# 23-24 Integrated Programs Annual Report Presentation

Dayton School District

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions (Optional inclusion of Progress Markers)

- Each quarter, throughout the year, grant recipients have been asked to report expenditures, answer three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

Summary of Integrated Programs Performance Measures
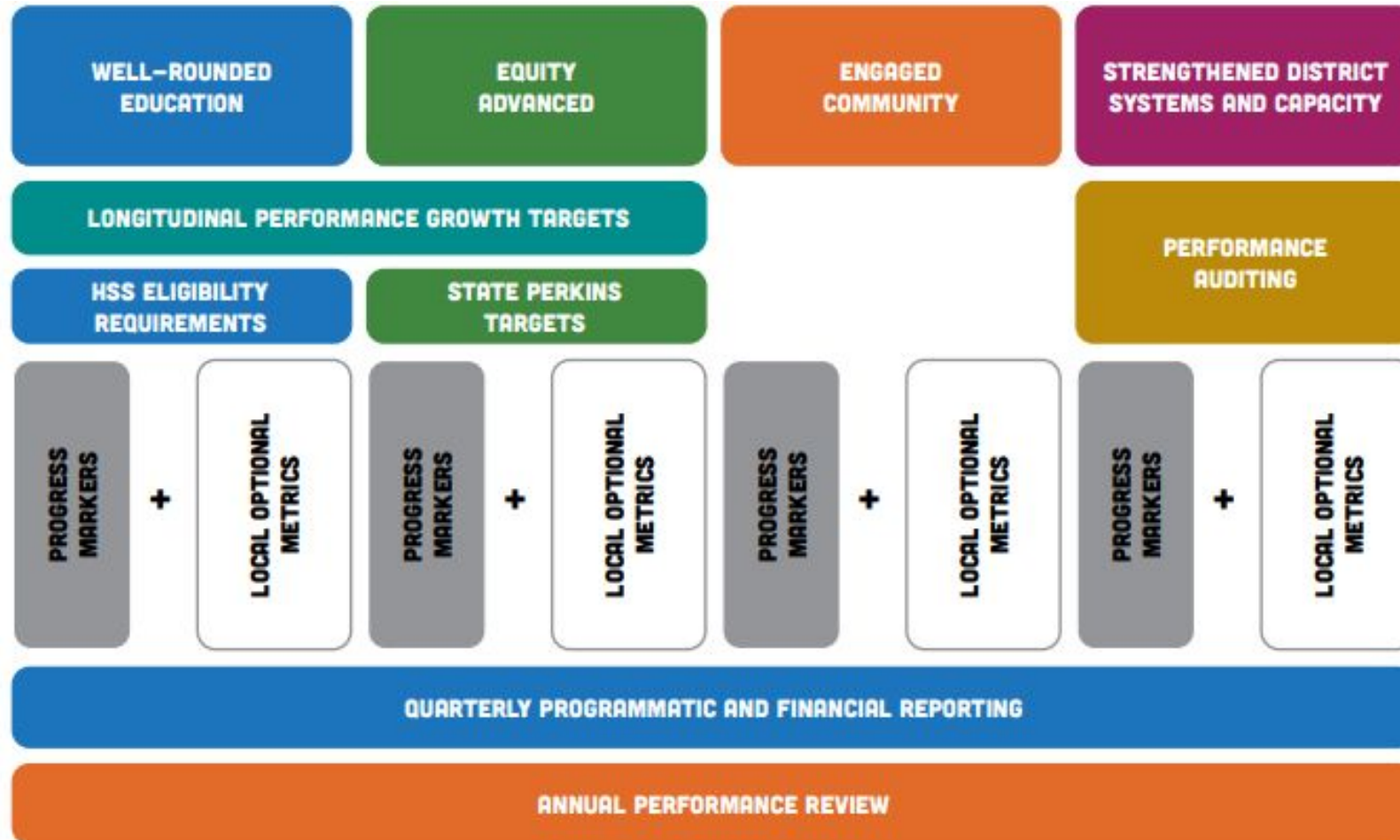
SIA Annual Report Requirements

- SIA recipients are required by statute to:
  - review their own progress on an annual basis through an annual progress report and financial audit
  - present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
  - and post the report to the district or charter school website.

