



Accountability Advisory Committee

Deep Dive Session # 4

Today's Offerings



Oregon Department of Education

“Every child deserves an education that guarantees the safety to learn in the comfort on one’s own skin.” -
Dr. Dena Simmons



Agenda Overview



- ❖ Welcome, Grounding, and Connection
- ❖ System Health Indicators
- ❖ Draft Accountability Framework World Cafe
- ❖ Implementing the Framework
- ❖ Closing

Orienting to the Virtual Space



Virtual Parking Lot



Signifies that we will be in breakout rooms for a small group discussion.



Signifies that we will ask you to read or respond to a document/question/prompt.

All materials for the meeting are linked in the agenda with aligned slide numbers. Links will also be added to the chat for convenience.



Welcome & Grounding

Oregon's Reimagined Accountability Framework



Oregon Department of Education

6 word story – in 6 words (or less) write down your thoughts, feelings, or reactions about the draft framework.

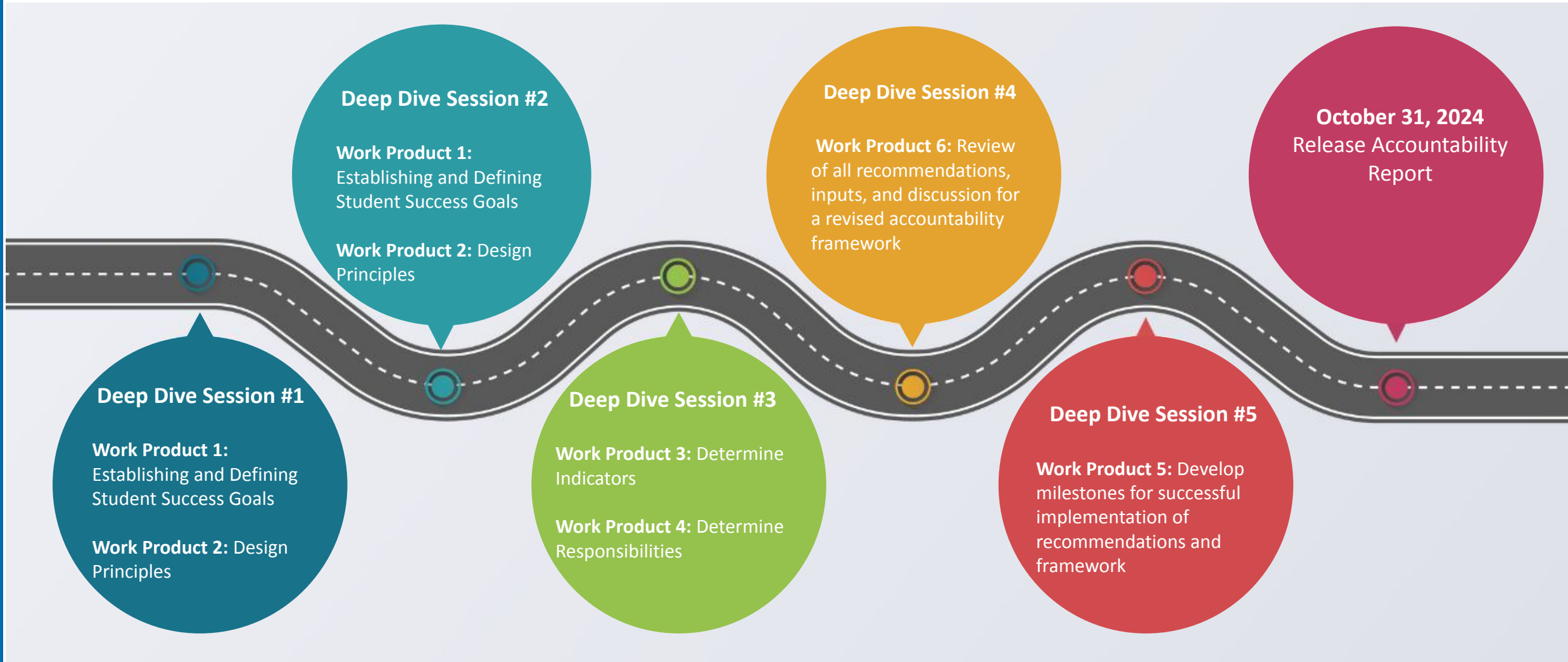
Chat Waterfall – Do not hit enter on your response until prompted.

