RE: Student Investment Account Annual Report   **No Action Required**

Background:

As required by the Student Success Act (2019 House Bill 3427_), all Student Investment Account (SIA) grant recipients must complete an Annual Report, make it available at the district office, on the district's website, and present it to the school board at an open meeting with the opportunity for public comment on the results.

Attached is the district's SIA Annual Report for the 2020-2021 school year. The Annual Report serves as an opportunity for the district to reflect and learn from this foundational year, and provides an opportunity for transparency with our community regarding SIA implementation and potential progress.

The first four questions are required and aim to provide the contextual background for the past year in order to foreground potential changes prompted by the SIA. The intention of the optional fifth (Progress Marker) is to track any early changes we may be noticing within that context.

This report is for information purposes and to provide an avenue for public comment. It does not need to be approved by the board.

Attached:

Scio School District Student Investment Account Annual Report (2020-2021)

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Scio School District Student Investment Account Annual Report Questions

2020-2021

Annual Report Questions

Reporting Question	Annual Report Response
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.	The implementation of the additional counselor time has been significant in our ability to address the mental health needs of our elementary and middle school students. The largest need in our district prior to the pandemic was social emotional health and now with the effects of the pandemic, this has been even more noticeable. Our 2.0 counselors have allowed us to provide additional assistance already. We have also started to see a small increase in our K-3 reading scores based on the iReady reading assessments. This is encouraging as we have invested in both the new assessment system to track our progress but also in the addition of a part time reading support and additional Educational Assistants to reduce class sizes and targeted reading groups. The investment in the Social Emotional curriculum RULER has also started to allow our students to begin to better recognize and label their emotions for our early adoption/implementation stages. We have begun with the DESSA assessment system which has allowed us to measure the social/emotional skills of our students and identify their strengths and areas needing further instruction.
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) 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.	Some of our main challenges to fully implementing the SIA plan we intended have included: • Not being in person for instruction made it more difficult to interact with and build relationships with our students • COVID needs often took over which prioritized funds for items such as PPE, Tents for outdoor learning, heating and ventilation systems, etc. • The amount of time and energy spent on learning how to be effective distance learning educators and providing the best instruction possible for our students who were at home

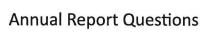| Annual Report Questions	
3. **SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)** Explainer: What we're seeking through this question 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.	Our communication with our families and community actually saw an increase over the course of this past year. Due to the pandemic we were forced to be creative and develop digital means of engagement. The investment in the Zoom platform allowed us to connect with a portion of our community that does not regularly interact with us. Some of our successes in community engagement included… • Community Zoom information on a bi-monthly basis increase community input and provided timely information • Weekly school messenger messages sent out with school update information • The use of Though Exchange and Google Forms to conduct staff and community surveys to receive feedback The biggest challenges with engagement were largely related to the pandemic. During this past year the isolation and inability to meet with people face to face impacted our ability to build relationships and partnerships at a trusting level. The trauma caused by the pandemic, the impact of the wildfires in our district, and the current political and racial strife have made it difficult to focus on the work we need to be doing to increase our student learning.
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.	Our comprehensive needs assessment was the driver of our SIA plan. It also was the guide we used when making decisions on how to reduce the plan when the pandemic started and the funding was significantly reduced. Our needs assessment clearly outlined social emotional and physical health as the top priority for our district. With this in mind we focused the majority of our plan this year on this area. We realized that several of our priorities had to be put on hold this year, but we are looking forward to beginning implementation of those over the 2021-22 school year.

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Progress Markers

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.	X				

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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.		X			
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				