



MISSION: EMPOWERING EVERY STUDENT, ENRICHING EVERY MIND, TRANSFORMING EVERY FUTURE

VISION: TO BE A WORLD-CLASS EDUCATIONAL COMMUNITY WHERE ALL STUDENTS ARE PREPARED FOR FUTURE SUCCESS IN COLLEGE, CAREER, AND LIFE

DOCKET OF BUSINESS

November 17, 2025

Klamath Falls City Schools Lucile O'Neill Education Center Boardroom

1336 Avalon Street

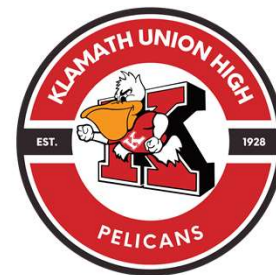
Klamath Falls, Oregon 97603

SPECIAL MEETING OF THE KFCS BOARD OF EDUCATION

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1. **PRELIMINARY BUSINESS**
 1. Call to Order and Pledge of Allegiance
 2. Roll Call
2. **REPORT**
 1. Review test scores

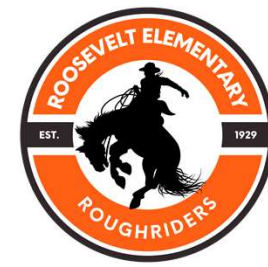
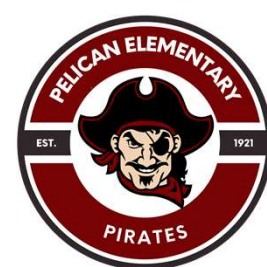
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Klamath Falls City Schools Student Achievement & Attendance Trends

2

Presented to the Board of Directors
Klamath Falls City Schools
11-17-2025



District Snapshot – 2024–25 at a Glance



- Enrollment: 2,603 students
- 56% Students Experiencing Poverty
- 19% Students with Disabilities
- 8% English Learners
- 23% Mobility Rate

- KFCS serves a diverse and mobile student population.

Poverty and Mobility: Key Drivers of Achievement Gaps

KFCS Context

- **56%** of students experience poverty (*vs. Oregon ~44%, U.S. ~48%*)
- **23%** of students are mobile (change schools mid-year) (*vs. Oregon ~13%, U.S. ~11%*)

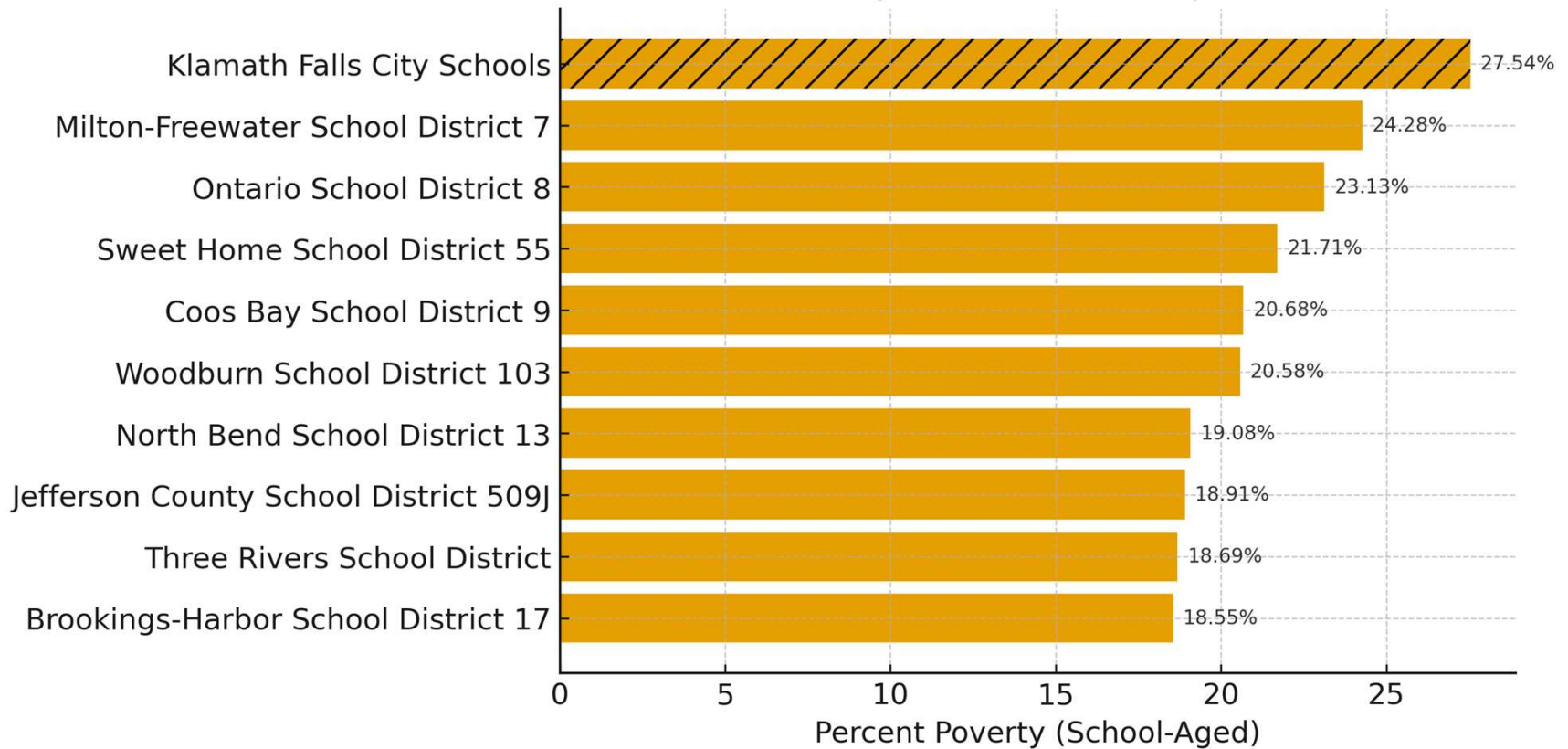
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Why It Matters

- High-poverty schools score **20–30 points lower** in reading and math proficiency than low-poverty schools.
- Mobile students graduate **30–40 percentage points less often** than peers who remain in one school.
- Instability interrupts learning, relationships, and attendance—key factors for growth.

