



## **ITEM FOR ACTION (Second Read)**

### **Date of Meeting**

March 18, 2020

### **Title**

Student Success Act: Student Investment Account Plan

### **Presenters/Discussants**

Charis McGaughy, Assistant Superintendent for Instruction

Chelsea Mabie, Elementary Humanities Teacher on Special Assignment (TOSA)

Kat Lange, Student Services Director

Andy Dey, High School Director

Karen Pérez, Equity, Instruction & Partnerships Administrator

Jeff Johnson, PreK–8 Director

Brooke Wagner, PreK–8 Director

Oscar Loureiro, Director of Research and Planning

### **Background**

The 2019 Oregon Legislature approved the Student Success Act (SSA) to invest more funds in public schools, to be implemented with authentic stakeholder engagement, equity, and shared accountability for student success. When fully implemented this act is expected to invest approximately \$1 billion per year for early learning and K–12 education, about half of which will go directly to Oregon school districts and eligible charter schools through the Student Investment Account (SIA) to increase academic achievement for all students, reduce academic disparities for historically underserved groups of students, and meet students' behavioral or mental health needs.

Eugene School District 4J is budgeting \$12.5 million per year for direct investments to support student success. The district expects to be able to access over \$13.4 million per year, of which \$436,000 will go to participating charter schools, and about \$484,000 will address costs required to administer the program and meet the requirements of the law. This represents 5–6% of the district's current general fund budget. Funds will first be available in 2020–21 and must be spent in the year they are allotted for.

Each school district must develop a plan for how to invest this additional education funding, with meaningful community engagement including input from staff, students and families from historically underserved communities. Funds may be spent in some or all of four key areas for improvement:

- Reducing class size
- Increasing instructional time
- Addressing health and safety needs
- Ensuring a well-rounded education.

### **Description**

The SIA funds are available through a non-competitive grant application process. The process for accessing these funds includes three phases: conducting a needs assessment, developing an SIA plan, and finalizing and implementing the SIA plan.

The district finished the first phase of work, including the successful submission of the Needs Assessment and Continuous Improvement Plan (CIP) to the Oregon Department of Education (ODE) on Nov. 27, prior to the deadline of Dec. 6. These documents have also been posted on the 4J website.

The second phase involved a further examination of academic achievement and health and safety data disaggregated by student groups, a second round of community engagement to gather input on which investments would best support student success, particularly with a focus on historically underserved students' needs, and the development of the Student Investment Account (SIA) plan.

We are now moving into the third phase, finalizing and implementing the plan.

### **Summary of Student Investment Account Plan:**

This plan was developed in accordance with state requirements, using an equity lens by prioritizing engaging historically underserved students and families to inform our plan, and by disaggregating data to focus on our students in greatest need of additional support and identify the most pressing student needs. The data shows that opportunity and achievement gaps persist for our historically underserved students, including our students experiencing homelessness, Native American students, students experiencing disabilities, English Language Learners, migrant students, students from underserved races and ethnicities, and economically disadvantaged students.

Through this process, the district has sought and collected substantial community input. District staff participated in 49 engagement events and collected over 1400 responses from two surveys. 4J regularly seeks input from staff, families and community members to inform important decisions. What differs about this process was the extent of outreach and engagement with historically underserved communities, including actively seeking out and attending existing community events representing different groups from our community whose voices have not always been heard in the past.

The draft plan, organized by the four key areas allowable for improvement under SSA, includes:

- Well-Rounded Education: A review of state assessment data affirms that 4J continues to have persistent opportunity and achievement gaps in language arts and math proficiency rates, particularly for migrant students, English language learners, students with disabilities, homeless students, economically disadvantaged, African American, Pacific Islander, Latinx, and Native American students. Another concerning data point is the downward trend for the past four years in 3rd grade reading scores, also showing wide disparities for our historically underserved students. An additional concern is the downward trend in the percentage of time our special education students are served in at least 80 percent of the day in general education classrooms. After sharing this data with our community, the highest levels of support in this area were to improve reading, improve special education, increase high school electives (addressed in High School Success Plan), and increase support for emerging bilingual students. The SIA plan addresses these issues with four initiatives aimed at closing our disparities:
  1. *Improve 3rd Grade Reading*: Implement a comprehensive plan to provide a full continuum of literacy skills and support, and expand access to early learning and school readiness programs.
  2. *Learning for All Model*: Increase access and inclusion for all students, specifically including students receiving special education services.
  3. *Enhancing the NATIVES Program*: Increase direct support services for our Native American students, including tutoring, summer camp, and educational and cultural programming.
  4. *Emergent Bilingual Student Success Plan*: Provide extensive supports and professional learning to meet the needs of our developing multilingual students, migrant students, and recent arrival students and families.
- Health and Safety: In reviewing our data, we see persistent patterns of disparities between student groups in the percentage of regular attenders and exclusionary discipline. What we heard from the community receiving the highest support was to: increase mental health supports; increase behavior supports; increase nurses; and add assistant principals or licensed

coordinators for student supports at large and high-need elementary schools. The SIA plan is addressing these areas with two planned initiatives:

