



FORWARD
TOGETHER

Towards Educational Equity

Aligning Investments Towards Racial Equity, Inclusion, and Excellence

Student Investment Account Year 2 Annual Report

November 15, 2022

Objectives for Tonight

- Provide annual report on how the Student Investment Account (SIA) dollars were invested at PPS during the last school year, as required by the State of Oregon
- Reorient community to how we are organizing, prioritizing and aligning our investments to our strategic plan
- Introduce our PPS strategic plan public dashboard



Our Journey Towards Racial Equity, Inclusion and Excellence



Destination



Roadmap



Compass

Portland Public Schools reimagined
Preparing Our Students to Lead Change
and Improve the World



Forward Together
2021-2025 Strategic Plan for
Racial Equity, Inclusion, and Excellence

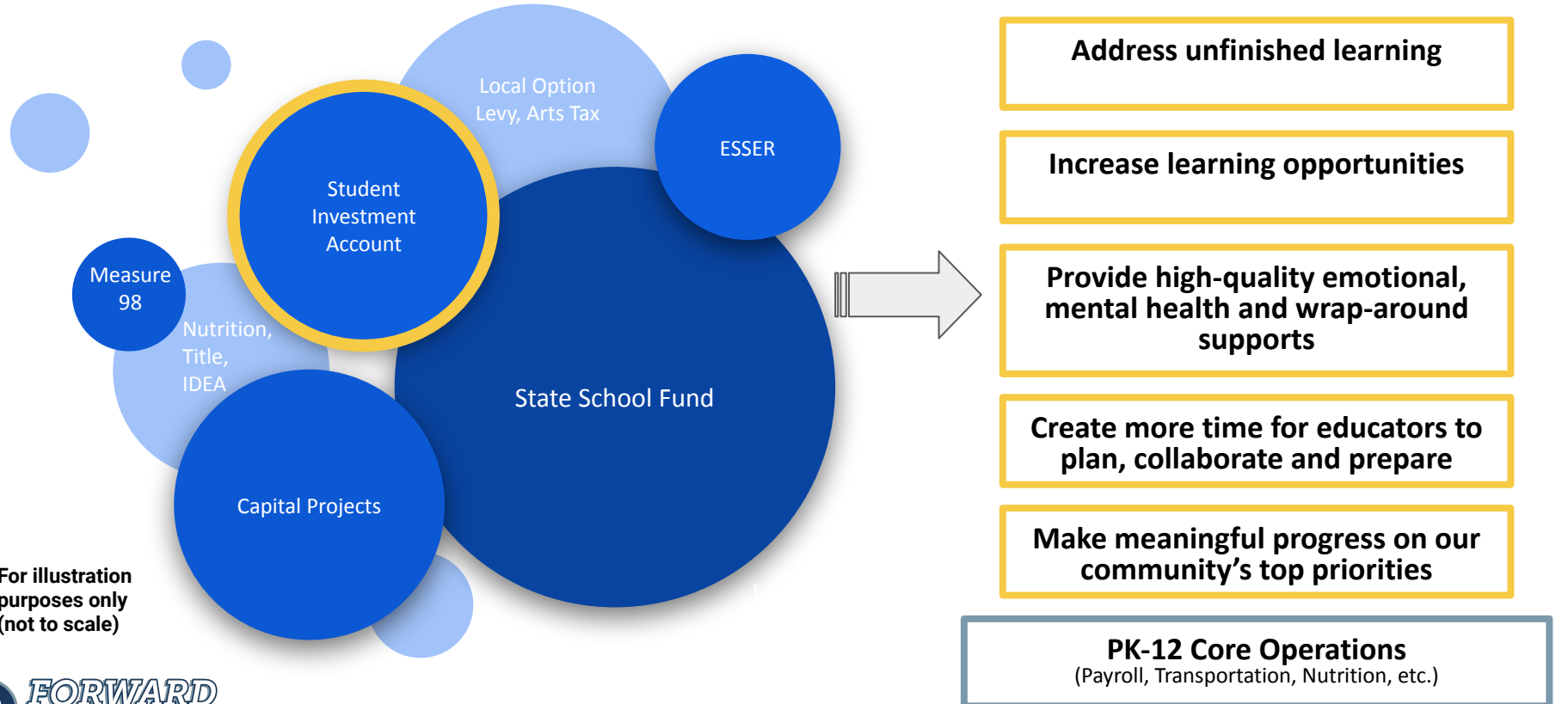


Eliminate Opportunity Gaps



Student Academic Achievement Goals

Aligning Investments Towards Racial Equity, Inclusion, and Excellence



Strategic Investments

Address unfinished learning

- High School Credit Recovery and Supports
- Learning Specialist in CSI/TSI/Title I Schools

