

Annual Response Question

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.

2024-25 Annual Progress Reflection

Our district has continued to make steady progress in expanding equitable opportunities and strengthening support for students. The ongoing investment in after-school clubs, athletics, and summer offerings has led to intentional growth across K-12, ensuring that students from all focal groups have access to a wider range of enrichment opportunities. Coupled with the removal of financial barriers such as "pay to play" fees, these efforts have increased both participation and engagement.

We have also deepened our commitment to academic innovation by creating new courses and programs aligned with student interests and workforce readiness. These new pathways provide students with greater choice, relevance, and ownership in their learning. At the same time, we have strengthened our systems for fostering safe and inclusive school climates. Data teams now regularly analyze incident reports, enabling us to identify trends and provide targeted supports for focal student groups. As a result, we have seen a measurable decrease in negative incidents and stronger connections among students, families, and schools.

Finally, our district has seen steady improvement in key academic outcomes. Early intervention programs at the K level are contributing to growth in ELA and math scores. At the secondary level, the combination of a graduation coach, the House system, and the High School Success program has established consistent structures of belonging and accountability. These supports are helping more students stay on track toward graduation and postsecondary success.

Outcome F: Increased Graduation Rates

Our district has implemented multiple, layered supports that have positively impacted graduation rates. A certified graduation coach now provides personalized guidance, monitoring, and communication with students, families, and staff to ensure steady progress toward graduation requirements. The House system has created a stronger sense of community and belonging by connecting students with peer and staff support networks that reinforce accountability and encouragement. In addition, the 8th-to-9th grade transition program and the High School Success initiative have eased the shift to high school by preparing students socially, emotionally, and academically. Together, these efforts have contributed to consistent year-over-year improvements in graduation rates, with more students staying on track and achieving their long-term goals.

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.

Our greatest challenge continues to be time and staff capacity. We are working hard to balance the number of new and ongoing initiatives with the need to implement each strategy with fidelity and effectiveness. Another ongoing barrier is the difficulty in hiring highly qualified staff in the specific areas we are working to strengthen. This challenge impacts our ability to provide consistent support and to fully implement initiatives at the depth and scale needed.

Outcome C: Decreasing Bullying and Harassment

A challenge in this area has been ensuring consistency across schools in the implementation of PBIS systems and the tracking of bullying and harassment incidents. While overall reports have decreased, differences in staff training and reporting practices have sometimes led to inconsistent data. To address this, the district is working to standardize reporting systems, provide refresher training for staff, and expand student leadership opportunities to promote a positive peer culture. In addition, the district is adopting a new SEL curriculum to support both students and staff. These steps will help create a more unified approach to reducing incidents and fostering safe, inclusive school environments.

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.

When reviewing our actual metric rates compared to previously created LPGT and LOM targets, we are encouraged by the steady progress across multiple outcome areas.

In literacy, OSAS assessments show a 5% increase—from 33.5% to 38.76%—in 3rd–5th grade students meeting or exceeding grade-level reading targets. This growth has allowed the district to meet and surpass our LPGT goal of 24%. The kindergarten readiness program, along with the continued implementation of ECR and DIBELS, has played a direct role in this improvement. To sustain this momentum, we plan to expand targeted small-group interventions and continue professional learning in evidence-based reading strategies and curriculum.

In the area of attendance, we have seen encouraging growth in the number of regular attenders (students attending 90% or more of school days). Current data shows that 59.8% of students are classified as regular attenders, a 2% increase from the prior year and moving us closer to our LPGT target of 62%. This progress is the result of intentional strategies, including expanded family communication, the addition of an attendance module in our SIS, and community outreach efforts emphasizing the importance of daily attendance. Schools have also implemented more proactive check-ins with students and families to identify barriers early and connect them with supports. Moving forward, we plan to strengthen these efforts by increasing staff training in attendance interventions and developing additional partnerships with community organizations to address chronic absenteeism.

In graduation rates, outcomes continue to exceed projected growth, with the most recent cohort achieving an 85% 4-year graduation rate, surpassing our LPGT target of 76%. The combination of the House system, the graduation coach, and 8th-to-9th grade transition supports has contributed significantly to this success. Looking ahead, we will focus on increasing 9th grade on-track rates, particularly for students with disabilities, as a key leading indicator of sustained growth.