



West Linn-Wilsonville School District 3Jt

To: WLWV School Board Members and Superintendent Dr. Ludwig

From: Jennifer Spencer-Iiams, Assistant Superintendent

Date: October 31, 2024

Re: Preread for the November 4, 2024 Board Meeting Student Investment Account Grant Annual Report

Background

Oregon's Student Success Act provides funding to school districts through the Student Investment Account (SIA) grant program. There are two stated purpose for the SIA funds:

1. Meet students' mental or behavioral health needs, and
2. Increase academic achievement for students, including reducing academic disparities for students who are: economically disadvantaged, from racial or ethnic groups that have historically experienced academic disparities, experiencing disabilities, learning English as an additional language, in foster care, or homeless.

Allowable uses of SIA funds include expanding instructional time, addressing student health and safety, reducing class size and caseloads, and providing a well-rounded education.

The multi-year priorities and spending plan for the WLWV SIA funds were developed throughout the 2019-2020 school year. The extensive community engagement process included open meetings, surveys, and focus groups from traditionally underrepresented parent and student groups, as well as input from teachers, associations, community groups and administrators. The SIA plan developed based on this process included outlined seven strategies designed to improve support for students' mental health needs and to increase academic achievement. As financial constraints have impacted the school district, the district chose to invest in five of those strategies deemed most likely to positively impact the goals of the SIA grant. This decision was made in the context of receiving ongoing community feedback through multiple processes (family surveys, budget input, school board input, Parent Cafes, Special Education Collaboration Group, information from McKinney-Vento families, association input, etc.)

The total SIA grant amount received by WLWV for the 2023-2024 school year was \$8,349,047.46. This award amount was an increase from the previous year. However, other state grants came in lower in the 2023-24 year, so there was not a significant change in investment strategies overall. This report provides an update on the implementation and spending of these funds for the 2023-24 school year.

Strategies for WLWV SIA investment:

Meet behavioral & mental health needs	Investing in social workers, nurses, counselors, school psychologists
Increase academic achievement	Investing in classroom teachers to maintain small class size, and support specialists for diverse student needs
Better assessment of student needs	Investing in data dashboard and professional learning to identify & intervene
Provide academic learning option	Invest in online learning curriculum and staff
Improve partnerships & support for families	Invest in Family Empowerment Center programing and staff

Highlights of SIA implementation and spending for the 2023-24 school year:

- Maintained staff who support student's mental health
 - 5.0 FTE Social Workers
 - 15.0 FTE School Counselors
 - 4.0 FTE School Psychologists
- Maintained and hired key staff who work to reduce academic disparities with historically underserved students
 - 3.0 FTE ELD Specialists
 - 13.0 FTE Learning Specialists
 - 4.3 FTE Instructional Coordinators/TOSAs
- Maintained classroom teaching staff to reduce class sizes
 - 10.0 FTE Teachers
- Maintained School Nursing positions to support on-going student health needs
 - 2.0 FTE Nurses
- Maintained funding for Online Learning school option by supporting Teacher Librarians full time status at primary and middle schools, and full time coordinators at high schools to provide high quality learning experiences for students who chose this option.

- 2.0 HS WKOA Coordinators
- 2.0 Teacher Librarians
- Maintained important data tools and intervention resources to understand and support student's mental health, adding additional components to better understand and support teachers' needs and input.
- Continued funding of a comprehensive data dashboard system to help bring student progress information around attendance, academic achievement, social emotional factors and behavioral components into a practical system to support early connection and intervention to students who may need additional support.
- Maintained Bilingual Family Support Specialist and expanded the reach WLWV Family Empowerment Center
 - 1.0 FTE Bilingual Family Support Specialist
- Maintained half time Counselor at Three Rivers Charter School, and included this person in district professional development to improve smooth transitions for students who move back and forth between district neighborhood schools and the Charter school
 - .5 FTE Counselor

Total of 60.9 FTE Funded by the SIA grant

Progress Markers

The Oregon Department of Education has asked districts to reflect on progress markers of best practices as we implement strategies for improvement and to report on this in conjunction with the integrated state grants, including the SIA grant. District's rank their progress on each of the progress markers on a scale of low, medium, high or fully in place.

