

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. We are using this template to report to the Dallas School Board on 11/8/21.

Annual Report Questions

District or Eligible Charter School	Dallas School District 2
<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>What became evident as we entered the school year midst a pandemic is that how we structured learning for our students needed to shift dramatically. We were tasked with providing high quality online instruction which caused us to prioritize our reduced SIA funds to support that endeavor. We were concerned with equitable access and surveyed our families. This data showed that 167 families either had no access to a device or no reliable internet service. With our reduced funding, we prioritized what we thought would be most beneficial as listed below:</p> <ol style="list-style-type: none"> 1. Support for online instruction for our teachers including a new learning management system. 2. One to one devices for all students and staff members. 3. K-12 math curriculum adoption that included an online system to support learning during the pandemic. 4. 95 percent of our families have improved access to the internet by providing hotspots and devices. 5. Students who had no access were prioritized for limited in-person instruction. 6. We were able to pilot I Ready reading which gave our instructors better access to online diagnostic and teaching programs to support ELA instruction. 7. We increased our behavior support for the second semester when students returned including increased services through Polk County Mental Health. 8. We partially funded our Director of Teaching and Learning to increase fidelity with curriculum adoptions and online instructional support and collaboration with our technology department. 9. We continued to seek input from our community including focal groups and employee teams to inform decision making and prioritized plans. 10. Digital programs were added to enhance instruction and student engagement district-wide.

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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.

Our primary barrier in implementation was our ability to communicate in a direct manner with all stakeholders. We had to be very creative in our efforts to determine which priorities would be moved forward as we navigated the pandemic and our lack of one to one devices for employees and staff.

Dallas School District is collaborative in nature and the timelines that we were forced to adhere to in the effort to move to comprehensive distance learning made collaboration extremely difficult. We implemented a learning management system as required by the Oregon Department of Education and had to do this within 30 days as we moved quickly into CDL. We did considerable research, chose a product that was endorsed by WESD and the state of Oregon, but because we only met with our Academic Skills Team twice, briefly touching on the learning management system, our educators felt challenged about our ability to collaborate. This continued to cause issues throughout the year as employees were frustrated by changing mandates and challenges with technology requirements.

We began to use a community forum by Zoom which was recorded weekly to address challenges and increase transparency in decision making. This adjustment was crucial to our success navigating SIA implementation as well as the pandemic and all the changing requirements. We learned that this valuable communication tool will help employees and community members to better understand the challenges we face as a district.

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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 have worked diligently this year to increase our communication pathways with students, staff, and our community. We completed the following items to help our efforts at transparency, equitable access, and communication:

1. We conducted 21 surveys this year to increase input about planning efforts for SIA, strategic planning, professional development and other district initiatives. Special attention was given to focal groups on several surveys.
2. We translated communications regarding COVID, strategic planning and other important district initiatives to increase engagement. This was a dramatic improvement over previous years.
3. Our weekly community forum during 20/21 engaged hundreds of families and staff members. Sessions on SIA, Title programs, strategic planning and COVID-19 were all recorded so that community members could access them at alternate times.
4. Website updates and upgrades to make the platform more user friendly. Additional upgrades will occur during the 2021-22 school year.
5. Continue our engagement with focal groups through SIA community update forums, English language family engagement night, Title I parent night and engaging directly with our families who are experiencing challenges with housing and poverty.
6. We provided direct support to 160 families weekly who needed assistance with food, shelter, internet access and other issues.

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 creation of a strategic plan this year has solidified our student investment account efforts as we see overlap between the two systems and the district capacity to prioritize what is most important and impactful to equitable access and student achievement. We sought out many voices during this process with over 1000 respondents to the strategic planning survey which now guides our work in a coordinated way that encompasses the student investment account, high school success and other state grant programs under the strategic plan.

The feedback received from the survey and committee work that happened during this process helped form our three goals for the district. Our commitment to improve equity, define and structure our multi-tiered systems of support and fully align K-12 curriculum in a rigorous, relevant way are powerful goals that should equate to significant

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	<p>improvements in the district. Key decisions were made collaboratively and the goals were assigned to individual administrators for accountability and progress monitoring. We created sub committees and continue to share our plans and progress with the District Collaboration Team.</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.			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			

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<p>Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.</p>			X		
<p>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.</p>			X		

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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.			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
<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.		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		