

FERN RIDGE SCHOOL DISTRICT 28J



The District's vision is to:

Provide excellence for every student so that each will reach their greatest potential.

Veneta Elementary School



Elmira Elementary School

Fern Ridge Middle School



Elmira High School

MARCH 9, 2020

SIA APPLICATION SECTIONS

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PART ONE: GENERAL INFORMATION

School Year	2020-2021
District	Fern Ridge School District 28J
Institution ID	2084
Webpage (Where SIA Plan will be posted)	http://www.fernridge.k12.or.us/?page_id=5734
Contact Person	Gary E. Carpenter, Jr. gcarpenter@fernridge.k12.or.us 541-935-2253

PART TWO: NARRATIVE

The Fern Ridge School District is a 4-A school district located 12-15 minutes west of Eugene-Springfield, on the western and southern tips of Fern Ridge Lake. The district encompasses 214 square miles, serving children from the surrounding communities of Walton, Noti, Veneta and Elmira with a combined population of approximately 9,700. Our district is comprised of four schools –Elmira Elementary, Veneta Elementary, Fern Ridge Middle School and Elmira High School. The District also has one virtual charter school, West Lane Technical Learning Center that is not eligible for SIA funds. The student enrollment in our district is just over 1,400 students.

The table below includes an overview of student enrollment demographics for the current 1414 students in our district (does not include our SIA ineligible virtual charter school students).

District Demographic Information	Students
Hispanic/Latino	109
Black	12
Asian	6
Native American/Alaskan Native	21
Pacific Islander	9
White	1216
Multi-Racial	41
Receive English Language Services	17
Students experiencing homelessness	29
Students experiencing poverty	605
Students with a disability	237

Our small district has many strengths that our community is proud of. Those include: An experienced staff K-12 that take on many extra duties in pursuit of our district vision “Provide excellence for every student so that each will reach their greatest potential”. A high school that has excelled over the last decade in regards to graduation rates (a four year grad rate of 90.12% and a 5 year completer rate of 94.0% in 18-19), the % of students passing state tests in math and language arts, a robust high school AP program, and facilities that have been upgraded throughout the district due to the passing of a 2014 bond. Some of our challenges include supporting our students that are navigating poverty, serving the ever growing population of students that have experienced trauma and as such have needs that require support, and finding ways to be creative with limited funding to support programs such as advanced technology, security, course electives and extracurricular activities.

The vision of our district is to: *Provide excellence for every student so that each will reach their greatest potential.* Our plan directly aligns with our district vision and the enormous amount of stakeholder feedback we gathered. Through the process the two primary purposes of HB 3427 were our focus, meeting students mental and behavioral health needs, and increasing academic achievement for traditionally underserved populations. Throughout the plan we have prioritized our strategies and investments with the goal of addressing the aforementioned purposes. Furthermore, we have established criteria and are building systems to measure district progress through key performance indicators with a central focus being on academic achievement and closing academic disparities.

Throughout the staff, student and community engagement process, four needs have risen to the top. First, to find additional ways to support the mental and behavioral health of our students. Second, to reduce class sizes and find ways to support extracurricular activities. Third, to increase the academic achievement of some of our underserved populations (most notably those that have a low SES), and fourth, to provide more adults/staff and appropriate training for those staff so that they can better serve students and our community.

Our specific categories of strategies (summarized) that will help the district address our needs as identified through our engagement process include:

- Creating a culture of safety and respect
- Adding targeted certified and classified staff K-12
- Invest in social emotional learning curriculum
- After school and summer opportunities more accessible
- Support post-secondary post-graduation options

Our community engagement process has helped us identify a wide range of activities that we will fund with SIA dollars. We are excited about the opportunities that lie ahead and we are grateful to our community, state and local leaders, legislators and partners for making the Student Success Act a reality. These strategic investments in our schools provide an exciting opportunity to accelerate improved student outcomes.

PART 3: COMMUNITY ENGAGEMENT AND INPUT

Overview of Community Engagement:

While several methods were used to engage groups, our primary approach involved meeting with folks face to face, providing them with disaggregated data, and discussing that data using a facilitated “café conversation” model. We held these sessions separately with targeted parents and community members (10/8), certified staff (10/16), classified staff (11/1), general population of high school students (10/24 & 10/28), and a targeted group of Middle and High school students on 1/14. In addition, the FRSD elected school board held a special work session board meeting on 1/13, and an already established group of Key communicators participated at their December meeting.

Throughout the process our primary support partner was our ESD, who helped facilitate these conversations and activities. Other partners included our district and building ESSA teams, both associations (certified and classified union), the City of Veneta, our elementary school PTAs, and key communicators group that includes members of local service organizations, faith based organizations, parents, and the business community. In regard to underserved populations, we had a targeted session with these students and parents. The “how” regarding our engagement with them is described later in this document.

SELF-ASSESSMENT OF COMMUNITY ENGAGEMENT

While we didn’t have folks fill out evaluations after the sessions (this is something we will use in the future), the words of support and thanks we received were overwhelming. Staff were very appreciative of the opportunity. Multiple parents came up to other school administrators and myself at the evening community event and thanked us for the opportunity. Some of the most positive feedback we got was from students in our targeted focal groups. For weeks ahead of the event, as we were recruiting students to attend, many shared their excitement. I heard a report of one Middle School student who took notes, went back and shared with her peers and with her teachers many of the things that were discussed, and the ideas that were shared. She was proud of what she advocated for on behalf of her peers. I believe in every conversation/listening session we held, the engagement was meaningful and authentic. We have several systems in place in our district, including key communicators and building and district ESSA teams that will allow for sustained and ongoing engagement with stakeholders. In addition, the District will come up with similar events in the years to come with other constituent groups, staff, students and parents. It is our current plan, that each winter these sessions occur to help us reflect on the current use of our SIA dollars, receive input and suggestions on alternatives, and to track and share our successes and benefits we are seeing as a result of the expenditure of these dollars. This ongoing feedback will be used, along with the data we receive, to guide our future decisions around the student investment account and how our district is utilizing this resource.

WHAT RELATIONSHIPS AND OR PARTENRSHIP WILL YOU CULTIVATE TO IMPROVE FUTURE ENGAGEMENT

The community engagement process resulted in strengthening some already established partnerships. For example, a joint agreement with the City of Veneta was reached to fund a School Resource Officer (SRO). This resulted in a partnership with the County and the Lane County Sheriff's department. It is a long term goal that this position be funded through an "enhanced law enforcement district," which could mean the costs in the future are bore by a larger local tax base freeing up these SIA dollars to be used in another way, while maintaining our SRO. Other partnerships that will be cultivated and improved are our engagement with the families of our underserved populations. Having feedback sessions, targeted for these families was powerful, and something our district will continue to do to ensure their needs are being met. Cultivating these relationships, and the collective knowledge of these groups will ultimately strengthen our ability to provide a quality education for all students.

RESOURCES TO ENHANCE ENGAGEMENTS

Authentic engagement with a wide range of groups takes time and resources. Throughout the process over the past 6 months, our local ESD and their school improvement team has been an excellent partner. With their continued support we are confident the FRSD can continue to improve upon and enhance these relationships and the engagement process.

WHO WAS ENGAGED?

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students navigating poverty
- Students navigating homelessness
- Student navigating foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (instructional assistants, secretaries, custodians, etc.)
- School volunteers (school board members, PTAs, ESSA teams, etc.)
- Business and Community leaders through our Key communicators group

HOW DID WE ENGAGE?

