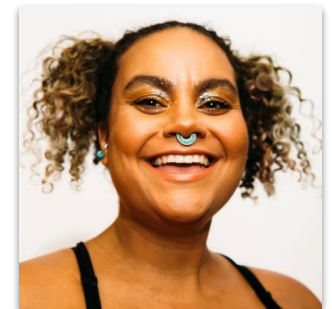
# Break



Oregon Department of Education

*“I suspect that is what many of you are up to, practicing futures together, practicing justice together, living into new stories. It is our right and responsibility to create a new world.”*

*“Dreams are the foundation for what we attempt to turn into reality ... every garden we find nourishing was first a dream.”*



# **GREEN** Student Success Categories

---

# YELLOW Student Success Categories

---

# RED Student Success Categories

---

# Tuning Protocol



What **clarifying** questions do you have about the draft language?

What **probing** questions do you have about the draft language?

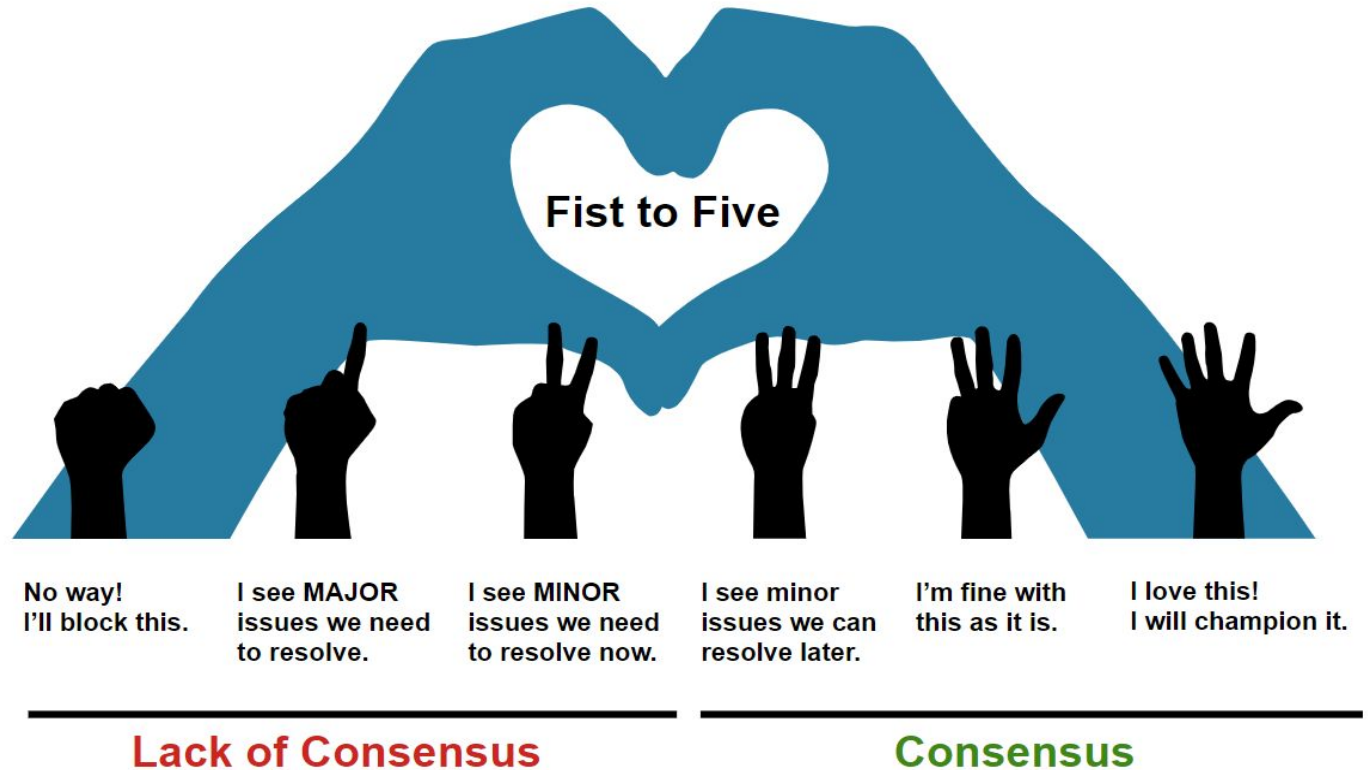
What **edits or revisions** would you like to propose to the draft language to ensure alignment with our values as a committee?