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 are we going?



Deep Dive Session #4 Outcomes

Practical Outcomes	Experiential Outcomes
<ul style="list-style-type: none">❖ Discuss and finalize the following work products: (Areas of Focus; Indicators; Responsibilities; Recommendations)❖ Brainstorm and generate ideas on reciprocal accountability measures	<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.

Oregon's Accountability Framework Timeline

Visual Representation	Oregon's Accountability Framework Language	Date to be Drafted	Date to be Finalized
	Design Principles – Accountability is Reciprocal and Shared, Continuous Improvement, Relationships Matter, Multiple Measures that Matter, Resources and Capacity	Deep Dive Session #1/2	Deep Dive Session #3
	Student Success Categories – Cultivating Lifelong Learning to Support Student Success, Strengthened Systems and Capacity through Shared Leadership, Engaged Community, Belonging, Wellness, and Engagement, and Committed and Supported Educators	Deep Dive Session #1/2	Deep Dive Session #3
	Student Success Focus Areas	Deep Dive Session #3	Deep Dive Session #4
	Measures of Progress/Indicators	Deep Dive Session #3	Deep Dive Session #4



Federal Accountability Indicators

Oregon's Current Federal Accountability Indicators

Type of Indicator	Indicator	Elementary/ Middle Schools (ESSA)	High Schools (ESSA)	District (Student Success Act)
Required Academic Indicators	ELA Achievement	Yes	Yes	3rd Grade
	Math Achievement	Yes	Yes	
	ELA Growth/Progress	Yes		
	Math Growth/Progress	Yes		
	4-Year Graduation		Yes	Yes
	English Learners On Track to Proficiency	Yes	Yes	
School Quality/ Student Success	Regular Attenders	Yes	Yes	Yes
	9th Grade On-Track		Yes	Yes
	5-Year Completion		Yes	Yes

Mentimeter Activity #1

Please rank the existing federal accountability requirements by importance (1st = most important; 12th = least important)



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System Equity Indicators

Groups & What We Heard

Group 1: System Equity Indicators #1 - #4

- Disparities in: PreK Academics, Self-Regulation/Attention, Engagement in Schooling, and Performance on Coursework

Group 2: System Equity Indicators #5 - #8

- Disparities in: Performance on Tests, Graduation Rates, Postsecondary Readiness, & Student Exposure to Racial Segregation

Group 3: System Equity Indicators #9 - #12

- Access to: High Quality PreK Programs and Effective Teaching; and Enrollment in Challenging Courses, & Curricular Breadth

Group 4: System Equity Indicators #13 - #16

- Access to High Quality Supports, & Disparities in: School Climate, Exclusionary Discipline, & Non-Academic Supports

**Indicators #1-7
were
Disparities in
Student
Outcomes**

**Indicators
#8-16 were
Disparities in
Educational
Opportunities**

Food for Thought...

- ❖ How do the indicators we have identified align with the Framework for Student Success and the Five Design Principles?
- ❖ Do the indicators shine a light on a unique aspect of Oregon's education system that needs to be more squarely in the public eye?
- ❖ What questions do you have about how these indicators might be situated in the federal/state context?
- ❖ What impact will advancing these indicators have on district partners (e.g., new data collection processes and reporting)?

Mentimeter Activity #2

Please rank the existing National Academies “Disparities in Student Outcomes” indicators by importance (1st = most important; 7th = least important)



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Mentimeter Activity #3

Please rank the existing National Academies “Disparities in Access to Opportunities” indicators by importance (1st = most important; 9th = least important)



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Draft Accountability Framework World Cafe



1 **Design Principles:** The values at the "foundation" of the framework. They provide the framework stability.

2 **Student Success Categories:** Defining what is meant by student success and "framing" the accountability framework by giving it structure and shape.

3 **Student Success Focus Areas:** The ultimate aim for Oregon students organized into "rooms" or section.

4 **System Health Indicators:** How to measure success for each focus area providing "windows" into the health of the system.

