Introducing Bridge – Starting with Success

Success will be achieved when...

- A compelling, consistent conversation is created around the opportunity to drive positive academic progress following the impacts of the pandemic;

- A framework is in place to support all students both academically and socio-emotionally; and

- Stakeholders understand that public school districts must innovate and engage effectively over time to realize meaningful outcomes.

BRIDGE
To Achievement and Well-Being

A New Reality

The realities are…

- All students have been affected by the pandemic

- There likely are disparities among the levels of impact in learning and socio-emotional health

- Assessing individual students will be necessary

- Progress will take time

What is non-negotiable…

- Academic advancement post-pandemic requires a holistic response

- An equal commitment to capturing lost learning **opportunities** within a diverse group of students and scenarios

- Recognizing mental health impacts and creating positive, lasting socio-emotional outcomes for all students

How We Got Here

- Framework developed by leaders in six central Ohio school districts

  - Representing more than 60,000 K-12 students combined

- Comprehensive, collaborative initiative

- Aspirational, flexible, collaborative and driven by data

- A solution using existing resources in a larger, scalable way

- Created to be replicated in other districts

- Deployment will vary based on district size, student needs and the infrastructure of the school community

- Engaging teachers and administrators as partners in this effort is essential to success.

Socio-Emotional Well-Being

- Data to inform and evaluate programming
- Professional development for teachers
- Health and wellness programs for teachers and students
- Focused counseling for families
- Enhanced community partnerships
- Expanded summer support and activities
- Continuous mental health initiatives during the school year

Academic Achievement

- Data to inform and evaluate academic opportunities and initiatives
- Academic opportunities in before- and after-school programs
- Grouping of students
- Pacing options
- Summer school academics
- Varied learning models
- Support for classroom-based assessments

Culture & Climate

- Clear desired outcomes based on data
- Integrated choices for students and families
- Professional development for teachers and staff
- Authentic engagement with stakeholders
- Growth mindset

Equity & Accessibility

- Assured access to academic and mental health opportunities
- Leveraging data to assess students individually
- Wraparound mental health and academic support
- A commitment to each voice

POINTS OF PROGRESS

&

LEVERS OF IMPACT

Student-Centered Focus

All efforts must be made to destigmatize BRIDGE work to assure that no student population is unnecessarily typecast for their level of learning during COVID-19.

- Flexibility and accommodation of students and families is essential

- Varying levels of learning progress occurred in the pandemic

- Some students may be at high risk and require intensive remedial learning

- Others may only need enhanced socio-emotional support

- Others may have academically advanced during the pandemic

- Students and families must have learning options and a voice in decision-making

Innovative solutions should be tailored to the unique learning needs of each student.

Data-Driven Decisions

Data will inform and instruct districts in shaping the initiative to positively impact the needs of their student population.

- Data-gathering and milestone evaluations are critical to success

- Various diagnostic tools will be needed to understand where students are today

- We must pace and group students appropriately to create progress over time

- Both district-level assessments and state testing are relevant, as well as measures yet to be identified

This is work districts regularly do, but the scale of the efforts and the size of the need is greater than ever.

Community Engagement

This initiative will invite the insights and partnership of various stakeholders, such as:

- Students and their families
- Teachers and staff
- Community and business leaders
- Organizational partners
- Elected officials and state agencies
- School district leaders and administration
- Boards of education

Parting Thoughts

- Many of these changes will be long-lasting
- Risk-benefit analyses are necessary to determine what students, families, teachers and the community can support
- Solutions are designed to integrate into Ohio's education system over time
- A workable cadence promotes academic and social growth

Solutions recommended by educators may require candor and flexibility by both school districts and state education leaders, especially as it relates to adjustments to curriculum and testing standards

QUESTIONS?

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