- Surveys
- In person forums through a café conversation model
- Roundtable/break out discussions
- Community meetings
- Website
- Email messages
- Social media
- School board meetings
- ESSA team meetings
- Key communicators groups that include businesses, faith based organizations and volunteers
- Partnering and meeting with union leadership

EVIDENCE OF ENGAGEMENT

Artifacts

1. Community and constituent group 5 question prompts (ARTIFACT 1):
http://www.fernridge.k12.or.us/wp-content/uploads/2020/03/ARTIFACT.1.SIA-Community-Engagement-Questions_WCC.pdf
2. Excel spreadsheet compiling feedback from all constituent groups (ARTIFACT 2):
<http://www.fernridge.k12.or.us/wp-content/uploads/2020/03/ARTIFACT.2.Final-Engagement-feedback-ABRIDGED.pdf>
3. Informative slideshow to educate constituents on the SIA and the law (ARTIFACT 3):
<http://www.fernridge.k12.or.us/wp-content/uploads/2020/03/ARTIFACT.3.INFORMATIVE-SLIDESHOW.pdf>
4. Summary survey report from ESD survey (ARTIFACT 4):
http://www.fernridge.k12.or.us/wp-content/uploads/2020/03/ARTIFACT.4.ESD_SUMMARY.SURVEY.REPORT.pdf
5. Engagement session letter sent out by our ELL teacher to these targeted families (ARTIFACT 5): http://www.fernridge.k12.or.us/wp-content/uploads/2020/03/ARTIFACT.5.ELL_Parent.communication.pdf

The five artifacts chosen are a representation of how we engaged with our students, staff, families and community. Each area of artifact was chosen due to the overall impact these engagements had on guiding our plan. Much of this data and information was used and considered when compiling our 2019 Continuous Improvement Plan.

1. The first artifact are the 5 prompts/questions that were presented to all of the constituent groups we met with over the past several months. These prompts, that included current district data, were the catalyst for our primary method of feedback.

2. The second artifact is a compilation of all feedback given on each question, from the different constituent groups, community, classified, certified, general student population, targeted student population, etc... This is in PDF form for upload purposes, however it should be noted the excel version is much easier for the district to look at and work with.
3. The third artifact is the informative presentation that outlines the law, its requirements, and important information to give constituents proper background knowledge, prior to participating in an engagement session.
4. The fourth artifact is a summary report of the survey we completed in conjunction with the data person at our local ESD. We learned a lot by completing this survey, including how we need to change the language in years to come to be more “consumer friendly.”
5. The fifth artifact is a sample of a letter sent to a targeted group of parents (in this case our ELL parents), inviting them to our engagement session.

Strategies and Activities for engaging each of the focal student groups and their families

Strategies:

As a district, we acknowledge the importance of student, family and community engagement as a means to positively impact student success. Our first strategy was to partner with current groups that already meet, such as building ESSA teams, and the District wide key communicator team. These organizations include partners from our local non-profit organizations, service clubs, faith based organizations and more, that work closely with many of our most marginalized communities, including economically disadvantaged families and students and families that are experiencing homelessness.

Our second strategy was to have meaningful engagement (face to face) sessions with the families and students of these focal populations. To ensure we were engaging with the focal student groups and their families when engagement sessions were held, we reached out to them specifically. We reached out with phone calls and letters home, to specific families that made these sessions a great success. Translated information was sent out to our ELL families by our ELL coordinator (ARTIFACT 5), and building administrators made phone calls to 10 families in each of our four district schools from the specific underserved populations. We had an excellent representation of folks at the meetings, both students and families, and they were engaged.

These strategies were chosen as we deemed them most efficient, collaborating with already established groups, and more personal (face to face conversations). We elected to reach out and call these families as we felt it would increase our attendance, and that proved to be accurate.

Activities:

The most exciting and successful activities that were conducted were our café' conversations that were held with the targeted student groups of middle and high school students, as well as the community/parent forum. Again, to ensure we would have good attendance from the focal parent group and their families, we reached out to them specifically. The prompts that were used (Artifact 1), shared data from underserved populations, and asked the participants to discuss and review the data, followed by sharing their thoughts on how to narrow these achievement gaps.

The student component of this activity targeted a similar engagement session with students from underrepresented groups. Students from the targeted groups were contacted at both our Middle School and High School. A group of 25-30 M.S. & H.S. students met for nearly two hours to work through our café conversation model of looking at disaggregated data and providing input in regards to ways to spend these new dollars. This was in addition to a meeting with a group of approximately 100 high school students that represented a cross section of the total population. The small group conversations were facilitated by EHS upper classman that are members of the Lane County Youth Equity Council. The data collected was again in response to prompts the groups were given that shared district disaggregated achievement information. (Artifact 1)

A third activity was with our key communicators group. The key communicators group looked at the responses from all constituent groups and ranked them by level of importance from 1-5. This began the process of focusing down the feedback into manageable chunks and begin to prioritize the information before being looked at it in depth by our administrators and our school board.

Strategies and Activities for engaging staff:

Strategies:

Our strategy to engage staff was to provide multiple methods and opportunities, as well as to hold separate, larger engagement sessions for each group as a stand alone. Three staff groups were engaged: Certified staff, classified staff and administrative staff. We used a staff survey and it was shared via website and email to all staff. We had periodic general SIA updates through email, social media and staff meeting conversations and building ESSA teams were used. Finally, when the first draft of our plan began to come together in the form of recommended activities, it was shared with all staff and they were invited to give feedback either directly to their building administrator or the Superintendent, as well as to the FRSD School Board. Identical larger activities were used for both the certified and classified staff through engagement sessions that used ARTIFACT 1. The administrator activity was slightly different, it was done last, being completed after all engagement sessions with other groups had concluded. This had administrators prioritizing all of the prior input into those topics and strategies/activities that came up most often.

Activities:

The district used a variety of activities to engage staff. This included, but was not limited to:

1. Education of the SIA, HB 3427, the 5 Priority Areas and Allowable Expenditure areas. This was accomplished in several ways, email, website, and ARTIFACT 3.
2. Café conversation engagement sessions where feedback was taken after staff discussed the prompts that dealt with student data.
3. Ongoing informative emails and website posts that kept staff apprised of the process, and how they could continue to participate and provide feedback.

Collecting and Using Inputs

The analysis of our internal data was clear. We had several areas where we were excelling, and several areas where improvements were needed. The two areas that rose to the top in regards to improvement and needing additional supports were:

- Improved social emotional and mental health supports
- Closing the achievement gap for historically underserved students, specifically students navigating poverty and students with disabilities

What we learned or are actively learning

We were pleased to learn throughout the engagement process and review of our data that our district has many clear strengths. Those themes included:

- 4 year graduation rates
- 5 year graduation rates
- 3rd grade academic achievement on the rise
- Our staff care about students and work hard to serve them
- We have some strong attendance initiatives already in place

We also found trends in areas where we need to show improvement across all stakeholder groups. Those themes included:

- Middle School academic achievement
- 9th grade on track
- Large achievement gaps, in particular with economically disadvantaged students and students with disabilities
- Need for alternate pathways to a diploma for our high school students
- More mental/behavioral/counseling support.
- More adults across all areas to increase the staff to student ratio

How we applied the input to inform our planning:

The input received from all engagement sessions was received and compiled in one document (ARTIFACT 2). In a special work session of our school board, our members reviewed that data and recommended the general topics of outcomes that were used in our plan. Those outcomes were then reviewed by our district leadership, converted to appropriate outcome language and the process of developing strategies and prioritizing specific activities began. The learning from the stakeholder engagement session was THE key component of the overall development of our plan. During this process our administrative team used the ODE approved Equity Lens to reflect on proposed activities. The first draft of our SIA Plan was presented to all constituent groups at the school board meeting on February 10th. It was put out via email and social media, and all constituent groups were encouraged to provide feedback. The district administrative team reviewed that feedback as it was received and presented a 2nd draft with some changes to the board on March 9th. The board gave support to the plan without approving it. The final touches were made to the plan through the week of March 13th. The final version was shared with the board on Monday, March 16th and the plan was approved at that time.

