

November 2021

**+** **STUDENT INVESTMENT ACCOUNT**

# **SUPPORTING QUALITY IMPLEMENTATION**

DESCRIBING THE WORK OF SIA GRANTEES TO TRACK, REPORT, ADJUST, PLAN, AND MONITOR PROGRESS WHILE KEEPING A FOCUS ON COMMUNITY ENGAGEMENT, FOCAL STUDENTS GROUPS, AND THE APPLICATION OF AN EQUITY LENS.

The purpose of this document is to provide supplemental guidance for Oregon school districts and eligible charter schools to support and sustain high-quality implementation of the funds they steward through the Student Investment Account from 2021 through 2023.



---

## Table of Contents

<b>Introduction</b>	2
<b>Section One: What is Most Essential?</b>	3
Grant Agreements/Amendments	3
Reporting Requirements	3
Spending Funds Responsibly	4
Administrative Costs	4
Universal Extension to Spend SIA Funds	5
Accounting for SIA Funds	5
Ongoing, Authentic Community Engagement	6
Sustained Application of an Equity Lens or Tool	7
<b>Section Two: Monitoring and Evaluation Framework</b>	8
Context	8
Direction for implementing LPGTs for the 2021-23 biennium.	9
Progress Marker Framework	9
<b>Section Three: Programmatic and Financial Reporting and Auditing</b>	10
The Purposes of Reporting and Auditing	10
Guide to Progress Reporting	11
Guide to Annual Reporting	12
<b>Section Four: Updating SIA Plans during the 2021-23 biennium</b>	13
<b>Appendix A: Progress Markers for the Student Investment Account</b>	14

---

## Introduction

What is essential when it comes to implementing the Student Investment Account (SIA) through the 2021-23 academic years?

The answers are both operational and moral. The SIA, as part of the Student Success Act (SSA), brought promises to life through engagement and strategy processes that center students, families, and staff. In the first year of implementation of the SIA, focused attention was placed on ways our systems can and should center mental and behavioral health and re-assert academic pathways that break through historic disparities.

Early implementation efforts of the SIA have mostly been out of sight - dwarfed by COVID-19. That does not make the work done - engagement and planning - any less important. We should celebrate the ways school districts and eligible charter schools listened, applied an equity lens, and prioritized the needs and visions held in their communities.

That imperfect work is worthy of celebration and caution. Celebration for demonstrating what Oregon educators and communities can do with focused investment. Caution for what was unevenly implemented, impacted by declines in available funding this year, and where hopes and promises were ignited but now may be going unmet.

What is essential now is that districts, schools, and ODE find the will to keep churning through the relentless dynamics of COVID-19, sustained and systemic racism, and the operational hurdles that can make such vital work harder than seems necessary.

What is essential now is that we use the rest of this biennium of SIA implementation to continue to respond to COVID-19, where allowable uses match immediate need, and seed the future we want. A future heard and expressed in the dreams and hopes of fall 2019.

What is essential now is that we place our focus on quality implementation, sustained and authentic community engagement, and deepened understanding and application of an equity lens to make the most of this promising stream of funding.

There are many obligations to be met to implement the law with integrity. And we are and should be proud of the first early steps.

This guidance names the work ahead. It provides a clear picture of how we've reduced administrative burden while keeping our focus on what is most important. It is not a standalone document, but rather builds on the [larger SIA guidance released in December 2019](#). Still, those familiar with SIA

---

implementation should find this document useful as the best way to track what is needed, by when, by whom to continue to live into our shared responsibilities.

For independent charters or charters applying with a district, a [Charter Guidance](#) has been released to support SIA implementation.

## Section One: What is Most Essential?

### Grant Agreements/Amendments

New SIA recipients who have not had an executed SIA Grant Agreement in a previous year will receive a **Grant Agreement**. This includes newly eligible charter schools that applied independently this biennium, rather than with a district. Grant Agreements are required to be presented to a grantee's governing board with opportunity for public comment, not as a consent agenda item. The Grant Agreement must be approved by the governing board and posted to the district/charter school website. The recipient must provide ODE with board meeting minutes (draft minutes fulfill this requirement) showing this approval and the URL for the webpage where the Grant Agreement is posted.

