

# Our Students. Our Success.



## Student Success Act (SSA) Student Investment Account (SIA) Proposed Plan Overview

Eugene School Board 4J  
Item for Future Action  
March 4, 2020

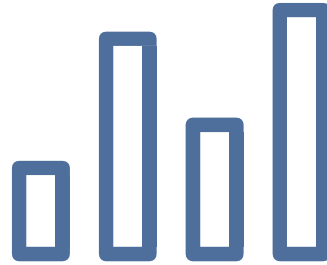


# Purpose of Student Investment Account

- **Increase academic achievement for all students and reduce academic disparities for:**
  - students of color
  - students with disabilities
  - emerging bilingual students
  - students navigating poverty, homelessness, foster care
  - other groups that have historically experienced academic disparities
- **Meet students' behavioral or mental health needs**



# Accountable to Improving Outcomes



**On-Time Graduation & 5-Year Completion Rate**

**9<sup>th</sup> Grade On-Track**

**Locally Selected Metrics**

**Curbing Chronic Absenteeism**

**3<sup>rd</sup> Grade Reading Proficiency**



# Draft Investment Plan

Community Input



District Priorities



Student Data



Academic Impact



Equity Lens



## Investment Plan



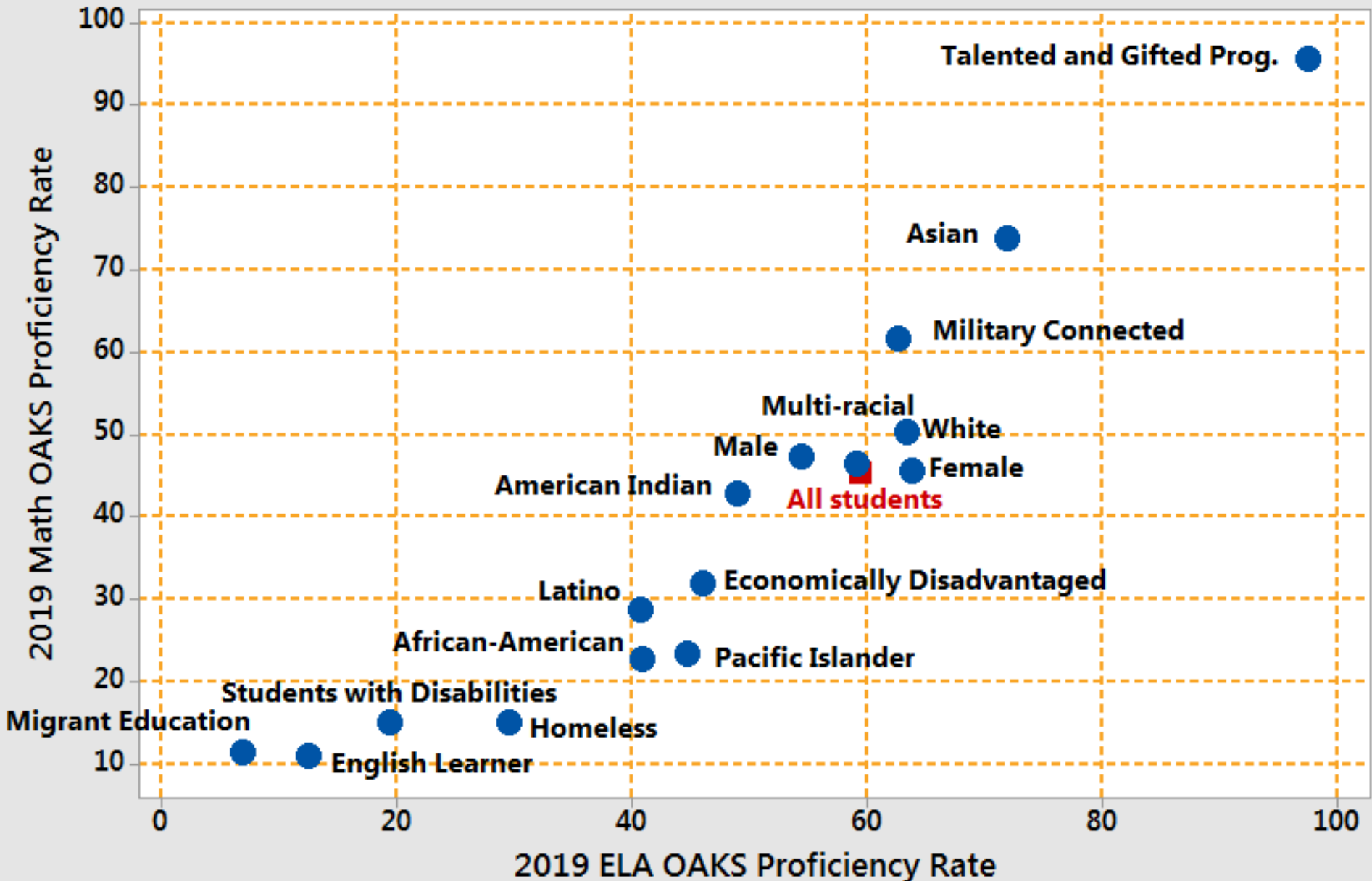
# Well-Rounded Education

SSA funds may be used for expanding availability of and student participation in well-rounded learning experiences, which may include:

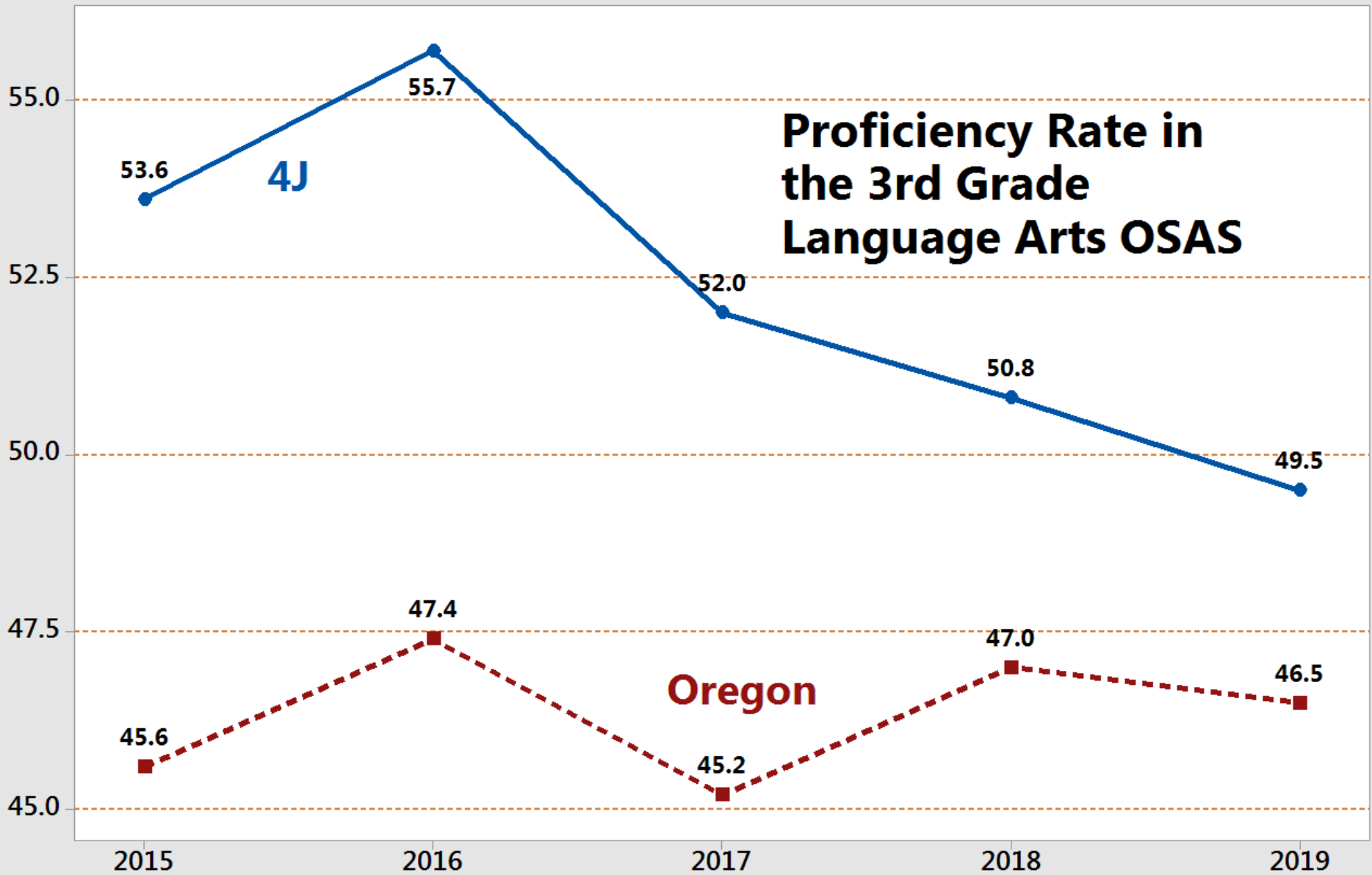
- Developmentally appropriate and culturally responsive early literacy practices and programs in pre-K through third grade
- Culturally responsive programs and practices in grades 6–8, including learning, counseling and student support that is connected to colleges and careers
- Broadened curricular options at all grade levels including access to: art, music, PE; STEM education; career and technical education; engaging electives; accelerated college credit programs including dual credit, AP and IB; TAG; life skills; librarians; dropout prevention programs and transition supports