# Consensus on Student Success Categories







## 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.





# Oregon's Accountability Framework Timeline

Visual Representation	Oregon's Accountability Framework Language	Date to be Drafted	Date to be Finalized
	<b>Design Principles</b> – Accountability is Reciprocal and Shared, Continuous Improvement, Relationships Matter, Multiple Measures that Matter, Resources and Capacity	Deep Dive Session #1	Deep Dive Session #2
	<b>Student Success Categories</b> ( <i>These from Deep Dive Session #1</i> ) – Belonging Wellness and Engagement, Lifelong Learning Leading to Academic Success, Strengthened Systems and Capacity through Shared Leadership, Engaged Community, and Committed and Supported Educators	Deep Dive Session #1	Deep Dive Session #2
	<b>Student Success Goals</b>	Deep Dive Session #2	Deep Dive Session #2/#3
	<b>Indicators</b>	Deep Dive Session #2/#3	Deep Dive Session #2/#3

Breathe



# Establishing and Defining Student Success Goals

# Design Principles (Our Filter)



Does the Student Success Framework...

- ❖ ...allow for accountability to be reciprocal and shared between state and local partners?
- ❖ ...allow for intentional and timely continuous improvement to take place locally and statewide?
- ❖ ...foster meaningful relationships?
- ❖ ...include a balanced set of multiple measures? Do they measure what matters? Do they integrate existing systems of measurement?
- ❖ ...consider if school districts have the resources and capacity needed for effective implementation?

# Student Success Goals - EXAMPLE

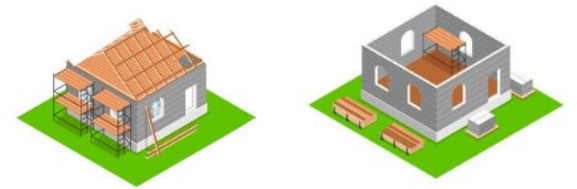
**Student Success**  
**Category: Academic Excellence**



- Students graduate high school with college or career experience already begun through career technical education programs and dual credit partnership programs between districts and higher education institutions.
- Students have access to grade level content with necessary accommodations based on individual student strengths and need.
- Students are provided with access to research-aligned curriculum, diverse texts and instructional materials that are paired with culturally and linguistically responsive instructional practices.
- Students' educational experience in public schools encompasses a broad array of well-rounded content that is of real-world relevance, project-based, and invites students to self-direct their learning.

# Establishing Student Success Goals

What would “success” look like within each of our Student Success categories?



- ❖ Belonging Wellness and Engagement
- ❖ Lifelong Learning Leading to Academic Success
- ❖ Strengthened Systems and Capacity through Shared Leadership
- ❖ Engaged Community
- ❖ Committed and Supported Educators

# Establishing Student Success Goals Independent Work

- ❖ Belonging Wellness and Engagement
- ❖ Lifelong Learning Leading to Academic Success
- ❖ Strengthened Systems and Capacity through Shared Leadership
- ❖ Engaged Community
- ❖ Committed and Supported Educators



1. **Independent Reflection** (≈10 minutes): What would success look like for each of the Student Success Categories? *Write ideas on post-it notes.*
2. **Collate Ideas on Chart Paper** (≈10 minutes): Add your post-it notes to the chart paper placed around the room. Bring extra post-it notes just in case new ideas arise as you are walking around.

# Establishing Student Success Goals - “Expert” Groups

- ❖ The goals should represent the ideas that committee members added on the post-it notes.
- ❖ Don’t limit yourselves to a certain number of goals at this point in the process.
- ❖ Our next step in the process will be to refine the language and number of goals – keep that on the horizon.



## 3. **Small Group Goal Development:**

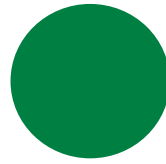
- Review the post-it notes on the chart paper for your Student Success Category. Group them based on common themes/what is burning bright.
- On the second piece of chart paper, write your group’s Student Success Category and the newly constructed goals.