SIA recipients who had an executed Grant Agreement for 2020-2021 will receive a **Grant Amendment** for 2021-2022 and another for 2022-2023. Grantees will remain accountable to the terms and conditions of the initial Grant Agreement. Funds will not be available until the Grant Amendment for that year is fully executed. While **not** required for Grant Amendments, grant recipients are encouraged to post their Grant Amendment on their website and present the amendment at an open public meeting with the opportunity for public comment.

Agreements and Amendments will be sent via the Smartsheet tracking system to grantees for review and signature. Once a grantee has uploaded the signed Grant Amendment to the Smartsheet, then ODE procurement will sign and an executed copy of the amendment will be sent back out to the grantee.

### Reporting Requirements

Once Grant Agreements/Amendments are fully executed, grant recipients are expected to report on the expenditure of funds during the reporting periods outlined in Section Three: Programmatic and Financial Reporting and Auditing of this guidance. If ODE has any concerns or questions regarding grant expenditures after reviewing programmatic and financial reports or if the report is not submitted, the Department may temporarily freeze SIA grant funds.

## Spending Funds Responsibly

All SIA grant recipients are responsible for the financial management and accounting of funds in partnership with ODE. For the 2021-23 biennium, the Student Investment Account has been funded by the Legislature at \$892 million, receiving 53.8% of the funding available\* from the Corporate Activity Tax. The final estimated allocations for Year 1 and Year 2<sup>1</sup> of the 2021-2023 Biennium are linked on ODE's [website](#).

## Administrative Costs

[Administrative costs](#), including indirect costs, directly related to allowed expenditures as provided in the Grant Agreement are also allowed. Administrative costs for SIA funds are limited to 5 percent of the **total expenditures** or \$500,000, whichever is less regardless of rates for other funding streams. **Any administrative costs incurred by a participating charter school must be accounted for within the sponsoring school district's overall limit of 5 percent or \$500,000, whichever is less.**

Essential notes on the allowable uses that remain relevant to SIA plan updates can be found on [pages 9-11 of the December 2019 SIA Guidance](#).

*Disbursement dates for the 2021-22 academic year are anticipated to be:*

SIA recipients are typically eligible to claim 25% of their allocation quarterly. However, for 2021-2022, Grant Agreements/Amendments have not yet been executed. Due to this, the disbursement is anticipated to be as follows:

(Projected November/December 2021)	50% available to claim
January 1, 2022	25% available to claim
April 1, 2022	25% available to claim

*Disbursement dates for the 2022-23 academic year are anticipated to be:*

July 1, 2022 <sup>2</sup>	25% available to claim
December 1, 2022	25% available to claim
January 1, 2023	25% available to claim
April 1, 2023	25% available to claim

<sup>1</sup> Final Year 2 allocations will be calculated in Spring 2022 using the most current data from the State School Fund

<sup>2</sup> This date subject to change depending on Grant Agreement/Amendment approval from Department of Justice

## Universal Extension to Spend SIA Funds

All grantees have access to a [universal extension](#) to spend their SIA funds through September 30, 2022 for 2021-22 funds and September 30, 2023 for 2022-23 funds. A Grant recipient may request to decline the universal extension by notifying ODE in writing by June 1 each year. If a grantee opts out of this extension in their 2021-22 SIA Grant Agreement/Amendment, the deadline to spend funds is June 30, 2022 for 2021-22 funds. If a grantee opts out of this extension in their 2022-23 SIA Grant Agreement/Amendment, the deadline to spend funds is June 30, 2023 for 2022-23 funds. **Regardless of the universal extension, all grant recipients must draw down the entirety of their SIA allocation by June 30 each year.**

Given the SIA is a disbursement grant, ODE is not able to allow any expenditures outside the grant end date. All items must be **received** or **work completed** prior to the end of the performance date. Additionally, all payments must be made prior to the end of the performance date. For those with a summer extension that date is September 30 and for those without a summer extension that date is June 30.

