

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!



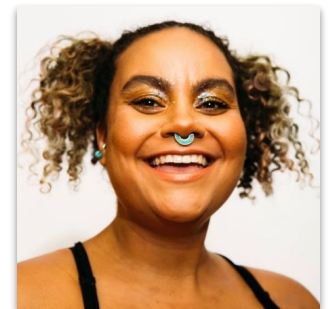
# Today's Offerings



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.”*



# Agenda Overview



- ❖ Welcome and Grounding
- ❖ Finalizing the Design Principles and Student Success Categories
- ❖ Developing/Refining Student Success Focus Areas
- ❖ Lunch and Community Building
- ❖ Determining Measures of Progress/Indicators
- ❖ 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



# 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.



# 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 #2

Practical Outcomes	Progress
❖ Finalize <b>Design Principles</b> for an Effective, Efficient & Equitable Education Accountability System. <i>(Work Product 2)</i>	❖ Finalized a set of Design Principles with some language left open for additional refinement.
❖ Finalize <b>Student Success Categories</b> for an Effective, Efficient & Equitable Education Accountability System. <i>(Work Product 1)</i>	❖ Finalized Student Success Categories with some language left open for additional refinement.
❖ Collectively develop <b>Student Success Focus Areas</b> using Design Principles as a “Equity Lens”. <i>(Work Product 1)</i>	❖ Did not get to this point in the agenda.
❖ Brainstorm <b>Indicators and Responsibilities</b> aligned with Student Success Goals. <i>(Work Products 3 &amp; 4)</i>	❖ Did not get to this point in the agenda.





# What we Heard...



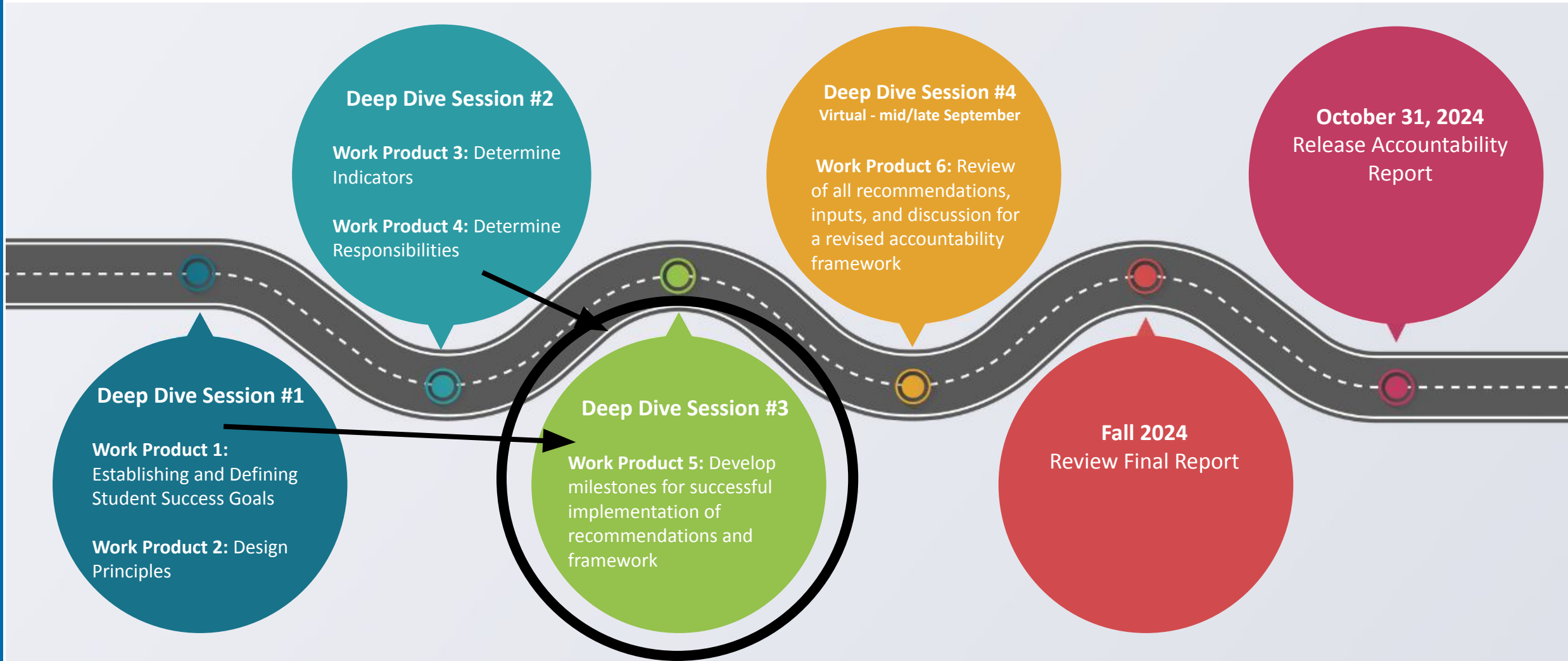
## Bright Spots!