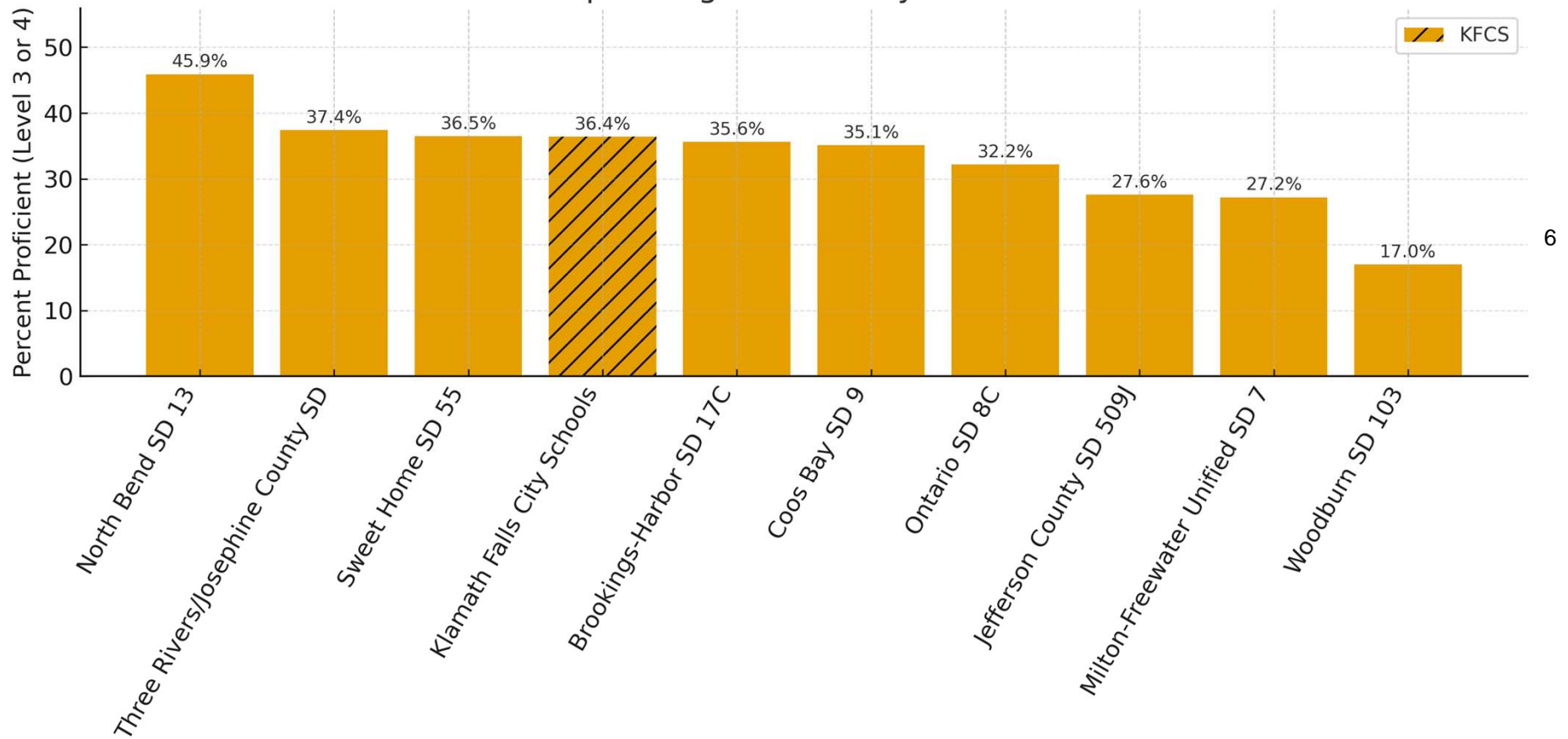
Poverty Levels: Top 10 Highest-Poverty Districts (Population over 1000)

Top 10 Highest-Poverty Districts (KFCs and Peers)