Increase learning opportunities

- Classroom Size
- 7th Period Day in Middle Schools
- Expansion of visual and performing arts programming
- Middle School Redesign and Supports
- Career Learning - Alternative Schools
- Enhanced Supports for Special Education Families

Make meaningful progress on our community's top priorities

- \$2.8m to support community-based and charter schools

Provide high-quality emotional, mental health, and wraparound supports

- Additional counselors, social workers and other mental/health staff
- Family, student and community supports
- Increased partnerships with mental health providers and experts
- Partnerships with culturally specific community organizations

Create more time for professional educators to plan, collaborate and prepare

- Professional development for educators to support rollout of our math and language arts curriculum adoptions

Highlights & Challenges

Highlights

- Funds over 200 full time in-school staff, including instructional coaches, classroom educators, school counselors, and mental health professionals
- Racial Equity and Social Justice (RESJ) partners provided more than 65,000 hours of service to serve more than 4,500 students of color

Challenges

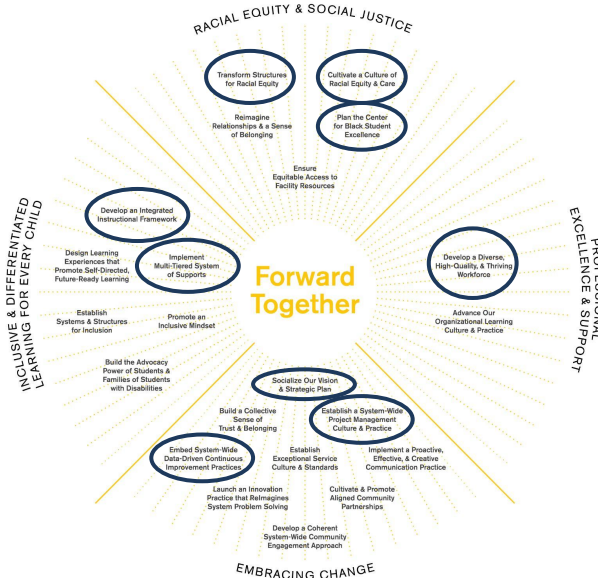
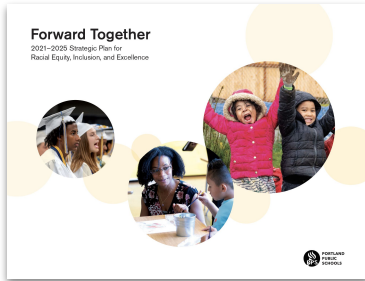
- Global COVID-19 pandemic increased need to support our student's academic and social-emotional needs. Reallocated resources to respond to immediate needs (e.g., deployment of staff to address substitute shortage)
- ODE's delay in detailing two-year grant agreements for community based organizations and charter funding and plans

Establishing a Focus

Multi-Year Roadmap
22 Strategic Outcomes and 63 Goals

Current Focus
9 Strategic Outcomes

2022-23
5 Leadership Team Priorities



- Strategic Alignment
- High Quality Teaching and Learning
- Black Student Excellence
- Inspiring Learning Spaces
- Support for Team PPS

Superintendent's Leadership Team

2022-23 Priorities

Strategic Alignment

Align dollars, time, and effort to significantly improve organizational efficacy and culture to serve and support our schools, students, families, and educators to thrive and achieve excellence.

High-Quality Teaching and Learning

Strengthen our collective knowledge, skills, and dispositions, so that in every classroom, we can foster a joyful, inclusive, high-quality teaching and learning experience that sets high expectations for every student every day.

Black Student Excellence

Centering the experiences of Black students, families, and staff, create a vision for Black Student Excellence, one where vibrant learning environments exist, opportunity gaps are narrowed, and the educational experience is enriched for every Black student in PPS schools, especially in the Albina-neighborhood.

Inspiring Learning Spaces

Continue to modernize and improve our learning environments, so that they are conducive to learning, safe and healthy, and technology-enabled; we want our classrooms and schools to be actively shifting practices and design to align with the district's ambitious climate crisis response policy.