- ❖ Appreciation for the progress and completing work products!
- ❖ Overall great participation and discussion.
- ❖ Responsive facilitation.
- ❖ Time flew by!
- ❖ Health debates and collaborative nature of the time together!
- ❖ I appreciate the kinds of engagement that can only happen in-person. I think that showed in the back and forth of 1:1 interaction during lunch or after based on the discussions. I also think despite folks joining who had to miss the first, we still had unanimity on the design principles, with some modifications.

## Areas for Improvement

- ❖ More protein for lunch- there was no meat left when I dished up
- ❖ Categories task was a little ambiguous
- ❖ I think it would be helpful to have more activities where we can get up and moving around. That would be appreciated.
- ❖ It was great. The only downfall was the batteries in the speaking remote dying before the end of the meeting, that's the only area of improvement I could think of!
- ❖ I think we may be spending too much time wordsmith-ing at the higher/broader levels (e.g. principles, categories) but the real accountability structures will come at the goal and indicator levels, and through intentional recommendation development. I hope we can really dig into those pieces as a group before we run out of sessions.

# Where are we going?



# Deep Dive Session #3 Outcomes

Practical Outcomes	Experiential Outcomes
<ul style="list-style-type: none"><li>❖ Finalize Design Principles and Student Success Categories.</li><li>❖ Develop and refine draft of Student Success Focus Areas grounded in student voice and aligned with our Design Principles.</li><li>❖ Brainstorm Measures of Progress/Indicators by reviewing what is already in place and where there are potential gaps/needs.</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></ul>

# Renovating our House: Oregon's Accountability Framework for Student Success



**Design Principles** – The design principles for Oregon's Accountability Framework for Student Success 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 Accountability Framework for Student Success 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 Focus Areas/Goals** – The Domains for Oregon's Accountability Framework for Student Success 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 Measures of Progress/Indicators** – The measures of progress for Oregon's Accountability Framework for Student Success 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, these measurements help us 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 #1/2	Deep Dive Session #3
	<b>Student Success Categories</b> – 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
	<b>Student Success Focus Areas and Goals</b>	Deep Dive Session #3	Deep Dive Session #3
	<b>Measures of Progress/Indicators</b>	Deep Dive Session #3	Deep Dive Session #3



# Finalizing the Design Principles and Student Success Categories



# Design Principles 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?

# Student Success Categories



- ❖ Cultivating Lifelong Learning to Support Student Success
- ❖ Strengthened Systems and Capacity through Shared Leadership
- ❖ Engaged Community
- ❖ Belonging, Wellness, and Engagement
- ❖ Committed and Supported Educators



