

2024-25 Eagle Point School District Integrated Programs Annual Report

Annual Report Questions

Question	Context/Guidance
<p>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)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>EPSD response:</p> <p>One strategy under Outcome-A (EPSD 9 will close achievement gaps for all students by implementing a growth model to identify barriers that prevents them from reaching grade level success) that made an immediate impact was hiring a special education teacher to serve students at our alternative secondary school and relieve numbers on a large caseload at one of our middle schools. All other strategies in Outcome-A remained funded with the exception of Transition Kinder; that program was discontinued with the 24-25 school year. As well, we were not able to fund the 2nd grade assistants from Early Literacy therefore, the match was not needed.</p> <p>Strategies under Outcome-B (EPSD9 will create a highly focused culture of exploration and learning through opportunities that encourage students K - 12 to identify and pursue the college and career pathways they desire) remained consistent with industry partners continuing to be a large part of keeping students' interest. As well, supplies were purchased to maintain robust CTE and STEAM offerings and allowed for expenditures for STEAM competitions at the state and national level. Dual credit and certifications were funded by braiding with HSS funds.</p> <p>Support for strategies in Outcome-C (EPSD9 will partner with the community to ensure all students and staff are supported through social emotional learning systems developed through the four Ds (define, design, deliver, demonstrate) and integrated with multi-tiered</p>

systems of support) was reduced by 2 FTE; the district is utilizing outside agencies such as Jackson County Mental Health to fill the gaps.

Outcome-D (EPSD9 will provide a safe and student-centered learning environment focused on building relationships with trust and integrity and encouraging each and every student to reach their full potential) continues to be funded. Ongoing engagement and collaboration with staff occurred on six full days during the 24-25 school year in preparation for PLC's starting in 25-26. Summer programming yielded significant numbers of students K - 12 attending. The focus for the high school was credit retrieval for sophomores and juniors. URCEO, our alternative school, graduated one additional student before the August deadline.

A full analysis of the Longitudinal Performance Growth Targets for EPSD is discussed in Annual Review Question #3.

CLA Response:

Outcome A: Ensuring that all students will report a satisfactory level of belonging and safety at school

Outcome Identifier:

A1 - Implement professional supports for daily instruction which enables equitable learning outcomes for all.

A2- Implement student supports which provides equitable access to campus and services to ensure attendance.

We've implemented a comprehensive strategy to increase relational capacity between staff and scholars. We've added new K-8 and High School leadership roles: Assistant Directors/MTSS Leads focused on academics, relationships, and staff/student support. To enrich student experiences and strengthen their relationships with one another and with staff, we've increased industry tours and grade-level fieldtrips, organized by our HS Academic Administrator. For a consistent K-12 approach, our Student Services

	<p>Director now has more responsibilities related to attendance.</p> <p>At the site level, we've increased one-on-one support and tutoring, which not only boost academic achievement but also build stronger relationships. Staff members now get bi-weekly check-ins with their direct supervisor and Student Services Manager, focusing on improving relational capacity and instructional practices. At the scholar level, our CLA High School Academic Administrator and Middle School Teachers lead "Vibe Check" meetings to get direct feedback from middle and high school students on their sense of belonging, safety, and school culture.</p>
<p>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?</p> <p>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>EPSD response:</p> <p>Outcome C (EPSD9 will partner with the community to ensure all students and staff are supported through social emotional learning systems developed through the four Ds (define, design, deliver, demonstrate) and integrated with multi-tiered systems of support) C2 Strategy: Increase and ensure equitable access to counseling and mental health supports for students in grades 6-12. Certain SIA funded positions that were shared with grades 6 to 8 for Social Emotional Learning and mental health supports were eliminated and “approved program” staff that were previously funded by general fund were moved into SIA. As a result, Social Emotional Learning and mental health supports were reduced but CTE programs and a high school counselor were retained. The declining enrollment trend across the state and EPSD is contributing to this and is a barrier to keeping SIA positions intact.</p> <p>CLA response:</p> <p>Outcome C: Increase access and retention of all students in our college/career pathways programs,</p>

with attention to students who are currently or historically underserved.

Outcome Identifier:

C1 - Provide administrative supports at the high school level to better develop staff to implement equitable learning outcomes for all students.