Any allocated funds that are not used by a recipient's grant end date each year must be returned to the Student Investment Account for distribution in the next biennium. Grant recipients must initiate a [Fiscal Return to the ODE](#) for any unused funds, and will be supported in this through the fourth quarter progress reporting process.

## Accounting for SIA Funds

While accounting for these funds will follow standard protocols as described in the [Program Budget Accounting Manual](#) (PBAM), it is necessary and important to separately account for the funds. ODE recommends recipients review Appendix G of the PBAM and at minimum, create a new fund for SIA. For reporting to data collections for the 2021-23 Actuals Financials data collection, districts will need to crosswalk their data to a 251 fund, which is a sub-fund of the 200 Special Revenues Fund. Districts only need to use a crosswalk if they are accounting for the SIA revenue and expenditures in a different sub-fund<sup>3</sup>.

On an annual basis, ODE will determine whether grant funds received by a grant recipient during the previous school year were used as described by the grant recipient in their Grant Agreement. When a grant recipient does not use funds as described in the Grant Agreement, ODE is required by law to:

- Collaborate with the grant recipient to identify and implement specific interventions;

---

<sup>3</sup> Information previously included in "[Section Five: Financial Management of SIA Funds](#)" released in December 2019.

- Provide technical assistance to the grant recipient; and/or
- Deduct amounts from future grant distributions.

When a grant recipient is not able to spend all available grant funds, ODE may deduct amounts not committed from future grant distributions.

## Ongoing, Authentic Community Engagement

During the 2019-20 school year, SIA applicants across Oregon engaged their communities in a variety of ways to inform their strategic planning efforts. Since then, COVID-19, Oregon wildfires, and intense incidents and patterns of racial injustice have led to an unprecedented school year with students, families, communities, school and district leaders navigating significant challenges. We also understand that the overall volume of these and other challenges in schools and district administration are changing, but continue to persist.

To this end, the need to employ authentic and consistent community engagement in order to understand how communities and focal groups are being uniquely affected by these and other ongoing challenges is as important as ever. Therefore, the requirements of community engagement in the SIA are foundational and won't be waived or released. ODE will instead place focus and support on helping districts and communities get or stay connected in ways that build trust and support to meet short and long-term priorities and that seek to avoid "checkmark dynamics."

Community engagement is a practice that should become deeply rooted for every school and district. Building meaningful, authentic, and reciprocal relationships with students, families and communities is a priority. That work has begun as clearly evidenced in the first round of SIA applications. The current moment offers an opportunity to not just listen for what communities and families hope for in SIA plans, but how they are doing and what can be offered to support them.

ODE released an updated [Community Engagement Toolkit](#) in April 2021.

The new community engagement guidance is a resource aimed at:

- honoring the learning and work of the prior two years,
- providing information that deepens the community engagement work called forward by the SIA, and
- offering useful and compelling tools to integrate community engagement work across other kinds of programs and initiatives - embedding this work in the fabric of districts and schools.

This new toolkit is intended to support community engagement in both SIA plan creation and implementation.

- In Section 1, ODE re-grounds the core intentions of the SSA and how those intentions are fundamentally connected with meaningful and authentic community engagement. This section also names the significance and requirements in honoring the sovereignty of Tribal Nations in the process. And ODE describes a picture of robust community engagement that builds on the successes of the first year of the SIA.
- In Section 2, ODE introduces a framework for deepening and expanding the thinking around community engagement. This spectrum is adapted from a powerful resource and tool developed by [Facilitating Power and the Movement Strategy Center](#), and is a key framework for how ODE's SIA team will think about and support community engagement moving forward.
- Section 3 builds on this framework by sharing key strategies and tools that districts could immediately consider to move ahead in family-district partnerships.