<p>PM 1 3GR 9GOT 4YG SYC RA</p> <p>Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.</p>	<p>PM 3 3GR 9GOT 4YG SYC RA</p> <p>Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.</p>	<p>PM 5 3GR 9GOT 4YG RA</p> <p>Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.</p>	<p>PM 7 3GR 9GOT 4YG SYC RA</p> <p>Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.</p>	<p>PM 9 9GOT</p> <p>A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.</p>	<p>PM 11 3GR 9GOT 4YG SYC RA</p> <p>Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.</p>	<p>PM 13 3GR 9GOT 4YG SYC</p> <p>Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.</p>	<p>PM 15 9GOT 4YG SYC RA</p> <p>Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.</p>
<p>PM 2 3GR 9GOT 4YG SYC RA</p> <p>Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.</p>	<p>PM 4 3GR</p> <p>Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.</p>	<p>PM 6 9GOT 4YG SYC RA</p> <p>Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.</p>	<p>PM 8 3GR</p> <p>Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.</p>	<p>PM 10 3GR 9GOT 4YG SYC RA</p> <p>Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.</p>	<p>PM 12 3GR 9GOT 4YG SYC RA</p> <p>Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.</p>	<p>PM 14 3GR 9GOT 4YG SYC RA</p> <p>Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.</p>	

Areas where our district has shown significant growth in progress markers include PM 8 (literacy plans that are evidence-informed, implemented with strong professional learning practices), PM 3 (data teams meet regularly to review student data and implement action steps), and PM 11 (strengthening partnerships as seen by the CTE programs and grants that include local community colleges, apprentice programs, and BOLI).

ODE SIA Annual Report Questions

<p>1. As you review your progress markers/overall reflection responses and reflect on implementation, how do you see your progress contributing to the Outcomes and strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)? Discuss at least one Outcome where you have seen progress in implementation</p>	<p><i>The ODE progress markers continue to describe our commitment to best practices such as engaging in effective data review and intervention planning, using an equity lens in planning for resource distribution, reviewing 9th grade core options and more. One particular example of this work is school teams use of a data dashboard tool funded by SIA to regularly review student data and intervene in more effective ways for students before they have experienced failure that may negatively impact their efficacy. A specific outcome that is showing the results of the implementation of these progress markers is our spring 2024 graduation rate. These data are waiting for final verification before they are released to the public, but our internal tracking shows us on track to meet our LPGT targets in the area of 4 year graduation and 9th grade on track.</i></p>
<p>2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p><i>Working to ensure that all students' mental and behavioral health needs are met continues to be a challenging outcome to achieve. We have significantly increased the continuum of services that we provide in this area through work in all classrooms that helps teach skills of positive mental health, by continuing to provide robust co curricular activities that provide students many ways to build connections, through engaging culturally responsive teaching methodologies, and in having more staff to coordinate higher levels of care needs. However, the mental health system for therapeutic care in our area continues to be difficult for many students and families to access for a variety of different reasons. These include a lack of mental health providers in our community, a dearth of residential and outpatient treatment options for youth, and challenges with the insurance system. These factors that occur outside of school continue to have a significant impact in our schools in the form of chronic absenteeism and behavioral issues.</i></p>

ODE SIA Performance Review 2020-2023

In addition, district representatives met with the Oregon Department of Education to reflect and review on the SIA process and investments from its beginning to now. Here is a summary of that conversation:

After reviewing what you shared in your 2020-23 Annual Report responses, please elaborate on how your SIA investments served the mental and/or behavioral health needs of your focal group students.