PART 4: DATA ANALYSIS

Data sources:


The district used K-12 student data pulled from multiple sources, primarily from ODE state assessment and attendance resources, as well as through the TIDE portal. The data was disaggregated to clearly show where achievement gaps occurred, and where they did not. The data was analyzed where gaps or poor performance trends existed, and this data drove the framing of our engagement session prompts (Artifact #1).

Those session resulted in a collection of a significant amount of anecdotal data from the many folks we engaged with over the course of several months. The entirety of that data was collected and consolidated into ARTIFACT 2. The school board, key communicators and administrative group used this data to synthesize the information into outcomes, and filter through our equity lens tool.

PART 5: SIA PLAN

Our 3 year SIA Plan aims towards the following four outcomes, which we feel will increase math and ELA achievement, regular attendance, 9th grade on-track and 4 & 5 year graduation rates. Central to these outcomes is building relationships between schools-teachers-students-communities, thus promoting school climate, community connection and therefore mental health supports. Throughout the plan we kept the 6 core principals of the Quality Education model at the forefront of our attention. They are: (1) Make the work problem-specific and user centered, (2) Variation in performance is the core problem to address (3) See the system that produces the current outcomes, (4) We cannot improve at scale what we cannot measure

(5) Anchor practice improvement in disciplined inquiry, and (6) Accelerate improvements through networked communities.

		Relevant Strategy				
		S 1	S 2	S 3	S 4	S 5
Outcome	FRSD will create more opportunities and programs for trained volunteers to support students.	x	x		x	x
Outcome	Through staffing and leveraged partnerships, Increase the adult to student ratio with certified, classified, support and counseling staff, in order to support students mental and behavior health needs.	x	x	x		x
Outcome	IA's will engage in systematic professional development, and as a result, implement best practices to support student learning.	x		x		
Outcome	Extracurricular and new summer opportunities can be linked to positive changes in students feeling connected to school, academic outcomes and community engagement.	x	x		x	x

The Fern Ridge School District will meet these outcomes through the following five strategies, alignment to the outcomes is noted in the above table.

Strategy #1	Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.
Strategy #2	Add targeted certified and classified staff K-12 to support student academic achievement, and build elementary classroom infrastructure that will allow for staff/classroom growth in the years to come at both of our elementary schools, as well as allow for the District to continue to meet the needs of our highest needs students in-district, rather than bussing out to out-of-district placements to serve them.
Strategy #3	Invest in social emotional learning curriculum and professional development that is age and level appropriate, aligned to standards, and supports staff and students K-12.
Strategy #4	Make after school and summer opportunities (clubs, activities and athletics) more accessible for all students.
Strategy #5	Support Post-Secondary-Post graduation options.

The overarching Theory of Action can best be stated as:

IF WE have more highly qualified and trained staff, combined with new programs and activities supported by our constituents

THEN WE will build a positive community culture with increased connection and communication between educators-students-families-community partners, increasing rigor, relevance, and alignment of student learning experiences (or other synthesis of outcomes)

THUS increasing student achievement in ELA and math, closing disparities for our special education students, students of color, students learning English, and students navigating poverty and homelessness AND increase student mental health and wellness.

In our first year, the table below outlines the following 16 high priority activities, as well as 15 tier 2 priorities that also make up our year 2 and 3 plan. Our high-level priorities (green) are the activities we plan to fund during the first year and we are currently in the process of developing action plans and/or beginning the process for hiring. Our mid-level priorities are those that, if money becomes available (due to barriers such as not finding the right hire), we anticipate shifting our efforts and funding towards. This plan includes the position or team that will plan, implement, and ultimately be responsible as well as a short description of metrics and artifacts to serve as initial evidence of completion and impact.

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST
Strategy 1	Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.	\$ 515,000.00	\$ 1,557,000.00
Strategy 2	Add targeted certified and classified staff K-12 to support student academic achievement, and build elementary classroom infrastructure that will allow for staff/classroom growth in the years to come at	\$ 447,708.00	\$ 843,124.00
Strategy 3	Invest in social emotional learning curriculum and professional development that is age and level appropriate, aligned to standards, and supports staff and students K-12.	\$ 30,382.00	\$ 38,382.00
Strategy 4	Make After school and summer opportunities (clubs, activities and athletics) more accessible for all students.	\$ 99,580.00	\$ 306,000.00
Strategy 5	Support Post-Secondary-Post graduation options.	\$ 61,500.00	\$ 191,500.00

1	In partnership with the City of Veneta and Lane County Sheriff's Department, hire a school resource officer with 1/4 funding coming	\$1	x	x	x	\$ 135,000.00	\$ 410,000.00	STAFFING	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Building	Job posting handled through LCSO, Contract with LCSO and City of Veneta, Communication with staff, students, parents and community. Integration to classroom instruction. Student/staff and community feedback.								
2	Hire a school counselor at each building in our District. One each at the two elementary schools, who currently do not have one, and an additional (2nd) counselor at the Middle and High Schools.	\$1	x	x	x	\$ 340,000.00	\$1,020,000.00	STAFFING	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Building	Job posting, counselor contracts, building and student support schedules, Communication with General Education teachers, families and students. This is in alignment with all 3 of our CIP goals.								
3	Purchase and install 1 portable at EES to address elementary growth (consider another in year 2- based on enrollment projections)	\$2	X			\$ 175,000.00	TBD	FACILITIES	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, ESS Principal, Directors of Facilities and Maintenance	Contract to purchase, Site development and installation in conjunction with facilities staff. Allows district to continue to use classroom space for specialized programs instead of having these students on the bus for extended periods for out of district placements.								
4	Summer 4 week CTE Program for Middle and High School students	\$4	X	X	X	\$ 11,000.00	\$ 36,000.00	PROGRAM - STIPEND	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, EHS Principal, EHS M98 Coordinator, EHS	Extra Duty Contract in place. Targeted students invited to participate. Program is full, in place, and serving student needs in Summer of 2020. Feedback from students and parents that participate.								
5	6 hour Volunteer Coordinator, with supplies and training	\$4	X	X	X	\$ 43,580.00	\$ 135,000.00	STAFFING	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Building	Job posting, classified contract and job description development. Increase in the number of volunteers engaged with the district, teacher feedback and communication. This goal also supports our CIP.								
6	Online Instructional Assistant Professional Development Program through 321 insight	\$3	X	X	X	\$ 4,000.00	\$ 12,000.00	P.D.	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Building	Contract with 321 insight. Integrated and playful program with building administrators to support staff receiving PD in a coordinated way. Feedback from Instructional Assistants. Increased best practices used with our Instructional Assistants. This activity supports and coordinates with our CIP and PLC time.								
7	Free Athletics for High School Students--Eliminate "Pay to Play"	\$4	X	X	X	\$ 45,000.00	\$ 135,000.00	EXTRA-CURRICULAR	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, EHS Principal,	More students participating in athletics, increased gates due to increased participation, improved academic performance from H.S. students.								
8	Updated Social Emotional Curriculum Grades K-8	\$3	X			\$ 26,382.00	\$ 26,382.00	CURRICULUM	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Elementary and M.S. Admin.	Purchase of curriculum, Programs and plans in place to deliver the curriculum, teacher and administrator feedback. This activity aligns with our CIP								
9	Edgenuity on-line licenses (20 extra seats) for new EHS Alternative Education Program	\$5	X	X	X	\$ 11,500.00	\$ 34,500.00	P.D.	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, EHS Principal, EHS Alt. Ed Program Director	Purchase or complete, students using the seats and earning credit to progress towards on-track or 5th year graduation.								