## Sustained Application of an Equity Lens or Tool

The adoption and use of an equity lens or equity decision tool was a requirement of the original SIA application and will remain required as recipients make decisions related to adjusting or amending their existing SIA plans. An equity lens is a tool that helps center core values, commitments, and questions throughout the process. Applying an equity lens helps create a systematic structure and process to ensure that no focal group or community is ignored in the process of community engagement and plan development.

### ***Focal Student Groups***

**Focal student groups** are students: of color; with disabilities; who are emerging bilinguals'; or those navigating poverty, experiencing homelessness, or in foster care.

SIA recipients have the ability to make changes to their SIA plan outside of the regular application or plan update window. As recipients begin to consider updates to their SIA plan, they could begin by reviewing the [Oregon Equity Lens](#) or their adopted equity lens or tool to reground their team in the baseline assumptions, expectations, and aims it sets forth. Recipients are encouraged to expand on the Oregon Equity Lens to adapt to specific community populations, histories, dynamics, and needs. ODE also encourages recipients to share their equity lens broadly with their community, so they are aware of how that tool will be used in the district or eligible charter school's decision-making process. One of the most consistent areas for feedback in the first round of SIA application review was around the application of equity tools. Rarely were the tools themselves short of requirements but often ODE reviewers had to seek additional information or remedy around the demonstrated application of these tools.

---

SIA recipients are also welcomed and encouraged to utilize the [Decision Tools for SY20-21](#) when making complex decisions related to updates to the SIA plan. While developed to support rapid decision-making to respond to COVID-19, these tools offer a concrete decision making framework and include:

- **Decision Tree:** A sequence of intentional questions for leaders that could lead to decision-making that deepens relationships and trust and avoids unintended impacts or harm to communities.
- **Deepening Questions:** A collection of questions aimed at deepening leaders' reflections to help get underneath core decision-making challenges.
- **Consultancy Protocol:** A facilitative method designed to support leaders in better understanding dilemmas, while also uncovering new or different approaches to decision-making.

## Section Two: Monitoring and Evaluation Framework

As part of the SIA, the [Student Success Act](#) requires SIA grantees and ODE to co-develop Longitudinal Performance Growth Targets (LPGTs) for five common metrics - regular attendance, third grade reading, ninth grade on-track, four year graduation, and five year completion.

This requirement was released by the legislature for the 2020-21 school year. ODE and the SIA team hold, as do all SIA grantees, a significant responsibility to steward these new public funds and demonstrate progress and integrity in meeting the law's aims and intent. At the same time, the overall volume of challenges in school and district administration and the limitations of some data that shape the common metrics are real and present.

The SIA team continues to grapple with how to meaningfully implement LPGTs in the 2021-23 biennium to meet the statute requirements, while also being responsive to what data is available and the continuing impacts of COVID-19 on the data.

### Context

In [the Common & Customized Framework guidance](#) developed in December 2019, ODE shared how SIA grantees would need to develop baseline, stretch, and gap closing targets for each of the five common metrics. In preparation for districts and charters establishing their LPGTs, ODE provided each district and charter school with suppressed and unsuppressed data visualizations with historical data from the past five years for the five common metrics as a tool to support their draft thinking.

Districts and charters were able to share their draft thinking for LPGTs when submitting their initial and full SIA application in Spring 2020. However, during the August 2020 special session, before co-development could begin, the LPGTs were formally released for the 2020-21 school year, meaning that

SIA grantees were not required to develop nor track LPGTs in the first year of SIA implementation. Now, amidst COVID-19, some relevant LPGT data hasn't been collected over the past year and/or reflects a different picture than pre-COVID when five year historical data and data visualizations were shared with grantees to support the development of LPGTs.