# Opportunity and achievement gaps are significant and persistent

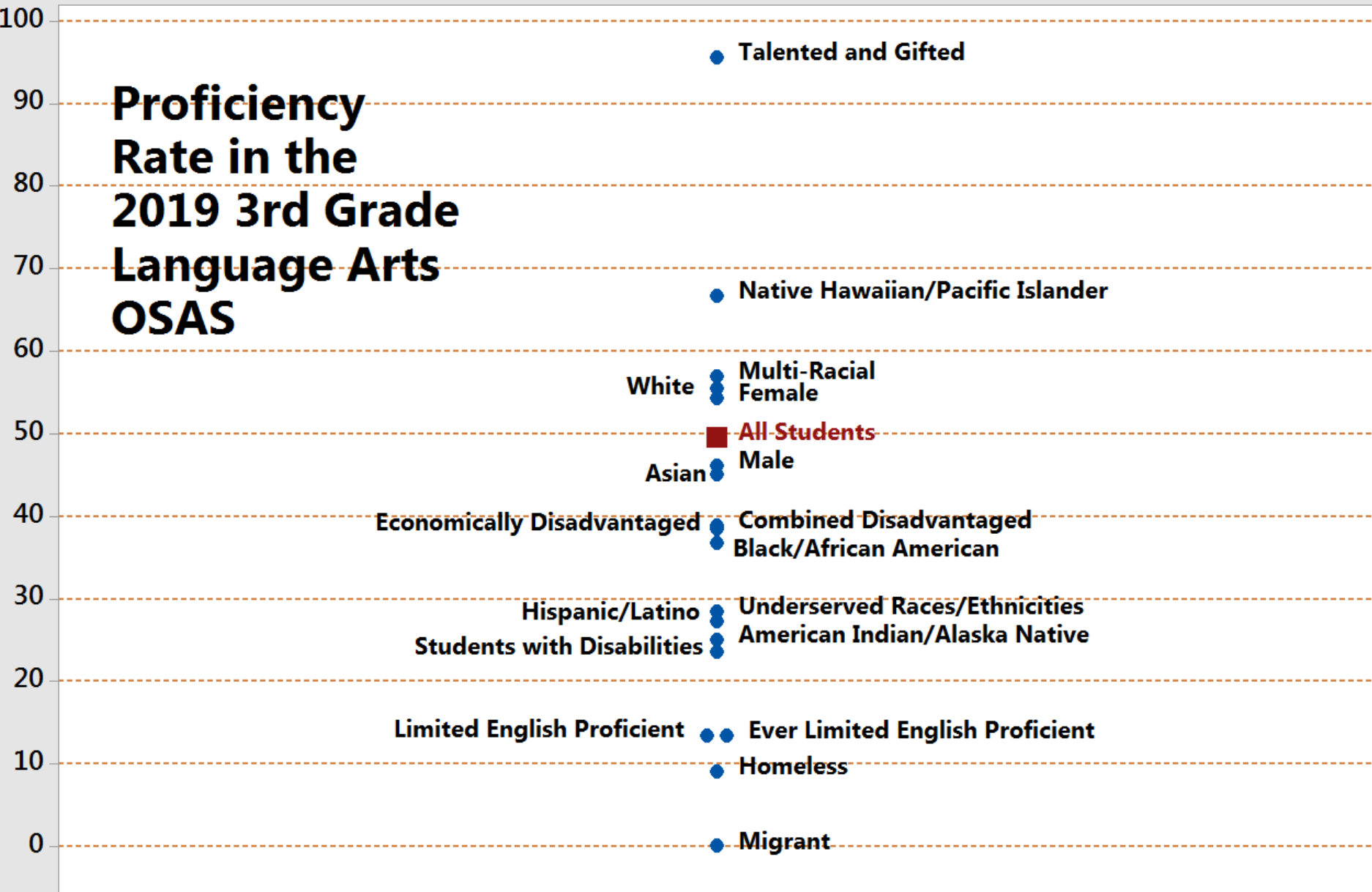


# 3<sup>rd</sup> grade reading proficiency is trending down



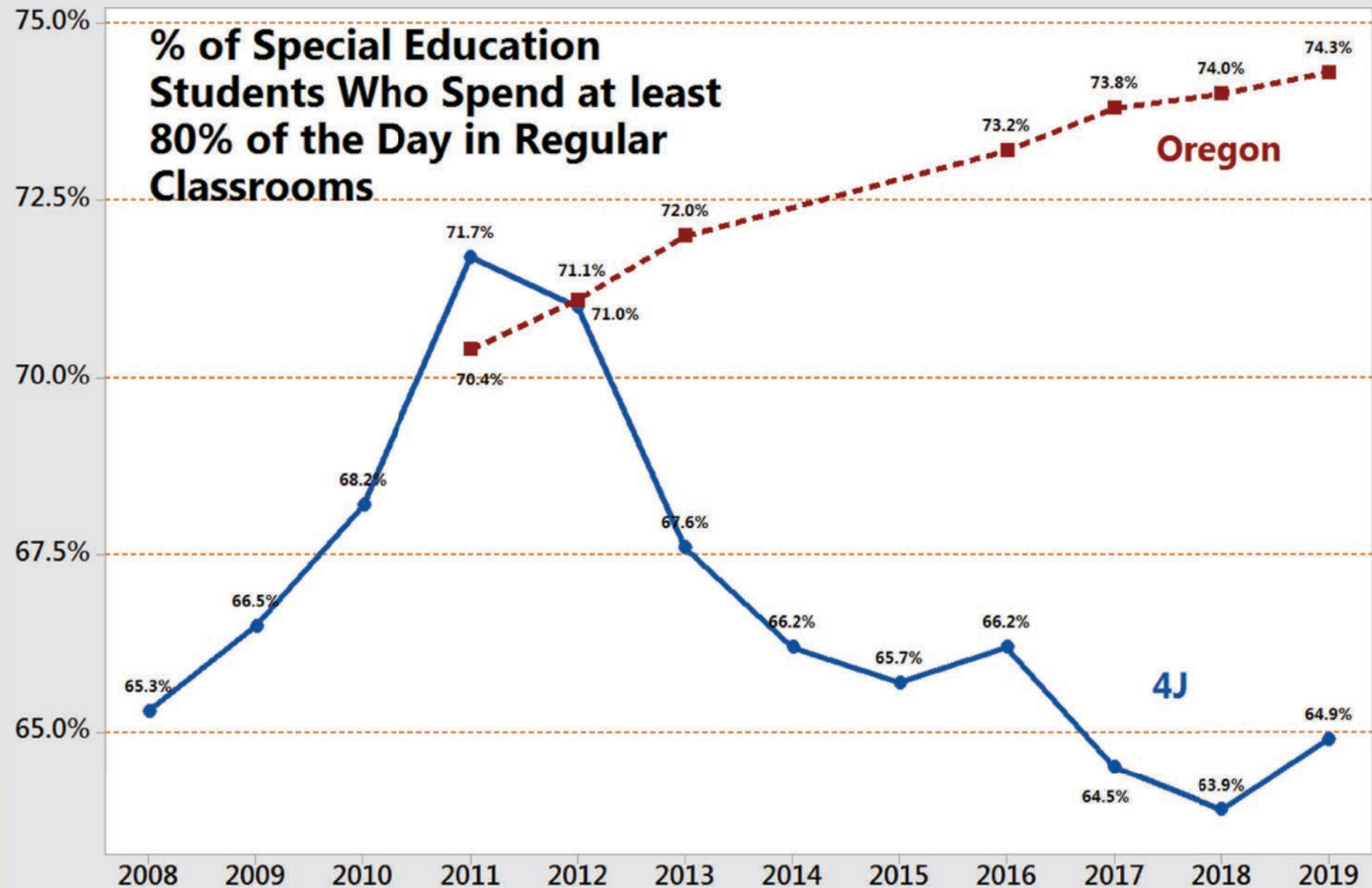
# 3<sup>rd</sup> grade reading disparities by student group

## Proficiency Rate in the 2019 3rd Grade Language Arts OSAS





# Access to general ed classrooms by special education students



# Community Input: Well-Rounded Education

Well-Rounded Education	ONLINE SURVEY		COMMUNITY FORUMS	
	AVG SUPPORT	TOTAL OPPOSE	SUPPORT	OPPOSE
Improve elementary reading instruction with comprehensive plan	7.33	26		
Add case managers to increase special education support	6.63	24	30	0
Add special education teachers to team teach core classes in middle/high schools	6.63	36		
Add teachers to increase elective course options at high schools	6.45	23	39	1
Support emerging bilingual students in classes with bilingual EAs at high schools	6.40	25		
Add teachers to increase music education opportunities	6.35	31		
Add tutoring by teachers at middle and high schools	6.32	29	12	2
Add teachers to increase elective course options at middle schools	6.29	28	76	3
Add librarians: Districtwide teacher librarian, 2 FTE to support multiple schools, increase high schools to full-time	6.16	38	23	9
Add librarians: Half-time librarians at all Title I elementary schools, districtwide teacher librarian	6.08	41	31	10
Add licensed inclusion coaches to support inclusive practices	5.62	54		
Cover fees for students to complete AP and IB tests	5.61	53	13	4
Add graduation coaches at high schools	5.47	53	15	0
Add bilingual EA time to support emerging bilingual students in taking core classes online	5.37	49	12	1
Add cross-disciplinary program where students plan, grow and eat food on-site	5.36	48		
Add 1 half-day release for every teacher in every school for team planning / collaboration time	5.22	71	7	4
Add half-time coordinators to support student affinity groups (e.g. BSU, GSA) at middle and high schools	4.48	67	18	1

# Improve 3<sup>rd</sup> Grade Reading

Summary: Implement research-based full continuum of literacy skills including phonemic awareness, phonics, fluency, vocabulary and comprehension. Includes extensive PD, adds licensed reading specialists across our high-needs elementary schools, and expands KITS (in combination with reducing class sizes in grades 1–2).

## Expected Outcomes:

- Students will increase proficiency and close gaps in grade 3 literacy
- Research-based professional development provided for staff in early literacy best practices

Total Cost:  
\$2.27 million

FTE:

- Licensed: 10.75

# Learning For All Model

Summary: The Learning For All model is a proactive way to increase access and inclusion for all of our underserved students by improving our instructional strategies including differentiation and expanding the continuum of services in each school. This proposal would launch a pilot to be refined and expanded over time.

## Expected Outcomes:

- Close achievement gaps for our students experiencing disabilities.
- Increase the time students are served in their least restricted environments

## Total Cost:

\$1.5 million

## FTE:

- Classified: 1.0
- Licensed: 6.5
- Admin: 1.0

# Enhancing the NATIVES Program

Summary: All 4J's students, particularly Native American students, have long benefitted from the experiences, education and support provided by the NATIVES program. Expanding and enhancing the program increases direct student support services, such as tutoring, summer camp, and cultural programming.

## Expected Outcomes:

- Close achievement, attendance and graduation gaps for Native American students
- Strengthen relationships with Oregon's recognized tribes

## Total Cost:

\$240,000

## FTE:

- Licensed: 1.0
- Classified: 1.0



# Emergent Bilingual Student Success Plan

Summary: This plan focuses on the needs of our developing multilingual students, migrant & recent arrival students & families by providing them with a school success navigator & systematic English development training & collaboration time for teachers.

## Expected Outcomes:

- Developing multilingual students make adequate yearly growth in English development & toward graduation requirements.
- Developing multilingual students & families experience a sense of belonging in 4J.