10	7 Hhour Intructional Assistant for New EHS Alternative Education Program	\$5	X	X	X	\$ 40,000.00	\$ 125,000.00	STAFFING	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, EHS Principal, EHS Alt. Ed Program Director	Job posting, classified contract, case management of students in Alt Ed program, communication with students, families and general ed teachers.								
11	Additional Technology Staff	\$2	X	X	X	\$ 45,000.00	\$ 140,000.00	STAFFING	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Technology	Job posting and classified contract issued, increased teacher and student support around technology that will increase student outcomes and teacher use of technology to support curriculum and standards.								
12	Indirect Costs of 5%--These dollars to be used for additional District Office support staff. Options-Sec II or TOSA or other business office	\$2	X	X	X	\$ 57,708.00	\$ 173,124.00	STAFFING	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business	Job posting and contract issued, Additional district office support that will improve grant management, and other staff, student and community needs. Communication with admin and staff.								
13	Hire one Elementary Teacher	\$2	X	X	X	\$ 85,000.00	\$ 265,000.00	STAFFING	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Elementary	Job posting, teacher contract, smaller class sizes at K-2 level that will facilitate student academic achievement and social emotional/behaviors supports. This activity aligns with our CIP.								
14	Hire one FRMS Core Content Math/Science Teacher	\$2	X	X	X	\$ 85,000.00	\$ 265,000.00	STAFFING	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, FRMS Admin.	Job posting, teacher contract, smaller class sizes at K-2 level that will facilitate student academic achievement and social emotional/behaviors supports. This activity aligns with our CIP.								
15	Hire a 3 hour a day Instructional Assistant whose only focus will be supporting the ASPIRE Program	\$5	X	X	X	\$ 10,000.00	\$ 32,000.00	STAFFING	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, EHS Principal.	Job posting, classified contract, post secondary support to students, increase % of students accessing post secondary options.								
16	7 hour instructional assistant hired at FRMS to support students with Behavior Needs-- PASS IA	\$1	X	X	X	\$ 40,000.00	\$ 127,000.00	STAFFING	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, FRMS	Job posting, classified contract. Case management and improved staff, parent and student communication for some of the students with highest needs. This activity aligns with our CIP.								
#	Secondary Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
17	Hire 3 skill-builders. One each at elementary and M.S.	\$1	x	x	x				MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Elem and M.S.	Contract With Direction Services, IEP and Caseload support, decreased classroom disruptions and improved parent communication								
18	Support for DEF Strong Start Summer 9th grade program	\$1	x	x	x	\$ 5,000.00	\$ 15,000.00	PRGRAM EXPANSION	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager and EHS Admin	Contract for staffing, student participant Survey, 9th grade on track data for those students that participate. This activity supports our CIP.								
19	Class size reduction and core content teachers at Elementary and Middle Schools	\$1		x	x	\$ 85,000.00	\$ 240,000.00	STAFFING	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager and Building admin.	Job posting, teacher contract, reduced class size using best practices and quality education model recommendations to facilitate improved academic achievement.								

20	KITS	\$1	x	x	x	\$ 10,000.00	\$ 30,000.00	PROGRAM EXPANSION	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager and KITS Coordinator	Add additional staff and class offerings so no incoming kinders are turned away and group sizes can be smaller, improved kinder readiness, parent satisfaction surveys								
21	.6 Nurse in partnership with Junction City School District	\$1	x	x	x	\$ 60,000.00	\$ 190,000.00	STAFFING	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager and Building Admin.	Contract with Junction City School District, improved training for staff that need medical training, improved services for students needing health services at school.								
22	Focused Dollars to provide additional Title 1 IA and Teacher support	\$1	x	x	x	10-100,000	30-300,000	STAFFING	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager	Staffing for additional instructional assistants and or Title I teachers, improved EasyCBM and State Assessment data								
23	Elementary After School Tutoring	\$1	x	x	x	\$ 10,000.00	\$ 30,000.00	STAFFING	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager and Elementary	If begun, it will be small scale with year one goals to develop develop community partnerships, identify needs, identification of a staffing and budget model.								
24	Middle School After School Tutoring	\$1	x	x	x	\$ 10,000.00	\$ 30,000.00	STAFFING	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager and M.S. Admin	If begun, it will be small scale with year one goals to develop develop community partnerships, identify needs, identification of a staffing and budget model.								
25	Free Breakfast for All Program	\$1		x	x	\$ 30,000.00	\$ 60,000.00	FOOD SERVICE	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, All Admin, business manager and	Problem solve logistics of serving many more students breakfast, especially at an already crowded elementary service time. District fill be funding in year one to establish a baseline and identify usage #'s, as well as costs.								
26	District Office and or building level Administrative Support	\$1		x	x	\$ 125,000.00	\$ 250,000.00	STAFFING	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, FRSD School Board	To coordinate Curricular, CIP, SIA and other academic achievement data teams to support the districts ongoing school improvement model that involves significantly increased engagement with community groups including underserved populations and their families.								
27	Funding of Elementary PE Teachers when PEEK Grant goes away	\$1		x	x	\$ 100,000.00	\$ 200,000.00	STAFFING	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager and elementary	To continue this new program to meet required elementary PE minutes without the PEEK grant that FRSD has through 20-21. Meeting of required minutes, student and family feedback data on program.								
28	Stipend-Tech-Supply Support for EHS Alt Ed Program	\$5	x	x	x	\$ 15,000.00	\$ 30,000.00	STAFFING-EQUIPMENT	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, H.S. Admin and Alt-ed teacher.	Contract with teacher, establish budget, target specific underserved and at risk populations of both Middle and High School, student/parent feedback survey.								

29	Maintenance/Utility and Grounds Support For School Based Health Center	\$5		x	x	\$ 25,000.00	\$ 75,000.00	STAFFING-EQUIPMENT	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Director of Facilities and Maintenance	Sign agreement identifying ongoing district support on costs, establish a budget, track student and community usage.								
30	Professional Development Days Added to IA Calendar	\$5		x	x	\$ 30,000.00	\$ 90,000.00	STAFFING-EQUIPMENT	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager	Add days to calendar, feedback from employees, survey regarding what to offer, accomplish pre-school year planning along with required trainings such as on-line and first aide. This activity aligns with our CIP								
31	Elementary Summer School Staffing and Supplies	\$5		x	x	\$ 30,000.00	\$ 90,000.00	STAFFING-EQUIPMENT	MID
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Title 1 Teacher and Elem. Admin.	Contract with teacher, identify students from underserved populations that will benefit and invite them, create dates, promote program, feedback from families. Track academic achievement / improvement of participants. This activity aligns with our CIP								

EQUITY LENS

District leaders applied the SIA Equity Lens Tool provide by Lane ESD to directly inform planning and decision making throughout the strategic planning and budgeting process. It guided our decision making throughout the community engagement and plan writing process. In addition, once we had narrowed down our first draft of the application to our recommended activities and their budgets, we held a stand-alone all district administrative team meeting where we worked through this tool, looking at all of the possible expenditures. This lens is a critical thinking tool that we used to assess our process, our internal systems and our identified activities.

We have asked, and will continue to ask, which stakeholders have been included in feedback and planning and how can we increase our capacity to engage and listen to how to best serve our underserved students. The primary goal was to gather authentic feedback to help us identify and address root causes for disparities, as well as unintended consequences and bias in our planning and implementation.

The document below is a summary of the core thoughts compiled on one master copy of the equity lens tool.

