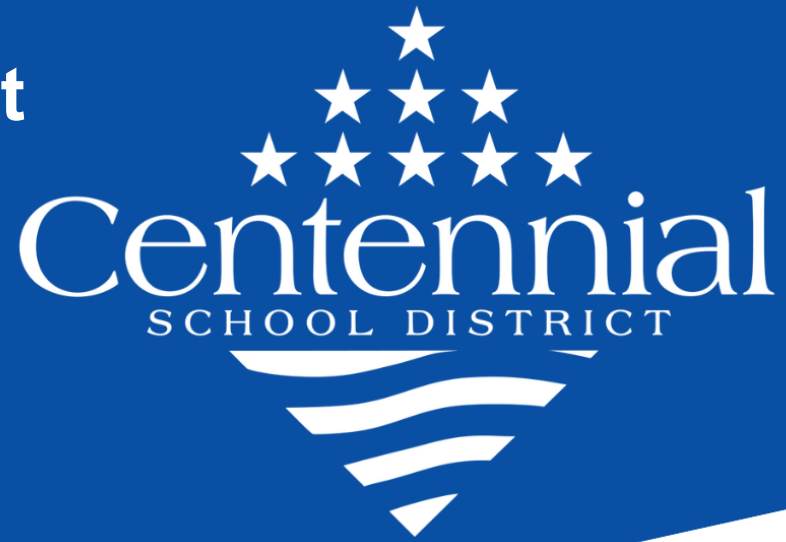


2023-2024 Student Investment Account

Quarter 4/Annual Report

November 13, 2024



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Purpose: Reflection on LPGT progress

- Review of Longitudinal Performance Growth Targets
- Review of Integrated Plan Outcomes
- Present responses to two ODE required annual questions
- Summary of the work ahead

Purpose: Reflection on LPGT progress

ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates
 - Other local metrics may be used to develop applicable performance growth targets.

Referred to as "5 Common Metrics"

ODE 5-Year Targets

Four-Year Cohort Graduation Rate						
	Starting Point	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	72.7	74.3	75.8	77.4	79.0	80.6
Stretch Target: All Students	72.7	77.1	81.6	86.0	90.5	94.9
Gap Closing Target: All Focal Group Students	69.2	71.3	73.5	75.7	77.8	80.0
(Optional: Add additional student targets by writing over this cell)						
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Five-Year Cohort Completion						
	Starting Point	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	80.7	81.9	83.0	84.2	85.3	86.5
Stretch Target: All Students	80.7	83.3	85.9	88.5	91.1	93.7
Gap Closing Target: All Focal Group Students	77.4	79.2	81.0	82.9	84.7	86.5
(Optional: Add additional student targets by writing over this cell)						
(Optional: Add additional student targets by writing over this cell)						

ODE 5-Year Targets (continued)

9th Grade On-Track						
	Starting Point	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	76.5	78.2	79.9	81.6	83.3	85
Stretch Target: All Students	76.5	80.2	83.9	87.6	91.3	95
Gap Closing Target: All Focal Group Students	73.5	75.8	78.1	80.4	82.7	85
(Optional: Add additional student targets by writing over this cell)						
(Optional: Add additional student targets by writing over this cell)						
3rd Grade ELA Proficiency						
	Starting Point	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	31.4	35.1	38.8	42.6	46.3	50
Stretch Target: All Students	31.4	39.1	46.8	54.6	62.3	70
Gap Closing Target: All Focal Group Students	24.4	29.5	34.6	39.7	44.9	50
(Optional: Add additional student targets by writing over this cell)						
(Optional: Add additional student targets by writing over this cell)						

ODE 5-Year Targets (continued)

Regular Attenders						
	Starting Point	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	55.5	57.9	60.3	62.7	65.1	67.5
Stretch Target: All Students	55.5	59.1	62.7	66.3	69.9	73.5
Gap Closing Target: All Focal Group Students	55.0	57.5	60.0	62.5	65.0	67.5
(Optional: Add additional student targets by writing over this cell)						
(Optional: Add additional student targets by writing over this cell)						

Integrated Plan Outcomes for 2020-2027

1. Each student in Kindergarten through 3rd Grade will develop the foundational skills necessary to position them for success.
2. Each student will feel safe, supported as learners, and experience inclusive classrooms and school communities that nurture their sense of belonging
3. Each student will be empowered to use their voice and exercise choice within their classroom and school communities.
4. Each student will engage in rigorous learning and receive the necessary support and resources to ensure their success in the academic pathways of their choosing.
5. All students will graduate with the skills necessary to thrive in a diverse and rapidly evolving world.

2023-2024 Annual Reflection Questions

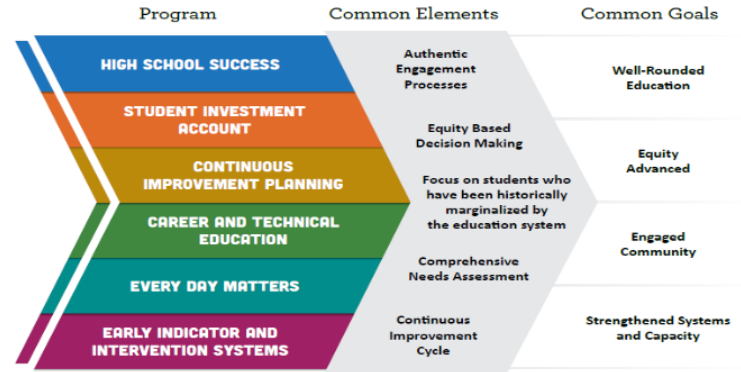
- 1) As you review your progress markers/**overall reflection** responses and **reflect on plan implementation**, how do you see your **progress contributing to the Outcomes and Strategies** in your plan and your **Longitudinal Performance Growth Targets** (LPGT)?