We've encountered several barriers to our strategies aimed at providing equitable learning opportunities and culturally responsive support for all students. Our primary challenges include staffing limitations, which make it difficult to consistently showcase diverse role models and pair students with culturally similar mentors. Additionally, we've struggled with inconsistent family involvement in college and career planning, despite our efforts with workshops and meetings. Despite these barriers, we have been able to implement personalized goal-setting sessions and highlight diverse career pathways through events like industry tours and student spotlights.

To overcome these obstacles, we are seeking support in a few key areas. We need help building partnerships with organizations that can consistently provide diverse mentors and role models. We also need assistance in creating and implementing workshops that specifically address the challenges faced by students from underrepresented backgrounds and their families, particularly with complex application processes and financial aid. With this support, we can strengthen our one-on-one advising and family engagement initiatives to ensure all students feel supported and prepared for their future careers and educational journeys.

3. 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.

EPSD Response:

The final 4 year cohort graduate rate as of 9/17/25 was 81.33% for the district. Our LPGT* goal was 84%. The 5 year cohort completers as of 9/17/25 for the district were at 87.30% with the LPGT goal of 86.10%. 9th on track far surpassed the LPGT goal of 75.50% with a rate of 86.8%. The 3rd grade ELA Proficiency final determination was 29%, the LPGT goal was 26.8% and the state proficiency rate was 41%. Our regular attenders came in significantly lower at 66.7% against the LPGT goal of 81.7%.

Overall, Eagle Point School District lags behind the state proficiency percentage in Math and Science. In Language Arts, Eagle Point School District lags behind the state proficiency at all grade levels with the exception of 11th grade. Eagle Point School District 11th has a 50% passing rate compared to the state proficiency of 46%.

All data points include Crater Lake Academy's performance in the average.

As a comparison by schools governed by EPSD, EPHS' graduation rate was 96.67% and the 4 year completer rate was 97.14 as of 9/17/25. URCEO graduation rate was 23.55% with a 40.63% 4 year completer rate as of 9/17/25. EPHS' 5 year completer rate was 99.06% and URCEO's was 47.06% as of 9/17/25. Ninth grade on track for EPHS: 90.5% and URCEO: 43.5%.

The final 4 and 5 year completer rate will not be 100% accurate until after the 1st quarter ADM is reported, but since this is due by 9/30/25, the numbers as of 9/17/25 were used.

Preliminary [OSAS results with breakdown of EPSD schools and CLA.](#)

Source: ODE Achievement Data Insight 24-25, ODE TIDE 24-25

*Longitudinal Performance Growth Targets; CLA's targets are included in EPSD.

Local Optional Metrics (LOM) were reviewed at length and submitted as part of the 25-27 Integrated Application. That document can be read [here](#).

The district has a detailed strategic plan for (24-27) developed by a large representation of employees from the district. Plans are in place to address and increase the 4 year cohort graduations, the 5 year cohort completers, as well as OSAS at all grade levels. This will be done through effective Professional Learning Communities with a late start Wednesday providing the common time for staff to meet.

CLA Response:

Outcome - Achieves at least 93% graduation rate across all demographic groups

Outcome Identifier:

B2 - Reduce class size to close the opportunity and achievement gap.

In our previously created LPGT, we established the need to achieve at least a 93% graduation rate across all demographic groups. When this goal was created in 2022, CLA had a graduation rate of 89.1%. We do recognize this average is above the state average for all students; however, there is growth needed. In our analysis, we found that our male students (87%), students experiencing mobility (75%), and students with disability (66.7%) were our focal groups that averaged below our school-wide average.

CLA has made extraordinary progress toward meeting this goal as we are projecting a 100% on-time graduation rate for the 2024/25 school year. The activities to support this improvement are contributed to adding additional staff to lower class and small group sizes and adding an Academic Review every three weeks for all High School students. CLA has been able to increase daily intervention time each afternoon for all students not passing a course with the additional staffing. We have also increased the awareness of

	<p>transcripts and grad plans to families and students through advisory meetings, family informational nights and family conferences. At the student level, all scholars create digital portfolios, including their own personal grad planning and goal setting, improving self-awareness.</p>
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