- If grantee set LPGTs and LOM:
  - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
  - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)
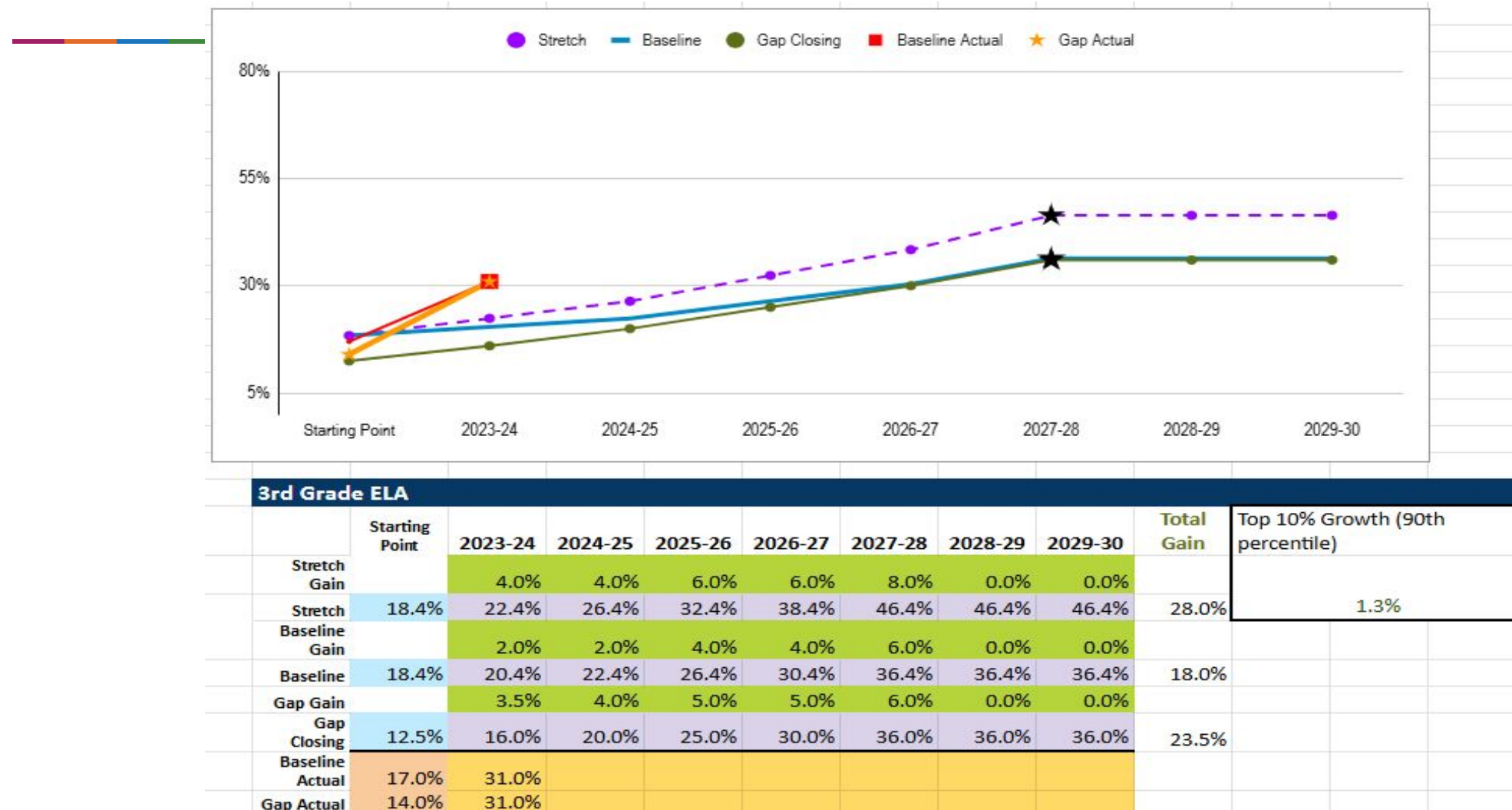
Annual Report Narrative #1

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)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

One area we are really excited to see the growth in was 3rd grade reading.

We **outperformed** our original goal by 9%.

This is promising news for the work we have been doing with our Early Literacy Grant funds. Our K-3 teachers spent a lot of time working with a coach and our elementary TOSA doing rigorous curriculum design. We are continuing that work this year K-12.

Longitudinal Performance Growth Target - 3rd Grade ELA

3rd Grade ELA

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Total Gain	Top 10% Growth (90th percentile)
Stretch Gain		4.0%	4.0%	6.0%	6.0%	8.0%	0.0%	0.0%		
Stretch	18.4%	22.4%	26.4%	32.4%	38.4%	46.4%	46.4%	46.4%	28.0%	1.3%
Baseline Gain		2.0%	2.0%	4.0%	4.0%	6.0%	0.0%	0.0%		
Baseline	18.4%	20.4%	22.4%	26.4%	30.4%	36.4%	36.4%	36.4%	18.0%	
Gap Gain		3.5%	4.0%	5.0%	5.0%	6.0%	0.0%	0.0%		
Gap Closing	12.5%	16.0%	20.0%	25.0%	30.0%	36.0%	36.0%	36.0%	23.5%	
Baseline Actual	17.0%	31.0%								
Gap Actual	14.0%	31.0%								

Annual Report Narrative #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.

The 9th grade on-track data is not accurately reported in the data we got from our WESD, so it does not show that we are well below reaching our goal.

Last year, we started implementing a 9th grade on-track system and we continuing that work this year. We are implementing more interventions to support our 9th grade students this year and held a 9th grade only portion of summer school to help ease the transition.

Progress Markers -

For each of the five common metrics, ODE has solidified the use of progress markers.