Equity Decision Tool

Equity Principles	Addressed in the SIA Plan
1. Identifying stakeholders <ul style="list-style-type: none"> Which communities, demographic categories and protected classes may be most affected by and concerned with the goals and strategies addressed in your plan? 	<ul style="list-style-type: none"> -Underserved race ethnicity -Those experiencing poverty and homelessness -Economically disadvantaged -Students with disabilities
2. Engaging stakeholders <ul style="list-style-type: none"> How have all stakeholders - especially those identified in question 1 - been informed, meaningfully involved and authentically represented in the development of this plan? Who is missing and how can they be effectively engaged? 	<ul style="list-style-type: none"> -Our stakeholders were engaged from Day 1. We reached out to them specifically for input in our parent community session. We held one session with students that ONLY included students from the MS and HS that fell into a group identified in question 1. -One piece I think we fell short on was engaging folks from these groups to work through the equity lens tool alongside administrators when assessing our activities through this lens. In the future, this will be an element we will add.
3. Identifying and documenting inequities <ul style="list-style-type: none"> How does the current quantitative and qualitative evidence reveal disparities in experiences and outcomes related to this plan? How are the students and their families in communities, demographic categories and protected classes advantaged and disadvantaged differently by the disparities this plan seeks to address? What evidence is missing or needed and how do you obtain? 	<ul style="list-style-type: none"> -The most notable disparities occur with our students that are economically disadvantaged, and our special education students. -Many things in our plan support the students from these demographics, including: Smaller class sizes, extracurricular and summer programming, significantly increased social emotion support through staffing (counselors) instructional assistants, PD and curriculum. -As mentioned above in question 2, while we engaged with all constituent groups, targeting specific ones throughout this process, using community members and students from these groups when utilizing this lens in the future will be something we do.

<p>4. Examining the Causes</p> <ul style="list-style-type: none"> • What factors may be producing and perpetuating inequities and disparities in your students' academic achievement and mental and behavioral health? • How did the inequities arise? Are they expanding or narrowing? • Does the plan address root causes? If not, how could it? 	<p>-Poverty</p> <p>-1 parent households which results in significant unsupervised time for students</p> <p>-Lack of resources and activities in a rural setting.</p> <p>-Our plan has multiple opportunities to address these issues</p> <p>-Our inequities, as shown by our data, exist but are narrowing.</p> <p>-Possible system/internal issues such as implicit bias and other systemic/root causes (One of the reasons we are bringing in Implicit Bias training in 20-21).</p>
<p>5. Clarifying the purpose</p> <ul style="list-style-type: none"> • What does the plan seek to accomplish? • How will it reduce disparities or discrimination? • How will it advance equity and inclusion? 	<p>-SRO supports admin being the instructional leaders-not investigating crime</p> <p>-Smaller class sizes support our students with the highest needs</p> <p>-To provide underserved students with more focused, intentional and explicit supports (to include adults that have more training-The EHS Alt Ed program will support an alternative graduation model for these students.</p>
<p>6. Considering adverse impacts</p> <ul style="list-style-type: none"> • What adverse impacts or unintended consequences could result from this plan? • Are there ways to reduce the opportunity for unintended consequences that arise from <i>individual unconscious bias</i>? • Which communities*, demographic categories* and protected classes* could be negatively affected? • How could adverse impacts be prevented or minimized? 	<p>-An SRO may have families from poverty see schools as punitive rather than supportive</p> <p>-We will want to avoid using SRO too quickly, rather than having staff de-escalate first</p> <p>-More counselors may bring unrealistic expectations from families, and result in issues not being addressed at home.</p> <p>-The Alt-Ed program may encourage students to disengage from the regular ed program.</p> <p>-Classes in the portable building may feel isolated or disconnected.</p>

	<p>-Possibly skipping through Tier1 or 2 supports now that we have additional options.</p> <p>-Proper planning and training around potential adverse effects will prevent them. (For example work with the teachers to make the portable a “desired location.”)</p> <p>-Continue to “data dive” with the community, students, staff, and participate in self and program assessments.</p>
<p>7. Advancing equitable impacts</p> <ul style="list-style-type: none"> • What positive impacts on equality and inclusion, if any, could result from this plan? • Which communities*, demographic categories* and protected classes* could benefit? • Are there further ways to maximize equitable opportunities and impacts? 	<p>-Students in poverty need more one on one connection and communication with families- counselors will support this.</p> <p>-SROs are better equipped and trained to investigate and address crime.</p> <p>-Smaller class sizes will support more individualized instruction.</p> <p>-Bringing in a portable allows us to continue to use classroom space to maintain in-district behavior classrooms to support these students instead of “shipping them out.”</p> <p>-Summer CTE, for targeted students, will a way to engage those at risk.</p> <p>-Alt Ed at EHS will target underserved students – an application process will be used.</p> <p>-Our Low SES and homeless students are addressed in multiple ways.</p>

<p>8. Ensuring viability and sustainability</p> <ul style="list-style-type: none"> • How will the impact of this proposal be evidenced in current data collection and public reporting? • Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability? 	<ul style="list-style-type: none"> -Our behavior/SWIS data should show an improvement with an SRO. -State report cards will show impact of more staff across the board. -attendance data will improve with the support of counselor and other support staff. -Admins continually share data with staff groups, parent groups, in public meetings and through website and social media. -Continue engagement nights, ESSA teams, PTA, Key communicators. -Consider quarterly update on activities
<p>9. Identifying success indicators</p> <ul style="list-style-type: none"> • What are the success indicators and progress benchmarks? • How will impacts be documented and evaluated? • How will the level, diversity and quality of ongoing stakeholder engagement be assessed? 	<ul style="list-style-type: none"> -Improved SWIS/Behavior data -Improved certified observations with higher quality teaching and small group instruction interventions with IAs. -Improved SBAC scores, grad and attendance rates -Admin more contact and observation time with staff -Improved school climate as assessed through survey data.

Part 6 USE OF FUNDS

ALLOWABLE USES

Allowable use categories our plan is designed to fund include:

- Increasing instructional time
- Addressing students' health and safety needs
- Evidence-based strategies for reducing class sizes
- Expanding availability of and student participation in well-rounded learning experiences

MEETING STUDENTS MENTAL AND BEHAVIORAL HEALTH NEEDS

Our SIA plan strategies align closely with the overarching goals of SIA legislation, as well as directly to our stakeholder input. Specific to closing academic disparities we have increased our capacity in terms of supports, programs, and staff. Key Certified FTE at the Elementary, Middle School, and the creation of a High school Alternative Education program are going to help us meet the needs of our underserved populations more effectively. Classified positions at the Middle School, High School, and the District Office in the form of a District wide “Volunteer Coordinator” will be providing increased academic supports across the board, K-12. We are particularly excited about the potential of our new Volunteer Coordinator to leverage assets in our community to increase participation and engagement with the community by getting trained volunteers into our buildings. The addition of a School Resource officer is another tool we hope to be tremendously supportive to our staff and the academic achievement of our students. This officer, who will be properly trained in school resource officer protocols, will be able to engage with some of our most underserved students, help with attendance and truancy, and provide content lessons K-12 to support curriculum and staff development. The primary strategy being piloted is increasing the adult to student ratio in key areas to support academic achievement District wide. The allotment of dollars at each level, K-5, 6-8, and 9-12 is proportional to expected enrollment in 20-21, with the Middle School receiving right at their allotment per ADM, the High School slightly less due to outstanding 4 year and 5 year graduation rates, and K-5 receiving slightly more, to support our earliest learners.

