

2022-2023 Student Investment Account Annual Report

Eagle Charter School serves 145 students with limited funding and resources as a public charter school. Eagle Charter School currently employs nineteen full- and part-time staff as well as two long-term, part-time substitutes. Within the staff are one full- and one part-time Instructional Assistants and two long-term part-time substitute Instructional Assistants to support PBIS implementation and student academics, as well as one full-time and one part-time counselor supporting social-emotional learning and mental health. Eagle Charter contracts with Salem-Keizer for special education support. As of June 2023, over 20% of students had identified disabilities and all students could access free school breakfast and lunch. Schoolwide, COVID-19 posed some challenges to assessing all students in a specific way to get comparable data. At the beginning of the 2022-2023 school year, 13% of Eagle students were in the red for iReady Math based on the diagnostic and 66% were in the yellow; in iReady Reading, 16% of Eagle students were in the red and 44% were in yellow. At the end of the school year, 64% of Eagle students passed the OSAS Reading, 47% passed OSAS Math, surpassing state and local school district performance.

Budget for SIA Funds – 2021/23 Biennium

Funding for 2022-2023: \$96,609.76

Required Question	Responses
<p>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? <i>(500 words or less)</i></p>	<p>Our school continued to refine our MTSS/RTI-type model that worked on meeting each student where they are with specific academic or behavioral supports. This contributed to a more effective SST process for staff. Students felt more confident in their skills and their learning. Even though COVID continues to present challenges as we work to keep students in school in person as much as possible, the non-COVID issues we have as a school are minimal. This grant provided the additional staffing that we needed to support the increased learning needs of students. Our referrals for behavior were down and we see positive classroom environments that built a caring and connected school community. Our RTI model allowed us to see which students responded well to targeted interventions for the short term and which students needed more significant supports for their learning. We saw the results of our efforts when grades 3-5 took their statewide assessments and outperformed state averages as well as every elementary school in our local district; we far exceeded our own past performance on OSAS. We continue to refine our MTSS model as our next step.</p>

Required Question	Responses
<p>2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges? (500 words or less)</p>	<p>We are still using SIA funds to provide more counseling FTE, but we're also having to find funds to help support growing our own counselor and it's more expensive because we had to turn to private universities due to the extreme limitations of public universities.</p> <p>Additionally, we struggle to find qualified individuals to serve in supporting roles. Positions in education are not adequately compensated. As a charter school Eagle receives even less funding than the local neighborhood schools, so we cannot offer competitive wages.</p> <p>Education continues to be underfunded in Oregon, even with the addition of SIA funds. The Quality Education Model has recommended a level of funding each year for 20 years that Oregon has never met; this has created an even more challenging educational landscape and it is up to the Legislature to fix this problem.</p>
<p>3. SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. (500 words or less)</p>	<p>The year of COVID lockdowns created a more challenging communication environment for our school. Prior to COVID, we had well-attended parent and family events, numerous field trips to local businesses, and a robust community presence. The switch to online engagement resulted in far fewer families participating in each event on a regular basis. This pattern has continued. Despite the challenges, 100% of our families were on ClassDojo, some followed on social media, and many participated in the Parent Club events. We offered several Parent Club events during the year and parents participated more monetarily than they had in the past. Eagle had assemblies and invited parents to see student awards and recognition. We connected with many people in the community who came as guest speakers throughout the year.</p>
<p>4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts? (500 words or less)</p>	<p>There are three focus areas as we move forward: student mental health, staff mental health, and increased student academic performance. By prioritizing these areas, we will help our school rebound from the effects of COVID and the lockdowns. We will continue to fund school counseling efforts for students. Our school counselors applied for and received a small grant to support the mental health of staff and students, so the counselors</p>

Required Question	Responses
	planned activities for the 2022-2023 school year. We also used funds to provide after-school clubs and multiple parent and family events to increase in-person connections.

1. (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 2021-2023 biennium, 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: 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. 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.

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 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 2021-22 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
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 Our SST and PBIS teams meet on a regular basis to review data, discuss barriers to student success, and address the barriers.		
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 We hired a counselor to specifically help parents and bridge the home/school gap.		

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
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 We do not have a district and have not consistently communicated what it means to be on track in 9th grade because we work with grades K-5.

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 classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.				X We have a process to analyze and remove the barriers that prevent students from reaching their educational goals but we do not look at graduation	

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
				on a regular basis because we do not have a high school. However, we understand the connection between third grade success and high school completion .	
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 We have a focus on writing this year and aligning our practices across		

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
			<p>grade levels to improve student performance. We have also invested in PD on the science of reading to improve our foundational reading instruction. All students receive daily instruction in phonics in grades K-2.</p>		
<p>An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.</p>					<p>X NA</p>
<p>Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.</p>			<p>X We rebuilt partnerships after the pandemic.</p>		

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 Our students articulate goals and next steps in their lives but this is all for a middle school year. We do not have a high school.	

<p>(Optional) Explanation of any progress marker ratings:</p>	
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