**Student Investment Account Annual Report Questions**

This Student Investment Account Annual Report Questions template aims to help districts organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into SmartSheet.

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| **Annual Report Questions** |

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| **District or Eligible Charter School** |  |
| 1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can’t fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)   *Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.* | While the large reduction in SIA funding meant that we had to delay hiring a full time counselor which was our largest priority for 2020-21, we were able to pursue many of our other objectives.   1. Advancing Diversity Equity and Inclusion goals in terms of curriculum and reading resources and staff professional development. 2. Upgrading our student computers for grades 6-8 and our technology for hybrid learning. 3. Research and training on social emotional learning 4. Support for summer programming   See the responses 2) and 3) for additional detail. |
| 1. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)   *Explainer: Through this question, we’re aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities and ODE.* | As described above, many goals related to counseling support had to be deferred. Regardless, we were able to engage our former (retired) counselor to support students seeking help. During the pandemic, a lot of children have experienced the stress of isolation which has affected their emotional state as well as their learning. Beginning in September of 2020, we anticipated that students would fare better emotionally and instructionally with smaller online groups. We repurposed our specialty teaching staff and some of the Title I’s staff time towards reduced, online classes. In addition, many of our teachers and Title I staff provided limited in-person instruction, not funded by SIA, to students who seemed most in need. The results of these efforts in terms of instruction appear to have succeeded in terms of longitudinal improvement in EasyCBM reading scores for all grades, and Math in most grades. |

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| **Annual Report Questions** | |
| 1. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)   *Explainer: What we’re seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we’re hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.* | 1) Demand for computers: Using online survey tools, we heard from parents of about 85 students requesting computer rentals. We essentially loaned out all but a handful of computers, and demand for these did not let up when we transitioned to hybrid learning in March/April of 2020-21 because we taught CDL to all students on Wednesdays. We needed computers and tablets for students on site and at home. We used SIA resources to update our supply of Chromebooks (56 in all) and tablets (30 in all).  This was part of our original plan along with the charging carts; however, like everyone else, we had no idea just how important this would be. Also, the pandemic led us to get two charging stations per classroom to reduce social congestion when kids were accessing or returning their machines.  2) Hybrid Learning: We tapped parent opinion several times throughout the year gauging their interest in Hybrid Learning, which began in March. About 20% of our students stayed with CDL the entire year. For grades 3-8, we simulcasted portions or all of the classroom activities. This required us to update our digital projectors, screens, and other equipment.  3) Parent Council input on Diversity Equity and Inclusion (DEI): Our parent council took over parent input on topics of diversity, equity and inclusion. The council has repeatedly supported staff efforts to 1) update our classroom and library books to reflect more diverse authors and inclusive subject matter and to 2) train our staff in more restorative practices and social emotional learning related to behavior management. The council is a representative body, but consistently has endorsed diversity equity and inclusion efforts in curriculum, instruction, and behavior management.  Our staff has shown a lot of enthusiasm towards DEI related training. 14 staff attended a 5 week series on Racial Justice. The vast majority of staff attended two trainings led by the Welcoming Schools initiative on intersectionality and bias-based bullying. Staff also began an initiative to understand microaggressions among students, between students and staff, and among staff. This initiative has continued into this school year, with 4.5 hours of training to date. Our board of directors has renewed DEI and Restorative Practices as board goals for the year.  4) We did lots of outreach to parents regarding their interest in After School and Summer Programming: While we did not use SIA funds for after school programming, 75 (of 225) students attended afterschool programming with Whole Earth Nature School from February to April. Another 95 students attended after school programming from April to June related to ceramics, marimba and gardening. We did use SIA funds for the 25% match to support our 5 week long summer program that drew 56 students. We plan to use SIA funding for after school programming for 2021-22.  5) Counseling and Nursing Support: Perhaps the most sought after item in our 2019-20 survey process was a counselor. As reported, we could not afford a full time counselor with the 30% allocation of funds for 2020-21; however, with SIA funding at 90-95% of original targets, we were able to hire one for 2021-22. Since the start of this year, we have heard from parents with students with diabetes seeking nursing coverage. The number seeking this support is very small, but represents a vital need. We have trained all office staff and several key instructional staff on treating sugar lows and administering glucagon.  6) Support for Title I Small Group Instruction: Parent demand and staff support for Title I instruction has not been measured since our 2019-20 survey process, but parents with students who qualify for Title I tutoring are nearly uniformly enthusiastic about its services. Of the 5 staff on our team, 3 have either reading or special education endorsements, and 1 is nearly done with her Waldorf certificate. Much greater than credentials, however, is their compassion, effectiveness and strong commitment to helping our students advance in their math and reading skills.  7) We did a lot of surveying for interest in food and volunteering to deliver food. This got off the ground in early April of 2020, and wasn't supported by SIA funds, but required a significant degree of communication to keep parents up to date on what they would be receiving. |
| 1. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)   *Explainer: In your response to this year, we’d like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this question, you may also offer learnings or surprises that were unanticipated.* | The original budget was $153,000. Perhaps three key issues affected prioritization:   1. Inadequate funding for full time counselor. Attempts at hiring ½ time counselor failed. This reduced budgeted demand by $81,000 2. Demand for additional Title I funding and instructional coaching was $20,000 less than expected. Why? Our district allocated more funds to Title than expected, and online classes made it difficult to do much instructional coaching. 3. The schedule for after school programming was dramatically scaled back and found support from other funding sources freeing up $22,000.   The net effect of these reductions left us with additional funds to pursue priorities related to technology improvements, DEI related staff training and book purchases, social emotional learning research and staff trainings, and matching funds for our summer program.  Perhaps the biggest surprise was the fact that we kept on needing to delay certain priorities, particularly the counselor hiring, but also the after school programming. The scaling back decisions were largely a reflection of   1. dramatically reduced funding, 2. lack of supply of counselors seeking ½ time work, 3. scaled back demand for funding in certain areas, and 4. inadequate supply of after school staff (pre-vaccination) which caused delayed implementation.   As mentioned, we shifted priorities based on these and other circumstances, and ideally made the most of unusual times. |