One of the key investments we made with SIA was to invest in social workers in the schools. They are instrumental in many aspects of the work, particularly in prevention, particularly in the area of attendance. An example of prevention work for social workers is investing in parent education around anxiety. is that families may not understand what anxiety means to students, what is a normal range of emotions with anxiety – when caregivers can encourage their student to push through, and when it rises to a level of concern leading to a need for additional support. We’ve implemented Parent Education nights (example, Anxiety 101) in both English and Spanish. We are trying to get ahead of actions that might have negative impacts on student learning. We are also providing direct services to students through a system of support mode of thinking. Counselors work with all students, and may make referrals to social workers for students who need more intensive support. In some cases this may mean connecting with other care providers, in a “wrap around” model (formal and informal); the key is to determine where and how to initiate support for the student. The counselors and social workers have expertise in the variety of systems available and their knowledge of health insurance coverage has made access support much smoother for many families.

Another thing we have been using SIA for is a system of gathering and displaying data in effective ways to help pinpoint student needs. This involves surveys that students take twice a year that can include things like belonging, adult connections, other key indicators of student success, and can help screen for larger mental health issues. We started looking at the survey data and then built on that by layering in other reports such as attendance data, discipline referral data and academic measures. We have created a system that school teams can use to help intervene and recognize where students need help/support in a proactive manner. These systems help identify students earlier than they would have without this.

SIA has allowed us to continue to have learning specialists, counselors, etc. These staff are not all explicitly mental health, but all contribute to providing those supports. We developed a Family Empowerment Center which works closely with the county to build partnerships. We run parent cafes to create connections with groups (ex. Spanish speaking, refugee groups) and to help connect them with school. We know we need more support for our Spanish-speaking community members and this Empowerment Center has been a good first step.

After reviewing what you shared in your 2020-23 Annual Report responses, please elaborate on how your SIA investments contributed to improving academic outcomes specifically for focal student groups?

The systems that help bring people together and screen students for needs is the same system that helps with identifying academic needs. Teams come together to use data in regularly

structured ways. This helps us disaggregate the data efficiently and consider focal groups in different ways. We have funded school counselors under SIA, as well as general education teachers to reduce class sizes. We use some SIA funds to help fund learning specialists, and ELD specialists to ensure appropriate supports are in place. Our focus on reducing class sizes helps us to support student academic achievement and making sure student's needs are met. The specialists are able to co-plan with general education teachers in order to support the learning goals of focal students, such as students with learning disabilities and/or bilingual students. We have changed the HS schedule so teachers have more time to plan together. This is an important part of actualizing the idea of co-planning.

We also use SIA funds for our online academy. This meets the needs of some students, and these needs are diverse. There are many different reasons students come to online learning, such as mental health, parent support, and advanced academic skills that do not match social development. This is an important program to meet the needs of students that for various reasons aren't able to access all their learning in a traditional school day. During this SIA review period, it was a K-12 program, while now it is grades 9-12.

What lessons did you learn from your 2020-23 SIA implementation that are informing your current Integrated Plan priorities and investments?

Some things that we have learned we will stay committed to and get better at, such as the data team - having the Panorama tool and being able to shift into using it. We can set up static or dynamic groups (for example identified for mental health or flag kids falling under a certain attendance threshold) that will allow us to better identify students and their needs. Some programs we adopted we'll likely move away from, such as the SEL curriculum that we purchased for high schools – it hasn't met our needs. We will continue to develop our own SEL curriculum. One of the original strategies was around summer programs. Because of the summer grants, we never spent SIA money during this time. However, the summer program at the MS was very successful, and if the summer grants do not continue, we want to keep these programs going, so we may use SIA funds in the future. These summer programs were around project based learning that helped students engage with school. Projects like planning a trip to Mars or writing a play. This also was a good time for a PD lab. Looking forward, we would love to have summer based time with students and PD reflection times after the school day to reflect in the moment and make strategic planning decisions.

A challenge is that our student enrollment has been declining, as it has in most districts in the state. Because we are primarily funded on a per student basis, our state funding has been going down. The idea of SIA bringing the opportunity to significantly invest in innovations has been challenging because our overall funding is lower, and much of the SIA funding is being used to maintain essential services for students.

Our connection with our charter school, Three Rivers Charter, has been strengthened through this process. They identified they needed school counselor support and are paying for this through SIA. The charter has staff that attends the district mental health staff discussions and PD. This Charter supports 4-8th grades, so students go in and out between the district and the Charter school, so an improved relationship serves students and families well.