Fern Ridge is equally as committed to addressing our students mental health and safety needs. In order to increase the mental and behavioral health support across the district, we will be going from two, to 6 counselors district wide. This will touch several aspects of our system including staff, students, and community with the goal of increased mental and behavioral health supports. These school counselors at each building will provide an invaluable student support resource and parent communication tool for some of our students that struggle the most. Two other aspects of our plan in this regard include Professional Development for our Instructional Assistants and new social emotional curriculum for all students in grades K-8. The challenges of providing timely and engaging PD for classified staff is always a challenge. These staff typically only work during student contact time, the turnover rate is extremely high, and their individual knowledge and skill sets vary widely. We are confident the districts engagement with an online PD service company, 321 insight, will give the district the opportunity to improve this process tremendously. The program has stand-alone video trainings on trauma informed practices, de-escalation strategies and much more to assist these employees in building the skills they need to support the mental and behavioral health needs of our students.

ADDRESSING THE NEEDS AND IMPACT ON FOCAL STUDENT GROUPS

Fern Ridge is committed to providing supports, resources and targeted interventions for our most vulnerable and historically underserved students. In selecting these investments, we

prioritized the impact of supporting the student groups in our district that our data shows need this extra support the most. We are also confident that the resources being allocated will positively impact all students in Fern Ridge. This is shown throughout our plan with our prioritization of our investments in certified educators and staff who provide direct services to students. There is not one element of our plan that does not directly or indirectly support these students.

The district also recognizes that increased mental and behavioral health supports have a direct impact on the outcomes of our most marginalized students. Besides the increase in school counselors by 200% in our district, the PASS program Instructional Assistant and the Alternative Program at our High School that will offer extra support and an alternative path to a high school diploma, there are several other activities in this area that we are confident will have a tremendous impact on our the mental and behavioral health of our students, as well as to address the disproportionate # of students from marginalized groups that do not achieve a 4 or 5 year diploma.

Finally, it should be noted the district is doing several things in this area outside of SIA funds. For example, the district recently contracted with a leading national expert on implicit bias, Dr. Bryant T. Marks, through the use of Title II dollars to come to Fern Ridge in the Fall of 2020 for an afternoon of professional development on the topic. In addition, the district is currently in negotiations with Orion Health to bring a state certified school based community health clinic to our district, with the goal of opening in the next 12 months.

BARRIERS AND RISKS

With an ambitious, yet attainable plan, we recognize there are potential barriers and/or risks that may impact our ability to achieve our goals for our focal students. A primary risk is going to be our ability to staff the additional contracted positions, both certified and classified, funded by the SIA. The high needs areas, especially in the area of counselors is going to be a challenge. To mitigate this, we already have these positions posted, however it is clear that acquiring quality candidates may be difficult. To assist with this, we have multiple back-up or alternative activities to support the same outcome.

There are also risks when a relatively small organization takes on massive expansion. That is what we are doing here with our plan. We are in the process of developing an administrative structure that will allow for our investments to be managed tracked and evaluated efficiently but this will be an ongoing process. This will be critical if we are to be able to adequately evaluate the funded activities so the data can tell us if we should alter or investments, or stay the course. These are all factors that we will be considering in the months and years to come as we consider how to best support our focal students and ensure Fern Ridge is adhering to our district vision of *“Providing excellence for every student so that each will reach their greatest potential.”*

PART 7: DOCUMENTATION AND BOARD APPROVAL

Evidence of Board approval:

March 16th board agenda is posted here:

<https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000017>

March 16th board minutes will be uploaded and posted here when complete:

<https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000017>

Link to SIA plan on District website: http://www.fernridge.k12.or.us/?page_id=5734

PART 8: PUBLIC CHARTER SCHOOLS

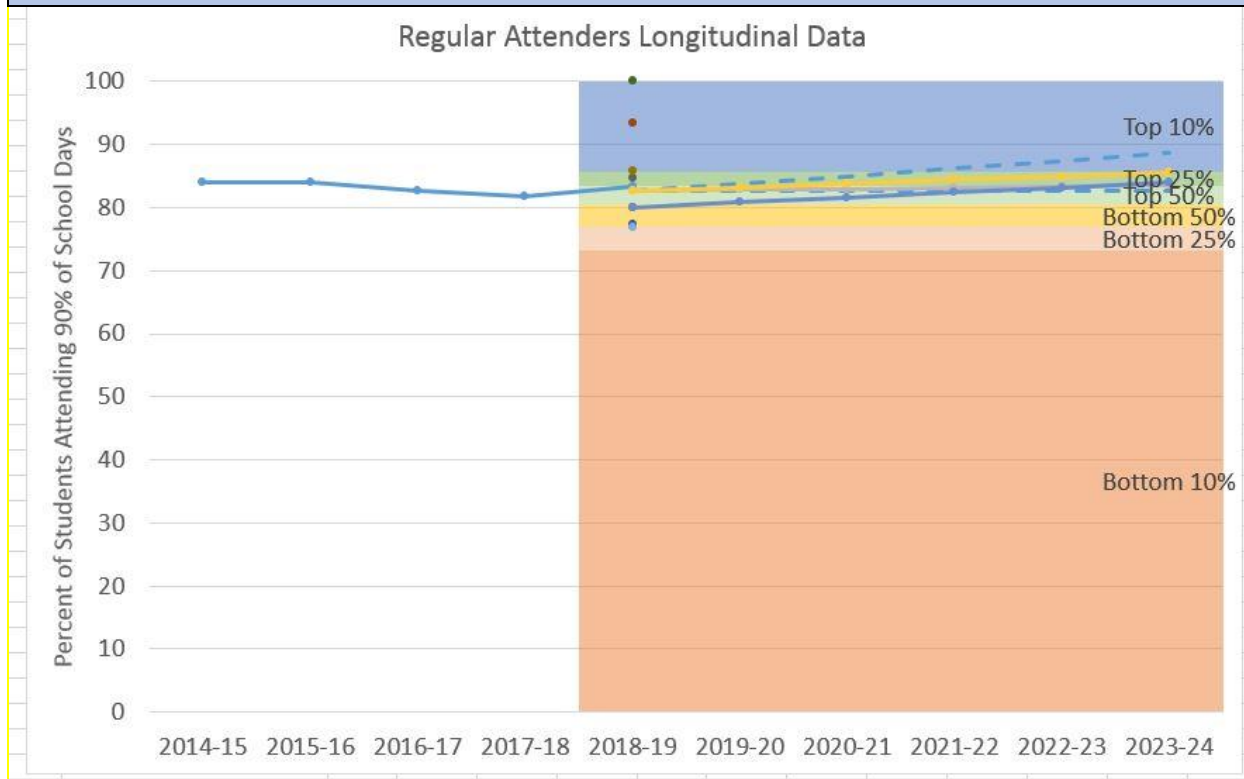
NOT APPLICABLE AS THE ONLY CHARTER SCHOOL IN THE FRSD IS AN ONLINE VIRTUAL SCHOOL THAT IS CURRENTLY NOT ELIGIBLE FOR SIA FUNDS.