- Progress markers are sets of indicators that identify the kinds of changes towards the outcomes expected and desired in action, attitude, practice, or policies over the next four years that can help lead applicants to reaching Longitudinal Performance Growth Targets and the four common goals.

- Districts are not expected or required to meet all progress markers, only to track changes when investments create or contribute to the changes outlined (as determined by the district).

- Progress marker reporting is most helpful to districts when they establish consistent ways to review what changes they are seeing in the implementation of their plans

- Because districts may have already been working in various areas of engagement and academic achievement their starting point for each progress marker may be different.

Progress Markers

Progress Marker Identifying #	Progress Marker Start to See: Early signs of progress (3-6 months)	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Year 1 Q2 Progress (10/1/2023 - 12/31/2023)	Year 1 Q3 Progress (1/1/2024 - 3/31/2024)	Year 1 Q4 Progress (4/1/2024 - 6/30/2024)	Today
PM1	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	Medium	Medium	Medium	Medium
PM2	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.	Low	Low	Low	Low	Low
PM3	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.	Low	Low	Low	Low	Medium
PM4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to 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.	Low	Medium	Medium	Medium	Medium

Progress Markers

Progress Marker Identifying #	Progress Marker Gaining Traction: Intermediate Changes (6-18 months)	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Year 1 Q2 Progress (10/1/2023 - 12/31/2023)	Year 1 Q3 Progress (1/1/2024 - 3/31/2024)	Year 1 Q4 Progress (4/1/2024 - 6/30/2024)	Today
PM5	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.	No observable change	Low	Low	No observable change	Medium
PM6	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	Medium	Medium	No observable change	No observable change
PM7	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	Low	Low	No observable change	Low
PM8	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.	No observable change	No observable change	No observable change	No observable change	Low
PM9	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.	No observable change	Low	Low	No observable change	Medium
PM10	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.	Low	Low	Low	No observable change	Low

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Progress Markers

Progress Marker Identifying #	Progress Marker Profound Progress: Substantial and Significant Changes (18 months+)	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Year 1 Q2 Progress (10/1/2023 - 12/31/2023)	Year 1 Q3 Progress (1/1/2024 - 3/31/2024)	Year 1 Q4 Progress (4/1/2024 - 6/30/2024)	Today
PM11	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.	Low	Low	Low	No observable change	Low
PM12	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.	No observable change	Low	Low	No observable change	Low
PM13	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.	No observable change	No observable change	No observable change	No observable change	Low
PM14	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.	No observable change	Low	Low	No observable change	Low
PM15	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.	No observable change	Low	Low	No observable change	Low

Progress Markers

Progress Marker Identifying #	Progress Marker Start to See: Early signs of progress (3-6 months)	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Today
PM1	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	Medium
PM2	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.	Low	Low
PM3	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.	Low	Medium
PM4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to 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.	Low	Medium

Progress Markers

Progress Marker Identifying #	Progress Marker Gaining Traction: Intermediate Changes (6-18 months)	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Today
PM5	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.	No observable change	Medium
PM6	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	Medium
PM7	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	Low
PM8	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.	No observable change	Low
PM9	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.	No observable change	Medium
PM10	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.	Low	Low

Progress Markers

Progress Marker Identifying #	Progress Marker Profound Progress: Substantial and Significant Changes (18 months+)	Year 1 Q1 Progress (7/1/2023 - 9/30/2023)	Today
PM11	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.	Low	Low
PM12	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.	No observable change	Low
PM13	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.	No observable change	Low
PM14	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.	No observable change	Low
PM15	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.	No observable change	Low

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This school year we have launched many new systems, including synergy and frontline. The goal is to streamline processes, so that more focus can go towards teaching and learning.

We have also launched rigorous curriculum design work K-12. We will provide ongoing time to continue this work. Our goal is to build an aligned k-12 instruction that increases rigor and improves outcomes for kids.

We have also begun to revamp our Multi-tiered systems of response (MTSS). 9th grade on-track has been meeting bi-weekly and providing new supports for out 9th graders.

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We have seen continued shifts in our efforts towards viewing our work through an equity lens as we learn more and more about the unique learning needs of our students, particularly with our underserved students–such as language learners, and students receiving Special Education Services.

This past year we have focused extensively on our English Language Development program–securing appropriate resources for staff, changing our program model to meet student needs better, and putting into place professional development to support staff sheltering of instruction.

In addition, we continue to refine our Data system and assessment tools in order to ensure we have the information we need to inform decision-making and make in-the-moment changes to instruction to meet the needs of all learners.

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Every year, we are discovering more and more the importance of engaging students' voices in decision-making and the crucial role they play in creating an inclusive and responsive educational environment.

When students are actively involved, they feel a sense of ownership and responsibility for their learning, which can lead to increased motivation and engagement. Their perspectives provide valuable insights that can enhance school policies, programs, and practices, ensuring that decisions reflect the needs and interests of the student body.

By fostering an atmosphere of collaboration and respect, schools not only empower students but also cultivate a culture of shared responsibility and community, ultimately leading to a more positive and effective learning experience.