# 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?

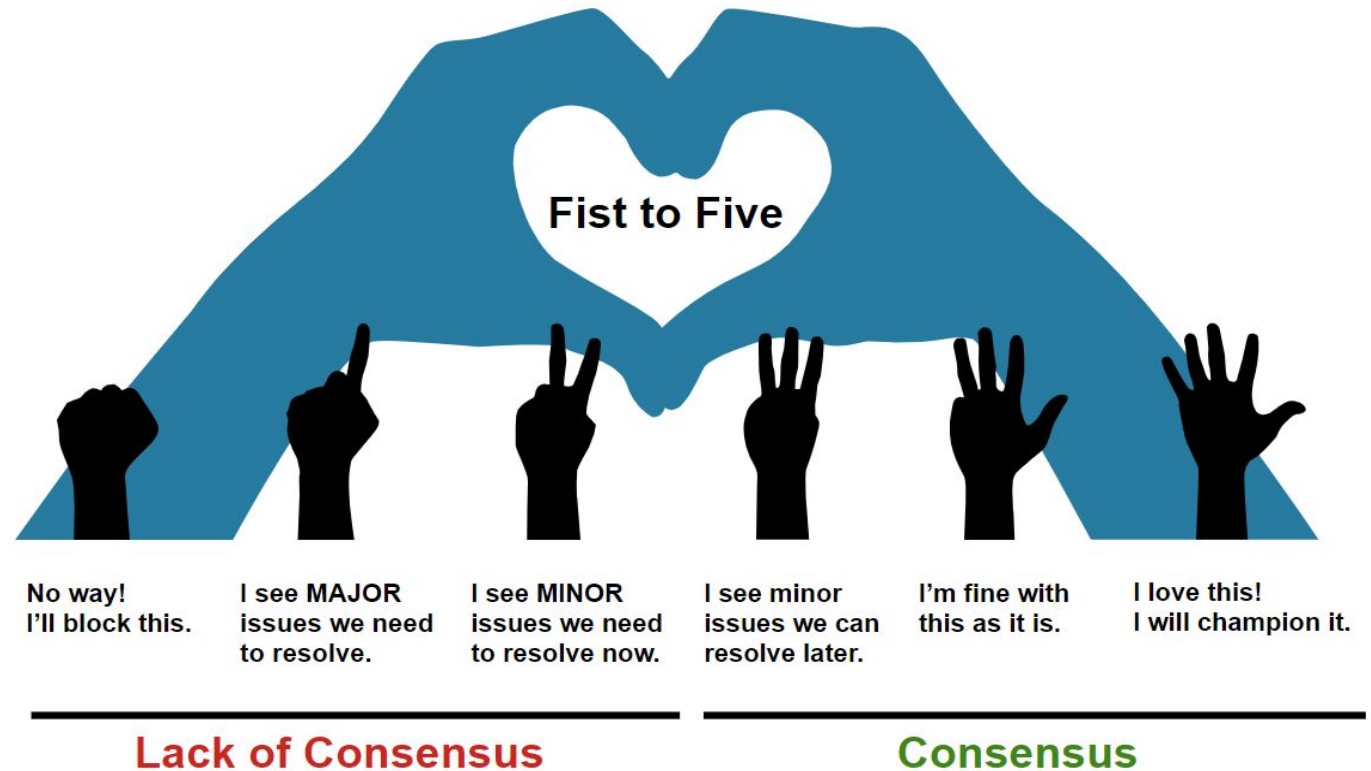
What **edits or revisions** would you like to propose to the draft language to ensure alignment with our values as a committee?







