

## Jefferson County SD 509J - Integrated Programs 2023-25 Annual Report Responses

**Question 1:** 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)? Discuss at least one Outcome where you have seen challenges or barriers to implementation.

As we review our integrated programs, 2023-25 progress markers, and reflection responses, we see areas in which our plan implementation shows clear contributions to our outcomes and strategies. In Outcome-Better Everyday, which focuses on increased academic achievement for all students, including reducing academic disparities for focal student groups, we've seen significant progress in implementation. This outcome is primarily supported by strategies focused on improved early literacy, increasing academic rigor, and improving students' progress toward graduation.

- **Focus on early literacy skills** - Through our involvement in the Early Literacy portion of the Integrated Programs we are maintaining a thorough inventory of research-based K-5 literacy core and intervention curriculum, and assessments; funding four full time release/highly qualified elementary instructional coaches in each elementary school; providing regular literacy professional learning and literacy coaching to all certified elementary teachers and instructional specialists; focusing on research-based, targeted interventions; and further investing in the professional development of staff in the area of literacy instruction via a district-hosted reading endorsement cohort with George Fox University. As anxiously anticipated, our 24-25 3rd grade OSAS scores are beginning to improve as a result of our hard work on these early literacy initiatives. We are close to meeting this LPGT for 24-25, and look forward to continuing this upward trend.
- **Focus on increasing academic rigor** - Throughout the 2023-25 Integrated Programs period, teacher led materials adoption processes have been completed in the areas of K-12 mathematics, 6-12 science, and 6-12 health, utilizing the Oregon Department of Education approved adoption lists. Materials for advanced/dual credit courses were included to ensure rigorous options for all students. Paid work time has been provided for collaborative teams of teachers to complete alignment of state content standards to new materials, to design new courses aligned to the recent Oregon 2 + 1 High School Math Pathways, and to map out instruction and create unit plans that provide a guaranteed and viable curriculum. All new materials have been or are being implemented in classrooms throughout the 2023-25 time period. Successful implementation of this strategy is reflected by exceeding or almost meeting all 24-25 LPGTs for all students.
- **Focus on improving student progress toward graduation beginning in 9th Grade** - Our high schools have made great progress in the area of 9th grade-on-track and high school graduation rates. This progress is directly attributed to strategic support from two liaisons and a graduation coach who have worked closely with teachers to implement a monitoring system that identifies and provides coaching for at-risk students. Successful implementation of this strategy is reflected by exceeding or almost meeting the 24-25 LPGTs for 9th grade on track, and four/five year graduation rates for all students.
- **Focus on reducing academic disparities for focal student groups** - The Jefferson County School District equity team is working hard to design a system to include student representation in their work, and has facilitated the first in a series of professional learning opportunities to bring secondary students and staff together for learning and collaboration called Youth/Adult partnerships for Belonging in June, 2025. We align this work with all LPGTs and will watch the growth trend closely as we further this initiative.

One outcome area in which our district has consistently struggled, and experienced a delay of return to pre-COVID levels of proficiency, has been in the area of 3rd grade literacy. During the 23-24 school year, we began to implement a research-based, more strategic approach to early-literacy instruction with the implementation of the Early Literacy grant, and our 24-25 3rd grade OSAS scores are beginning to show improvement as a result. We will continue this strong focus and look forward to continuing the upward trend.

**Question 2:** Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.

We have identified several challenges to progress toward our outcomes and strategies, and to the implementation of our Integrated Programs in general. The recruitment and retention of certified, high-quality, and experienced specialists remains the primary barrier to achieving the goals of Better Everyday, particularly increased academic achievement for all students. These highly sought-after specialists in special education, English language development, and reading are essential for meeting the needs of the districts' most vulnerable student groups. The difficulty in filling and sustaining these positions can impede efforts to raise overall achievement and close disparities for focal student populations. At the same time, positive progress is occurring through targeted strategies in recruitment, professional development, and support systems, which are beginning to strengthen our capacity to attract and retain the skilled educators needed for long-term success.

**General challenges:**

- **Volume and frequency of reporting requirements** - The high volume and frequency of ODE reporting requirements impacts our district's ability to focus on critical instructional and programmatic tasks.
- **Decreasing family participation in engagement** - While we greatly value the opportunity to engage our families and community in authentic feedback regarding planning for the Integrated Programs, we have noticed a decline in the number of family interactions since 2022. We have invited family and community members to participate in multiple and varied engagement cycles and notice that there is an element of "feedback weariness" occurring. (lower numbers of responses, etc.)
- **Uncertainty regarding future funding** - The reduction in Integrated Programs grant funding, as compared to Current Service Level (CSL) costs, has made it increasingly difficult to sustain investments at the level required to meet student and program needs. This gap between available funding and actual service costs has limited our ability to maintain existing supports, let alone expand or deepen them. As a result, investments that require long-term commitment—such as staffing, program development, and systemic improvements—have been constrained, undermining the stability and continuity necessary for sustained impact.

**Support that is needed:**

- The ongoing work by ODE to simplify and streamline integrated programs reporting and the new accountability processes that will be coming on line. This includes consolidating reports, which is critical to significantly improve efficiency while maintaining the quality of information being provided.

**Question 3:** Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress toward 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.

For the 2024-25 academic year, JCSD has observed progress across various metrics, with some areas exceeding targets and others requiring a more purposeful focus. Our strategies and activities are designed to support our vision of “High Levels of Learning for All Students!”

- **Graduation Rates** - While official Oregon graduation rates are not yet available, our internal 24-25 data is 89% of all students graduating in 4 years. Our 24-25 target was set at 87.6%. Our combined focal groups grad rate of 83.7% is below our projected gap closing target of 87%. Regardless of actual data pending, we are committed to the best-practice strategies and activities in our 25-27 Integrated Plan and will focus on students attending, flourishing and belonging, and receiving high quality and rigorous instruction.
- **9th Grade On-Track** - Our 24-25 rate is 80% of 9th graders on track to graduate and is slightly under our projected LPGT of 81.2%. Our combined focal groups rate of 77.7% is also below the projected gap closing target of 80%. We remain committed to our strong focus on strategies that include liaisons, grad coaches and a strategic monitoring system of 9th grade student progress.
- **3rd Grade Proficiency** - Our 24-25 3rd Grade Proficiency level for all students is 37%, compared to our set target rate of 38.98%. While this metric is a tremendous celebration for our district, as it is the first year to attain pre-COVID proficiency rates, we will continue our strong implementation of research-based practices within the early literacy initiative. Strategies that will continue to support ongoing progress are included within our 25-27 IP plan outcome of Better Everyday and include elementary instructional coaches; and focused PD, coaching and interventions.
- **Regular Attenders** - Our 24-25 regular attender rate for all students is 59%, compared to our set target rate of 47.4%. While this metric shows strong positive progress, we know we can continue to improve. Strategies that will continue to support ongoing progress are included within our 25-27 Integrated Programs-Students Flourish Here outcome, and include the focus on student mental and behaviour health needs, and expanded offerings to enhance the well-rounded education of our students.