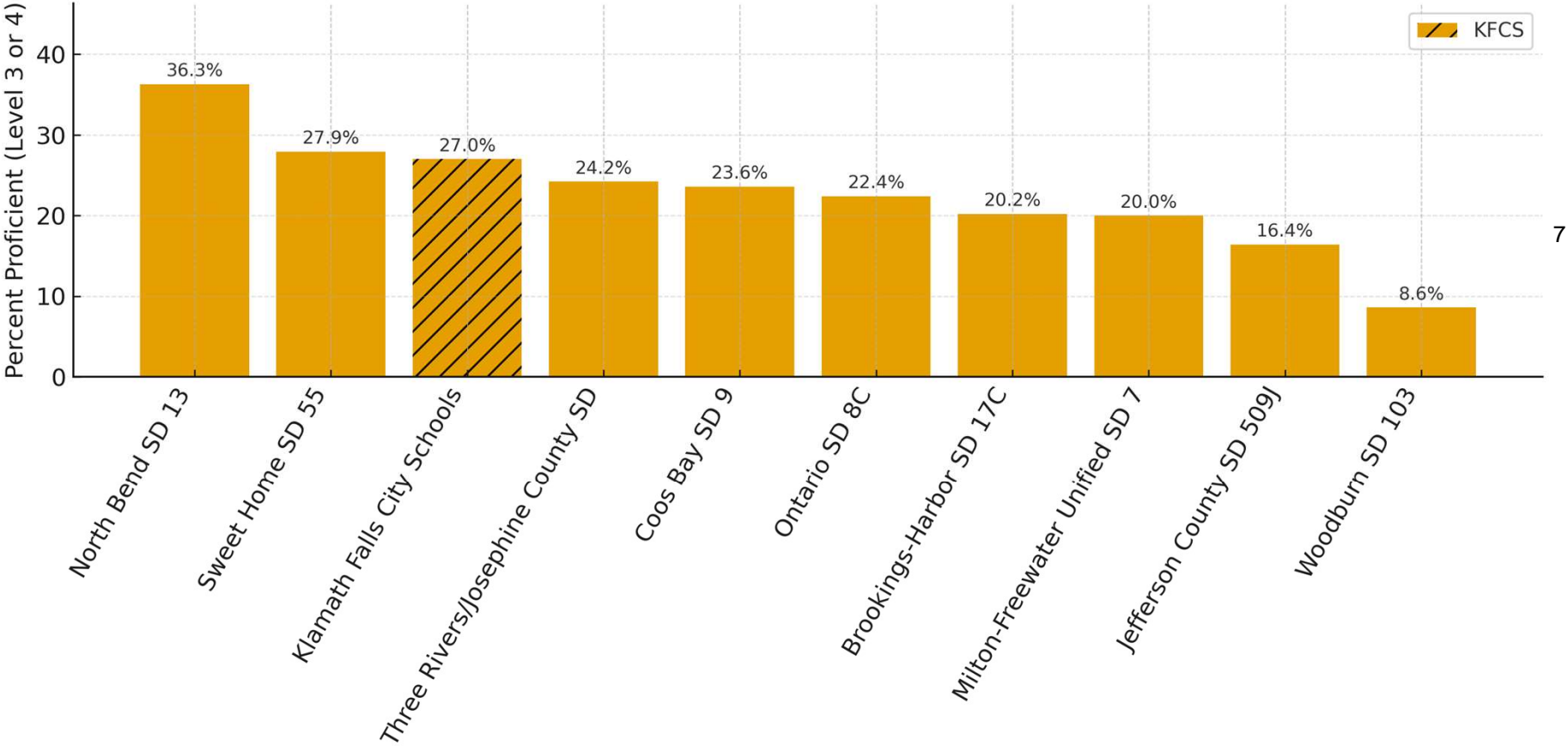
Composite ELA Proficiency – Top 10 Highest-Poverty Districts

English Language Arts Proficiency (All Grades)
Top 10 Highest-Poverty Districts



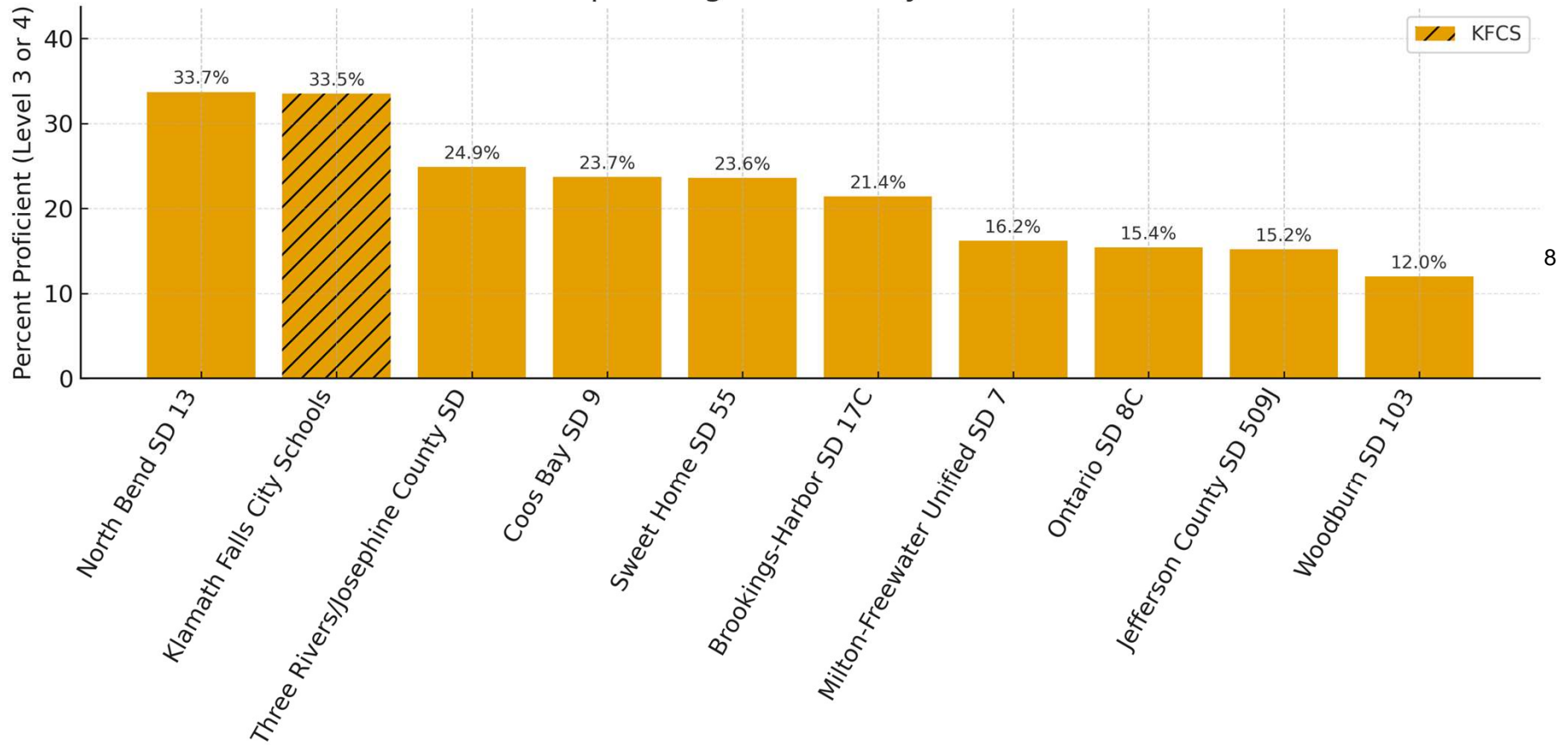
Math Achievement: Top 10 Highest-Poverty Districts

