

2023-24 Student Investment Account Annual Report

Annual Report Questions		
Question	Context/Guidance	
AR 1 <i>As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?</i> <i>Discuss at least one Outcome where you have seen progress in implementation.</i>	<i>Wallowa's success within outcome #1 focused on the premise that all students will graduate with the knowledge and skills needed for success in postsecondary, workplace and life. We clearly defined our pathways to include a sequential series of introductory, intermediate and advanced course path in the areas of Natural Resources, Ag Science, Health pathways and Teacher pathways. We also expanded dual credit options by adding AP Psychology, WR 115/121, AP US History, Introduction to Natural Resources and Plant Science. The final component focused on expanding our community partnerships with Health Science job shadows and career connected learning, Natural Resources partnerships with both private land owners and public entities and the EOU teacher pathway program.</i>	
AR 2 <i>Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?</i> <i>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</i>	<i>Within outcome #3, all students will demonstrate high levels of learning in growth in ELA and math, our district struggled with turnover in leadership and their different views on RTI work. Systems originally set in place to begin the year were eliminated or minimally implemented. There was a disconnect from elementary to secondary in terms of the level of implementation of RTI practices. Mid-spring, new leadership restructured the RTI model to get the district back on track and implementing with fidelity the last three months of the academic year, but it was extremely inconsistent, causing substantial interruptions in the process for adequate and effective intervention work. The support needed, included a summer training series with our guiding coalition and teacher teams to restructure and establish core systems for K-12</i>	

*RTI in preparation for effective work in the
2024-25 academic year.*

5. (Optional) [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required for the 2022-23 school year, please consider charting your assessment of the significance of the kinds of changes that occurred for these progress markers during the last year as a result or through some contribution of SIA funding or planning processes.

Explainer: Progress markers are meant as a reflection tool for grant recipients to track changes when the investments create or contribute to the changes outlined. This is not meant to be a means by which ODE measures successful SIA implementation. Few grantees would see changes in each progress marker and it is okay to only capture changes that have actually occurred.

Context is important, particularly when it comes to evaluating progress towards intended outcomes. With that in mind, making little or no progress towards outcomes is also valid and should not always be perceived negatively, but rather as an opportunity for shared learning and understanding to inform programmatic changes or potential needs from ODE.

The significance of progress marker changes ranges from “Low” significance of change (smaller shifts) to “High” significance of change (larger shifts). The “No observable change” option is the default option, and should be marked when there has not been any noticeable changes for a progress marker, and the “Firmly in place” option should be marked in cases where the grantee feels that this progress marker was already in place prior to the 2022-23 school year. If you would like to add additional context to any of your progress marker responses, please use the optional “Explanation of any progress marker ratings” section at the end of the table.

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
<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	

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
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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	
Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
<i>Like to See</i>					
Every school has effective foundational learning practices in place including safe, welcoming			X		

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
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.			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	

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
<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	
(Optional) Explanation of any progress marker ratings:					