

Student Investment Account Annual Report Questions

District or Eligible Charter School	
<p>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)</p> <p><i>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.</i></p>	<p>After SIA reductions, the David Douglas School District (DDSD) reprioritized strategies and activities for 2020-21 to align with stakeholder input from our community engagement process:</p> <p><u>STRATEGY 1:</u> Reinvest in high quality specialized staff such as counselors at the elementary, middle and high school levels</p> <p><u>Proposed Outcome:</u> Health and wellness, including physical, mental, behavioral and social and emotional, is valued and seen as part of the DDSD culture</p> <p><u>Activity Completed:</u> Funded one Counselor at each of the 14 buildings, elementary through high school</p> <p><u>Impact:</u> Counselors collaborated with elementary classroom teachers to implement social-emotional learning (SEL) using a DDSD-approved curriculum and other resources, e.g. "Toolbox," a research-based, SEL curriculum that promotes 12 human capacities or "tools" for children to foster self-development, resilience and empathy. DDSD is entering its third year of Toolbox.</p> <p>The SEL curriculum is now a part of the school culture and is well-integrated.</p> <p>Counselors collaborated with middle school teachers to implement "CharacterStrong," a curriculum featuring SEL competencies and character development such as relationship skills and responsible decision making.</p> <p>Counselors participate on attendance teams and provide input for PBIS (behavior) conversations. They respond to mental health crises, link families with resources, provide individual support and perform conflict mediation among other important work. During Comprehensive Distance Learning (CDL), counselors led school support teams, coordinating wraparound services with culturally responsive community partners, principals, and District multicultural/multilingual liaisons.</p> <p>DDSD's annual YouthTruth survey, measuring student and family perceptions of school climate, shows that 91%, 83% and 72% of elementary, middle and high school families respectively experience positive relationships in their schools based on respect, care and approachability.</p>

	<p>STRATEGY 2: Reinvest in programs and staff promoting a well-rounded education and instructional time</p> <p>Proposed Outcomes: 1) Health and wellness, including physical, mental, behavioral and social and emotional, is valued and seen as part of the DDSD culture; and 2) Students are able to choose from an array of engaging, student-centered activities that meet their academic and social-emotional needs to stay on track to graduate</p> <p>Activity Completed: Funded one PE Teacher at each of the 9 elementary buildings</p> <p>Impact: Eight out of nine PE teachers responded to a DDSD survey about their 2020-21 school year experience, illuminating their successes during CDL, for example:</p> <ul style="list-style-type: none"> • Parents and regular classroom teachers provided positive feedback to the PE teachers, voicing that students enjoyed participating • To the degree that content was accessible and engaging for all learners, teachers reported that: <ul style="list-style-type: none"> ○ Students were able to make choices about specific PE activities ○ They provided content using multiple methods to ensure all students could participate ○ They made connections with other staff, e.g. ELL or SPED teachers as needed <p>STRATEGY 3: Invest in staffing at Charter School Arthur Academy to reduce small group size in K-5 classrooms</p> <p>Proposed Outcome: Improve instruction through smaller class sizes</p> <p>Activity Completed: Funded a K-5 small groups teacher at Arthur Academy</p> <p>Impact: Adding a small groups math and reading teacher reduced the group size, improved proficiency scores and increased the rate of student progress on standards.</p>
<p>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)</p> <p><i>Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be</i></p>	<p>Perhaps the most challenging aspect to our SIA implementation is prioritizing strategies given the urgent, unique and evolving needs of the District's students and families, especially in light of reduced funding. DDSD asked for and received comprehensive and thoughtful input from its diverse array of stakeholders. Ultimately, two community feedback reports, one from MESD and one from the University of Portland and Northwest Evaluation Association, that summarized and analyzed community input (e.g. surveys, in-person discussions and other input), helped DDSD leadership to determine the community's greatest concerns and highest priorities for improving school and student outcomes.</p>

helpful to share with students, families, communities and ODE.

Counselors (funded through SIA) and other staff have identified and addressed the need to improve access to school counseling by updating the schools' counseling web pages. Updates help students and families more easily navigate the web pages. Using [Ron Russell Middle School's web page](#) as an example, parents and students can view a video, read their school counselors' bios, and view the counseling schedule of events. They can learn how to make an appointment and how to access community resources.

Many of the challenges to SIA implementation that DDSD faced were due to the pandemic, and the subsequent need to pivot to CDL and hybrid learning.

For example, in their response to the 2020-21 DDSD survey described earlier, PE teachers (funded through SIA) cited challenges such as: limited content in CDL that meets standards; motivating students at home; relying on visual assessments via the computer, especially when students turn off cameras; a lack of equipment to measure physical fitness for some activities; and the inability to do competitive sports.

Another example is that while family engagement, a key feature of SIA implementation, has always been a priority at David Douglas, our systems and infrastructure to support this priority during the pandemic have been tested. We will continue to strengthen these and assess them for continuous improvement.

For example, the Technology Department responded to a lack of access to technology by equipping every student with a device, e.g. Chromebook, and deployed nearly 500 hotspots as well as data plans to ensure internet connectivity, targeting historically underserved students. The department established a Help Desk during CDL and created video tutorials, translated into the District's top five languages, which were posted to the website along with other [Family Technology Supports](#).

