

2024-25 Integrated Programs Annual Report

Annual Report Questions

| Question | Context/Guidance |
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| <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>Gresham Barlow: The provided information outlines a school district's extensive efforts to embed equity throughout its systems and practices. The district's budgeting process explicitly used an equity lens to allocate resources, while community and family engagement was prioritized through partnerships and events like "Latino night" and "Cultural nights."</p> <p>The district is using a multi-tiered system of support (MTSS) with an emphasis on disaggregated data to create more welcoming and instructionally sound classrooms. Literacy initiatives were a major focus, with the adoption of a K-5 professional development plan and evidence-based assessments. Furthermore, student voice was intentionally collected through empathy interviews to inform improvements in literacy and attendance. The district is also working to align secondary literacy with the elementary plan, and has adopted a Trauma-Informed Social and Emotional Learning (T-SEL) curriculum to promote inclusion and a sense of belonging for all students.</p> <p>Our District used a comprehensive and coordinated approach to improve students' attendance. The approach was multi-layered and included defining strong attendance, promoting the positive social and academic benefits of consistent attendance, and implementing a framework of common expectations for building leaders around attendance efforts across tiers of support within their school. Our June 2025 data shows a 5% increase over 2 years in students attending at least 90% of school days (on-track), and 6/7 subgroups have shown an average of 3.2% increase in the number of students attending at least 90% of school days.</p> <p>Gresham Arthur Academy: The progress we have seen relates to providing small-sized instructional groups and providing students with a safe and respectful environment:</p> |

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| | <p>Small Groups: This allows students to be appropriately placed at their skill level for math and ELA. This specifically allowed us to focus on our ELL students with more small group instruction to help them with math and ELA concepts in English. This instruction occurred typically twice per day: they were taught in a small group for their main math lesson and ELA lesson and then later in the day, they received small group intervention in both as well.</p> <p>Safe and Respectful: Having a full-time SEL Specialist to support staff and students has decreased the amount of "Think Time" sheets (similar to behavior referrals) which increases instructional time."</p> <p>Lupine Community Montessori Charter School: Greater student support within school leadership team to promote & advocate for every child's academic, emotional, behavioral & social development by delivering classroom-based behavior, attendance & academic programs. This progress has demonstrated increased individualized support & flexible learning pathways to empower students to succeed on their terms.</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>Gresham Barlow:</p> <p>While we have made progress in ensuring equitable access to on-time graduation, we have struggled to systemize our process to ensure there are no gaps. The progress we have made is prioritizing courses where our EML and Special education students have support in their core classes, versus having to take an additional support class outside of core. This allows for them to keep more elective periods free so that they can participate in coursework that is aligned with their interests and increases engagement. Despite this progress, not all students have that option, and the scheduling of courses happens on the backend after many of the more popular courses are taken. We could use help with examining our entire process and ensuring we strategically and systematically embed an equitable process into our workflow.</p> <p>Another area of challenge has been ensuring that our student engagement liaisons have consistent practices when it comes to addressing chronic absenteeism at a school-wide and group level, versus an individual level. We are working on tightening up expectations and</p> |

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| | <p>clarifying responsibilities, but this is an area of ongoing challenge.</p> <p>Finally, our biggest challenge is maintaining equitable access to CTE & advanced coursework when our overall funds are declining and costs are rising.</p> <p>Gresham Arthur Academy: The challenges we have seen still center around attendance. Since we are a school of mastery and we assess mastery every single day to make decisions for the next day's instruction, it is imperative that our students are at school.</p> <p>Lupine Community Montessori Charter School: We face ongoing challenges with being assessed through a one-size-fits-all reporting system that does not capture the full picture of our efforts. Our alternate pedagogy greatly benefits students, but it doesn't align with or produce the kind of quantitative results the state reporting systems prioritize.</p> |
| <p>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.</p> | <p>Gresham Barlow: Previous LPGT (Longitudinal Performance and Growth Targets) were shared at the March 12, 2025, Board Work Session Presentation. We have not received the official outcome data for 2024-25 from the state, we do have some internal indicators that are showing trends that we anticipate will align with the data from ODE. For example, at the Board Retreat on August 21, 2025, attendance data was shared and we are seeing an improving trend in attendance, specifically the number of student considered "On-Track" for attendance.</p> <p>Gresham Arthur Academy: GAA is included in GBSD's LPGTs since we are part of the GBSD application and plan.</p> <p>Lupine Community Montessori Charter School: ELA= 12% increase (all grades) from the previous year</p> |