## Total Cost:

\$927,000

## FTE:

- Classified: 3.25
- Licensed: 0.5



# Health & Safety

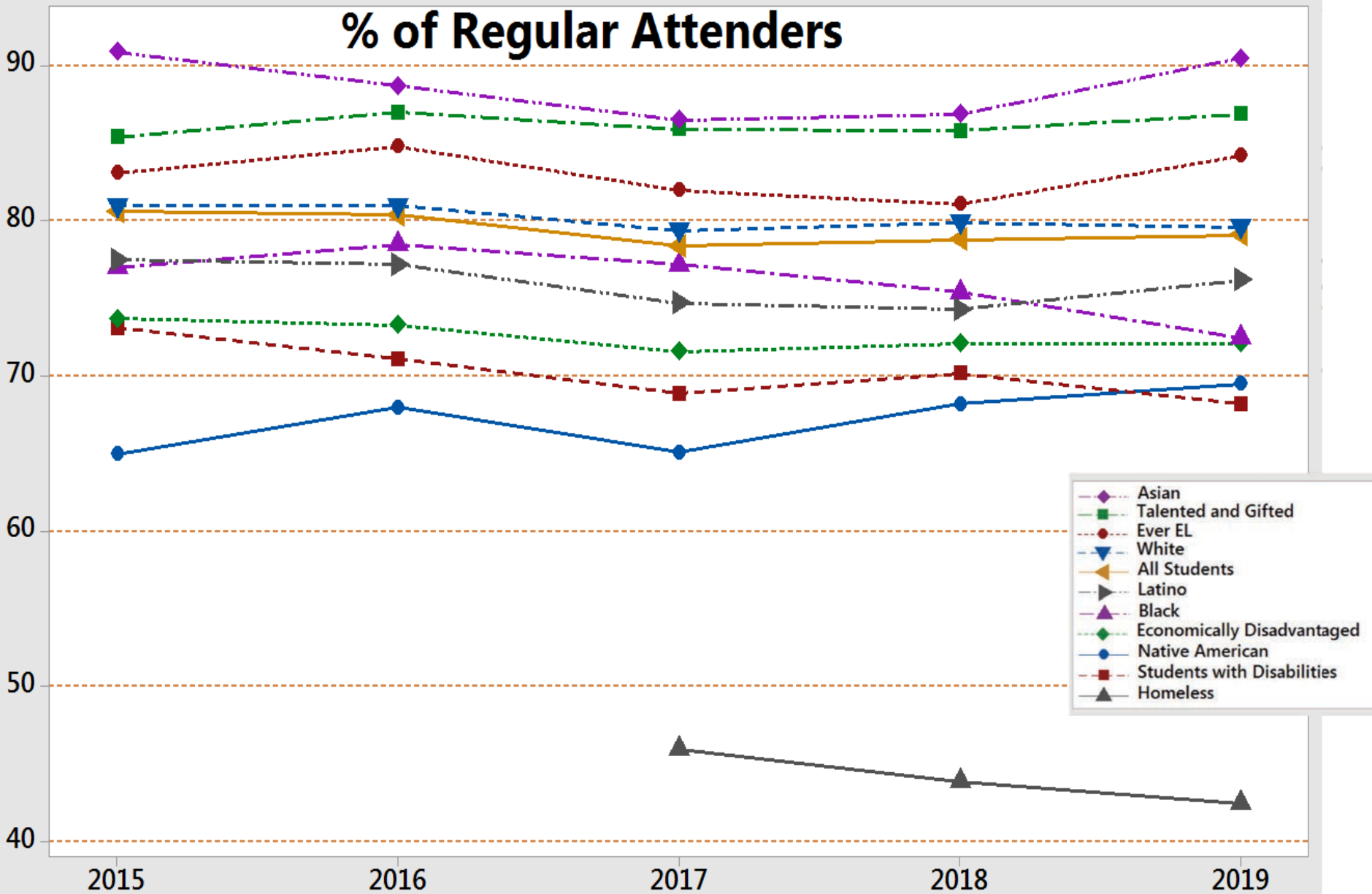
SSA funds may be used for addressing students' health or safety needs, which may include:

- Social-emotional learning and development
- Student mental and behavioral health
- Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at school
- Student health and wellness
- Trauma-informed practices
- School health professionals and assistants
- Facility improvements directly related to improving student health or safety