# 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.

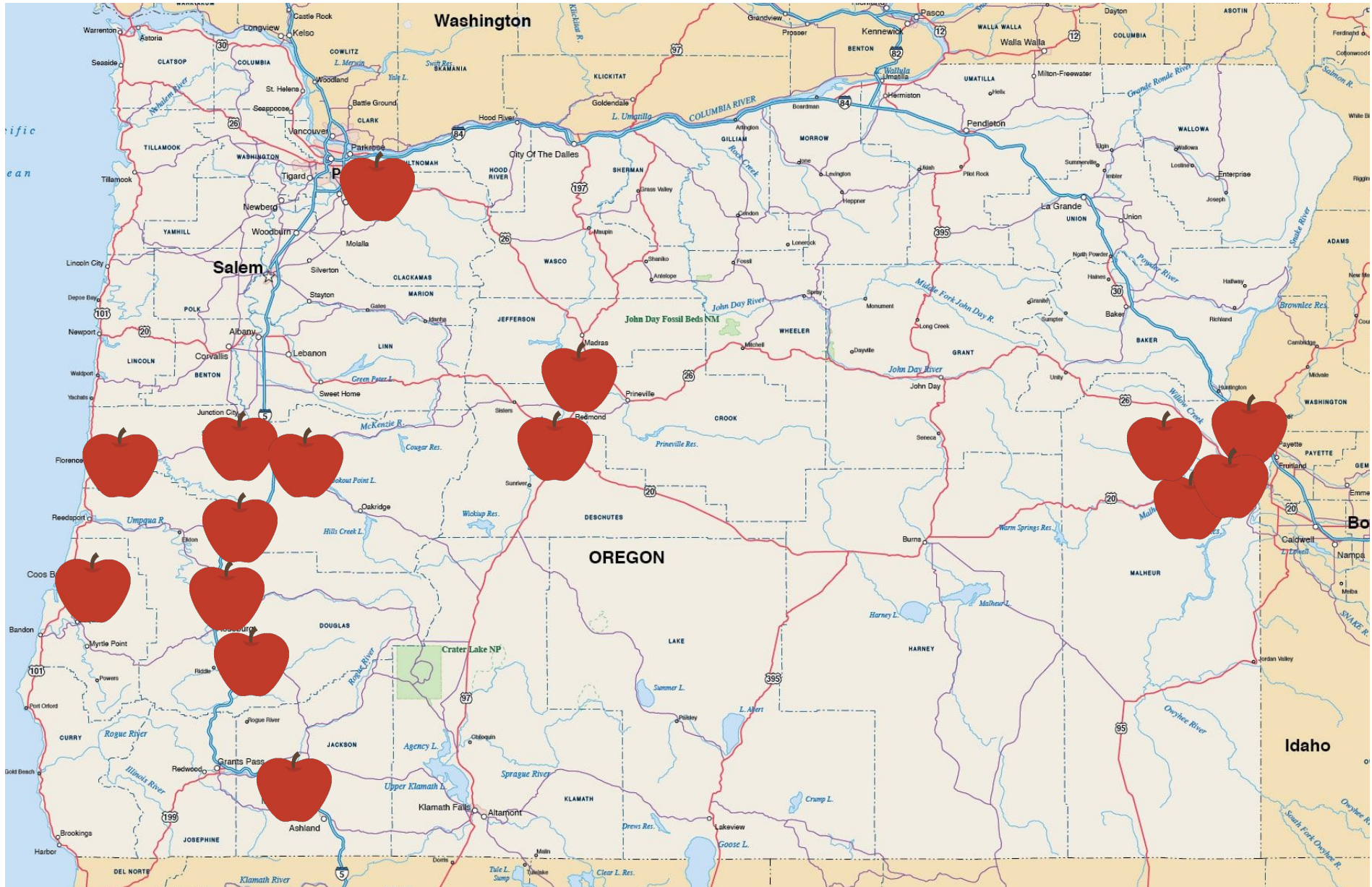




# Oregon's Accountability Framework Timeline

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 #1/2	Deep Dive Session #3
	<b>Student Success Categories</b> – 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
	<b>Student Success Focus Areas and Goals</b>	Deep Dive Session #3	Deep Dive Session #3
	<b>Measures of Progress/Indicators</b>	Deep Dive Session #3	Deep Dive Session #3



# Developing/Refining Student Success Focus Areas

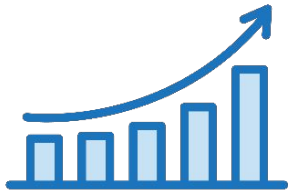


  School District (15)

 **370**  
Grades 9-12

# Data Driven

---



## Quantitative & Qualitative: Survey

- 252 responses
- Anonymous



## Qualitative: In Person/Virtual student cafes

- Field notes and transcripts
- 15 school districts
- 129 youth

# Youth Survey Review and Reflection



Review of the Survey Data and  
highlight quotes that –

- Resonate with you...
- You feel alignment with...
- Speak to the child of your heart...
- You are curious about, etc.



