



2025-26 Integrated Programs Annual Report

HSD Overview: The progress markers and overall reflection are submitted quarterly by Hillsboro School District (HSD) and City View Charter School (CVCS) to the Oregon Department of Education. The Office for School Performance and Business Office come together prior to each submission to complete reporting. The longitudinal performance growth targets (LPGTs) are measured over 4 years, 2023-24 through the 2027-28 school year. The HSD Integrated Program goals are aligned with the goals of our strategic plan. Our HSD Strategic Plan can be found at hsd.k12.or.us/about-us/strategic-plan/overview. Our LPGTs are codeveloped and approved by the Oregon Department of Education for a 5-year duration of time.

Annual Report Questions

Question	Context/Guidance
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)? Discuss at least one Outcome where you have seen progress in implementation.	HSD has made meaningful progress toward our attendance outcomes by strengthening a districtwide, relationship-centered approach focused on early identification, family partnership, and barrier reduction. Over the biennium, improved attendance dashboards and data systems have helped school teams identify concerns earlier and respond more strategically, while quarterly attendance messaging and increased family outreach have strengthened communication and connection with families. This work has been especially important as families have navigated growing socioeconomic barriers, including food and financial insecurity and impacts from immigration activity in our community. By connecting attendance efforts with family outreach, mental and behavioral health, McKinney-Vento supports, and community resources, we are better able to understand and address the reasons students miss school rather than simply respond to absences. These combined efforts have contributed to an increase in regular attendance from approximately 64.5% to 68.4%, demonstrating progress toward our long-term goal of 80% regular attendance by 2028. Another outcome area to note is 9th Grade On Track. While the overall metric decreased from 92% to 89%, internally we track an additional metric that emphasizes the number of core credits students earn in 9th grade. This metric evaluates the number of students who earn at least 3.5 core credits (math, language arts, social science, and science) of the 6 overall credits for 9th grade on track. Over the past two years we have seen steady growth in this metric from 82.6% in 23-24, to 83.8% in 24-25, and finally 84.1% in

25-26. Growth can be attributed to more emphasis on content PLCs focused on similar instructional strategy goals as part of the larger 9th grade success team. Additionally, many buildings have implemented biweekly grade level meetings that utilize data to improve systems and instructional strategies to support 9th grade on track goals. High school 9th grade on track teams receives quarterly professional development geared towards improving systems, maximizing meetings times, and integrating data for purposeful improvement. Buildings then lead quarterly data digs as a high level “dipstick” evaluation of the implementation of their on-track systems.

CVCS (City View) has continued to make progress toward our academic achievement outcomes through a sustained focus on high-quality instruction, consistent use of student data, and strengthening systems of support for students. Our continued strong performance on state assessments reflects the impact of maintaining high expectations while also developing systems that allow staff to respond more intentionally to student needs. One area of progress has been our continued implementation of the EL Education model and the use of its practices to strengthen instructional quality and student outcomes. City View has successfully developed credentials in two of the three dimensions of EL Education—Mastery of Skills and Knowledge and Character and Culture—and is continuing to work toward the third dimension, High Quality Work. This work directly supports our plan outcomes related to academic achievement, student engagement, character development, and the production of high-quality student work. We have also continued to strengthen our systems for monitoring student progress and providing targeted support. Grade-level teams use assessment information and other student data to identify areas of need, adjust instructional strategies, and monitor progress over time. Our focus on consistent instructional practices, collaborative planning, and student support systems has helped us maintain strong academic outcomes while serving a growing and increasingly diverse student population.

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.

In **HSD** we saw a slight increase in our data **3rd grade ELA Proficiency** data, however we did not meet our target of 40%. We were just 0.2 shy with 37.8%. Several of the strategies we implemented this year to support our ELA achievement were: Continued to expand use of English and Spanish supplemental foundational skills curriculum, and LETRS training which increased 1st-4th grade literacy skill development as reflected in our internal curriculum Phonics Survey Assessment (1st-6th) and Running Records (1st-6th), a 2nd cohort of teachers in Science of the Bilingual Reading Brain training, and grade level professional development and collaborations focused on foundational skills, vocabulary, fluency and language transfer. We value the work we do with our multilingual learners however the effects of our strategies may not be seen yet in 3rd grade SBA because it takes up to seven years to be proficient. We continue to see challenges with our focal group of Students Accessing Special Education. This past year we collaborated with our Student Services team to provide additional supplemental and intervention curriculum, and effective strategies professional development for our SPED Case Managers to have consistent programs and implementation across the district. We expect to see improvements in future years because of this investment in curriculum and training for Special Education staff. **City View** continues to see strong overall academic performance, but **3rd grade ELA proficiency** remains an area for growth. State assessment data show that 44% of 3rd grade students met or exceeded the ELA standard, below our target of 50%. A primary challenge is ensuring that all students, particularly students receiving special education services and multilingual learners, have consistent access to the targeted instructional and intervention supports they need. As our enrollment and student diversity continue to grow, we are also working to strengthen systems for using assessment data to identify needs early and provide timely, targeted support. Continued professional learning, collaborative data review, and development of consistent instructional and intervention practices will be important to increasing 3rd grade ELA outcomes.