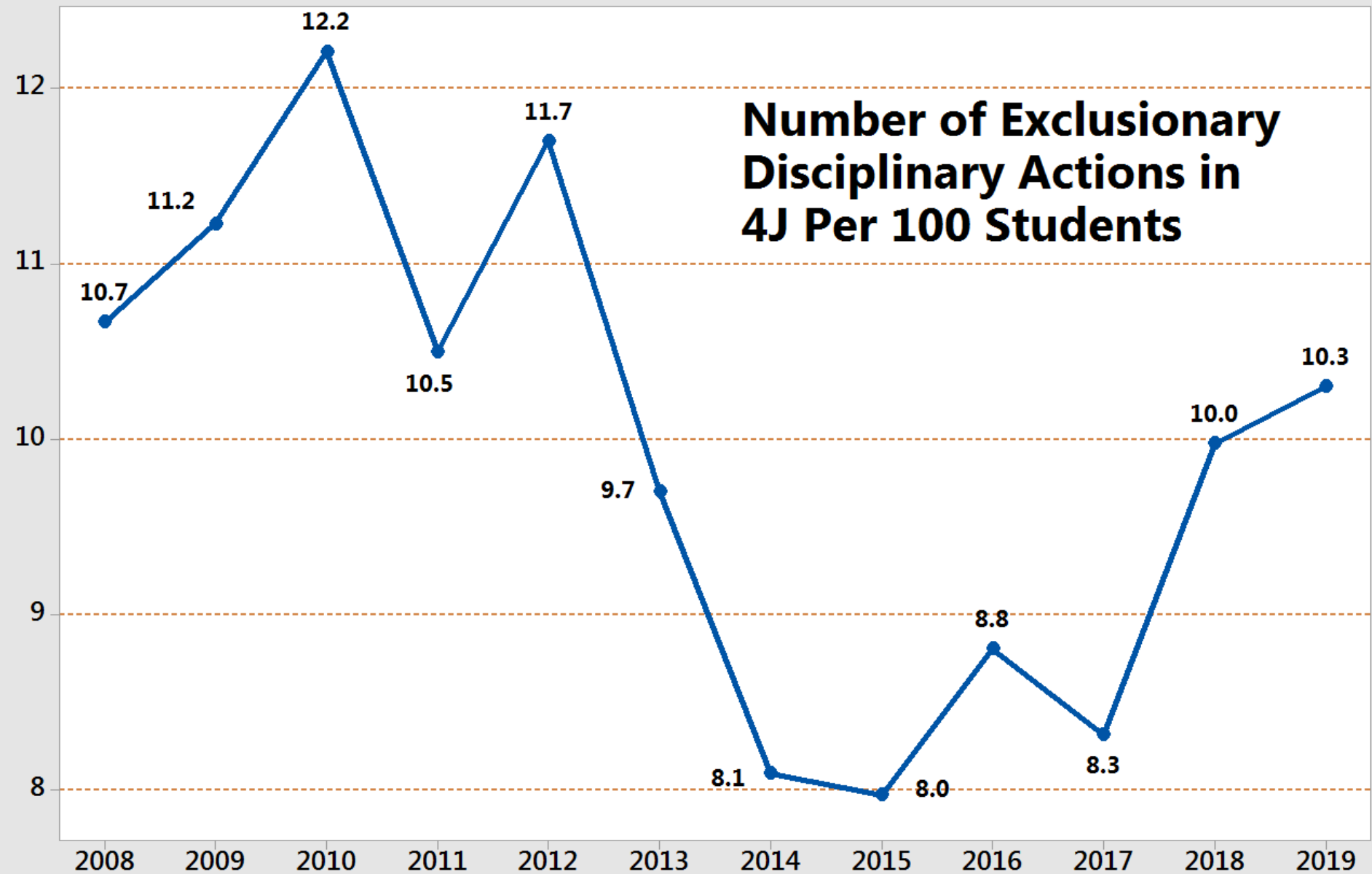
# Data on attendance disparities

## % of Regular Attenders





# Exclusionary discipline (expulsions and in-school and out-of-school suspensions)



# Community Input: Health & Safety

Health & Safety	ONLINE SURVEY		COMMUNITY FORUMS	
	AVG SUPPORT	TOTAL OPPOSE	SUPPORT	OPPOSE
Add mental health therapists	7.91	23	79	0
Provide mental health crisis response team, partnering with a community provider	7.50	23	29	1
Add behavior specialists	7.02	32	24	0
Add nurses to reduce caseload ratios	6.83	21	32	2
Add student success coordinators at large and high-need elementary schools	6.46	41	43	0
Add assistant principals at large and high-need elementary schools	6.34	52	17	13
Provide free breakfast and lunch for all students	6.23	58	16	13
Add a district social-emotional learning coordinator	5.63	57		
Add 3 hours of professional development for teachers and specialists	5.49	70	1	10
Add 1 day or 2 half-days of professional development for all staff	5.48	77	21	25
Create cultural navigator teams with social workers and cultural navigators	5.02	63	18	2

# Behavior Framework and Support Services

Summary: This initiative expands the implementation of the 4J Behavior Framework. This would increase supports for schools to improve behavior, social emotional learning and mental health, including adding a behavior consultant, 8 middle school behavior EAs, 8 elementary student behavior support coordinators, and 5 school psychologists.

## Expected Outcomes:

- Increase students' sense of belonging and safety
- Reduce behavior incidents
- Increase instructional time for all students (time in class)

## Total Cost:

\$2.04 million

## FTE:

- Classified: 8.0 (7 hr)
- Licensed: 14.0

# Wraparound Support Teams

Summary: This plan creates Regional Care Teams for wrap-around behavioral & mental health supports for students experiencing crisis, chronic absenteeism and/or other social and emotional needs (including students who are homeless, are gender diverse and/or are part of other marginalized groups. Includes additions of social workers, behavioral threat assessment, 3 nurses, EAs, and partnering with a community provider for a mental health crisis response team.

## Expected Outcomes:

- Increased graduation rates and attendance rates in our underserved population of students
- A comprehensive system to support mental health needs

## Total Cost:

\$1.5  
million

## FTE:

- Classified: 4.0
- Licensed: 8.0



# Class Size

## **SSA funds may be used for reducing class sizes:**

- Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads
- May include staff caseload reduction
- May include increasing the use of instructional assistants



# Median class size by school

School Name	School Type	Median Class Size as of 5/1/2019	School Name	School Type	Median Class Size as of 5/1/2019
Charlemagne French Immersion Elementary School	Elementary	29	South Eugene High School	High	29
Willagillespie Elementary School	Elementary	28	Sheldon High School	High	27
McCornack Elementary School	Elementary	27	Churchill High School	High	25
Adams Elementary School	Elementary	26	North Eugene High School	High	24
Awbrey Park Elementary School	Elementary	26	Eugene Education Options	High	10
Buena Vista Elementary School	Elementary	26	Roosevelt Middle School	Middle	33
Edison Elementary School	Elementary	26	Monroe Middle School	Middle	32
Yujin Gakuen Elementary School	Elementary	26	Kennedy Middle School	Middle	31
Camas Ridge Community Elementary	Elementary	25.5	Spencer Butte Middle School	Middle	31
Edgewood Community Elementary School	Elementary	25	Cal Young Middle School	Middle	29
Family School	Elementary	25	Madison Middle School	Middle	29
Gilham Elementary School	Elementary	25	Arts and Technology Academy	Middle	28
Holt Elementary School	Elementary	25	Kelly Middle School	Middle	28
River Road/El Camino del Rio Elementary School	Elementary	25	4J	District	27
Twin Oaks Elementary School	Elementary	25	OREGON	State	25
Spring Creek Elementary School	Elementary	24			
Cesar Chavez Elementary School	Elementary	23			
Corridor Elementary School	Elementary	23			
Howard Elementary School	Elementary	23			
Chinese Language Immersion School	Elementary	17			

# Community Input: Class Sizes

Class Sizes	ONLINE SURVEY		COMMUNITY FORUMS	
	AVG SUPPORT	TOTAL OPPOSE	SUPPORT	OPPOSE
Reduce class sizes in grades 1–2 to same as K (base ratio 1:23)	7.99	26	66	0
Reduce class sizes in Title I (high poverty) elementary schools (base ratio 1:25)	7.76	26	33	0
Reduce the largest class sizes districtwide with staffing pool for targeted reductions	7.59	28	16	5
Reduce class sizes in middle schools (base ratio 1:26)	7.32	23	24	3
Add one educational assistant per school to assist with small group instruction	7.22	28	37	2
Reduce core class sizes in middle schools by adding core course sections	7.13	22		
Reduce core class sizes in high schools by adding core course sections	6.74	36		
Reduce average class size by 1 across the district in all grades, K–12	6.32	48		

# Class Size Reduction

Summary: Funds the targeted reduction of class size in grades 1 & 2, reduction of middle school core content classes using the weighted needs index (in addition to 5.2 FTE increase from general fund), and one-year bridge staffing for schools previously qualifying for Title I supports.

## Expected Outcomes:

- Students will increase proficiency across academic assessment measures
- Reduction of student discipline incidents and improved school climate

Total Cost:  
\$3 million

## FTE:

- Licensed: 25.5  
(Elementary 18.3,  
Middle School 7.2)





# Instructional Time

**SSA funds may be used for increasing instructional time, which may include:**

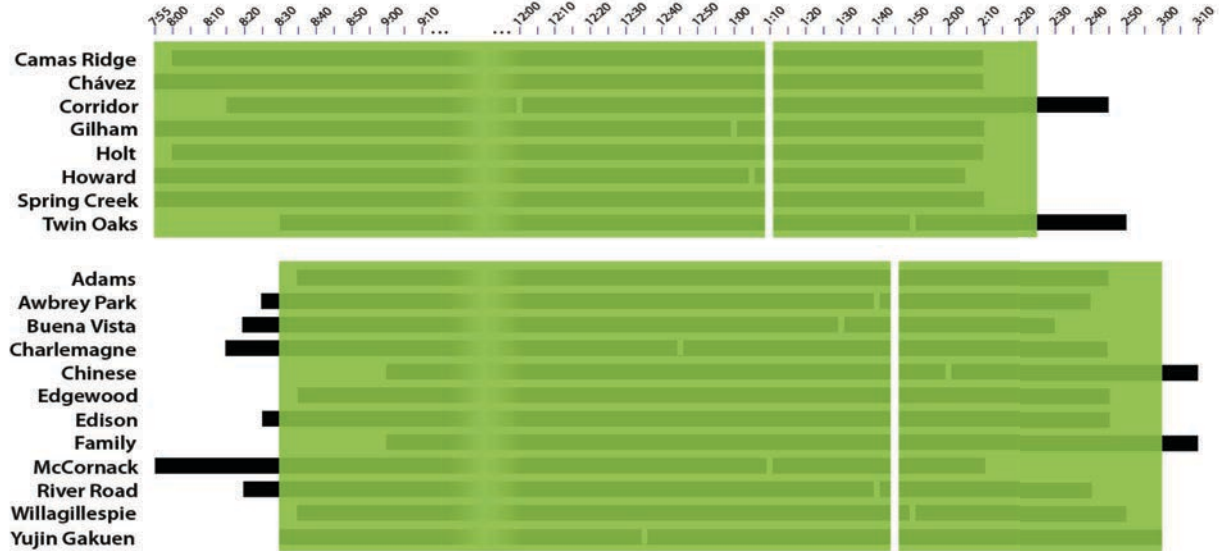
- More hours or days of instructional time
- Summer programs
- Before-school or after-school programs
- Technological investments that minimize class time used for assessments administered to students