### **Belonging Wellness and Engagement**

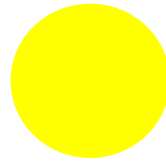
1. Goal #1
2. Goal #2
3. Goal #3
4. ....



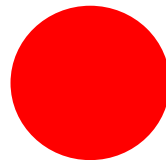
# Establishing Student Success Goals Gallery Walk



**GO!** No revisions needed. This goal aligns with our Design Principles and **should be included** in our Accountability Framework.



**Pause!** This goal aligns with our Design Principles and should be included in our Accountability Framework but there are **some revisions needed**. **(Please add notes on a post-it with ideas)**



**Stop!** This goal **does not align** with our Design Principles and should not be included in our Accountability Framework.

# Lunch and Review



## Oregon Department of Education Accountability Survey Report

August 2024

Dr. Carla Evans & Dr. Kathryn Torres



# Review Student Success Goals

- ❖ Do these goals align with the Design Principles?
- ❖ Do these goals align with research?
- ❖ Do these goals align with/respond to feedback shared in listening sessions, the youth panel, and the statewide survey?



1. Independently review the sticky dots for your Student Success Category.
2. Using the guided questions, review and discuss as a group and **construct a finalized list of 3-5 goals for this Student Success Category.**
3. Add these goals to your chart paper.
4. Be ready to share your thinking with the large group.

# Student Success Goals Share out and Tuning Protocol



- ❖ What **clarifying** questions do you have about the draft language?
- ❖ What **probing** questions do you have about the draft language?
- ❖ What **edits or revisions** would you like to propose to the draft language to ensure alignment with our values as a committee?