Support for Team PPS

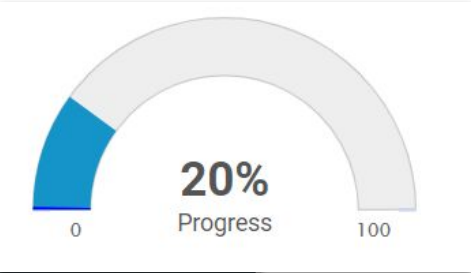
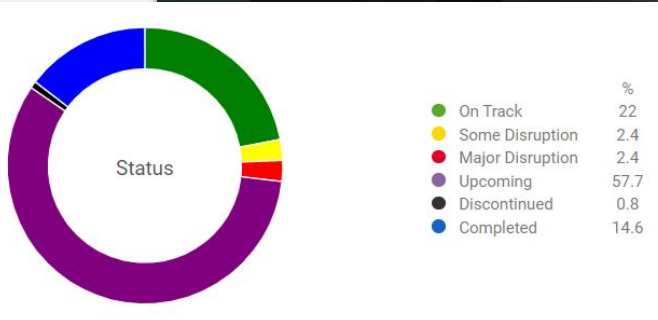
Create and insist on a culture that is always in service of children and models for them an unyielding dedication to racial equity and social justice, care, and trust; Provide the educators who support our students the resources and tools they need to effectively serve our students.

Sharing Progress

performance.envisio.com/dashboard/forwardtogether

The dashboard features a navigation bar with the PPS logo and menu items: "Racial Equity and Social Justice", "Inclusive and Differentiated Learning for Every Child", "Professional Excellence and Support", and "Embracing Change". The main content area has a background image of people's hands stacked together. The title "Forward Together" is centered, followed by the subtitle "2021-2025 Strategic Plan for Racial Equity, Inclusion, and Excellence". A progress gauge on the right shows 20% completion. A donut chart on the left shows the status distribution of various goals.

Status	%
On Track	22
Some Disruption	2.4
Major Disruption	2.4
Upcoming	57.7
Discontinued	0.8
Completed	14.6



Appendix

Annual Report Resources

Student Investment Account Year 2 (2021-2022) Annual Report

SIA Annual Report Journal

SIA Annual Report Template 

Portland Public Schools
2021-22 Student Investment Account Annual Report

This Student Investment Account Annual Report Questions template aims to help districts organize narrative responses to questions prior to submitting their Annual Report via SmartTrack. Final draft responses to these questions will be copied into the ODE reporting dashboard.

1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? (500 words or less)

As outlined in the Student Investment Account (SIA) year two quarterly reports, PPS began to see some progress in key areas of SIA-funded activities in support of our outcomes; however, that progress was significantly hindered by pandemic-related stress and churn in the system. PPS saw some of the staffing challenges begin to abate at the end of the year with an overall decrease in the number of COVID cases.

Notably, SIA funded almost 200 FTE with most of those investments in site based instructional coaches, teachers, coaches, and mental health professionals. SIA funds were also used to contract with and invest in community based education services, charter schools, student and community engagement, Racial Equity and Social Justice (RESJ) partnerships, mental health, substance abuse services, and professional learning. These investments directly offset challenges and helped PPS respond to immediate student, family, and staff needs these past two years.

The SIA-supported staff, frameworks, resources, and RESJ partnerships have provided critical resources, knowledge, and wrap-around services to adapt and respond to the complex and rapidly evolving conditions while making longer-term incremental progress towards our outcomes. PPS launched and began implementing frameworks and other district-wide systems of support, such as the PPS Instructional Framework, Multi-Tiered Systems of Support (MTSS), the school counseling core curriculum, and the RESJ Partnership Strategy. These helped create more coherence and focus in professional learning, partnerships, targeted student supports, and other services.

2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges? (500 words or less)

PPS remains extremely appreciative of the SIA funds and recognizes the incredible investment Oregonians are making in education through the Student Success Act.

The district submitted the first SIA plan in March 2020, which was immediately followed by a series of unprecedented and compounding challenges for implementation. These challenges have been documented in multiple reports, including the quarterly and annual SIA reports. The SIA funds helped to respond to and offset many hurdles, while making modest incremental progress.

Adjustments to the plan mostly focused on how resources were utilized and deployed to respond to immediate challenges with fewer adjustments made to reallocate funding to other activities.

