

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.

Annual Report Questions

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.

SIA Funds helped our district make a significant impact on the quality of education our students receive. This investment allowed us to reduce caseloads and class sizes in our special education classrooms with some of our most vulnerable populations. Our special education teachers in resource rooms and self-contained teachers can now increase the time they spend with each child to meet their needs as well as carefully plan and track individual goals for students. Not only did we increase the number of resource teachers to reduce caseloads, five new self-contained special education classrooms were added: three were at the elementary level, one at middle, and one at high. With this increase in classroom numbers, the caseload of our most significantly impacted elementary students (MAPS 3) decreased by 23% in each classroom. Our MAPS 1 and 2 (K-6) also saw caseload decreases with the Primary (K-2) decreasing by 22% and our Intermediate (3-6) decreasing by 10%. Our middle school MAPS classrooms caseload size decreased by 14% and our high schools MAPS classrooms had a caseload size decreased by 17%.

As we begin the 2021-22 school year, we have increased 14 resource teachers which significantly impacted caseloads of students. Caseloads previously had a range from 45-70, which now has a range of 25-40 depending on level. Teachers have had more time to be a part of the IEP process as well as spend more time connecting with families and building that home to school relationship.

We made a significant investment in reducing class size particularly at the elementary level. We were well in the 30+ range in many classrooms and now all classrooms are all below 25 students or less.

2. 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)

The biggest barriers were navigating the many changes of learning models and guidance changes during the pandemic. Being able to offer in person learning due to distancing was nearly impossible due to space constraints. We had to offer a less-than-ideal learning situation through a hybrid, part time in-person experience in grades 4 and up.

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<i>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.</i>	Once we moved to 3 feet, we were able to create a more flexible option. Having to quarantine students and staff (and the logistics of this) was a large distraction and disruption to the learning process. A substitute shortage added another layer to this problem. Masking students in younger grades proved to be an extreme challenge in teaching students to read without seeing mouths or constantly having to manage masks; again, contributing to a poor classroom environment which impacts learning.

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3. 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.

We and gathered focus groups in order to get feedback on the highest needs of the district. We held multiple listening sessions, focus groups, a return to in-person task force including teachers, administrators, parents and local health authorities, and gave families predictable updates every 6 weeks or less on the status.

Our challenges in engaging stakeholders primarily had to do with COVID-19 restrictions and the inability to have face to face meetings. However, families were appreciative that we requested feedback throughout this past year. Parents and students became more comfortable with electronic communication as most of our listening sessions were on Zoom, Facebook Live, surveys, etc.

4. 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.

Engaging stakeholders and reviewing pertinent data guided our choices as we headed into our implementation.

The changes we have made have not only had a significant impact on students (as already mentioned), it also created a better working conditions for teachers. In the past we were unable to fill several special education openings. We are happy to report that all of our positions are filled, and we have a full staff going into this school year.

COVID-19 caused us to alter our course quite a bit. We needed to hire many more staff than expected in order to attempt to open school with the restrictions of distancing which had a significant impact on our general fund budget. As a result we ended up reducing class size across the district, which strengthened the relationships teachers and students. While we still had our SIA monies earmarked, teachers, parents, students, and administrators would like us to maintain smaller class sizes moving into next year; regardless of COVID-19. In addition, we will need this staff to help address the many needs we are facing as we recover from the pandemic.

5. (Optional) [SIA Progress Markers](#) 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](#), 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*

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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).

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Expect to See</i>					
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.					
An equity lens is in place, adopted, and woven through all policies, procedures and practices.					
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.					
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.					
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.					

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Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Like to See</i>					
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.					
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.					
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.					
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.					
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.					

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Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Love to See</i>					
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.					
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.					
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.					