- 1) **Where** have you experienced **barriers, challenges, or impediments to progress toward your Outcomes** in your plan that you could use support with?

Question 1: Overall Reflection

CSD has alignment with Roadmap 27 and state Integrated plan

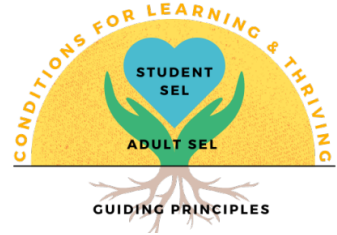
- Roadmap 27 aligns with Student Investment Account outcomes drafted in 2020-21
- Embeds ODE Longitudinal Performance Growth Targets (LPGT) into Roadmap 27 measures.



Question 1: Plan Implementation Response Highlights

Outcome 2: Students will feel safe, supported as learners and experience a sense of belonging in classrooms and communities

- Increasing access and support for students
- Removing language barriers for our Recent Arrivers
- Building capacity in the classroom to meet the needs of focal groups
- Implementing Responsive Classrooms K-8 and Restorative Practices 9-12
- Increasing direct from the district Social Work team, which also increased support to over 188 students and families.

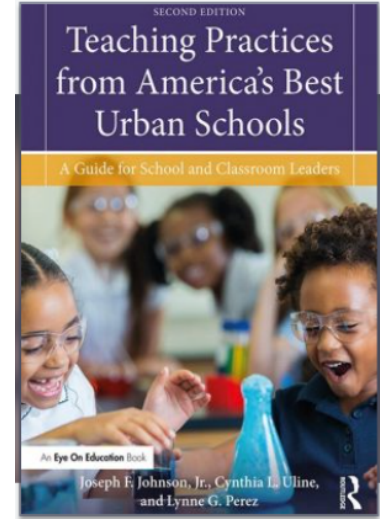


Question 1: Plan Implementation Response Highlights



Outcomes 4: Ensuring student academic success through rigorous learning and receiving necessary supports and resources

- Investing in research based curriculum and assessment materials
- Building instructional practices to ensure student centered lesson designs
- CVA implemented career-readiness learning and increased college credit opportunities
- Building district and building systems focused on short term improvement cycles



Question 2: Barriers, Challenges & Impediments

Outcome: Ensuring student academic success through rigorous learning and receiving necessary supports and resources

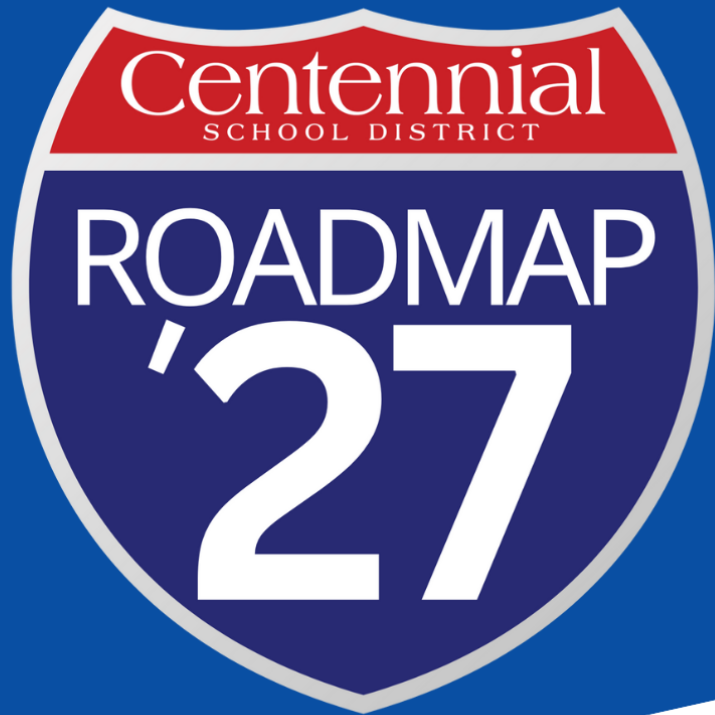
- Building sustaining systems of the **implementation of strategies**, **routinely monitoring progress**, and **adjusting strategies/approaches**, improving inquiry-based cycles of improvement
- Consistency with **student access to standards based grade level content**
- Consistency with **lesson design and delivery geared toward every student** engaging in **rigorous learning**
- Access to **effective core instruction for all students**, including **students identified** within the state's definition of a **focal group**.
- Implementation of **strategies reflective of culturally responsive practices** after research based professional development, commonly known as the **“knowing/doing gap”**

To effectively focus on students' learning requires us to...



- Move the district in a single direction
- Maintain an acute eye on our focal students as a cornerstone in the process
- Intentionally focus on tending to the students social emotional needs
- Understand the change process
- Embrace discourse
- Work effectively and collaboratively to implement necessary changes
- Stay focused on a limited number of goals within Roadmap 27
- Commit to ongoing monitoring of the data aligned to the goals
- Tightly align our district goals with our school improvement plan goals





Thank You!



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