# Instruction time is now consistent with standard school schedules

- Regular School Day: Previous Schedule
- Regular School Day: New Schedule
- Early Release Time

## ELEMENTARY



## MIDDLE



## HIGH



# Community Input: Instruction Time

Instruction Time	ONLINE SURVEY		COMMUNITY FORUMS	
	AVG SUPPORT	TOTAL OPPOSE	SUPPORT	OPPOSE
Reduce classroom time spent on standardized testing (subject to state / federal law)	7.34	40	7	9
Extend Title I summer school to economically disadvantaged middle school students	6.92	29	25	0
Expand after-school programs (like BEST) at all Title I schools	6.91	27	31	0
Provide full schedules for all high school students (free periods only at parent request)	6.27	48	45	13
Add 3 school days to the calendar to increase student learning time	4.57	101	18	11
Add 3 school days and have 5 minutes more non-instruction time each day, keeping total learning time the same	4.10	132	18	11

# BEST Afterschool & Summer Programs

Summary: Expand BEST afterschool program to support two more Title I elementary schools. In addition, expand Title I summer school to support students from all elementary schools in need of summer reading supports and expand middle school students' summer learning opportunities.

## Expected Outcomes:

- Increase access to afterschool & summer programming to our Title I schools
- Improve academic skills and decrease gaps for economically disadvantaged students

## Total Cost:

\$1.13 million

## FTE:

- Classified: 5.0
- Admin: 0.5



# High School Success Funds

## **The intent of the High School Success Plan is to:**

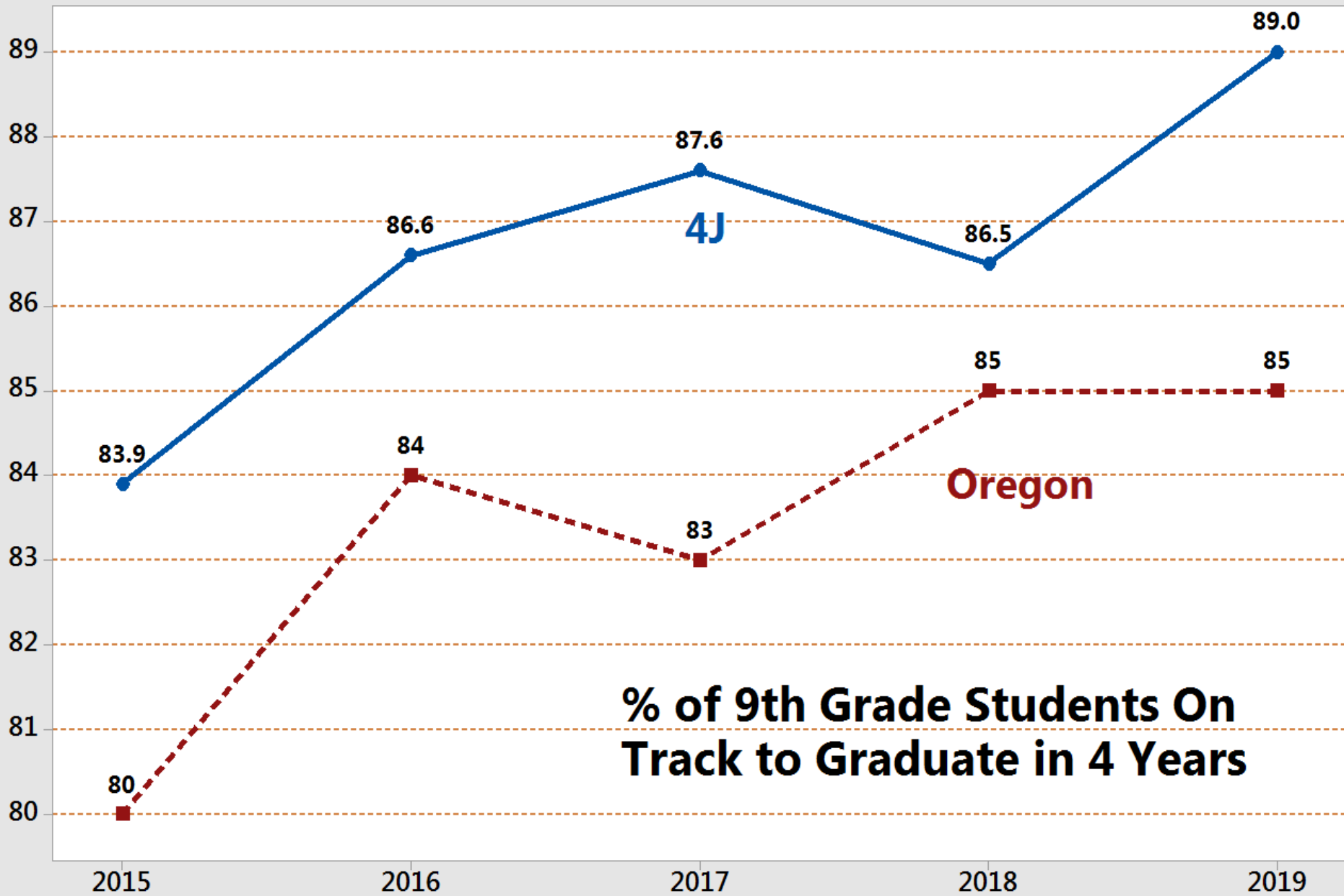
- Improve student progress toward graduation including increasing 9<sup>th</sup> grade on track to graduate rates
- Increase high school graduation rates
- Improve high school graduates' readiness for college and careers

