

Coquille SD 8 - IP Annual Report 23-25



Identifier #	Annual Response Question	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection
1	<p>AR1</p> <p>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>We are noting progress in the area of third grade ELA performance as referenced against our longitudinal performance growth targets. We were to hit 35% at the district level; we achieved 44% at the District level. While nothing to write home about, we are glad to have exceeded the LPGT target for the 23-24 school year. All academics are in focus across our district- we want to continue to push for 100% of students at proficient levels.</p>	<p>We are hopeful that our focus on CTE staff and course offerings will encourage students at grades 7-12 to attend school even more regularly, which will contribute to being on track at 9th grade as well as completing high school with the four year cohort group. We continue to track an increase in third grade ELA in our traditional schools, having 50% of students demonstrating proficiency in the 24-25 school year.</p>
2	<p>AR2</p> <p>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>We continue to struggle with regular attendance, especially among our youngest students. We are actively seeking information from our community about the barriers that exist which lend to chronic absenteeism. This is a question in our Integrated Guidance survey of families/community. The EIS funding we receive is minimal. We would appreciate some additional financial support to allow for a district-wide attendance advocate.</p>	<p>We again note absenteeism, markedly among grades K-1; we had but 25% regular attendance in the 24-25 school year. With the passage of SB 141, we are redoubling our efforts to educate our adults as they hold the responsibility of making sure their students come to school each day.</p>
3	<p>AR3</p> <p>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.</p>		<p>As we reflect on our OSAS scores and metrics for Integrated Programs, we note the challenge our district faces in how we show up statistically. Our district is composed of two parallel systems: the traditional pre-k-first grade school, the grades 2-6 elementary, and the grades 7-12 secondary campus. Students attend these schools, with the exception of perhaps regular attendance, show healthy growth year over year in our five metrics. Contrast those sites with our two alternative, choice hybrid campuses, which include virtual platforms for instruction and a place for students who have not been successful in traditional schools to land. Students at the K-8 elementary and 9-12 high school are those who often struggle due to academic lagging skills, may have an involvement with the juvenile system (one-third of our students at the high school fall into this category), have issues with behavioral dysregulation, and/or have mental health concerns like anxiety and depression. We are above our LPGT goal in ELA proficiency at grade 3, having 45% proficiency as a district, with our traditional school achieving 51% proficiency. Our LPGT was 38% and our stretch was 53%; we are thrilled that we nearly achieved that metric. As a district, we remain below target for regular attendance; however, one of our schools averaged over 80% regular attendance in the 24-25 school year. This was achieved through incentives for students that appealed to the majority (such as cookies). We believe that offering CTE electives and dual credit courses has contributed to a steady increase in students on track to graduate in 9th grade. Although we graduated the highest number of students from our alternative high school in three years last year (28,) there were still many who did not succeed as five year cohort completers. With the addition of a GED option at this campus, we are hopeful that we will reach those who are not four year cohort graduates and welcome them into the five year cohort completer group.</p>