Jefferson County SD 509J - Integrated Programs 2025-26 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 2025–26 Integrated Programs progress markers and reflection responses, we see clear evidence that implementation of our plan is contributing to our identified outcomes and strategies, while also highlighting areas that require continued attention.

A primary focus is our *Better Everyday* outcome, which centers on increasing academic achievement for all students while reducing academic disparities for focal student groups. Our work toward this outcome is organized around four key strategies: strengthening early literacy, increasing academic rigor, improving student progress toward graduation beginning in ninth grade, and reducing disparities for focal student groups.

Early literacy

Through the Early Literacy component of Integrated Programs, we continue to strengthen a coherent K–5 literacy system. Our work includes maintaining a comprehensive inventory of research-based core and intervention curricula and assessments; providing 0.5 FTE funding, with remaining FTE matched by the district, for four full-time-release, highly qualified elementary instructional coaches; providing ongoing literacy professional learning and coaching for certified elementary teachers and instructional specialists; strengthening targeted, research-based interventions; and continuing to invest in staff development related to effective literacy instruction.

We have seen both encouraging progress and continued challenge in this area. In 2024–25, third-grade OSAS performance improved by more than 13 percentage points over the prior year for both reporting groups. In 2025–26, scores declined from that high point, and we did not meet our LPGT for third-grade ELA proficiency.

Although this represents a setback, the longer-term trend since 2021–22 remains generally positive. We remain focused on accelerating that progress as we work toward newly established 2026–27 Performance Growth Targets of 38.4% and 34.4%. Early literacy continues to be a significant area of need, as district reading proficiency has not yet returned to pre-pandemic levels. We view the opportunity to establish PGTs in alignment with similar Oregon districts as a positive improvement to the goal-setting process and will continue prioritizing consistent implementation of research-based, strategic approaches to early literacy instruction.

Increasing academic rigor

During the 2025–26 school year, teacher-led materials adoption and unit-planning processes were completed in grades 6–8 science and grades 6–12 social studies using Oregon Department of Education-approved adoption lists. Materials for advanced and dual-credit courses were included to help ensure rigorous learning opportunities for all students.

The district also provided paid collaborative work time for teacher teams to align state content standards with newly adopted materials, map instruction, and develop unit plans that support a guaranteed and viable curriculum. Implementation of the newly adopted materials will continue throughout the 2025–27 period.

Because 2025–26 outcome data are not yet finalized, we are cautious about drawing direct conclusions regarding impact. However, we believe this work contributes to the broader conditions supporting student success, including ninth-grade on-track and four-year graduation outcomes. Both areas exceeded or nearly met 2024–25 LPGTs for all students. Our continued priority is to improve outcomes for all students while reducing gaps between all students

and focal student groups.

Improving progress toward graduation beginning in ninth grade

Our high schools continue to demonstrate strong progress in ninth-grade on-track and high school graduation outcomes. Two liaisons and two graduation coaches work closely with teachers to implement a monitoring system that identifies students who are at risk of falling off track and provides targeted coaching and support.

Implementation of this strategy is reflected in district performance that exceeded or nearly met the 2024–25 LPGTs for ninth-grade on-track and four- and five-year graduation rates for all students. Final 2025–26 data will be available in December 2026, and we will use those results to evaluate progress and determine where additional adjustments or supports are needed.

Reducing academic disparities for focal student groups

Reducing disparities for focal student groups remains central to our Better Everyday outcome and across all LPGTs. The Jefferson County School District equity team continues to strengthen systems for meaningful student representation and student-adult collaboration.

One key strategy has been Youth/Adult Partnerships for Belonging, a series of professional learning and collaboration opportunities that bring secondary students and staff together. The initiative launched in June 2025, continued throughout the 2025–26 school year, and included an additional event in June 2026.

As this work continues, we will closely monitor both implementation and student outcome trends to better understand its contribution to belonging, achievement, and the reduction of disparities between focal student groups and the overall student population.

Overall, implementation of our Integrated Programs plan has strengthened systems in early literacy, curriculum and instruction, graduation support, and student belonging. At the same time, our results reinforce the need for continued focus on early literacy and on closing achievement gaps for focal student groups. We will use finalized 2025–26 data and our newly established PGTs to guide continuous improvement during the 2026–27 school year.

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.

Through the district leadership team's work to establish new Performance Growth Targets, we have identified several persistent barriers to achieving our desired outcomes. The most significant are eighth-grade mathematics proficiency, K–12 attendance, recruitment and retention of specialized staff, uncertainty related to evolving state processes, and year-to-year funding instability.

Eighth-grade mathematics and K–12 attendance

Eighth-grade mathematics proficiency and K–12 attendance have not recovered to district pre-pandemic levels at a satisfactory rate. These two areas represent significant barriers to progress toward our Better Everyday outcome and related performance targets.

In response, beginning in September, we will launch two Professional Learning Teams composed of administrators and teacher leaders. Each team will conduct a deeper study of one of these priority areas, including analysis of root causes and research into effective practices. The intended outcome is the development and implementation of a comprehensive, evidence-informed improvement approach for both eighth-grade mathematics and

attendance.

Additional access to relevant research, promising practices, technical assistance, and opportunities to learn from districts demonstrating stronger outcomes in these areas would support this work.

Recruitment and retention of specialized staff

Recruitment and retention of certified and classified specialists and support staff continue to be significant implementation barriers. Positions in special education, English language development, and reading are particularly difficult to fill and sustain, yet these professionals are essential to meeting the needs of our most vulnerable student groups.

Staffing challenges can limit our ability to increase overall academic achievement and reduce disparities for focal student populations. For example, we experienced a delay in launching a high-dosage tutoring supplemental program for fourth- and fifth-grade students at one of our highest-need schools because we were unable to recruit and hire a qualified candidate for the tutoring position.

Continued regional and state-level support related to recruitment, workforce development, and strategies for filling hard-to-staff positions would strengthen our ability to implement these investments consistently.

Uncertainty regarding future processes and funding

We appreciate ODE's ongoing efforts to simplify and streamline Integrated Programs application and reporting processes through the upcoming release of Oregon's new Unified Grant Application (OUGA). At the same time, changes to these processes, together with implementation of new accountability requirements beginning this school year, create uncertainty for district teams responsible for planning, implementation, and reporting.

The most helpful support from ODE will be continued timely, transparent, and consistent communication, including clear guidance and technical assistance as new processes are developed and implemented.

Funding variability presents an additional challenge. In 2024–25, the district experienced a significant reduction in Integrated Programs grant funding, followed by an increase in 2025–26. While the additional funding is greatly appreciated, substantial year-to-year fluctuations make it difficult to responsibly sustain investments that require long-term commitments, including staffing, program development, and systemic improvement efforts.

Predictable funding is particularly important for strategies intended to produce lasting student outcomes. When future funding levels are uncertain, districts face greater difficulty maintaining successful programs, retaining staff, and expanding or deepening promising practices.

As we move into 2026–27, our district remains committed to continuous improvement and to using data, collaborative inquiry, and evidence-based practices to address these challenges. Continued partnership with ODE—particularly through clear communication, technical assistance, opportunities to learn from effective practices, and greater predictability in funding—will strengthen our ability to sustain implementation and improve outcomes for all students, especially those in our focal student groups.