Mathematics Proficiency (All Grades)
Top 10 Highest-Poverty Districts



Science Proficiency – Top 10 Highest-Poverty Districts

Science Proficiency (All Grades)
Top 10 Highest-Poverty Districts





School District Profile Report

Students We Serve



2,603

Student Enrollment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days

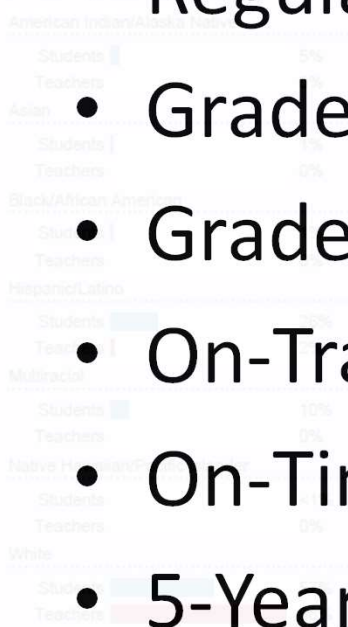
Grade 3 ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations

Grade 8 MATHEMATICS

Students meeting state grade-level expectations

DEMOGRAPHICS



- Regular Attenders
- Grade 3 English Language Arts Proficiency
- Grade 8 Mathematics Proficiency
- On-Track to Graduate
- On-Time Graduation
- 5-Year Completion Rate

ON-TRACK TO GRADUATE

Students earning a high school diploma or GED within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24



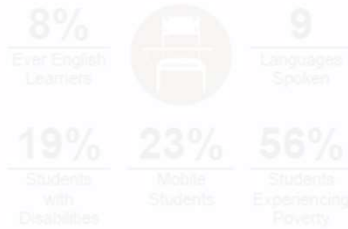
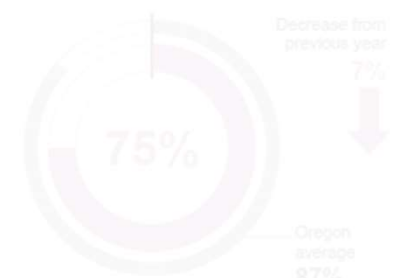
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24



