



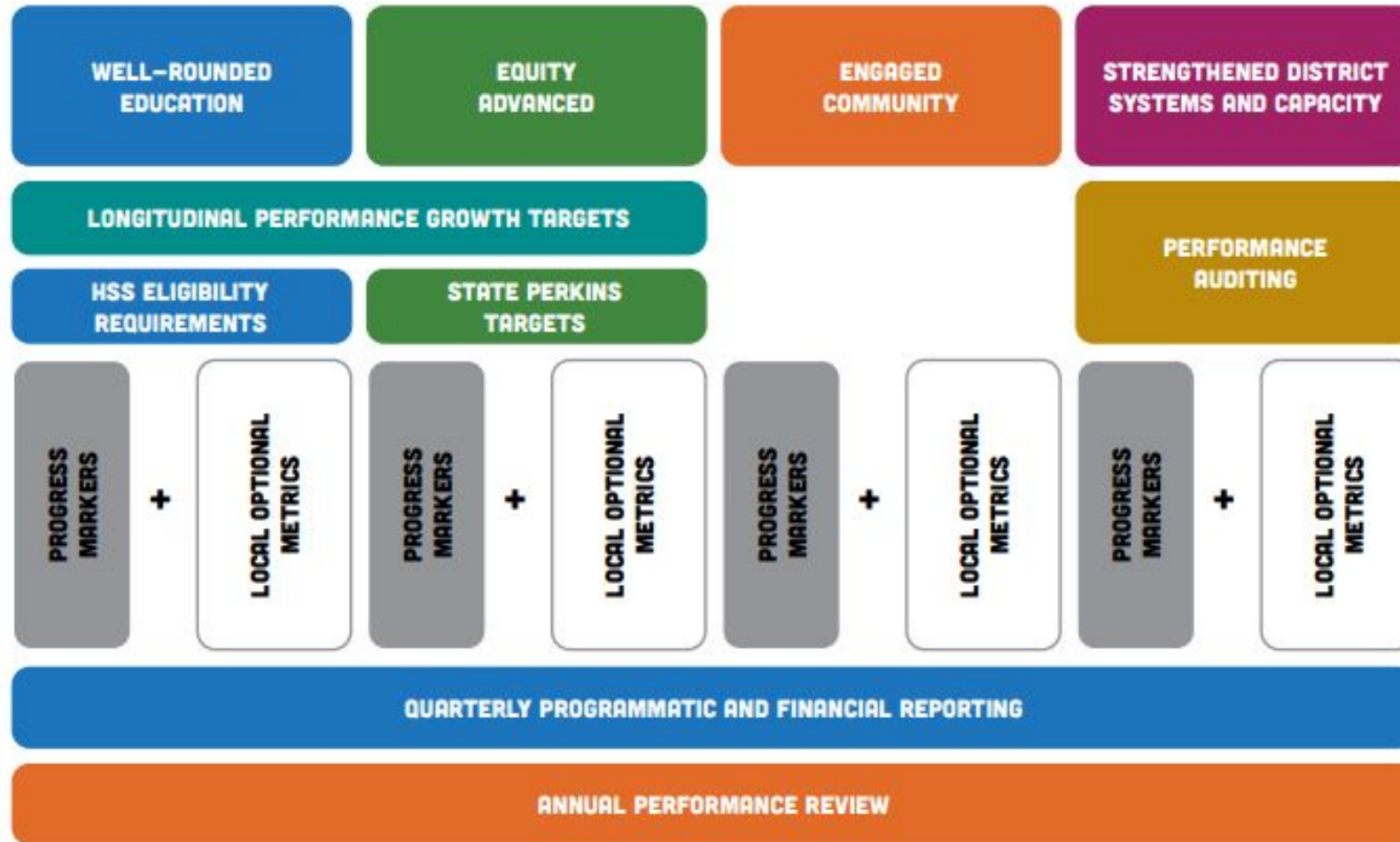
2025-26 Integrated Programs Annual Report

Presented by:
Dawn Moorefield
Jefferson School District

Annual Reporting Requirements & SIA Statutory Mandates

- **Annual Report:** ODE's annual report consists of two narrative questions
 - Throughout the year, the district has been asked to report expenditures and report on progress markers, which helps inform overall progress on the annual report.
- **SIA Annual Report Requirements (in statute)**
 - Recipients must:
 - 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.

Summary of Integrated Programs Performance Measures



Summary of Integrated Guidance Performance Measures & Outcomes

The Jefferson School District's Integrated Guidance Program focuses on three primary outcomes for our students:

- **Outcome A:** Increase the sense of belonging and the social emotional wellness of students.
- **Outcome B:** Close academic achievement gaps for focal groups.
- **Outcome C:** Increase 4-year graduation and 5-year completer rates.

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 (LPGTs)?

Discuss at least one Outcome where you have seen progress.

- **Outcome A (Social-Emotional Wellness):** Progress is driven by continued support for students exhibiting dysregulation, high school life skills classroom, and additional electives and after-school clubs.
- **Outcome C (Graduation Rates):** Progress is supported by the implementation of a 9GOT team, alternative education programs, and maintaining CTE programs and dual credit offerings.

Outcome A Detail: Social-Emotional Wellness, DESSA, & Student Supports

Strategy A1 (Continue to provide supports to assist students who exhibit social and emotional dysregulation):

- Continued funding for an EGC teacher and instructional assistants at elementary and middle schools.
- Implemented the Devereux Student Strengths Assessment (DESSA) K-12 to measure social and emotional competencies and deliver targeted interventions.

Strategy A2 (Continue to provide a high school life skills classroom):

- Continued funding for a high school life skills teacher to support identified students.

Strategy A3 (Continue to offer additional electives and after-school clubs for students):

- Continued electives and after-school clubs (grades 6-12) show positive effects on academic performance, social-emotional development, and school engagement, contributing to increased 9th-grade on-track rates and improved graduation/completer rates.

Outcome C Detail: 9GOT Team, Alternative Pathways, & WCA CTE Partnership

- **Strategy C1 (Implement a 9GOT Team):** Successful high school implementation; the team meets monthly to review data and support 9th graders to stay on track for on-time graduation, showing continued data growth.
- **Strategy C2 (Continue to provide an alternative education program):** Provides online (via Graduation Alliance) and hybrid models for high schoolers, supporting 4-year and 5-year graduates. Also supports grades 6-8 students needing an online environment.
- **Strategy C3 (Maintain CTE programs and dual credit offerings to provide a well-rounded education):** Partnership with Willamette Career Academy (WCA) funded 20 students for the 2025-26 school year, broadening CTE offerings. Strong CTE programs correlate with Jefferson High School's improving graduation rates.

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 support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

- **Strategy B1 (MTSS Implementation):** Implementing strong MTSS (Tiers 1-3) for academics, behavior, SEL, and attendance remains a focus area and a challenge.
 - **Interim Assessments:** Implementing K-10 interim assessments this year helps identify students needing support, but requires teachers to review data and determine MTSS support strategies.
 - **Attendance Issues:** Regular student attendance is an ongoing issue. Without stricter, compliance-based attendance rules from ODE and the state, the district has few administrative levers to enforce attendance.

Opportunity for Public Comment and/or Questions??