Charter School Report Journals

The Emerson School			
SIA Year 2 (2021-2022) Quarterly Report			
ODE required that charter progress be included in the PPS district annual report journal. There was not a separate annual or quarter 4 journal requirement for charters.			
Progress Journal Questions	First Quarter	Second Quarter	Third Quarter
What has been the impact of the implementation of the activities in your SIA plan so far on the behavior, actions, policies, or practices in your school community? Reflect on the Progress Markers as you develop your response.	There has been a visible impact on the school community. The work of the Instructional Coach has been to refocus our SEL program, allowing for care and connection, growth in classroom communities, and students as well as staff are highly engaged and positive. Reaffirming common language in the SEL program has already created a difference in our community.	During this quarter, we have been able to particularly focus on unstructured social time, like recess, and establishing routines and guidance for students and helping them navigate these times and build social skills.	The impact of overall support through the additional FTE has allowed teachers to have planning time in addition to lunch/break time to refresh each day, for the first time.
What evidence can you point to that supports the impact you have described occurring?	Students' ability to quickly collaborate and engage with each other in our project based program is due to the focus on SEL program in the opening weeks of school. Anecdotally, teachers have reported that this year is when they have felt most supported and engaged in the work they are doing.	We have seen an increase in students' ability to resolve conflict and engage in independent problem solving. This results in less staff intervention required, as well as students gaining agency in their own social emotional management. These skills transfer back into the classroom and strengthen the classroom communities. We don't feel like we are in crisis management mode at all.	Teachers have increased lunch/break time from 30 min to 45 min per day due to this additional FTE.
Share any stories or anecdotes about who is contributing to your SIA activities and how they are making significant contributions.	Everyone has contributed to our activities, specifically the Instructional Coach. Students, staff, and families are all engaged and contributing to our SIA activities.	Everyone has contributed to our activities, specifically the Instructional Coach. Students, staff, and families are all engaged and contributing to our SIA activities.	Because of the addition Instructional Support/SEL Coach FTE provided w/SIA funds, our Instructional Support teacher is able to create individual SEL Plans for students who need additional support navigating the re-entry to in-person learning. This has proved to be a much larger job than originally expected, and this additional support has been invaluable.
What lessons, constructive or critical, have you learned throughout the last period of SIA implementation?	Hiring during a pandemic is difficult. Hiring for the position of an Instructional Coach with a specialized pedagogy at a charter school, is particularly difficult. We feel fortunate to have found the candidate we found.	While the role of Instructional Coach was created to meet the moment of returning to in-person learning after remote learning, the position is now a necessary and valuable one within The Emerson School. We see value in maintaining the position beyond the immediate needs of this year.	We are learning that having this additional FTE may not be enough in the long term to meet the needs of our students and teachers moving forward.

Year 2 Investments by Theme



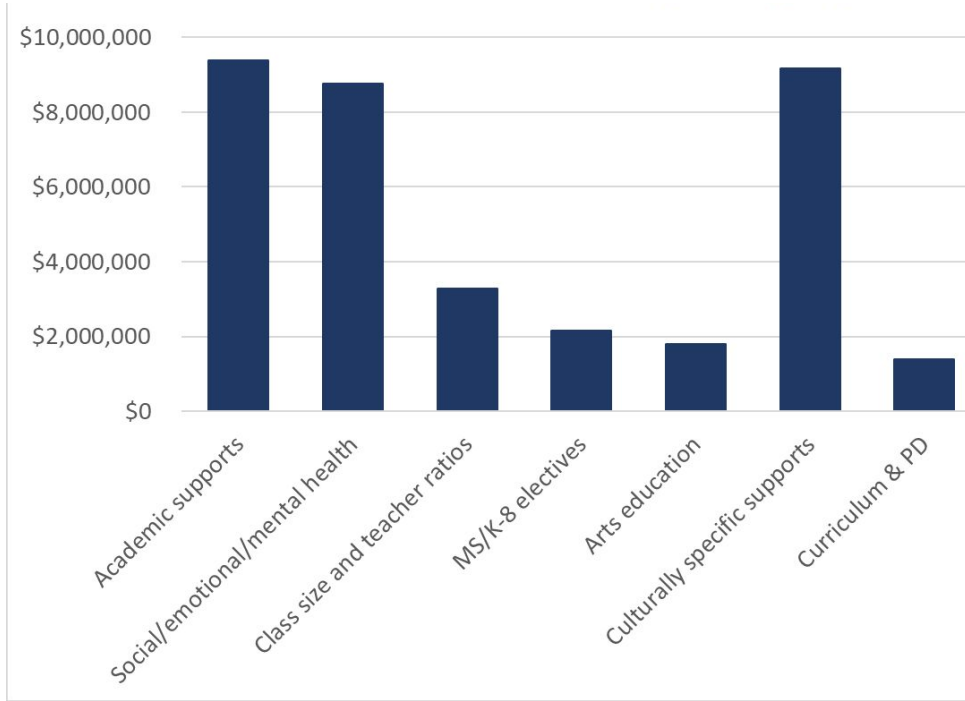
SIA funds restored to \$36.5m in Year 2 after being cut to \$12.4m in Year 1

Invested in two major themes:

- Racial Equity and Social Justice
- Inclusive and Differentiated Learning

\$2.8m of Inclusive & Differentiated Learning supported earmarked to CBO and charter schools

Year 2 Investments by Category



About 75% of funds invested in:

- Academic supports
- Social, emotional, and mental health
- Culturally specific supports

The remaining funds were invested in the other 4 categories.