## Direction for implementing LPGTs for the 2021-23 biennium.

The SIA team, in collaboration with ESD liaisons, will support and require that districts and charter schools move through the co-development process of LPGTs. ODE will work with district and charter teams to establish baseline, stretch, and gap closing targets for each of the common metrics. **The aim of this co-development effort is to create meaningful opportunities for grantees to re-analyze current data, center focal student groups, and support public transparency and learning, while not being penalized for complexities in the current data available.**

While LPGTs will be developed for this biennium, ODE will not apply a formal accountability framework or put forward any kind of corrective action related to LPGTs in this biennium.

This means that co-developed LPGTs will not be inserted into Grant Agreements or Amendments for this biennium. They will need to be documented in submissions to ODE and posted to grantee websites alongside SIA plans and budgets. ODE believes this best serves the needs of grantees, students, and communities, while adhering to statutory requirements and intent. It allows for an opportunity to coach grantees through the co-development of LPGTs while not holding them fully accountable to the growth made toward those targets as part of the coaching and learning process. Our best hope is that this creates the right pathway to meaningful targets being in place through the planning process and full application cycle that will occur in the 2022-23 school year.

## Progress Marker Framework

ODE originally developed and released [progress markers](#)<sup>4</sup> as a set of milestones to illuminate the depth and complexity of changes that advance over the early years of SIA implementation. ODE is committed to implementing a learning stance for monitoring and evaluation and will provide the necessary support systems and training to school districts to understand how ODE will use progress markers while they are navigating this unprecedented school year and learning from what is unfolding.

Along with the legislative decision to release (not use) Longitudinal Performance Growth Targets for the first year of implementation, ODE also simplified the progress marker framework. **A singular set of progress markers was developed for the 2020-21 school year and will continue to be used for 2021-23.**

---

<sup>4</sup> Earl, S., Carden, F., & Smutylo, T. (2001). *Outcome mapping: building learning and reflection into development programs*. Ottawa: IDRC.

The included progress markers integrate the kinds of changes ODE believes could advance each of the “Common Metrics”<sup>5</sup> in the SIA long-term while also attending to current school year conditions. The full list of progress markers can be found in Appendix A.

Progress markers outline some of the potential changes, contributions to impact and outcomes, that ODE would hope to see as throughlines across the SIA implementation. The progress markers identify early and expected changes followed by likely and even profound changes that might be observable in the SIA implementation. **SIA recipients are not expected or required to meet all progress markers, only to track changes when the investments create or contribute to the changes outlined.** Specifically, grant recipients are asked to share if they are seeing change (or the beginnings of change) occur in their districts or charters as a result of SIA implementation, but will not be required to report on individual progress markers. More details about the programmatic and financial progress reporting can be found in Section Three of this guidance.

**ODE will use the documentation from progress and annual reports to glean and learn about what kinds of changes SIA funding might contribute toward.** ODE will share this information and work collaboratively with SIA recipients to then review the progress marker framework and continue to make changes and adjustments over the next few years.

These initial years of SIA implementation are focused on growing comfort and learning across the state with this progress marker framework. Further development and refinement of the progress markers will support getting a strong foundation “set” for the next four year-plans and will then be kept as constant and unchanged as possible. These progress markers will help ODE monitor and share back learning across the state and to the legislature. This monitoring will also be used to inform any considerations of ODE requiring district participation in the [Intervention and Strengthening Program](#) introduced in the December 2019 guidance.

## Section Three: Programmatic and Financial Reporting and Auditing

### The Purposes of Reporting and Auditing

The SIA is rooted in a purpose and promise to engage focal student groups, their families, the wider community, and staff in the effort to support student health and well-being and to advance academic achievement. One of its core commitments, driven by statute, are public approval and accountability processes. This includes the requirements to review progress and complete a financial audit that is shared and posted in the same ways as the original plan, grant application, and grant agreement. ODE

---

<sup>5</sup> Ninth grade on-track; Four-year graduation; Five-year completion; Third grade reading; Regular attendance.

will support each step of this process and continue to implement the SIA with a focus on ensuring the right amount of challenge and support for grantees in pursuing the purposes of the law.