## **Funding is provided to establish or expand programs in three specific areas:**

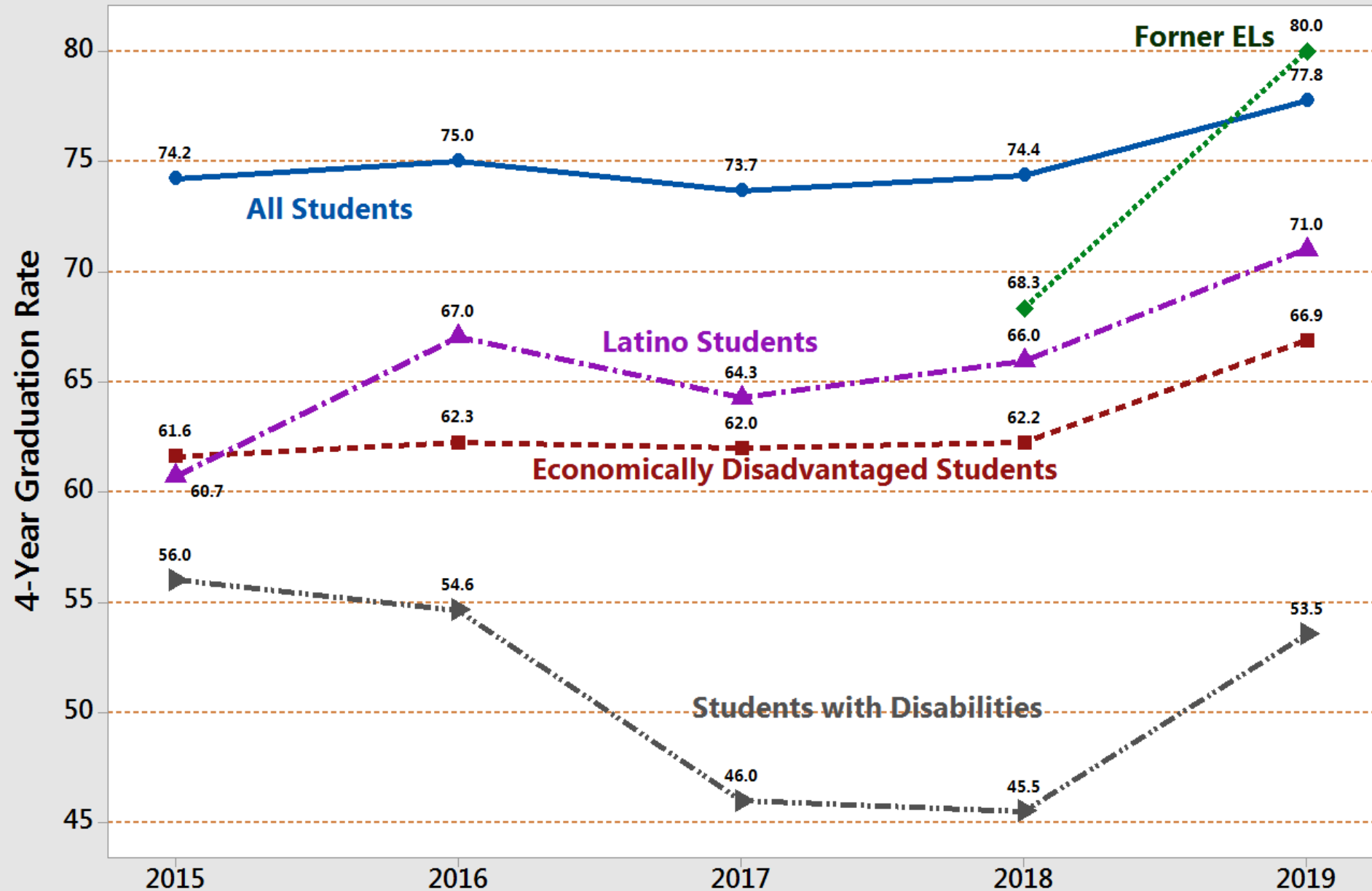
- Dropout Prevention
- Career & Technical Education
- College Level Education Opportunities