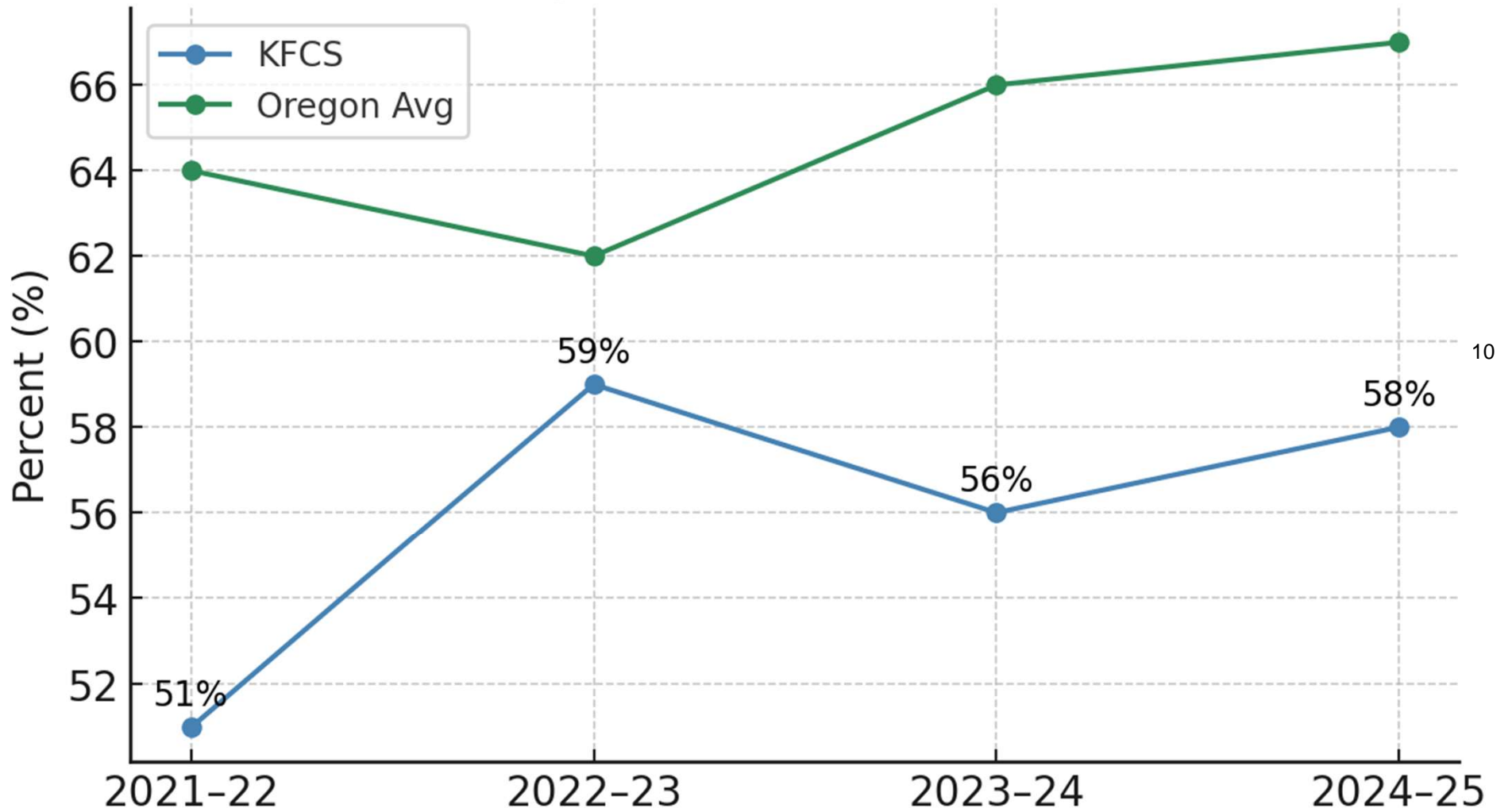
District Goals

MISSION: EMPOWERING EVERY STUDENT, ENRICHING EVERY MIND.
 TRANSFORMING EVERY FUTURE.
 VISION TO BE A WORLD-CLASS EDUCATIONAL COMMUNITY WHERE ALL STUDENTS ARE PREPARED FOR FUTURE SUCCESS IN COLLEGE, CAREER, AND LIFE.
 Our district is committed to making sure that each student's unique full potential is realized as a learner and as a person.

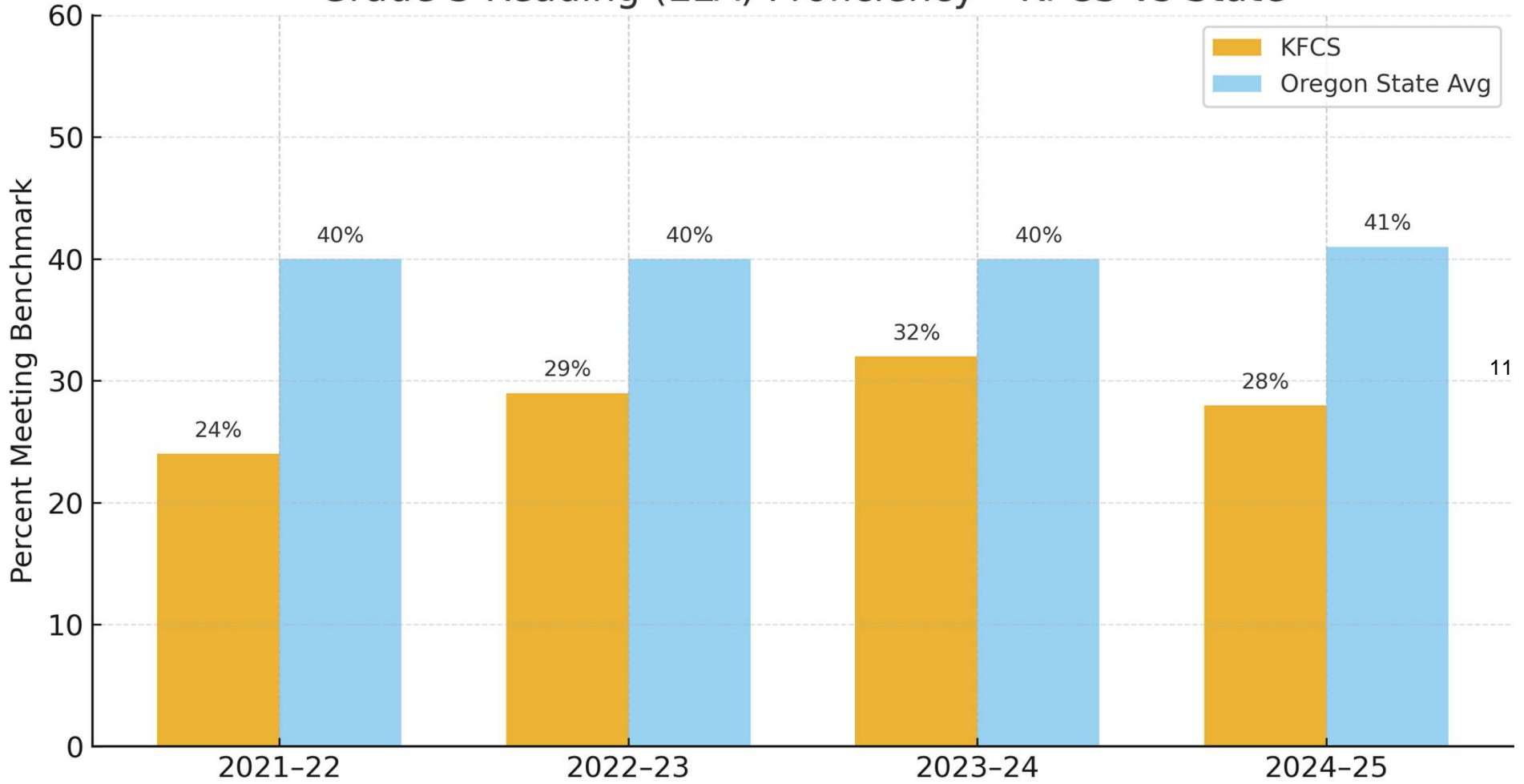
State Goals

The Oregon Department of Education is collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Remagned Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments, and always striving for continuous improvement.