APPLICANT ASSURANCES

The Fern Ridge School District assures:

- ✓ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning
- ✓ Input from staff, focal student groups and families of focal student groups was used to inform the SIA Planning
- ✓ Disaggregated data by focal student group was examined during the SIA planning process.
- ✓ Recommendations from the Quality Education Commission (QEC) were reviewed and considered
- ✓ The district's SIA plan is aligned to its CIP

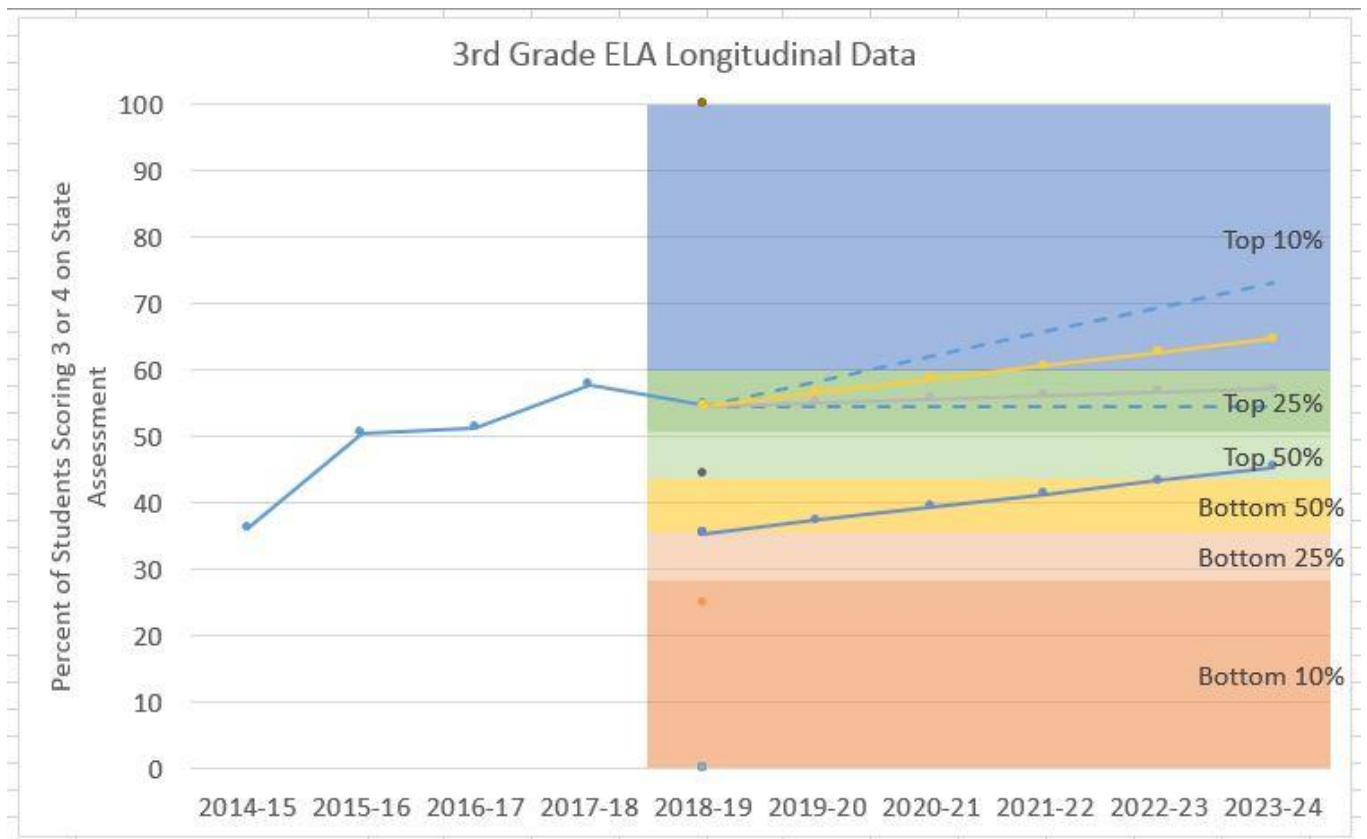
LONGITUDINAL GROWTH TARGETS



Student Group	15	16	17	18	19	19	20	21	22	23	24
All Students	68.9	91.5	87	91.5	94	94.0					
Starting Point (3 Year Avg)						90.8	90.8	90.8	90.8	90.8	90.8
Starting + Top Growth						90.8	93.1	95.4	97.7	100.0	102.3
Combined Disadvantaged						#N/A					
Starting Point (3 Year Avg)						#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Starting + Top Growth						#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Growth Achieved by Top 10% of Districts	2.3					ng Point	2019-20	2020-21	2021-22	2022-23	2023-24
District Percentiles			Baseline Targets			90.8	91.3	91.8	92.3	92.8	93.3
Top 10%	96		Stretch Targets			90.8	91.8	92.8	93.8	94.8	95.8
Top 25%	91.6	Losing Targets: Homeless				80.0	81	82	83	84	85
Top 50%	86.1										
Bottom 25%	80.3					Brian Bain - bbain@nwresd.org					
Bottom 10%	75.3					 Northwest Regional					


Brian Bain - bbain@nwresd.org

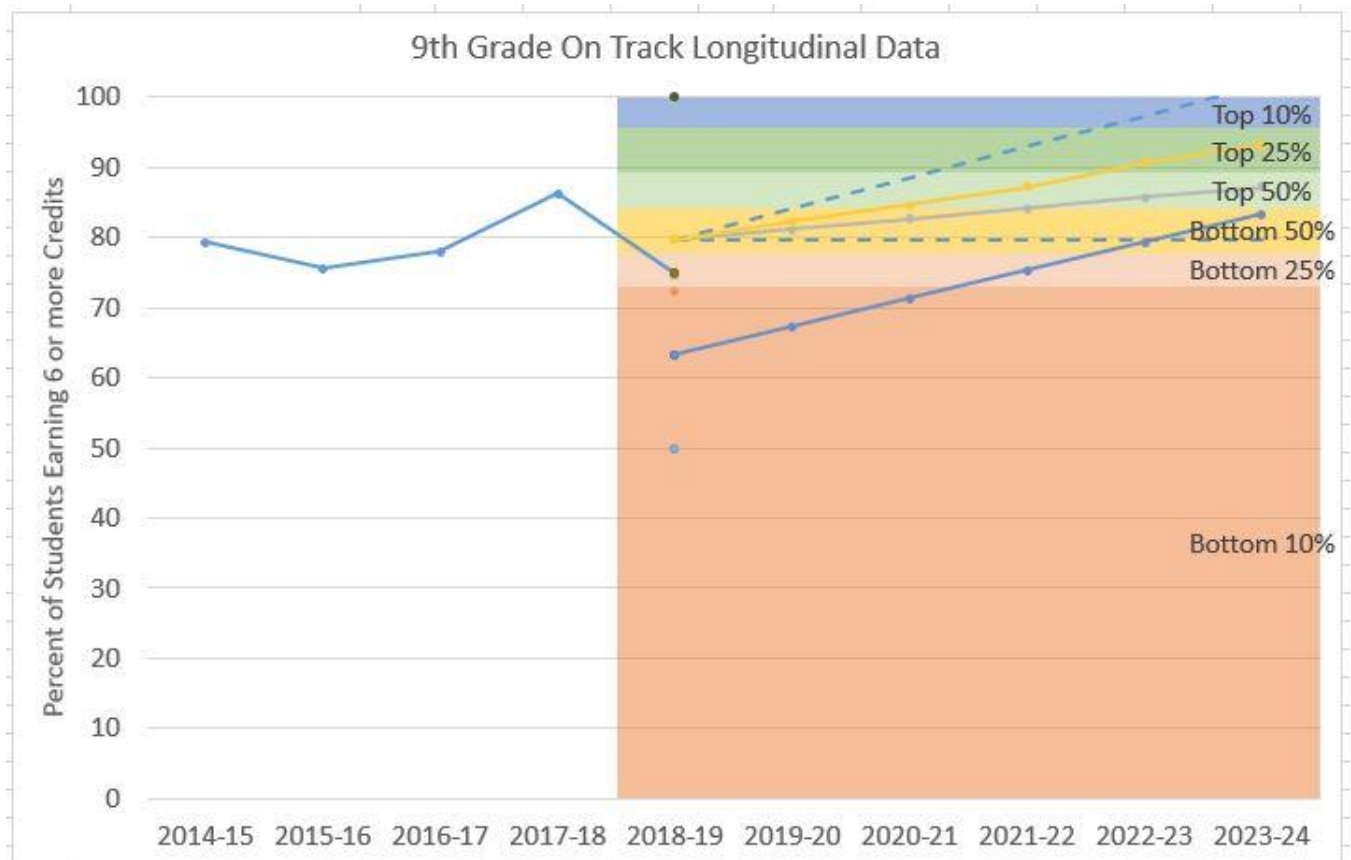




Student Group	15	16	17	18	19	19	20	21	22	23	24
All Students	68.9	91.5	87	91.5	94	94.0					
Starting Point (3Year Avg)						90.8	90.8	90.8	90.8	90.8	90.8
Starting + Top Growth						90.8	93.1	95.4	97.7	100.0	102.3
Combined Disadvantaged						#N/A					
Starting Point (3Year Avg)						#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Starting + Top Growth						#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Growth Achieved by Top 10% of Districts	2.3					ng Point	2019-20	2020-21	2021-22	2022-23	2023-24
District Percentiles				Baseline Targets		90.8	91.3	91.8	92.3	92.8	93.3
Top 10%	96			Stretch Targets		90.8	91.8	92.8	93.8	94.8	95.8
Top 25%	91.6	Losing Targets: Homeless				80.0	81	82	83	84	85
Top 50%	86.1										
Bottom 25%	80.3										
Bottom 10%	75.3										