1. *Behavior Framework and Support Services*: Expand and accelerate the implementation of the 4J Behavior Framework, including building out a complete multi-tier system of supports for academic and behavioral needs. Increase staffing and support to improve behavior, social emotional learning, and mental health needs.
  2. *Wraparound Support Teams*: Create regional care teams to provide wraparound supports for students and families experiencing crisis, including mental health, homelessness, chronic absenteeism, new arrivals, and other marginalized groups.
- **Class Size**: In reviewing our data, on average, our middle schools currently have the largest average class sizes. Among middle schools, our higher needs schools' class sizes are lower due to the use of a Needs Index and Title I funds. What we heard strongly from our community is the desire for lower class sizes, but not spread out across all grade levels. Targeted class size reductions received the highest support, including: reducing class sizes in grades 1-2, reducing class sizes in high poverty elementary schools, reducing the largest class size bubbles with a targeted staffing pool (continue this existing practice), and reducing middle school class sizes. The SIA plan includes funding to reduce the class sizes for:
    1. Primary grades: Reduce staffing ratio in grades 1 and 2 to kindergarten level (the highest level of support overall across all areas).
    2. Middle schools: Reduce overall staffing ratio by 2 students per teacher (in combination with general funds).
    3. Bridge staffing: Provide one year of staffing support for borderline high-poverty schools (two elementary and two middle schools) that previously were identified to receive Title I funding.
  - **Instructional Time**: Two years ago, our school district changed to consistent school schedules by level across the district, thereby guaranteeing all students have access to the state minimum requirements for instructional time. Our community's highest support in increasing instructional time was for: reducing classroom time spent on standardized testing (to be addressed in a separate district plan not as part of SIA); extending Title I summer school; expanding afterschool programs; and fully scheduling 11th and 12th graders. The SIA plan addresses these areas with:
    1. *BEST Afterschool Programming*: Expand the district's afterschool program to add two more Title I elementary schools.
    2. *Title I Summer School*: Expand our summer school program to include all interested economically disadvantaged students in grades K–8, not only students in Title I schools.
    3. *High School Success (HSS) Plan to Fully Schedule All Students*: This SIA plan integrates with our HSS plan. Our HSS investments to date are already showing growth in our student data for increasing the percentage on track to graduate, and increasing our 4-year graduation and 5-year completion rates (including narrowing gaps for some of our historically underserved students). We plan to leverage both the SIA and HSS to support improvements across preK through age 21, as appropriate. For fully scheduling 11th and 12th graders, we are developing a 3-year plan that includes adding high engagement courses such as CTE and electives, expanding internships and apprenticeship opportunities, and creating a 9th grade seminar. Year 1 of this plan will be funded by HSS funds.

### **Budget/Resource Implications**

If the Board approves the district's Student Investment Account plan and it is submitted by April 15, 2020, the district will be eligible to receive over \$13.4 million per year to implement the plan. If the plan is not approved by the board and submitted by April 15, 2020, the district will not be eligible to receive these funds. The funds designated for the district will be returned to the state fund, and redistributed to eligible school districts throughout the state.

### **Board and Superintendent Goals**

The SIA plan directly aligns to the 4J Vision 20/20 Strategic Plan. The four required metrics for the SIA

plan are also existing Key Performance Indicators in the Vision 20/20 plan, measured both overall across all 4J students, and disaggregated by student group to reduce disparities for historically underserved students. These metrics are:

- Improve 3<sup>rd</sup> Grade Reading
- Reduce Chronic Absenteeism
- Increase 9<sup>th</sup> Grade Students On-Track to Graduate
- Increase 4-year Graduation Rates and 5-year Completion rates

**Recommendation**

The Superintendent recommends the Board of Directors approve the Eugene School District 4J Student Investment Account Plan and charter school agreements for submission to the Oregon Department of Education.