While formal and required, these processes have been designed with the belief that they can become integrated tools into district and school functioning that align and support strategic continuous improvement processes.

## Guide to Progress Reporting

**Programmatic and Financial Progress Report:** Through quarterly progress reports, recipients will detail their progress and spending on SIA activities and the changes unfolding. ODE has created a [progress report template](#) that recipients can use to prepare their responses prior to submitting reports via their Smartsheet dashboard.

Recipients will submit their programmatic and financial reports via a customized dashboard. Recipients will receive a link to their customized reporting dashboard and instructions via Smartsheet each fall prior to the first reporting deadline.

Each quarter, SIA grant recipients are required to submit programmatic and financial progress reports to ODE to monitor progress and complete spending prior to the end of the grant period.

For the 2021-2022 School Year, the reports are due on the following dates:

Due Date	Reporting Period
October 31, 2021	Quarter 1 <sup>6</sup> (July 1, 2021 - September 30, 2021)
January 31, 2022	Quarter 2 (October 1, 2021 - December 31, 2021)
April 30, 2022	Quarter 3 (January 1, 2022 - March 30, 2022)
November 30, 2022 <sup>7</sup>	Quarter 4 (April 1, 2022 - September 30, 2022) + Annual Report

<sup>6</sup> Expenditures and progress from Q1 will be reported in the Q2 report due to delay in Grant Agreement/Amendment execution.

<sup>7</sup> The November 30 deadline applies to all recipients with the universal extension. For any recipients who opt out of the universal extension, the deadline for the Quarter 4 and Annual Report will be September 30 and the end of Quarter 4 reporting period will be June 30.

For the 2022-2023 School Year, the reports are due on the following dates:

Due Date	Reporting Period
October 31, 2022	Quarter 1 (July 1, 2022 - September 30, 2022)
January 31, 2023	Quarter 2 (October 1, 2022 - December 31, 2022 )
April 30, 2023	Quarter 3 (January 1, 2023 - March 30, 2023)
November 30, 2023 <sup>8</sup>	Quarter 4 (April 1, 2023 - September 30, 2023) + Annual Report

## Guide to Annual Reporting

SIA recipients are required by statute to review their own progress on an annual basis through an annual progress report and financial audit.

**Annual Report:** The annual report will ask recipients to review their implementation efforts, progress with any local metrics that were established in the grant development process, review how their strategies worked (or didn't), and work with ODE to substantiate changes within progress markers. The annual report questions will be added to the recipient's Smartsheet dashboard prior to the fourth quarter reporting period each year.

The annual report questions and answers are required to be presented to their governing board and posted to the district or charter school website. There is no required format - grantees may post the questions and answers in a slide deck, downloaded from Smartsheet or in any other format that is accessible to the community. In order for the fourth progress report and annual report to be approved, grantees are required to provide ODE with the board meeting minutes and URL showing the annual report questions are posted.

**Annual Financial Audit:** Under Section 15 of the Act, SIA recipients are required to conduct a financial audit in accordance with the Municipal Audit Law<sup>9</sup>, which includes consideration of SIA compliance and reporting. The audit is structurally designed to be embedded in the school district or eligible charter school's annual financial audit, and is similar to work performed for the State School Fund (e.g. considering high-risk areas such as ADM, Transportation Grant and others)<sup>10</sup>. To assist with audit planning, ODE has released [Financial Audit Guidance](#) and [Suggested Audit Procedures](#).

---

<sup>8</sup> The November 30 deadline applies to all recipients with the universal extension. For any recipients who opt out of the universal extension, the deadline for the Quarter 4 and Annual Report will be September 30 and the end of Quarter 4 reporting period will be June 30.