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 Northwest Regional
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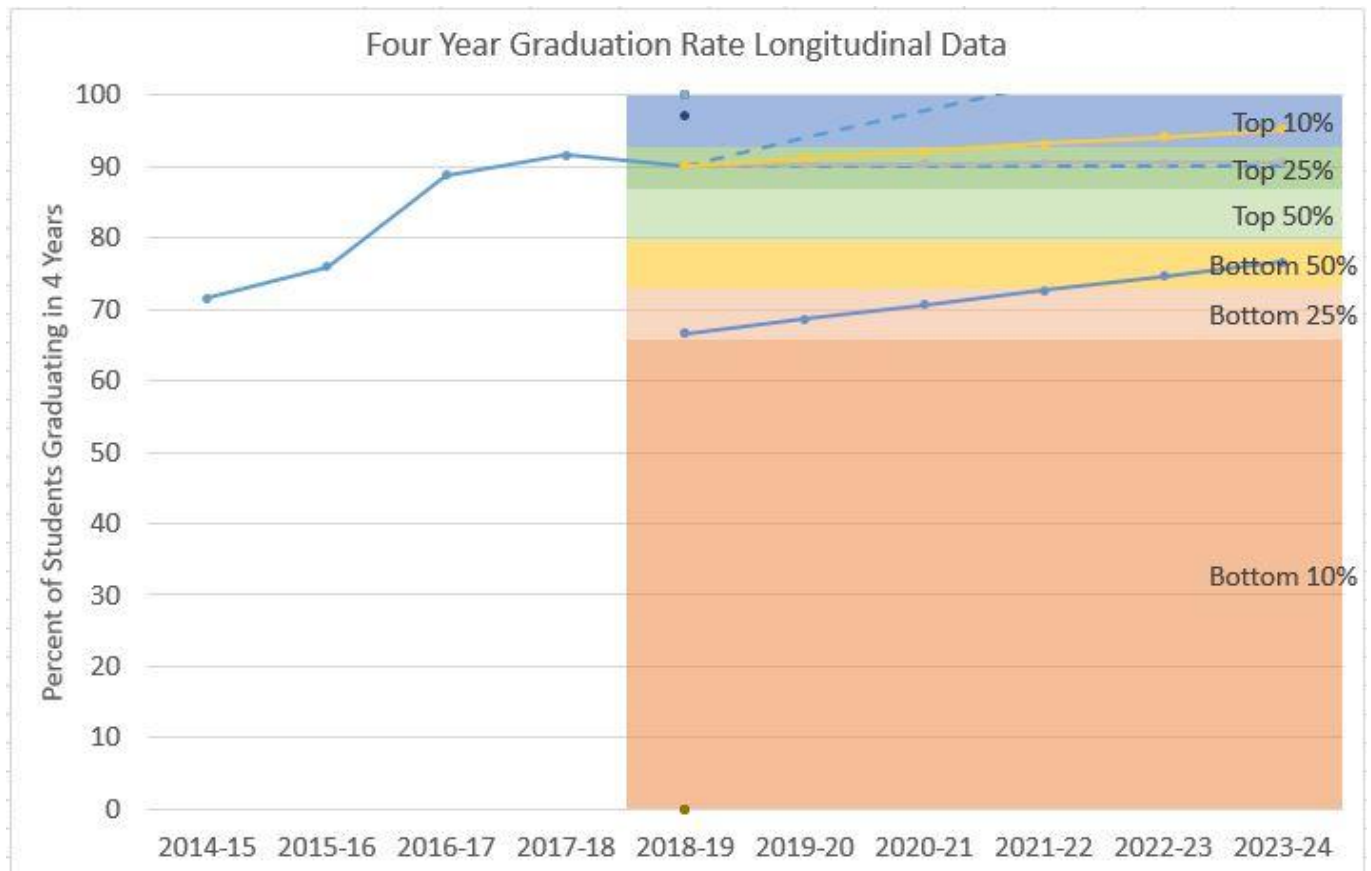
Student Group	15	2015-16	2016-17	2017-18	19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	79.3	75.6	78	86.3	74.8	74.8					
Starting Point (3 Year Avg)						79.7	79.7	79.7	79.7	79.7	79.7
Starting + Top Growth						79.7	84.1	88.5	92.9	97.3	101.7
Combined Disadvantaged						#N/A					
Starting Point (3 Year Avg)						#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Starting + Top Growth						#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

Growth Achieved by Top 10% of Districts	4.4					Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
District Percentiles						79.7	81.2	82.7	84.2	85.7	87.2
Top 10%	95.6					79.7	82.2	84.7	87.2	90.7	93.2
Top 25%	89.2					63.3	67.3	71.3	75.3	79.3	83.3
Top 50%	84.3										
Bottom 25%	77.8										
Bottom 10%	73.1										

Gap Closing Targets: Econ Disad					
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Student Group	15	2015-16	2016-17	2017-18	19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	71.6	76.04	88.79	91.57	90.12	90.1					
Starting Point (3 Year Avg)						90.2	90.2	90.2	90.2	90.2	90.2
Starting + Top Growth						90.2	94.0	97.8	101.6	105.4	109.2
Combined Disadvantaged						#N/A					
Starting Point (3 Year Avg)						#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Starting + Top Growth						#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

Growth Achieved by Top 10% of Districts	3.8					Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
District Percentiles						90.2	90.3	90.4	90.5	90.6	90.7
Top 10%	92.8					90.2	91.2	92.2	93.2	94.2	95.2
Top 25%	86.8					66.7	68.7	70.7	72.7	74.7	76.7
Top 50%	79.6										
Bottom 25%	72.9										
Bottom 10%	65.8										

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Student Group	15	16	17	18	19	19	20	21	22	23	24
All Students	68.9	91.5	87	91.5	94	94.0					
Starting Point (3 Year Avg)						90.8	90.8	90.8	90.8	90.8	90.8
Starting + Top Growth						90.8	93.1	95.4	97.7	100.0	102.3
Combined Disadvantaged						#N/A					
Starting Point (3 Year Avg)						#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Starting + Top Growth						#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

Growth Achieved by Top 10% of Districts	2.3					ng Point	2019-20	2020-21	2021-22	2022-23	2023-24
District Percentiles			Baseline Targets			90.8	91.3	91.8	92.3	92.8	93.3
Top 10%	96		Stretch Targets			90.8	91.8	92.8	93.8	94.8	95.8
Top 25%	91.6	Losing Targets: Homeless				80.0	81	82	83	84	85
Top 50%	86.1										
Bottom 25%	80.3										
Bottom 10%	75.3										

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