# Youth Survey Discussion Using the ATLAS Protocol



- 1. Describe the Data (~10 minutes):** What do you see? (It's important in this section to only note observations rather than include wonderings and interpretations.)
  - I notice...
  - I see...
  - I observe...
- 2. Interpret the Data (~15 minutes):** What does this data suggest? What assumptions can we make about strengths, needs, and barriers based on this data?
  - This implies that ...
  - This suggests ...
  - This gives the impression that...
- 3. Implications for the Accountability Framework (~20 minutes):** How does this impact our student success categories, focus areas, and goals? Does this data spark any ideas for recommendations to be included in the report?



# Revised Categories

**Student Success Category #1:** High-Quality Learning Experiences for All Students

**Student Success Category #2:** Strong, Aligned, Coherent, and Focused Educational Systems

**Student Success Category #3:** Engaged Partners and Communities

**Student Success Category #4:** Safe and Inclusive Schools where all students are seen and valued

**Student Success Category #5:** Committed and Supported Staff

# Student Success Focus Areas Gallery Walk



Oregon Department of Education

## LOCAL, STATE, LEGISLATURE







- ❖ Independent Review of the Draft Student Success Focus Areas (drawn from Deep Dive Session #2)
- ❖ Each group will spend 10 minutes at each poster (which is aligned with each of the Student Success Categories).
  - Add notes with new focus areas that feel aligned with Youth Voice and our Design Principles.
  - Add sticky dots to those focus areas they feel should be within the framework.
  - Rotate through each poster.
- ❖ Individually review the posters and add any final ideas.

# Let's talk about it!



- ❖ What came up for you as you rotated through the posters?
- ❖ What resonated with you?
- ❖ What felt like it was missing?

# 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> – 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</p>	<p>Deep Dive Session #1</p>	<p>Deep Dive Session #2</p>
	<p><b>Student Success Focus Areas/Goals</b></p>	<p>Deep Dive Session #3</p>	<p>Deep Dive Session #3</p>
	<p><b>Measures of Progress/Indicators</b></p>	<p>Deep Dive Session #3</p>	<p>Deep Dive Session #3</p>

# Working Lunch





# Determining Measures of Progress/Indicators

# What criteria should we use to select indicators?



## Example Indicator Criteria:

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

# 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.



# Independent Reflection & Small Group Discussion



Oregon Department of Education







- ❖ What indicators/measures of progress ARE in our current state and federal approach to accountability that you find valuable?
- ❖ What indicators/measures of progress are NOT in our current approach that you find valuable (specifically aligned with the Student Success Categories and Domains)?

# Let's talk about it!



- ❖ What indicators/measures of progress ARE in our current state and federal approach to accountability that you find valuable?
- ❖ What indicators/measures of progress are NOT in our current approach that you find valuable (specifically aligned with the Student Success Categories and Domains)?

# 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> – 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</p>	<p>Deep Dive Session #1</p>	<p>Deep Dive Session #2</p>
	<p><b>Student Success Focus Areas/Goals</b></p>	<p>Deep Dive Session #3</p>	<p>Deep Dive Session #3</p>
	<p><b>Measures of Progress/Indicators</b></p>	<p>Deep Dive Session #3</p>	<p>Deep Dive Session #3</p>



# Closing

## Deep Dive Session #3 Survey *(please complete before you leave today)*



### Upcoming Meetings:

- ❖ Deep Dive Session #4 - Final recommendations and celebration!