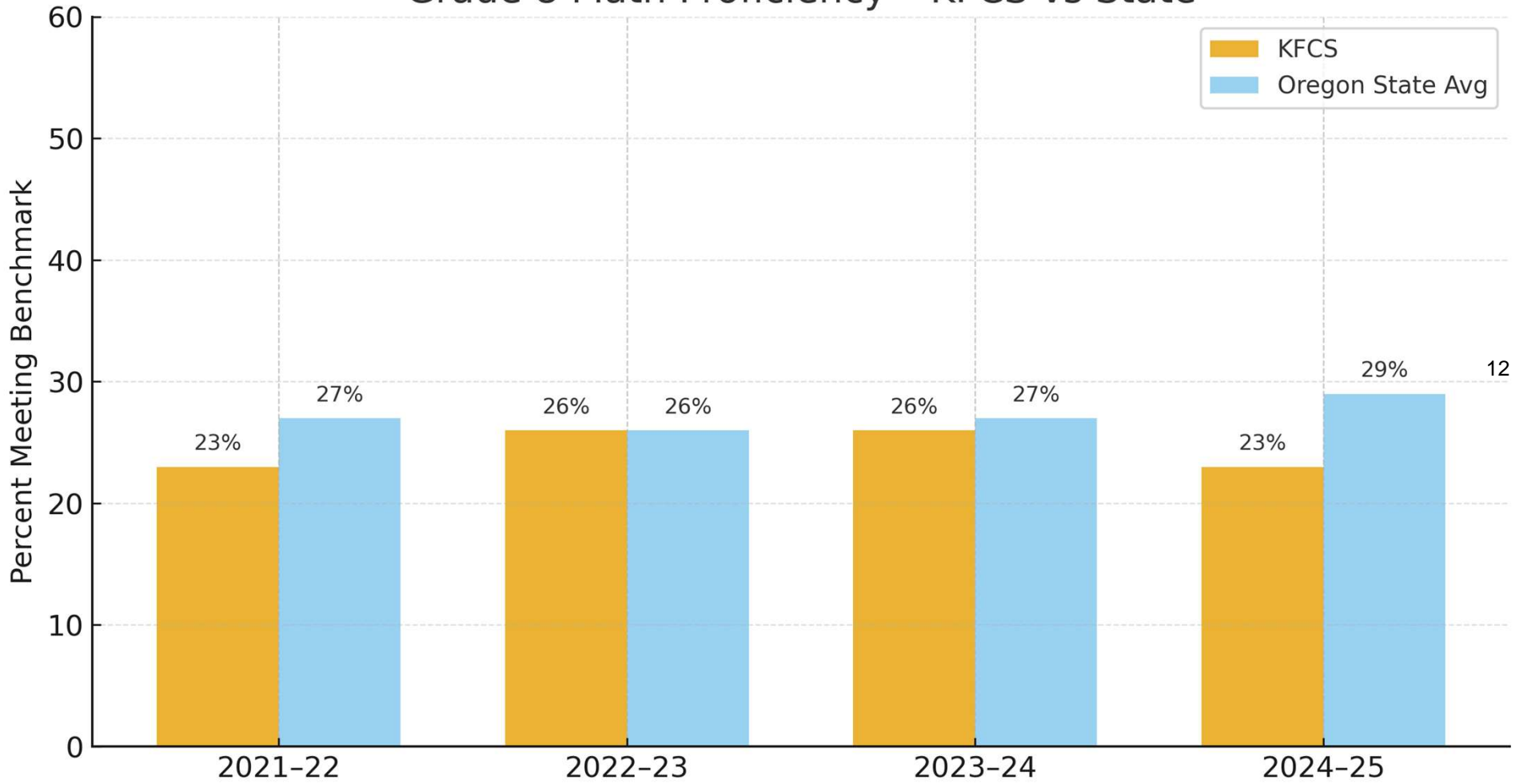
Regular Attendance Rates



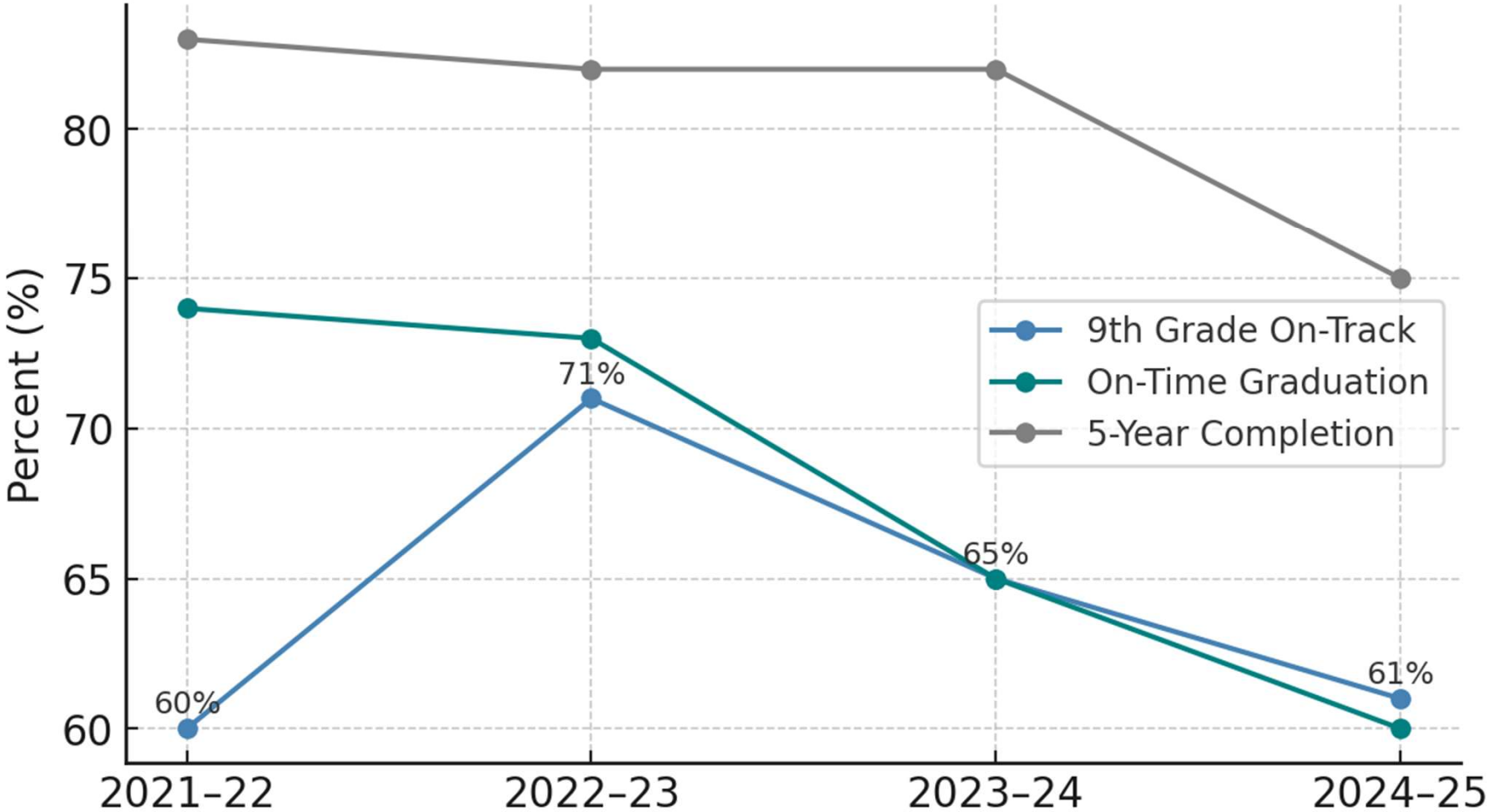
Grade 3 Reading (ELA) Proficiency - KFCS vs State