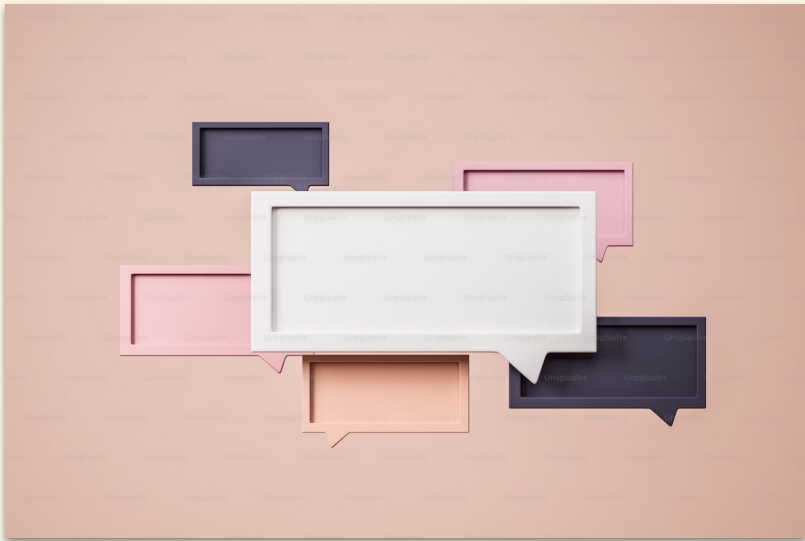
Independent Review of the Draft Framework



Key Questions as you review:

- ❖ What about "Oregon's Reimagined Accountability Framework: Designing for Student Success" is on track?
- ❖ What about "Oregon's Reimagined Accountability Framework: Designing for Student Success" does not feel aligned with the conversations we have had thus far?

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.

Draft Accountability Framework World Cafe

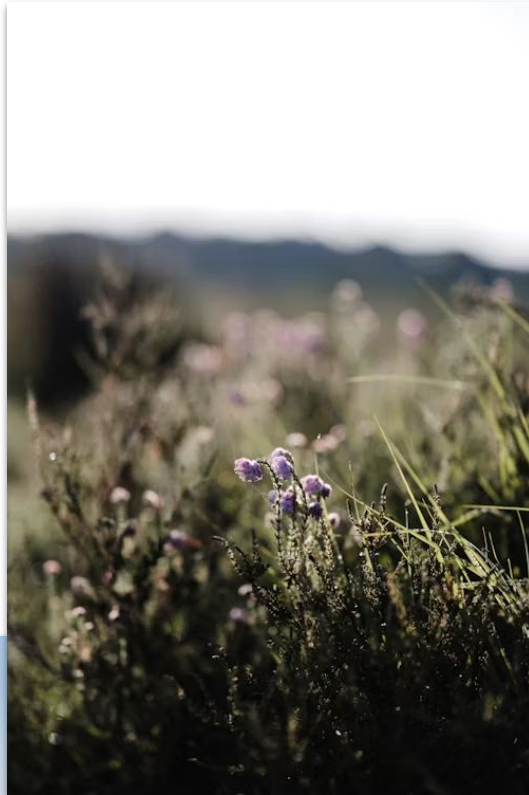


1. Each group will have an ODE facilitator.
2. Each group who will focus on one Student Success Category at a time.
3. Work your way through the Google Sheet (with the goal of top to bottom though move organically as needed) for the Student Success Category.
 - a. **"Red" Flags on the description for this category.**
 - b. **Draft Focus Areas** – *what's missing and what needs to be refined?*
 - c. **Draft System Health Indicator(s)** – *what's missing and what needs to be refined?*
 - d. **Draft Responsibilities** – *Are there additional categories that need to be added OR are these the right categories) e.g. legislature, ODE, district? What is missing from this list? What needs refinement?*
 - e. **Aligned Draft Recommendations** – *what's missing and what needs to be refined?*
4. The facilitator will rotate and the process will repeat for each Student Success Category.

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Break





Implementing the Framework

ODE's Accountability System Ecosystem

Other States Accountability Systems

Reframing Accountability

Accountability as
shared power within
vs. power over

What will it take to reimagine this
process/to change the narrative
around accountability?



Reflection and Discussion



- ❖ What strategies can we use (either in addition to or as part of our current system) to **hold accountable** for districts who continue to underperform?
 - What should ODE's role be in holding district's accountable?
- ❖ What strategies can we use (either in addition to or as part of our current system) to **provide support** for districts who continue to underperform?
 - How can we leverage our current intervention strategies in more intentional ways?



Closing

Deep Dive Session #4 Survey *(please complete before you leave today)*



Upcoming Meetings:

- ❖ Deep Dive Session #5 - Final review and celebration!

