Phoenix-Talent SD 4 - IP Annual Report 23-25

	Identifier #	Annual Response Question
1	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)? Discuss at least one Outcome where you have seen progress in implementation.
2	AR2	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.
3	AR3	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.

2023-24 Annual Progress Reflection

The district has made considerable gains on several dimensions of our Outcomes and Strategies in our Integrated Plan over the 23-24 school year. Specifically, regarding Outcomes C and D which relate to family input and engagement strategies as well as community partnerships, we have moved the needle significantly. All district schools have implemented a robust family engagement program including: setting classroom and individual student goals with families, implementing data tracking tools for families at home, capacity building for families to help accelerate their students learning away from school, and networking/connecting opportunities for families within and across classrooms and programs. Another area that has seen progress has be with respect to Outcome A regarding ensuring all subgroups make adequate growth. All schools in our district have revamped and improved their data teams over the course of the year. We've had them in place for some time, but especially over the course of the fist half of the year they have been more focused and inclusive of a wider school population. Even classified staff are now members of data teams and individual leadership teams have been empowered to develop action plans to address weaknesses in schoolwide student data at most of our schools. Another element to our progress in Outcome A has been our implementation of staff training regarding the Science of Reading, curriculum implementation, and engagement strategies to reach all learners. We have also begun a widespread practice of delivering special educations services using a push-in model to ensure that all students, including our disabled students, receive high quality core instruction.

One area that was a consistent challenge over the course of the 23-24 school year was student attendance. For the year we had a rate of only 69% regular attenders. This impacted our ability to consistently provide instruction and intervention to a large group of our students. We have implemented many strategies to address this issue for the current school year, but it will likely continue to be a challenge even if we are able to make improvements at the margins in this area. Another significant barrier to our plans has been a deficit of time to conduct initial and ongoing staff professional development. We were able to provide some robust training in several areas for both licensed and classified staff at the beginning of the school year, but we struggled to find time to provide follow-up and ongoing support throughout the year. We have seen that our teachers need more time to analyze student data and create actions plans but we run up against a dearth of time for these activities. We have also struggled to find substitutes to allow us to free up teachers from their classrooms in order to do this kind of work during the school day. These two challenges (attendance and lack of PD time) have most acutely impacted our work in the area of Outcome A, but they resonate across several of our Outcomes and Strategies.

2024-25 Annual Progress Reflection

The district continues to feel very positively about the progress we are making in the areas of Outcomes C and D due to the strong programs we have put in place over the past 3 years to support family engagement and empowerment. It has now become an accepted and expected part of the culture in the district to invite families to be an active part of their students' learning. Families have learned how to review data and set goals for their students relative to the objectives that teachers and administrators have established. Many family members now feel a sense of efficacy in the academic arena which was not typically the case in previous years. Additionally, the district has made positive strides in the area of Outcome G, which seeks to guarantee and expand equitable opportunities for all students. We have made the conscious decision to invest in and in some cases, expand the special programs we have throughout the district. Examples of this include offering an online school option for students at all grade levels. These online programs seek to be very flexible in order to support each student and families' needs and they have hybrid online and in-person aspects to further that aim. We have also seen increases in the number of students identified as Talented and Gifted in the district and have expanded some service options in that program as well. Finally, as part of Outcome F, the district has increased and improved its graduation counseling and support program over the past 3 years to offer more opportunities to high school students as they navigate their final four years with the district and look to their next steps beyond high school.

Despite a strong focus by the district over the past few years, Regular Attenders data has continued to disappoint us. The percentage of regular attenders fell to 64% in the 24-25 school year in our district. In an attempt to address this issue the district has employed several strategies: 1) A district-wide attendance team has begun to meet quarterly to review data and policies, develop attendance plans and strategies, and monitor the effectiveness of those plans. 2) The district has been engaged with a state-wide consortium to study the research around chronic absenteeism and develop promising practices to share with other members. The consortium meets bi-monthly and for 25-26 it will institute site visits to explore strategies for attendance improvement in depth. 3) Attendance has been added to every school and district-level data review team to include it in the tier 2 and tier 3 interventions that are developed for individual students as well as groups of students. Beyond these strategies the district is more than willing to accept any support that might be offered by ODE to improve our rate of regular attenders.

The district is experiencing a mixed bag of successes and challenges thus far relative to the LPGTs developed in 2023 in conjunction with Oregon Department of Education staff. On the positive side, our 24-25 target for Five Year Cohort Completion was 90.5% and we achieved 95% last year. Also, our target for 3rd grade ELA proficiency was 31.4% last year and our 3rd graders achieved a 37% success rate. On the more challenging side, our target for 9th Grade On Track was 84.8% but only 82% of 9th graders were on track to graduate at the end of 24-25. Similarly, our Regular Attenders goal for the district was 74% in 24-25 but only 64% actually achieved regular attender status. Finally, our Four Year Cohort Graduation rate for 24-25 was almost exactly at our target of 89.7%. We attribute much of our success in the area of 3rd grade ELA proficiency to the adoption of the reading curriculum Amplify, along with rigorous training and support for its components. We have also tracked its implementation closely and have staff members devoted to ensuring it is being used with fidelity and skill. Regarding our Regular Attenders metric, please see the response to AR2 above.