



May 17, 2023

Klamath County School District SIA Results

The passage of the 2019 Student Success Act (SSA) and resulting infusion of new funds to improve student outcomes could not have come at a better time for the Klamath County School District (KCS D). We had embarked on a long-term strategic planning process, and by combining the public input component into our robust public engagement process, we were able to align our Student Investment Account (SIA) goals and funds with the district's Strategic Plan.

Klamath County School District invested about 80% of its SIA funds into counseling and teaching positions to provide social emotional supports and to improve student learning outcomes through small group instruction in reading and math in the elementary grades. Those SIA funds pay for 37.5 professional positions dedicated specifically to meet the goals of the Student Success Act.

The addition of small-group instruction for reading and math, along with project-based learning, has already improved student performance districtwide, specifically in elementary math where the number of students who achieved grade-level proficiency increased significantly from September 2022 to March 2023, and, in some schools, dramatically reversed downward trends from the previous year. The increased level of proficiency also was achieved by traditionally underserved and marginalized populations.

From September 2022 to March 2023:

- Districtwide, the number of elementary students (K-5) at grade-level proficiency in math increased by 15%
- At Ferguson Elementary, the number of third-graders at grade-level proficiency in math increased by 26%
- At Chiloquin Elementary, the number of fifth-graders at grade-level proficiency in math increased by 11%
- At Merrill Elementary, the number kindergarteners at grade-level proficiency in math increased by 54%

Key Investments to Achieve Results

Recruiting and Retaining Quality Teachers and Instructional Paraprofessionals

- Negotiated a three-year teacher contract with increases of 6%, 3%, and 3%
- Negotiated a three-year contract with classified staff with a minimal \$2/hour increase (7%-15%)
- Invested in instructional paraprofessionals, offering them full-time positions with benefits
- Provided credit reimbursement to employees who pursue teaching certification
- Developed a dual credit CTE (career and technical education) education pathway for high school students as part of a "Grow Your Own" teacher program, enrolling 60 students at Mazama and Henley high schools

Focus on Professional Development

- Provided training in social emotional and trauma-informed instruction
- Trained educators on elementary math curriculum, Developing Mathematical Thinking Institute (DMTI)
- Provided Science of Reading and Skillful Teacher training
- Began training instructional paraprofessionals in the same math and reading programs as teachers

Adopted Research-Based Practices for Configuring Schedules and Delivery of Instruction

- Reduced class sizes in elementary schools when possible by limiting student transfers into the district
- Implemented parallel block scheduling to temporarily and dramatically reduce class size for small-group instruction in reading and math
- Utilized project-based learning specialists to enable parallel block scheduling, giving students opportunities for learning that were not previously available