SIA – 2021 Annual Report

Eddyville Charter School

At the center of SIA, the mission is to improve student health and well-being and achieve equity-based outcomes in student learning.

Through Eddyville’s stakeholder inventory of needs and priorities, it was and still is imperative to prioritize student mental and emotional health in order to be regulated and open to healthy learning and ultimately, student success in and out of the classroom.

Funding has been allocated to K-12 mental health counseling and K-5 behavioral specialist training including music class once a week for K-5 students.

**Common Metrics:**

|  |  |  |
| --- | --- | --- |
| **2020-21** | **School-wide**  | **Disaggregated** |
| 4-yr. Graduation rate | 100% | White – 100%S w/Disabilities – 100%American Indian/Alaska Native – 100%Black/African American – 100%Hispanic/Latinos – 100%Homeless students – 100% |
| 3rd Grade Reading | 51% | White 51%S w/DisabilitiesAmerican Indian/Alaska Native 50%Black/African American n/aHispanic/Latinos 0%Homeless students n/aELL - 2 grade levels below 0% |
| 9th Grade on-track | 94% | White – 94%S w/Disabilities – 100%American Indian/Alaska Native – 100%Black/African American – 100%Hispanic/Latinos – 100%Homeless students – 100% |
| Regular Attenders | 79% - 60.4% **Average 74.5%** | n/a for 20-21 |

***Where do we want to be in 5 years?***

*Graduation Rate – maintain 100%*

*RAR – Increase 5% each year to meet 90-95% by year 5*

*3rd Grade Reading – Increase at or above reading level to all students served to 70%. Increase each focal group by 5% each year, minimum.*

*9th Grade On-track – Increase to 100% and maintain each year/ensure successful summer school access to begin year 10 on track.*

**How will ECS meet the goal?**

1. Providing onsite mental and emotional/behavior coaching and resources to assist with self-regulation. This reduces time spent in the office and more time learning in the classroom, engaged and making progress.
2. Staff will receive training and development in trauma informed practices in order to create TI classrooms, regulated and predictable systems and adult regulation to best serve the needs of all students.
3. Closing the gaps for our focal groups will require targeted work sessions with inclusivity and CPS practices at the K-8 level in addition to culturally relevant and engaging curriculum aligned to CCSS. If students have an environment where they feel safe, they will want to attend school and actively engage. This is a critical first step in achieving all target areas. RAR of 90%+ will enhance skill acquisition, application, on track status and successful and timely completion of Oregon graduation requirements.
	1. Students need timely and effective interventions to ill behaviors
	2. Students need timely, routine access to mental health supports, especially navigating this pandemic
	3. Access to resources when excluded from school are essential to ensuring inclusive and engaging practices.

**We expect to see:**

* + 1. Monthly monitoring of attendance – enhanced access and training to online engagement
		2. Quarterly diagnostic data collection and review/analysis, especially disaggregate data as it applies to ECS student populations
		3. PLC work bi-monthly
		4. SST meetings monthly
		5. Trauma Informed training for staff bi-monthly

**Barriers:** Behavior Specialist experienced at the K-5 level but need is present K-8 and mental health counselor is spread too thin with K-12 student needs-amplified by the pandemic and social climate. Time to serve beyond K-5 is limited on a 4-day week in a K-12 setting, as well.

**We would like to see:**

* + - 1. Increased conflict resolution and healthy relationship building at middle level, especially among our LGBTQ+ student population.
			2. Data dive into student groups to design specific interventions and engagement practices.
			3. Enhanced training for staff in TI practices and culturally relevant curriculum.

**3rd Grade Reading**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Group***Baseline 51% (2020-21)**Will update quarterly* | Approx. Group Size | Y1 | Y2 | Y3 | Y4 | Y5 |
| Economically Disadvantaged |  |  |  |  |  |  |
| Students w/ Disabilities | 3 | 0% |  |  |  |  |
| Hispanic/Latino | 3 | 67% |  |  |  |  |
| Black/African America |  |  |  |  |  |  |
| American Indian/Native | 1 | 0% |  |  |  |  |
| LGBTQ+ |  |  |  |  |  |  |
| White | 18 | 33% |  |  |  |  |
| All Students | 21 | 57% |  |  |  |  |

**9th Grade On-track**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Group***Baseline 91% (2020-21)**Will update per semester* | Approx. Group Size | Y1 | Y2 | Y3 | Y4 | Y5 |
| Economically Disadvantaged | 7 |  |  |  |  |  |
| Students w/ Disabilities | 1 |  |  |  |  |  |
| Hispanic/Latino |  |  |  |  |  |  |
| Black/African America | 1 |  |  |  |  |  |
| American Indian/Native | 1 |  |  |  |  |  |
| LGBTQ+ |  |  |  |  |  |  |
| All Underserved | 9 |  |  |  |  |  |
| All Students | 10 |  |  |  |  |  |

**4-Yr Graduation Rate**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Group***Baseline 100% (2020-21)**Will update per semester* | Approx. Group Size | Y1 | Y2 | Y3 | Y4 | Y5 |
| Economically Disadvantaged | 1 |  |  |  |  |  |
| Students w/ Disabilities | 2 |  |  |  |  |  |
| Hispanic/Latino | 2 |  |  |  |  |  |
| Black/African America | 1 |  |  |  |  |  |
| American Indian/Native | 4 |  |  |  |  |  |
| LGBTQ+ |  |  |  |  |  |  |
| All Underserved | 10 |  |  |  |  |  |
| All Students | 19 |  |  |  |  |  |

**Regular Attendance Rate**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Group***Baseline 74.5% (2020-21)**Will update monthly* | Approx. Group Size | Y1 | Y2 | Y3 | Y4 | Y5 |
| Economically Disadvantaged | 69 |  |  |  |  |  |
| Students w/ Disabilities | 27 |  |  |  |  |  |
| Hispanic/Latino | 17 |  |  |  |  |  |
| Black/African America | 5 |  |  |  |  |  |
| American Indian/Native | 26 |  |  |  |  |  |
| LGBTQ+ | 6 |  |  |  |  |  |
| All Underserved | 122 |  |  |  |  |  |
| All Students | 219 |  |  |  |  |  |