

**Medford School District  
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>During the 2023-24 school year, MSD has made meaningful progress in implementing strategies that directly align to our Outcomes and Longitudinal Performance Growth Targets (LPGTs).</p> <p>While state-released performance data will not be available until fall and winter of 2025–26, our focus this year has been on deepening the implementation of practices that we know contribute to long-term student success.</p> <p>For example, we strengthened our literacy and math instructional alignment by refining K–12 curriculum maps and providing sustained professional development for teachers. These efforts ensure consistency of instruction across grade levels and prepare students to meet grade-level expectations in reading and math. In addition, we prioritized attendance interventions and family engagement efforts to address chronic absenteeism, knowing that regular attendance is a leading indicator of achievement and directly tied to outcomes in both literacy and graduation.</p> <p>We also expanded access and opportunity for focal student groups across multiple content areas, including English learners, students with disabilities, and students served in CTE pathways. This included targeted supports, bilingual family resources, and professional development designed to build teacher capacity to meet diverse learning needs.</p> <p>Finally, we strengthened our regional partnerships, particularly with Rogue Community College and Rogue Workforce Partnership, to better align career-connected learning and workforce opportunities for students. These collaborations are helping us create stronger</p>

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pathways from school to postsecondary education and employment.

Together, these efforts are building the conditions for improvement in the district's LPGTs, including 3rd grade ELA proficiency, regular attendance, 9th grade on-track, and graduation rates. Through intentional strategic planning, we see continued increases in our 9th Grade On-Track scores for focal groups. By maintaining our successful August transitional camps, we ensured students entered high school better prepared academically and socially. In 2024-25, we expanded opportunities for 8th graders to earn high school credit, including access to STAMP testing, which we expect will increase access as students begin high school ahead in credits. Additional EL staffing at our comprehensive high schools strengthens targeted supports for multilingual learners, while robust summer programming continues to provide meaningful opportunities for both credit retrieval and credit accrual. Finally, by ensuring our school of choice was fully staffed, we created stability and continuity for students, removing barriers to course completion. Together, these strategic actions will continue to work in concert to build stronger pathways to success and position more 9th grade students to stay on track toward graduation.

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<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>While both 3rd grade ELA scores and overall attendance experienced a 2% increase, it is likely that the slow progress is interconnected. Students who do not attend school regularly struggle to sustain progress and are highly unlikely to catch up to grade-level expectations in reading. A slightly lower graduation rate (which still remains higher than state average) is also a reflection of student attendance. While the number of excused absences increased this year, the overall rate of chronic non-attenders is still alarming, underscoring that many of the barriers to consistent attendance exist outside of school. These challenges directly impact student learning and outcomes. To address this, we continue to collaborate closely with our regional leaders and community partners to identify and reduce barriers, provide families with needed supports, and create stronger pathways for consistent attendance that will, in turn, support improvements in literacy and math achievement.</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>Federal School Improvement dollars at non-charter schools focused specifically on increasing access to math curriculum for our focal student groups, including English Learners and students with disabilities. Our focused professional development in this area supports the progress towards 9th grade on track and both graduation cohorts, as the focus on math is increasing access to Algebra I concepts and, thus, passing rates for high school students.</p>

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<p>4. 2024-25 Only: Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG. 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.</p> <p>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)</p> <p>You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQ2SIA+ students.</p>	<p>For the 24-25 school year, MSD prioritized funding for professional development to impact enrollment and retention of special populations. This included sustained PD on research-based engagement strategies utilizing the "Total Participation Techniques" framework and materials. Sustained PD was scheduled for 3 half-days throughout the school year and was attended by all CTE teachers including the Juvenile Detention Education Program CTE teacher and all middle school teachers who teach CTE-related electives that feed into our CTE programs. Additionally, a monthly focus PD session was available to all CTE teachers. Six focus sessions occurred throughout the school year, including a session focused on special education and a session focused on English language learners.</p> <p>In addition, teachers can request to attend conferences. For each of these requests, teachers are required to explain how the conference will help them support their classrooms, especially for special populations. Attended conferences with focused content on special populations included ASCD, IPAC, Oregon ACTE, NCHSE, and ACTE Vision.</p> <p>Utilizing Perkins funding, MSD created a Guide to CTE in English and Spanish. This guide is a booklet that combines information about local workforce opportunities and the CTE programs of study that prepare students for those fields in our school district. It also incorporates information about CTSOs. This guide is distributed to middle school and high school counseling departments for distribution to students and will be available on the MSD website.</p>

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<p>5. 2024-25 Only: The 2024-2028 CTE State Plan has three (3) outcome areas:</p> <p>Outcome 1: Career connected learning that is systemically integrated with education and workforce development.</p> <p>Outcome 2: Increased equitable participation in high-quality CTE and career connected learning</p> <p>Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships</p> <p>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.</p>	<p>Outcome 1) MSD has developed a 4-year scope and sequence of career-related and postsecondary preparation skills and knowledge students need which occurs throughout the school year to keep students' focused on learning as a connection to the next step of their life. Local workforce information is integrated throughout that scope and sequence, and workforce partners are included in materials development. Our district is utilizing Major Clarity, an online platform, to support this effort.</p> <p>Outcome 2) This year, MSD developed a Guide to CTE in English and Spanish to assist counselors, students, and parents in better understanding the CTE programs available to students and how these programs support life after high school.</p> <p>Outcome 3) We prioritized intentional engagement of students in our juvenile detention education program and teen parent program this year. Students engaged in focus groups and were incorporated in decision-making for these programs. We have solidified ongoing communication with Rogue Community College and Rogue Workforce Partnership, incorporating information from each agency into our CTE planning and CCL planning. We continue to engage in workforce sector meetings and regional activities to expand our understanding of industry needs. We began significant partnership activities with RWP to improve work-based learning access for all students in our region.</p>