<sup>9</sup> [https://oregon.public.law/statutes/ors\\_297.405](https://oregon.public.law/statutes/ors_297.405)

<sup>10</sup> The discretion and levels of testing and materiality remain with the auditors

The first financial audit of 2020-21 SIA funds is to be conducted, presented to the governing body, and submitted to ODE by January 31, 2022. For the 2021-23 biennium, the financial audit for the 2021-22 SIA funds will need to follow the same process and be submitted to ODE by January 31, 2023 and for the 2022-23 SIA funds submitted by January 31, 2024.

Both the annual progress report and annual financial audit must be:

- Made available at the main office of the grant recipient and on the grant recipient's webpage;
- Presented to the governing body of the grant recipient at an open meeting with the opportunity for public comment on the results; and
- A copy of the financial audit and board meeting minutes will need to be forwarded to ODE.

ODE was also required by law to establish a procedure and conduct performance and financial audits on a random basis, or based on just cause, with rules adopted by the State Board of Education. In June 2021, the State Board of Education adopted the [Performance Review Standards rules](#) and the [Just Cause and Random Audit Process rules](#). This is a new feature for a grantmaking program at ODE and is specific to the SIA. A dedicated governmental auditor will be hired to support this responsibility.

## Section Four: Updating SIA Plans during the 2021-23 biennium

SIA recipients may make changes to their SIA plan outside of the regular application or plan update window. To submit a plan change request, recipients should be prepared to provide the following information:

### **What is required for a Strategy Level plan change?**

- A narrative explanation and justification of the change, including how the change has been informed by community engagement input and the use of an equity lens/tool
- Attach an updated SIA Plan (using the [Integrated Planning Tool](#) or similar format)
- Attach an updated budget (using the [Budget Template](#))

### **What is required for an Activity Level plan change?**

- A short explanation and justification for why an activity(s) change is being requested
- Attach an updated budget (using the Budget Template) that clearly highlights the new activity(s), strategy they connect to, and budget adjustments

ODE's SIA team will review plan change submissions and contact the recipient if there are any concerns or if additional information is needed. Once a plan change is accepted, ODE will make the necessary updates to the recipient's customized reporting dashboard so recipients will be able to begin reporting progress on their new activity(s) or strategies.

For questions regarding plan changes, please reach out to your District Grant Manager, or [SIAInfo@ode.state.or.us](mailto:SIAInfo@ode.state.or.us).

## Appendix A: Progress Markers for the Student Investment Account

6 changes we **expect<sup>11</sup> to see** connected to SIA investments:

1	Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.
2	An equity lens is in place, adopted, and woven through all policies, procedures and practices.
3	Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance. <sup>12</sup>
4	Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.
5	Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.
6	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.

6 changes we would **like to see** connected to SIA investments:

7	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.
8	Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.
9	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.

<sup>11</sup> The language of "expect to see" is from the Outcome Mapping methodology and is not setting out a formal state expectation but instead naming the kinds of early changes we believe are widely shared and anticipated from SIA implementation.

<sup>12</sup> Providing sufficient time for teachers and staff to review data is an eligibility requirement for High School Success (Measure 98) funding in high schools. This suggests the value of that practice when well designed for all developmental levels. Duplication in focus is acceptable and strategic in this case. Funds should be braided but grantees can't use funding for the same purpose with both initiatives.

10	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.
11	An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. <sup>13</sup>
12	Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.

3 changes we would ***love to see*** connected to SIA investments:

13	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.
14	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. <sup>14</sup>
15	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.

---

<sup>13</sup> Again, this is intentionally aligned with High School Success goals and best practices. Changes in progress that might come in part from SIA investments and in part from HSS investments are acceptable to include as “contributions to change” as what we are most interested in is that change is occurring and learning from what is unfolding.

<sup>14</sup> ODE considered and received substantial but mixed feedback about the value of mapping the math strategy, and while we chose not to include formally, SIA recipients are encouraged to review the literature and develop an understanding of what Math proficiency is, what it looks like and how shared competencies are taught in 9th grade Math.