Building on these achievements, DDSD was awarded a 21-22 Community Technology grant from the Mt. Hood Cable Regulatory Commission to develop and implement a joint technology family engagement program that will empower families, targeting historically underserved families, with digital skills to support their children's learning. Families will receive in-person training and recorded tutorials will be posted to the website.

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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.

DDSD has experienced many successes in maintaining engagement. Our Multilingual Programs and Equity Department's bilingual (Spanish/English) Family and Community Partnership Coordinator and Multicultural/Multilingual Liaisons joined teachers and other staff in fall 2020 to make more than 15,000 contacts with families, e.g. phone calls and emails, listening and addressing needs such as student academic progress, ELL, special education, emergency needs like food and housing, and safety protocols. These calls included our top five languages (Spanish, Russian, Cantonese, Vietnamese and Somali). This collaborative effort helped to ensure a strong start and year-long success. Each school also has a team that monitors and responds to needs year-round.

Staff also provided virtual orientations for the new CDL curriculum, held Q and A sessions, and posted slides, recordings, sessions, and vital resources on the DDSD website related to healthcare, safety, housing, technology, finance, food and learning. DDSD also held elementary and middle school conferences.

As proposed in our original SIA application, DSD worked to cultivate relationships with parent groups, culturally specific groups and organizations leading equity work:

- Collaborated with community partners, e.g. IRCO to provide a family information session for Somali and Swahili families.
- Launched a monthly virtual group called Family Cafe: Together Strong, an informal group that covers topics such as CDL, SEL, technology and other resources. Café Familiar: Juntos y Fuertes is for Spanish speaking families and is an informal and welcoming space. Resources and presentations are [posted on our website](#).
- Developed and implemented "Intercambio," a meeting space for people to practice a new language with a native speaker in a conversational, informal setting.
- DDSD applied for membership through the local non-profit, Partners in Diversity, to achieve and empower a diverse workforce.

DDSD's five-year [Strategic Plan](#) overlaps and is integrated with our adjusted 21-22 SIA Plan. DDSD engaged students and families (including from SIA focal groups), staff, culturally responsive/specific community partner organizations, and Board members, building on initial SIA community engagement. Participants developed goals, key performance indicators to measure progress, and action items.

DDSD hosted two virtual community meetings and nine focus groups, encouraging diverse groups to share their hopes and dreams for our students. DDSD also invited input via a fall

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	<p>survey: 90% of parents/caregivers, 82% of students and 73% of community members agreed or strongly agreed that they are well-informed about DDSD information. A community-based Steering Committee used four meetings to coalesce all feedback and data into a Strategic Plan that was adopted by the Board in March 2021.</p> <p>DDSD continues to use a framework of interventions and supports to address behavioral and academic challenges including MTSS, RTI, and PBIS. At the school and district level, DDSD uses high quality data such as on-track data (e.g. attendance, reading and math proficiency, credits, grades, GPA) to set goals, make decisions about instructional practices, and prioritize resources. This helps inform the SIA Plan, Strategic Plan, and Continuous Improvement Plan.</p>
<p>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)</p> <p><i>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.</i></p>	<p>As mentioned earlier, perhaps the most challenging aspect to our SIA implementation is prioritizing strategies given our population's needs, compounded by reduced funding. DDSD's allocation was reduced from \$8.8 million to \$2.8 million. In the revised budget, new investments were not funded. DDSD did have a higher ending fund balance for 2019-20 due to reductions in spending from the pandemic and staff furloughs. This allowed DDSD to maintain key positions and services, per our original SIA plan, through the General Fund, including elementary teachers, kindergarten instructional assistants, middle school health teachers and the SUN after school program which partners with culturally responsive community based organizations.</p> <p>Also as mentioned, the research from our two community feedback reports, which analyzed community input, helped leadership to determine the community's greatest concerns and highest priorities for improving school and student outcomes.</p> <p>DDSD will continue to seek input from people who reflect the populations served with SIA funds. For example, the purpose of DDSD's School Board Racial Equity Committee, composed of a variety of stakeholders including people of color, is to engage in a permanent and ongoing board-level examination of racial equity and to recommend policy action based on that examination. The Committee recently drafted a district Equity Plan for Board approval.</p> <p>DDSD has also established a Staff of Color Affinity Group by and for educators of color to address institutional racism. Members meet with DDSD's Board and Cabinet members to ensure their voices are integrated into decision making and support new educators socially and professionally. This is vital to ensure that district staff reflect the diverse student body (more than 60 percent are students of color and families speak more than 70 languages).</p>

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	<p>DDSD received a 2020-21 grant from ODE and an extension and funds through August 2022 for its Grow Your Own initiative to recruit and retain a more diverse workforce; future funding from ODE is pending. DDSD also received supplementary funds for the Grow Your Own program from the Meyer Memorial Trust and is partnering with MESD to share resources to support as many diverse educators as possible.</p> <p>Finally, DDSD has Equity Teams in all buildings and at all grade levels who have been actively engaged the last two years in developing and implementing professional learning for classified and licensed staff. This ongoing work aligns with and helps to inform initiatives such as the SIA Plan.</p>
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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 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.					

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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.					

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