1. *(Optional)* [SIA Progress Markers](https://www.oregon.gov/ode/StudentSuccess/Documents/SIAProgressMarkersFinal.pdf) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required, please consider charting your assessment of the significance of the kinds of changes you think happened for these progress markers during the last year as a result or through some contribution of SIA funding or planning processes.

*Explainer: As mentioned in Section 2 of the* [*Supporting Quality Implementation guidance*](https://www.oregon.gov/ode/StudentSuccess/Documents/SIAsupportingqualityimplementation.pdf)*, SIA grantees were asked to track changes (or the beginning of changes) occurring as the result of SIA implementation, but were not expected or required to meet all the progress markers, nor report on them individually. This completely* ***optional*** *question is being offered for grantees that would like to start reporting on the changes they are starting to see on the progress markers. Few grantees would see changes in each progress marker and it is ok to only capture changes that have actually occurred. Given this is an optional question, you can also only provide a response to some of the progress markers; you’re not required to provide a response to every progress marker. The “no change” option should be selected when there has not been any noticeable changes for a progress marker. The significance of progress marker changes ranges from low significance of change (smaller shifts) to very high significance of change (larger shifts).*

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| **Significance of Progress Marker Changes** | **No Change** | **Low** | **Medium** | **High** | **Very High** |
| *Expect to See* | | | | | |
| Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement. |  |  | x |  |  |
| An equity lens is in place, adopted, and woven through all policies, procedures and practices. |  |  | x |  |  |
| Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement and attendance. |  |  |  |  | x |
| Schools and districts have an inventory of literacy assessments, tools, and curriculum being used. |  |  |  | x |  |
| Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided. |  |  |  | x |  |
| Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.  K-8 School |  |  |  |  |  |

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| **Significance of Progress Marker Changes** | **No Change** | **Low** | **Medium** | **High** | **Very High** |
| *Like to See* | | | | | |
| Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices. |  |  | x |  |  |
| Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement. |  |  |  | x |  |
| Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students. |  |  | x |  |  |
| Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families. |  |  | x |  |  |
| An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. K-8 SCHOOL |  |  |  |  |  |
| Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others. |  |  |  | x |  |

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| **Significance of Progress Marker Changes** | **No Change** | **Low** | **Medium** | **High** | **Very High** |
| *Love to See* | | | | | |
| Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards. |  |  | x |  |  |
| School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time. |  |  |  | x |  |
| Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school. |  |  |  | x |  |