3. CTE1: Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG (p. 18). These include more populations than the federally identified “special populations”. The federal definition includes the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non- traditional fields, single parents (students), out-of-workforce individuals, English language learners, homeless individuals, youth in, or having aged out of, the foster care system, youth with a parent who is a member of the armed forces or on active duty. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using Perkins funds. (Section 112(a)(2)(A) of Perkins V) You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQ2SIA+ students.

In the **Hillsboro School District** during Q4 of the 2025-26 school year, we continued to prioritize equitable access and opportunity within CTE. Staff reviewed disaggregated participation and outcome data to identify barriers affecting federally defined special populations and Oregon focal student groups. This review informed priorities related to transportation, accessible career exploration, work-based learning, industry-standard equipment and curriculum, dual credit, credential attainment, and recruitment into fields in which students are underrepresented. A major Q4 accomplishment was the completion of another Constructing Meaning cohort specifically for CTE educators. Perkins funds supported professional learning that helps teachers make technical content, academic language, and classroom participation more accessible to multilingual learners. Educators strengthened their use of structured student interaction, explicit language supports, and discipline-specific vocabulary within hands-on CTE instruction. These strategies support all students but are especially intended to ensure instructional access to content for students experiencing disability or who are language learners and who may need additional scaffolding to access complex technical content. HSD also continued supporting more than 200 students each semester in accessing specialized CTE programs through the CCP Shuttle. In Health Sciences, 109 seniors participated in credential courses, and 224 students completed clinical or workplace placements during 2025-26. Students earned credentials in medical assisting, phlebotomy, pharmacy technology, dental assisting, bioscience, and Basic Life Support. Together, these investments reduced barriers and increased access to advanced coursework, career-connected learning, and industry-recognized credentials for special populations and focal student groups.

City View does not offer CTE programs or receive Perkins funds.

4. **CTE2: The 2024-2028 CTE State Plan has three (3) outcome areas:**
Outcome 1: Career connected learning that is systemically integrated with education and workforce development. Outcome 2: Increased equitable participation in high-quality CTE and career connected learning Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships Please choose at least one (1) of the outcomes and let us know what you did in that area to help move the dial and make an impact for students/teachers. We'd love to be able to share your local information along with our statewide updates.

Outcome 1: Career-connected learning that is systemically integrated with education and workforce development.

Throughout the 2025-26 school year, **HSD** focused on supporting and expanding CTE programs connected to industries with the greatest demand in our region and, specifically, within the Hillsboro community. Our career-connected learning efforts respond to student interests while also serving our community by preparing students to enter the workforce and meet the needs of local industries. During Q4, this work was reflected in partnerships across advanced manufacturing, construction, bioscience, health sciences, and fire and emergency services. Examples of that work include:

- a. HSD partnered with the Oregon Bureau of Labor and Industries and Jireh Semiconductor to support the completion of the second cohort of registered Advanced Manufacturing Technician youth apprentices. Four students participated in paid, on-the-job learning (over 2100 hours collectively) while completing their high school CTE coursework. HSD also partnered with CBRE to provide students in Trades and Construction with industry-based internship experiences.
- b. Students in the Bioscience Technologies program participated in a mentorship program with Genentech for the third consecutive year. This sustained partnership has created a pathway from high school CTE participation to postsecondary employment with Genentech.
- c. In Health Sciences, students completed career preparation and industry-recognized certification programs in Certified Clinical Medical Assisting, Pharmacy Technology, Dental Assisting, and Phlebotomy with high postsecondary placement with Virginia Garcia Memorial Health Center.
- d. Students completing the Fire Science program also moved directly into career opportunities, with students placed and employed by the City of Hillsboro Fire & Rescue and wildland firefighting organizations. Together, these efforts demonstrate how HSD is aligning education and workforce development to create clear pathways from student interest and CTE participation to industry credentials, paid work experience, postsecondary training, and employment within our community.