



## Integrated Programs Annual Report



### 2024-25 Integrated Programs Annual Report

Annual Report Questions	
Question	Context/Guidance
<p>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)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>Winston-Dillard School District is committed to increasing overall student well-being and long-term graduation rates. Increased regular attendance buoys both these goals. We have redoubled our efforts to increase regular attendance to this end. District-wide we have seen an increase in regular attenders from 57.5 percent to 67.6 percent for a 10.1 percentage point increase, exceeding our growth target of 59.7 percent by 7.9 percentage points. We are more fully implementing PLCs uniformly throughout the district, ensuring continuity in providing staff and students with increased support. We anticipate continued growth in key areas of Four-Year Cohort Graduation rate and 9<sup>th</sup> Grade On Track as students more fully engage in school.</p>
<p>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?</p> <p>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>Winston-Dillard School District recognizes the significant drop of the Early Literacy proficiency rate from the pre-covid years. Pre-covid the district averaged 41.67 percent proficiency on 3<sup>rd</sup> Grade ELA OSAS. Post-covid those numbers disappointedly fell to a three-year average of 21.43 percent proficiency.</p> <p>However, current strategies have helped Early Literacy scores rebound. The 2023-2024 school year saw a notable gain of 9.27 percentage points from 14.47 percent proficient in 2022-23 to 23.7 percent proficient in 2023-24.</p> <p>We are confident that we will continue to see similar increases moving forward.</p>



## Integrated Programs Annual Report



3. 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.

Winston-Dillard School District remains committed to restoring Early Literacy rates to pre-covid rates and the Oregon average as guided by our Longitudinal Performance Growth Targets.

Under the direction of a new District Early Literacy Coach, the Early Literacy District Team continues to implement Enhanced Core Reading Instruction (ECRI). To ensure implementation with fidelity despite staff turnover, the Team provides ongoing professional development and coaching in ECRI strategies.

Early Literacy scores increased by close to ten percent from 2022-23 to 2023-24 [14.43% to 23.7%] and we anticipate another ten percent jump again this year [from 23.7% to 33.8%], should we meet our established growth target of 33.8%.

With another year of similar gains, we plan to be back at our pre-covid levels and on track with the Oregon Early Literacy average of 41%