# % of 9<sup>th</sup> grade students on track to graduate in 4 years

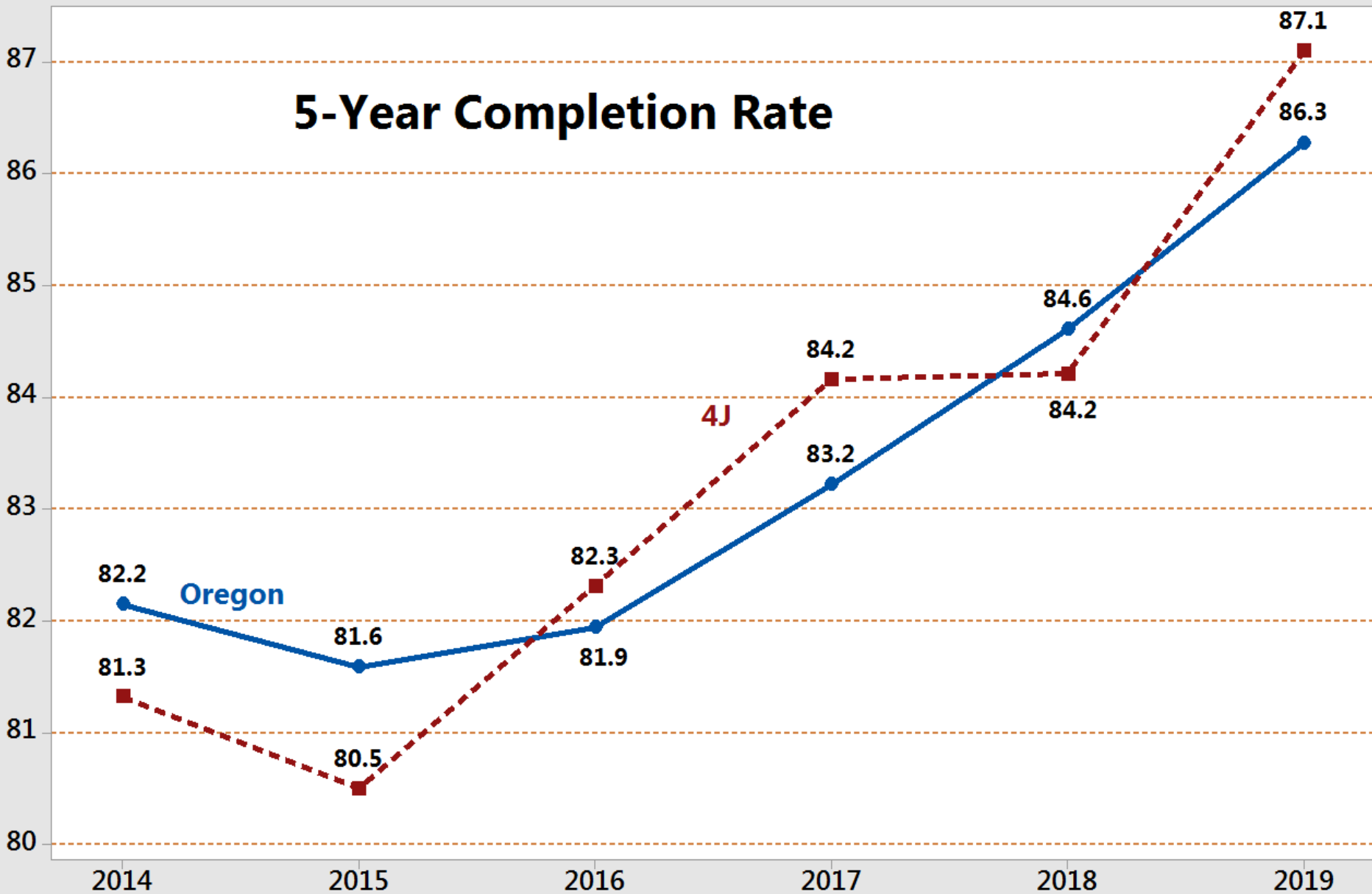


# On-time (4-year) high school graduation rate



# 5-year high school completion rate

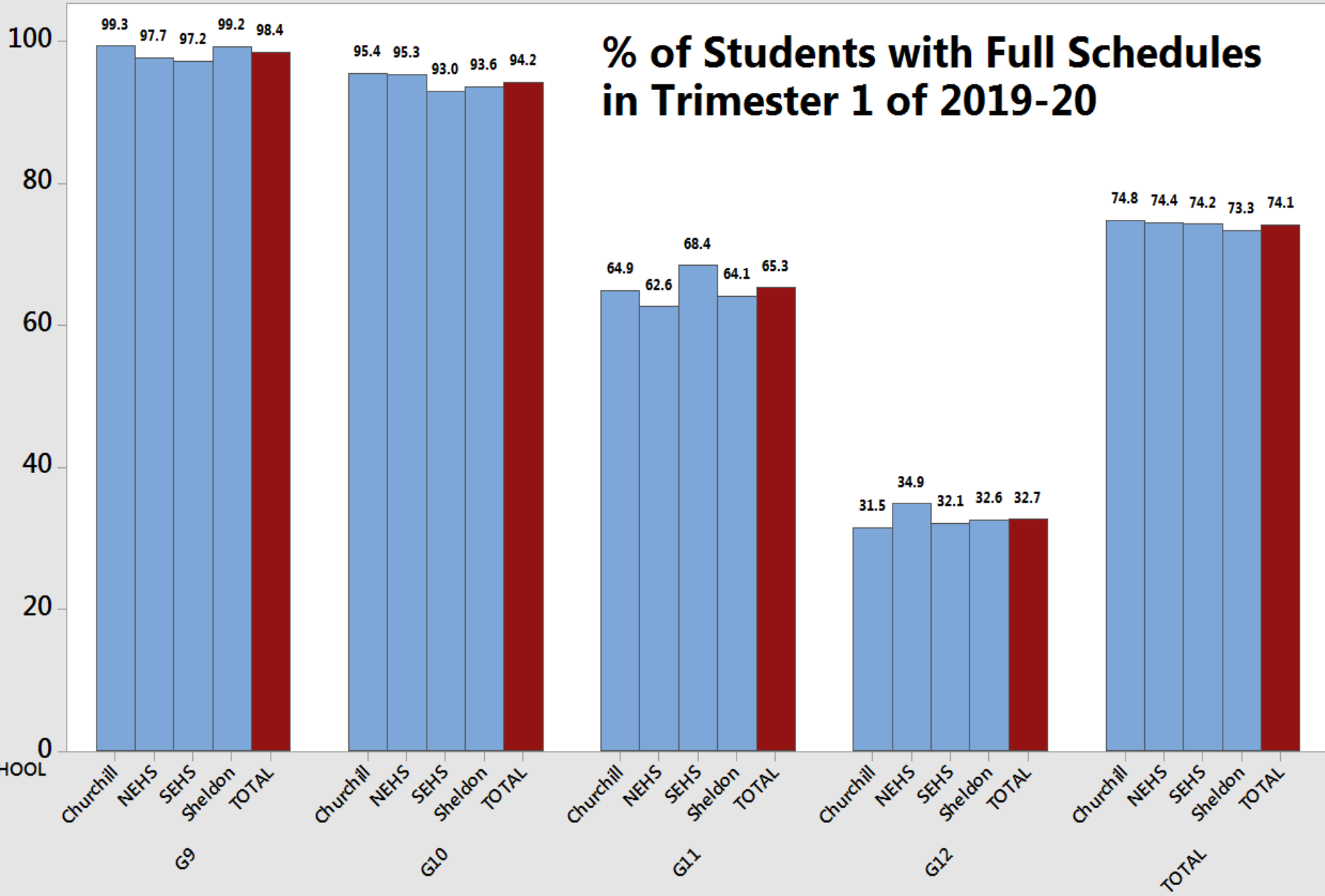
## 5-Year Completion Rate





# Fully scheduled high school students by grade

## % of Students with Full Schedules in Trimester 1 of 2019-20



# Full Schedules for All 9–12

Summary: Three-year plan to fully schedule all high school students: building off of the efforts to fully schedule 9<sup>th</sup> and 10<sup>th</sup> graders, the plan will extend to fully scheduling to 11<sup>th</sup> and 12<sup>th</sup> graders. Measure 98 High School Success (HSS) funds will be used in year 1, but SIA funds could also be used in years 2 & 3 to reach goal. Below are current efforts and considerations to ensure all students get the experiences they need to succeed in early years and have the benefit of full schedules throughout their four years if they so choose.

## Expected Outcomes:

- Only on-track seniors with parent permission have open period
- Expanded courses offerings such as 9<sup>th</sup> Grade Seminar, CTE & electives
- Manageable pace of advanced credit acquisition
- Formalized internships and pre-apprenticeships as part of the school program

## Total Cost:

\$1 million  
(Year 1: HSS)

## FTE:

- Licensed:  
10.0 (HSS)

# Total Proposed Investments (Revised)

Title	Total Cost	Classified FTE	Licensed FTE	MAPS FTE
Improve 3rd Grade Reading	\$ 2,271,733	0.00	10.75	0.00
Learning For All Model	\$ 1,473,091	1.00	6.50	1.00
Enhancing the NATIVES Program	\$ 240,000	1.00	1.00	0.00
Emergent Bilingual Student Success Plan	\$ 926,907	3.25	0.50	0.00
Behavior Framework and Support Services	\$ 2,035,170	8.00	14.00	0.00
Wraparound Support Teams	\$ 1,481,800	4.00	8.00	0.00
Class Size Reduction	\$ 3,002,218	0.00	25.50	0.00
BEST After School & Summer Programs	\$ 1,132,962	5.00	0.00	0.50
Full Schedules for All 9–12 (Funded from HSS Grant)	Funded from HSS Grant	0.00	0.00	0.00
<b>Totals</b>	<b>\$ 12,563,881</b>	<b>22.25</b>	<b>66.25</b>	<b>1.50</b>

# Student Investment Account Roadmap

SEPT  
2019

COMMUNITY ENGAGEMENT  
UNDERWAY

OCT

DOCUMENT & FACILITATE ENGAGEMENT &  
NEEDS ASSESSMENT PROCESS

NOV

DEVELOP & SUBMIT CONTINUOUS  
IMPROVEMENT PLAN

DEC

**Student  
Investment  
Account  
Roadmap**  
*2019-2020*

MAR

SUBMIT SIA APPLICATION  
(MARCH 2 - APRIL 15, 2020)



FEB

FACILITATE PUBLIC REVIEW  
& SCHOOL BOARD  
APPROVAL OF SIA PLAN

JAN

ENGAGE IN SIA PLANNING,  
BUDGETING & APPLICATION  
DEVELOPMENT

APR

BEGIN GRANT AGREEMENT  
PROCESS WITH ODE

MAY

FACILITATE PUBLIC REVIEW &  
SCHOOL BOARD APPROVAL OF  
GRANT AGREEMENT

JUNE

FINALIZE GRANT  
AGREEMENT

JULY  
2020

STUDENT  
SUCCESS  
ACT



# Student Investment Account Timeline

- ✓ Jan. 7 – Online survey closes
- ✓ Jan. 9 – Data Review – Equity Committee Meeting
- ✓ Feb. 5 – Board Item for Information
- ✓ Feb. 19 – Board Work Session
- Mar. 4 – Board Item for Future Action
  - Mar. 5 – Community Feedback Meeting
  - Mar. 12 – Community Feedback Meeting
  - Mar. 18 – Board Item for Action
  - Apr. 15 – ODE Submission Deadline



# Final SIA Grant Agreement Timeline

- April–May – Grant agreement negotiation with ODE, including longitudinal growth targets
- June 3 – Board Item for Future Action
- June 17 – Board Item for Action
- July 1 – SIA Plan start date
- Aug. 15 – First SIA payment

