

# 24-25 Integrated Programs Annual Report

## Annual Response Questions

AR1	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)?
	<p><b>Outcome Early Lit:</b> Increase the percentage of 3rd grade students who score on Acadience meets or exceeds grade level benchmark by 5% each year.</p> <p><b>Strategies: Early Lit 1, 3</b> We have maintained K-5 Reading Specialists at all elementary schools with a focus on foundational literacy skill development to enable academic acceleration. Additionally, we have completed Language Essentials for Teachers of Reading and Spelling (LETRS) training at all elementary sites.</p> <p>In 2024-25 the Spring 3rd grade Acadience scores for students meeting and/or exceeding increased from 33% to 41% which is an 8% gain.</p> <p><b>Outcome A:</b> In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.</p> <p><b>Strategy: A2</b> We continue to expand CTE and work-based learning opportunities for high school students. In 23-24 Reynolds High School moved forward with the lease and preparation for the CTE Cosmetology Program of Study. The instructor has been hired and curriculum purchased. Currently more than 200 students are enrolled in the program: 70% are identified as low-income, students of color, or both. Data demonstrates that 77.7% of CTE participants and 92.86% of CTE concentrators graduate within four years.</p> <p><b>Outcome C:</b> We will interrupt bias and micro aggression in instructional practices.</p> <p><b>Strategies C1, C3</b> We continue to focus on core instruction for both reading and math, with specific supports for Newcomer students. Prior to the 24-25 school year the district hired secondary reading specialists for all three middle schools and the high school for the purpose of focusing on foundational literacy skills at the secondary level. These licensed staff provide Newcomers and students with lagging skills the individualized support needed to accelerate learning.</p>

	There was an 8% increase in both 6th and 7th grade All Students reading benchmark reading metrics and a 22% increase for 8th grade from 23-24 to Spring 24-25. There was an 11% increase in 6th grade, 7% increase in 7th grade, and 9% increase in 8th grade English Learner reading benchmark metrics from 23-24 to Spring 24-25.
AR2	<b>Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?</b>
	The greatest challenge that currently impacts all outcomes is the budget. Reynolds faced a \$25 million shortfall entering the 25-26 SY which required significant cuts to staffing and impacts all aspects of our system. These reductions contribute to larger class sizes and less services and resources available to all students, but particularly for our most marginalized, and/or at-risk student groups. Of great significance is the reduction of licensed ELD teaching staff to serve our linguistically diverse student population which correlates to Outcome A, C, and D. We have appreciated the support provided by ODE and anticipate an ongoing need for coaching and technical assistance as we continue to navigate reductions and changes to our systems.
AR3	<b>2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.</b>
	<p>4-Year Graduation: We have consistently exceeded our annual baseline, stretch, and gap closing targets in this category by more than 7% and are on-track to meet or exceed our previously set annual goals through 2027-28.</p> <p>Activities supporting progress toward targets: The block schedule at Reynolds High School has been the catalyst for the consistent improvements in this metric as it provides students with additional credit attainment opportunities. Additionally, the expansion of CTE programs of study has increased enrollment and engagement in work based and trades credit attainment, particularly for many of our marginalized student groups.</p> <p>Shifts in strategy implementation planned for future: Continue to streamline and review the transcript review process to ensure all transfer students are awarded the correct credit earned and enrolled in the correct courses toward graduation.</p> <p>5-Year Completion: We have consistently exceeded our annual baseline, stretch, and gap closing targets in this category by more than 8% and are on-track to meet or exceed our previously set annual goals through 2027-28.</p> <p>Activities supporting progress toward targets: Summer learning and work-based learning are both key credit attainment strategies that support this measure. Offering a formal graduation ceremony at the end of summer learning is a motivating factor for students to complete remaining credits so they may walk in a graduation ceremony and celebrate with their families.</p> <p>Shifts in strategy implementation planned for future: Continue to work with partner organizations to provide support and opportunities for students as they work to complete their credits toward graduation.</p>

9th Grade On Track: We have met or exceeded our baseline and stretch goal for this category, but fell short by .5% on the gap closing goal in 23-24.

Activities supporting progress toward targets: The block schedule at Reynolds High School has been the catalyst for the consistent improvements in this metric as it provides students with additional credit attainment opportunities within their first year of high school. Additionally, The Raider Report (student grade and credit attainment report), and counseling and advisor supports provide students with regular check-ins and up to date information about their progress. The high school also uses Panorama dashboard which provides building administrators, counselors, and teachers with real-time, whole student data, on demand.

Shifts in strategy implementation planned for future: Continue to streamline and review the transcript review process to ensure all transfer students are awarded the correct credit earned and enrolled in the correct courses toward graduation.

3rd Grade ELA Proficiency: In 23-24 we fell short of our baseline and stretch goal in this category by 1.2% and 2.5%, respectively. However, we exceeded our gap closing goal that same year by 4.5%.