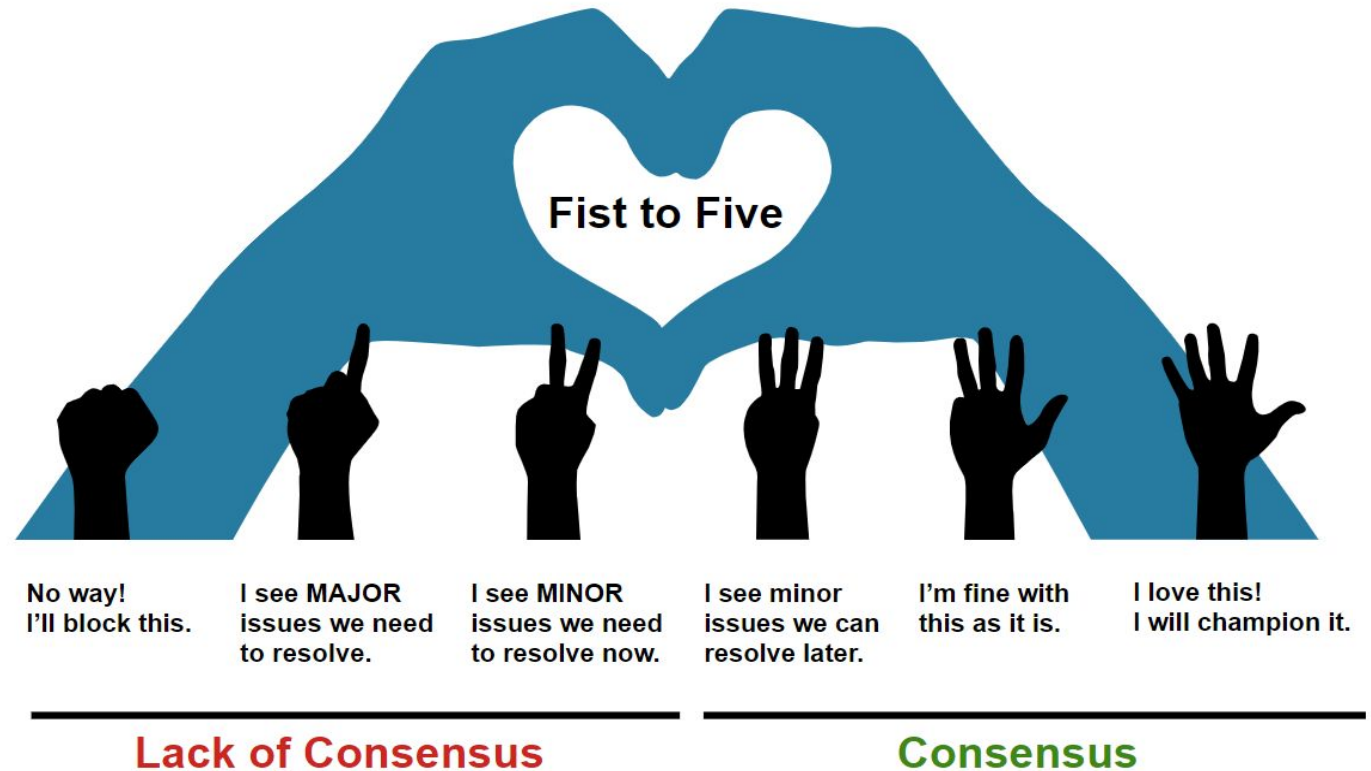




# Consensus on Student Success Goals

## 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.



# Belonging, Wellness and Engagement

---



# Lifelong Learning Leading to Academic Success

---



# Strengthened Systems and Capacity through Shared Leadership





# Engaged Community

---







# Committed and Supported Educators

---



# Oregon's Accountability Framework Timeline

Visual Representation	Oregon's Accountability Framework Language	Date to be Drafted	Date to be Finalized
	<b>Design Principles</b> – Accountability is Reciprocal and Shared, Continuous Improvement, Relationships Matter, Multiple Measures that Matter, Resources and Capacity	Deep Dive Session #1	Deep Dive Session #2
	<b>Student Success Categories</b> – Belonging Wellness and Engagement, Lifelong Learning Leading to Academic Success, Strengthened Systems and Capacity through Shared Leadership, Engaged Community, and Committed and Supported Educators	Deep Dive Session #1	Deep Dive Session #2
	<b>Student Success Goals</b>	Deep Dive Session #2	Deep Dive Session #2/#3
	<b>Indicators</b>	Deep Dive Session #2/#3	Deep Dive Session #2/#3

Breathe





# Determining Student Success Indicators and Responsibilities

# Oregon's Reimagined Accountability Framework Indicators and Responsibilities

The indicators for Oregon's Reimagined Accountability Framework describe and measure what success means for each of the goals. Just as the windows of a house are transparent in both directions and allow for two-way viewing, the indicators give us measures by which to observe the health of the system.



The indicators should align with/answer to our Design principles:

- ❖ Does the Student Success Framework allow for accountability to be reciprocal and shared between state and local partners?
- ❖ Does the Student Success Framework allow for intentional and timely continuous improvement to take place locally and statewide?
- ❖ Does the Student Success Framework foster meaningful relationships?
- ❖ Does the Student Success Framework include a balanced set of multiple measures? Do they measure what matters? Do they integrate existing systems of measurement?
- ❖ Does the Student Success Framework consider if school districts have the resources and capacity needed for effective implementation?

# What do we mean when we talk about data?



## Level 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



## Level 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.



## Level 3 Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.

- Require focused listening and observation.
- Inform and shape our next moves.

# What criteria should we use to select indicators?



## Example Indicator Criteria:



- ❖ Meaningful
- ❖ Available
- ❖ Accessible
- ❖ Measurable
- ❖ Fair
- ❖ Actionable
- ❖ Not Gameable
- ❖ Disaggregation
- ❖ Not Duplicative





# Oregon's Current Accountability Indicators

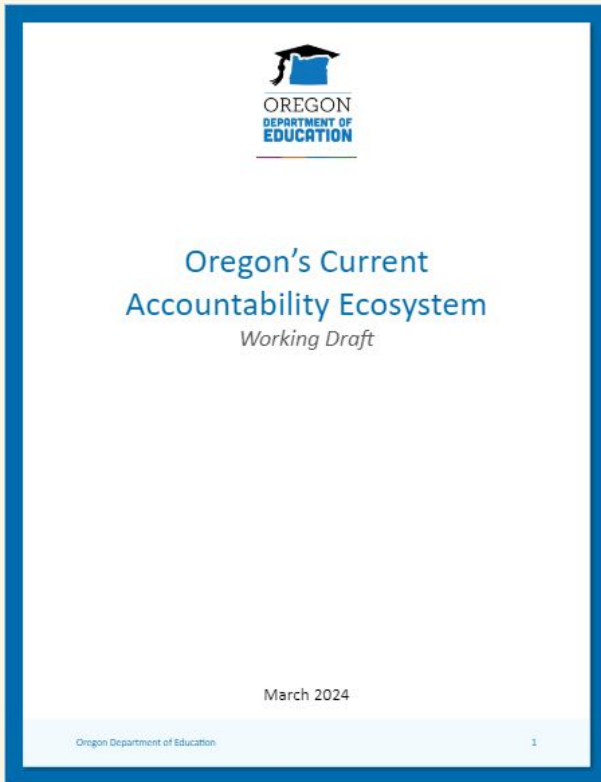
## ESSA:

- ❑ Regular attendance (chronic absenteeism)
- ❑ ELA and Math achievement and growth
- ❑ English Learner Progress
- ❑ 9th grade on-track
- ❑ Graduation and completion

## Additionally reported data (non-exhaustive):

- ❑ Student and educator demographics
- ❑ Class size
- ❑ Teacher qualifications, experience, and retention
- ❑ Principal turnover
- ❑ Staffing levels
- ❑ Post-secondary enrollment
- ❑ Expenditures
- ❑ Student mobility
- ❑ Pushout (dropout) rates
- ❑ Science achievement
- ❑ Placement, transitions, outcomes, discipline for students with disabilities

# Accountability Ecosystem- Jigsaw



- ❖ Divide Accountability System Components sub-sections amongst your group (pp. 10-28).
- ❖ Highlight words, phrases, and sentences that...
  - *Resonate with you...*
  - *Are aligned with our Design Principles...*
  - *Are aligned with information shared in the statewide survey, listening sessions, or youth panel...*
  - *You have questions/wonderings about...*
  - *You want to discuss more...*
- ❖ Discuss with your team.
- ❖ Be ready to share out with the larger group!





# Student Success Indicator World Cafe

World Cafe is based on the assumption that people already have within them the wisdom and creativity to confront even the most difficult challenges and rests on two key principles:

1. Humans want to talk together about things that matter to them **and**
2. if they do, they can create collective power.



# Student Success Indicator: World Cafe



## Key Principle: Explore Questions that Matter





- ❖ What data needs to be collected to know whether there is progress made toward the goal? (Dream big – think satellite, map, and street data)
- ❖ Who will be accountable for collecting, analyzing, and acting on that data?

# Student Success Indicator: World Cafe



1. Review the Student Success Goals for the Category your group is starting with.
2. Independently reflect on the “Questions that Matter”
  - a. What data needs to be collected to know whether there is progress made toward the goal? (Dream big – think satellite, map, and street data)
  - b. Who will be accountable for collecting, analyzing, and acting on that data?
3. Groups will work through each of the goals and discuss while ODE facilitator takes notes.
4. When the time is up, the facilitator will rotate to the next group.
5. The facilitator will review themes that arose in the previous group’s discussion while summarizing idea that were shared.
6. All steps are repeated until each group has worked through all of the Student Success Categories.

# Oregon's Accountability Framework Timeline

Visual Representation	Oregon's Accountability Framework Language	Date to be Drafted	Date to be Finalized
	<p><b>Design Principles</b> – Accountability is Reciprocal and Shared, Continuous Improvement, Relationships Matter, Multiple Measures that Matter, Resources and Capacity</p>	<p>Deep Dive Session #1</p>	<p>Deep Dive Session #2</p>
	<p><b>Student Success Categories</b>– Belonging Wellness and Engagement, Lifelong Learning Leading to Academic Success, Strengthened Systems and Capacity through Shared Leadership, Engaged Community, and Committed and Supported Educators</p>	<p>Deep Dive Session #1</p>	<p>Deep Dive Session #2</p>
	<p><b>Student Success Goals</b></p>	<p>Deep Dive Session #2</p>	<p>Deep Dive Session #2/#3</p>
	<p><b>Indicators</b></p>	<p>Deep Dive Session #2/#3</p>	<p>Deep Dive Session #2/#3</p>



# Closing

**Deep Dive Session #2 Survey** *(please complete before you leave today)*



**Upcoming Meetings:**

- ❖ Friday, September 6, 9AM-4PM (Willamette ESD)
- ❖ Deep Dive Session #4

