DEPUTY SUPERINTENDENT’S ADVISORY COUNCIL

September 29, 2016
Eola Viticulture Center, Salem
9am-3pm
WELCOME BACK!

Introductions

- Name
- Position
- School & District
NEW THIS YEAR

Please follow us on Twitter! @ORDepthEd

Be sure to tag our meeting as #DSAC16
OBJECTIVES FOR TODAY

- Establish goals and group norms for the 2016-17 school year
- Picking up where we left off last spring
  - Your Questions
  - Professional Learning Recommendations Update
- Focus on Student Engagement
- Engage in Q & A discussion regarding the Every Student Succeeds Act (ESSA) and Oregon’s State Plan
WHERE WE’VE BEEN & WHERE WE’RE GOING

Questions you asked
- What are the organizational structures and supports for communication (bridging information to teachers and communities)?
- Are there expectations for us in passing along information & providing support based on that information from this group?
- What the state’s intent for our work is – what are mandates (law vs. rule)
- What has the Council for Educator Advancement recommended?

Professional Learning Update

Transition to Student Engagement
Recommendation

1. Offer ongoing, job-embedded professional learning opportunities

What's Next?

- Provide low-fee, ODE-sponsored workshops – ie. Summer Learning Academies
- Leverage State In-Service Day
### Recommendation

2. Develop a self-sustaining platform for educators to network, share best practices and resources across the state

### What’s Next?

- Improve capability of the Oregon Educator Network
- Include as a “policy option package” in our proposed budget to the Governor for 2019-21
## Recommendation

1. Spotlight successful schools and districts

## What’s Next?

- ODE to continue research briefs and newsletter updates
- ODE expands to Social Media
**STUDENT ENGAGEMENT**

**Guiding Question:** What will we recommend to the Deputy Superintendent relative to improving student engagement in Oregon?

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
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<tbody>
<tr>
<td>May 2016</td>
<td>Article Reviews:</td>
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<tr>
<td></td>
<td>• Don’t Call them Dropouts</td>
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<td>• School Connectedness</td>
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<td></td>
<td>Began brainstorming a list of Engagement Topics</td>
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<td>September 2016</td>
<td>Revisit Engagement</td>
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<td>Review Topics &amp; Sort into Major Themes</td>
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<td>Select Themes</td>
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<td>Plan Your Course of Study-Action</td>
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Please spend a few moments reviewing and taking notes in the following engagement resources:

- Grad Nation “Don’t Call them Dropouts”
- Robert Blum’s “School Connectedness”
- Sound Out “Intro to Student Engagement”

Table Group Discussion:

- What resonates personally?
- What overarching engagement themes emerge?
- Beginning considerations on what our needs are to enhance engagement practices in Oregon educational settings
- Links to CBO’s – Health/Churches – better alignment for whole child
- Earlier indicators to identify students at risk/on track
- Alternative programs – even down to MS
- Beaverton – 20-25% of students that leave school are LGBTQ
- Social Promotion
- Mandates to teach on GL content – vs meeting kids where they are
- Pathways/options (more) such as CTE
- PreK
- Others?
We thought....

• Creating Learning Avenues (CTE, Applied Learning, Personalized Learning, Out of School Learning)

• Teaching strategies to engage students in the classroom PK-12+

• Creating Equitable Opportunities for ALL
  a. How do we prevent disengagement for high risk groups?
  b. Attend to the 4 major findings from Grad Nation including supportive connection

• Building & fostering intentional supports for social/emotional needs and for social belonging
Please select the theme you are most interested in working deeply on and regroup.

Work with your team to:
- Identify the topics you want to explore deeply relative to your theme
- Begin reading and searching for evidence based resources supporting your theme (we can support you with this!)
- Begin planning your focus and team time tasks at our next meeting
<table>
<thead>
<tr>
<th>September 2016</th>
<th>December 2016</th>
<th>January 2017</th>
<th>April 2017</th>
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<tbody>
<tr>
<td>Identify Teams</td>
<td>Continue Planning &amp; Development (teams will have 2-3 hours team-time in December)</td>
<td>Present Initial Leanings &amp; Garner Input from Advisory Colleagues</td>
<td>Polish &amp; Present to Deputy Superintendent Noor</td>
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OREGON’S
ESSA STATE PLAN
TIMELINE FOR OREGON’S STATE PLAN

April-June 2016
- Stakeholder input
  - Community Forums
  - ESSA Workgroups
  - ESSA Advisory Committee
  - Summer convening's

July-Aug 2016
- Begin drafting state plan
- Stakeholder engagement and input

Sept-Dec 2016
- Stakeholder engagement and input
- USED final regulations (Dec)
- Finalize state plan

Jan– March 2017
- State Board approval
- Public comment
- Final Plan submitted March 6

Implementation in 2017-2018
Overarching components of the ESSA State Plan that cut across all programs

CONSOLIDATED STATE PLAN

- Challenging Academic Standards and Assessments
- Accountability and School Improvement
- Supporting Excellent Educators
- Supporting All Students
WELL-ROUNDED EDUCATION
New block grant based on Title IA formula

Districts receiving $30,000 or more must conduct a comprehensive needs assessment to examine:

- access to, and opportunities for, a well-rounded education for all students;
- school conditions for learning in order to create a healthy and safe environment; and
- access to personalized learning experiences supported by technology and professional development.
Based on their needs assessment, districts receiving $30K or more must:

- Spend at least 20% on well-rounded education; and
- Spend at least 20% on safe and healthy students;
- Use a portion for effective use of technology and no more than 15% on technology infrastructure.
**TITLE IV-A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT**

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<thead>
<tr>
<th>Well-Rounded Educational Opportunities</th>
<th>Safe and Healthy Students</th>
<th>Support the Effective Use of Technology</th>
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<tr>
<td><strong>Such as:</strong></td>
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<tr>
<td>• College and career guidance and counseling</td>
<td>• Drug and violence prevention</td>
<td>• Providing professional learning tool, devices, content, resources:</td>
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<tr>
<td>• Music, art, history, civics, economics, geography, government, foreign language, environmental education</td>
<td>• School based mental health service</td>
<td>○ Personalize learning</td>
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<td>• Promote community involvement</td>
<td>• Integrate health and safety practices into school or athletic programs</td>
<td>○ High quality educational resources</td>
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<td>• Programs that integrate multiple disciplines</td>
<td>• Nutrition and physical education</td>
<td>• Building technological capacity and infrastructure</td>
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<td>• STEM</td>
<td>• Bullying and harassment prevention</td>
<td>• Blended learning projects</td>
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<td>• Accelerated learning programs</td>
<td>• Training for specialized support personnel</td>
<td>• Providing PD in the use of technology</td>
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<td>• Child sexual abuse awareness and prevention</td>
<td>• Access to digital learning and resources for rural, remote, underserved areas</td>
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<td>• Behavioral interventions and supports</td>
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Please spend a few moments reviewing and taking notes in “Education Commission of the States Special Report: ESSA’s Well-Rounded Education”

Table Group Discussion:

- ESSA offers an opportunity to provide access to a well-rounded education for all students.
  - What opportunities does this open up for Oregon schools, educators, and students?
  - The state receives 4% of Title IV-A funds to support districts (i.e., PD, TA, capacity building). How should these state-level funds be used to support districts statewide?
  - How do we elevate the conversation about well-rounded education so that it receives the same degree of attention as accountability?
You’ve got mail!

Please take 5 minutes to complete our short post-meeting survey.