Supporting All Students: What promising systems, programs and resources are districts and schools currently using to support students on their educational continuum?

Responses
CTE, blended learning, alternate education, academic and behavior systems of support; focus on cultural competencies and resiliency, early warning systems.
No silver bullet – local is key.   Innovation – students, parents, educators need to be empowered.   Relationships are key – class size matters.
Innovation takes time, money and holding test scores aside for a period of time (3-5 years) to allow schools to try strategies to engage students in a new approach. How can the stat incentivize schools to try new approaches?
Efforts funded by kindergarten partnership and innovation fund. Leveraging community resources – before and after school resources and partnerships with parents on children's learning.   Trauma informed practice.   Equitable educator plan.   Courageous conversations.
Need to think about how we encourage and leverage other funds (private, local, state) to ensure culturally-responsive teaching and support for kids starting in Pre-K   Looking to parents as a resource (all kinds of parents)   No mention of civil rights compliance at all. Eg. SPED and ELL overlap and lack of TAG representation   Engage parents prior to kindergarten   Need more trained counselors
Considering gaps before kindergarten, birth-5   Leveraging CR access outside of classrooms – before, after school resources   Considering the resources parents have – skills and opportunities   Civil Rights compliance missing from current draft – need to provide support to district   Alignment between Pre-K -K
PD on cross-disciplinary teaching at all levels (Pre-K – 20)   Use of student surveys to get data on well nurtured by parenting with healthy/human/early childhood survey   Models or examples of teaching ELA /math through PBL, arts, tech, CTE   Be transparent about what we have the ability to change and supportive to schools and districts changing!
Engaging partnerships   Consider student gaps – prior to starting school   Ability to take risks and be innovative; Your truth survey   Data bank of best practices in Oregon schools --How do we measure these things and how do we explain it to parents?   Learning environments that promote healthy relationships
Further developing partnerships with higher education and work force/industry   Early warning system – feedback loop to ID where students are, so learning can be personalized to the student more effectively
Multiple pathways for students. Encourage out-of-the-box thinking. Districts need additional guidance and adding value supporting all students.

Supporting All Students: What resources could ODE provide to assist district efforts in supporting all students along their educational continuum?

ODE resource needs: Eval tools and technical assistance to evaluate and address: parent and student engagement, civility, early warning systems, cult. resp. practices, accessibility, school climate, safe schools.
ODE Tools and Technical Parent engagement Evaluate systems working well Data-driven focus / data literacy Consistency Supporting all students Increase instruction hours Teacher prep / PD learning (most bang for your buck) Community relationships Cult. resp. training Calendar / schedules, using staff creatively Which initiatives have shown to make an impact (ie. Eastern Promise, etc) Grad. Ess. Skills: are we measuring what we value? No more lip service Models of success – curating and cultivating Innovation – "no silver bullet" Address communication needs – it's about local needs Early warning indicators Identifying when kids aren't prepared (transitions) Cult. resp. programs Learning outside the school day Civil right compliance Alignment Pre-K – Kindergarten Environments that are safe and free of harassment and bullying – "you can't learn in an environment where you don't feel welcome." School counseling need data - informed decisions - what tools/data are there to make informed decisions? Partnerships – workforce, higher ed.
Aligned formative assessment tools, pick 3 P-3 cross-sector professional development (Pre-K + K-3 teachers) Guidance on how to offer high quality preschool Compliance with civil rights laws, in absence of federal support

Long Term Goals

Responses

Need to have goals separated by grade
It feels a little like NCLB Include GED in 4 year would help
If we set lofty goals it should be noted that elementary teachers need support and commitments to keep them protected from constant change with adoptions and curricular standards that come each year. How can programs and PD focus on embedding ELA/math to keep their eye on long term goals? How do these numbers compare to other states?
Funding does not support these goals. It's not reasonable to think that ELLs continue to increase, who come to us at various ages and previous skill levels, will pass the test at a 3 or 4.
Aspirational We have to be real about how funding impacts Craig's idea – measure both achievement and supports (% of QEM)
Need to have goals separated by grade
Graduation goals reasonable, but is 2% on 4 years cohort sustainable? Contextualize under comprehensive support, need for adequate and stable funding / QEM Report cards: disaggregate data; engage parents, and provide info on how to

Accountability Indicators

Responses

Academic growth should make up a large % in order for districts to be equitable It's good that the "green" aren't used to identify schools
How do we support all teachers in understanding their role in graduation and ELA/Math achievement? How can we keep asset-based language and reporting? Is this document for reporting or for parents? Will they understand these labels?
If you don't report on well-rounded education or college career readiness at the elementary level, there will not be a focus on these at the local level. Reporting requirements drive districts.
Add well-rounded education as an indicator. It is what we lead with so honor it by calling it out.
Ensure we have: disaggregated data-naming achievement gap and comparison schools No more than 3 scores (similar to current single score 1-5) Parent and child climate survey – critical to get this and add preschool access- not for accountability (i.e. "equity districts")

Support for Districts

Responses
Hallmark of ESSA is Board and District empowerment: focus on meaningful engagement at local level, including outreach to family and community. Tech assistance, support from ODE.
There should be a layer of accountability through the state to ensure schools are receiving appropriate support. Strong emphasis on sustainability.
Require language and systems for sustainability Ensure the plan is centered on empowering and elevating educators in identified schools
3499 is a great example of how to thread the needle b/t support and compliance
Focus more on the well-rounded education components Find ways to share successful innovations and strategies around the state
Let's just focus on what we need to do, what we were asked to do by Oregonians – support quality education in Oregon. Fund QEM and implement our "new path" of a balanced system of assessment.