Activities supporting progress toward targets: ECRI has been fully implemented in grades K-2, with refocused RtI processes relative to early literacy and foundational literacy skills.

Shifts in strategy implementation planned for future: The 25-26 school year we will be providing professional development and materials for enhanced core reading instruction in grades 3-5, as well.

Regular Attenders: We have consistently exceeded our annual baseline, stretch, and gap closing targets by over 4% in this category and are on track to meet or exceed our previously set annual goals through 2027-28.

Activities supporting progress toward targets: Fully understanding the root causes of absences through empathy interviews with our students and families has been an important strategy in addressing chronic absenteeism. Our focus on well-rounded educational opportunities that include PE, Music, and Art (K-12) and athletics (6-12) provide students with a variety of high engagement activities that encourage regular attendance.

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## Progress Monitoring

Marker Identifier	Progress Marker	2024-25 Q1 Progress (7/1/24-9/30/24)	2024-25 Q2 Progress (10/1/24-12/31/24)	24-25 Q3/Q4 Progress (1/1/25-6/30/25)
<b>Start to See: Early signs of progress (3-6 months)</b>				
<b>PM1</b>	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.	Medium	No observable change	Medium
<b>PM2</b>	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.	Medium	No observable change	Medium
<b>PM3</b>	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.	Medium	No observable change	Medium
<b>PM4</b>	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to	High	No observable change	High

	support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.			
<b>Gaining Traction: Intermediate Changes (6-18 months)</b>				
<b>PM5</b>	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.	Low	No observable change	Medium
<b>PM6</b>	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	Medium	No observable change	Medium
<b>PM7</b>	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	Low	No observable change	Low

<b>PM8</b>	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.	Medium	No observable change	Medium
<b>PM9</b>	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.	Medium	No observable change	Medium
<b>PM10</b>	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.	Medium	No observable change	Medium

Profound Progress: Substantial and Significant Changes (18 months+)				
<b>PM11</b>	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.	Medium	No observable change	High
<b>PM12</b>	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.	Medium	No observable change	Medium
<b>PM13</b>	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.	Medium	No observable change	Medium

<b>PM14</b>	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.	Low	No observable change	Low
<b>PM15</b>	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.	Medium	No observable change	Medium
<b>Overall Reflection: Narrative Response</b>				
<b>OR1</b>	Please share any highlights that provide additional context about the changes you have noted in your progress marker ratings above	PM3 Elementary Schools are implementing Core Review Meetings in Reading. Grade level teams are looking at benchmarking data 3 times a year and analyzing the most foundational skills students at that grade level need	PM6 Two new CTE Programs of Study started this fall as a direct result of student input and interest: Cosmetology and Business Management. Cosmetology is so requested that we will be expanding the program for next year, as well	PM5



		<p>strengthened. Then teams determine how to provide increased opportunities for students to practice those skills during the core instructional day.</p> <p>PM8 At the elementary level, we are no longer using Lexia online reading program, as the hurdles to use it with fidelity and appropriate teacher monitoring were too high. Our students need whole group, core instruction with opportunities to engagement, discourse, practice and frequent feedback. Daily instructional minutes are too precious to have students on screens.</p> <p>PM9 An audit of international transcripts was conducted for every high school student this fall.</p> <p>PM10 Principals were trained to deliver professional learning to their teachers on sheltered instruction strategies and routines to increase student talk and discourse. All schools have a</p>	<p>as looking for off-site property for the expansion.</p> <p>PM7 Principals are participating in Instructional Rounds specifically during foundational skills and support the core time in reading. Principals are embracing their roles as Instructional Leaders. Professional Learning at monthly Principal meetings are based on instructional strategies and routines to see in every classroom.</p> <p>PM8 We are starting our first cohort of ECRI Experts who will be "certified" by our Curriculum Coordinator as exemplary teachers of ECRI and can be used as models for Principals, other teachers and specialists. The intention is to grow another cohort for this spring.</p> <p>PM9 Additional Language Support staff have been hired this fall to act as interpreters for multilingual learners/newcomers in high school core academic classes</p>	
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<b>OR2</b>	<p>Please share other changes you've observed outside of the progress markers; for example, any observable changes made toward your outcomes when or if they don't correspond to the progress markers.</p>	<p>We settled our collective bargaining agreement with teachers.</p>	<p>Acadiance winter benchmark growth is the strongest it has ever been at grades K and 1. All schools had an increase over their fall proficiency levels, with some schools increasing proficiency percentages by 20% or more. This is truly an area of celebration and attests to the hard work our teachers have given foundational skill instruction and fidelity to ECRI.</p>	
<b>OR3</b>	<p>Please share any lessons learned, constructive or critical, over this quarter, including anything surprising that has occurred that might be valuable for other leaders in your region or state leaders to understand.</p>	<p>The progress markers are very dense and it is hard to grow from one level to another in all areas of a marker. We might have made progress on one part, but not the rest.</p>	<p>The new WorkApp is easier to navigate.</p>	