Grade 8 Math Proficiency – KFCS vs State

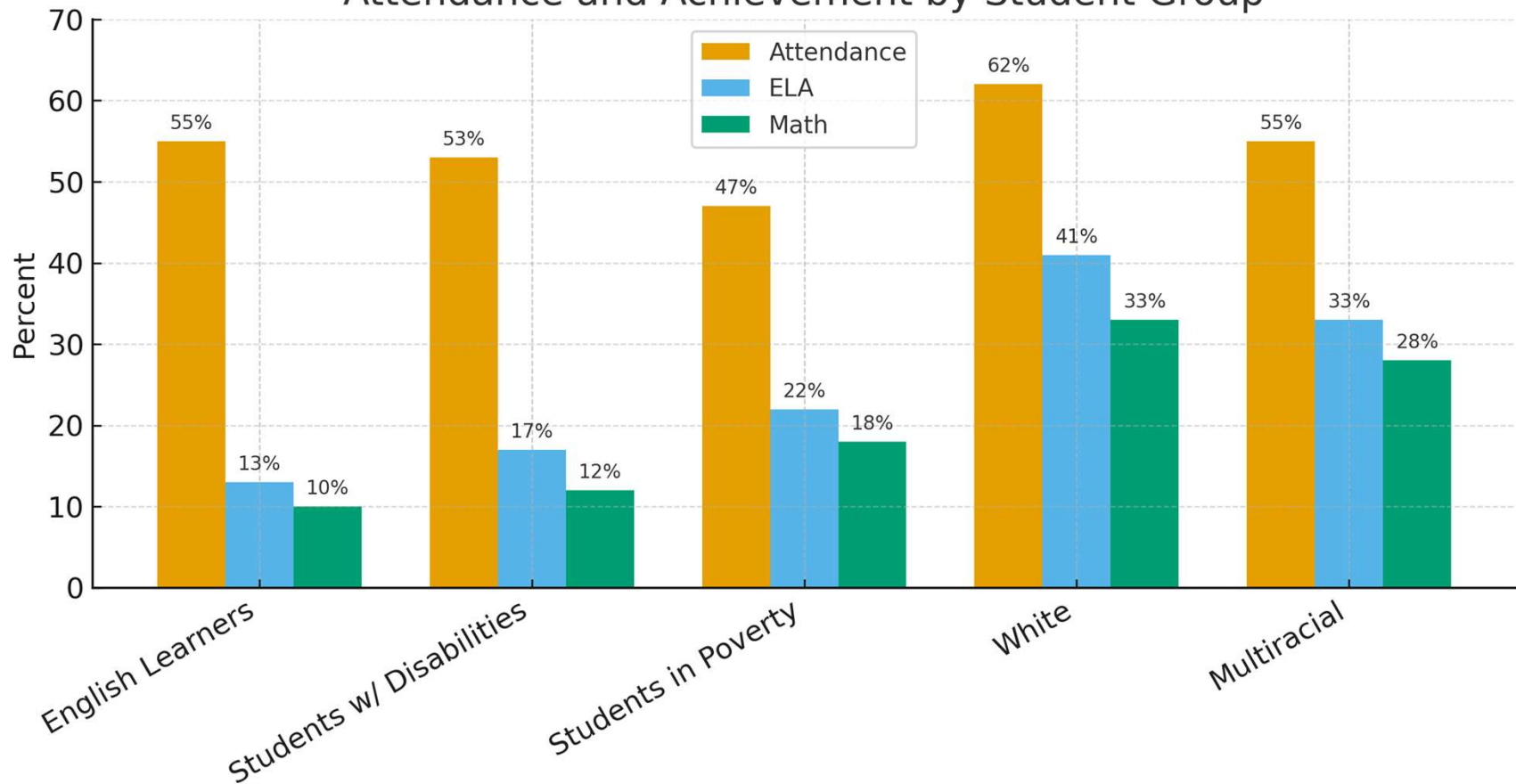


High School Success Indicators



Subgroup Equity Overview

Attendance and Achievement by Student Group

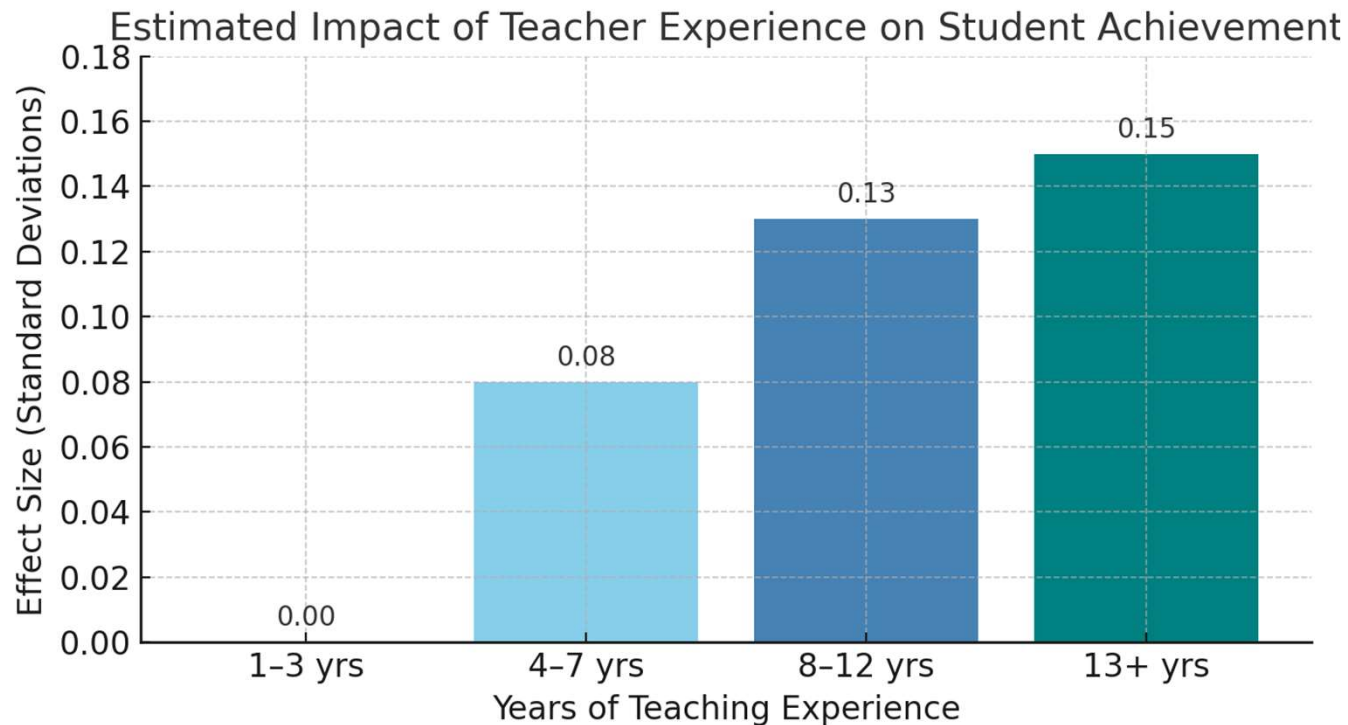


Persistent equity gaps across performance and attendance.

Staff Experience Trend

- Licensed teachers with >3 years' experience: 77% (2022–23) → 63% (2024–25)
- Reduced experience impacts instructional quality and consistency.

The Impact of Teacher Experience on Student Achievement



16

Research shows that students of more experienced teachers achieve higher learning gains. Moving from a teacher with 1–3 years to one with 4–7 years of experience equates to roughly one additional month of student learning per year. Gains continue beyond a decade, especially when teachers remain in the same grade or subject.

Summary of Strengths and Challenges

Strengths:

- Early literacy growth (K–5 ELA +7 points since 2022)
- Narrowing ELA gap scores (AI/AN +33, Multiracial +20)
- High assessment participation (>94%)
- Strong achievement compared to high-poverty peer districts

17

Challenges:

- Attendance <60%
- Declining graduation rates
- Stagnant 8th grade math proficiency
- Equity gaps remain, especially for students in poverty and with disabilities, despite progress for other groups.

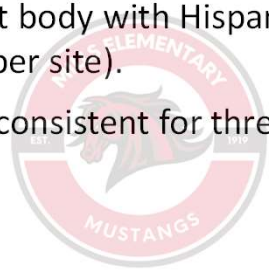
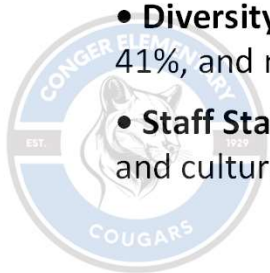
KFCS Elementary Schools Overview

Four KFCS elementary schools serve a diverse and high-needs student population with improving attendance, strong leadership continuity, and focused efforts to raise literacy and math achievement.

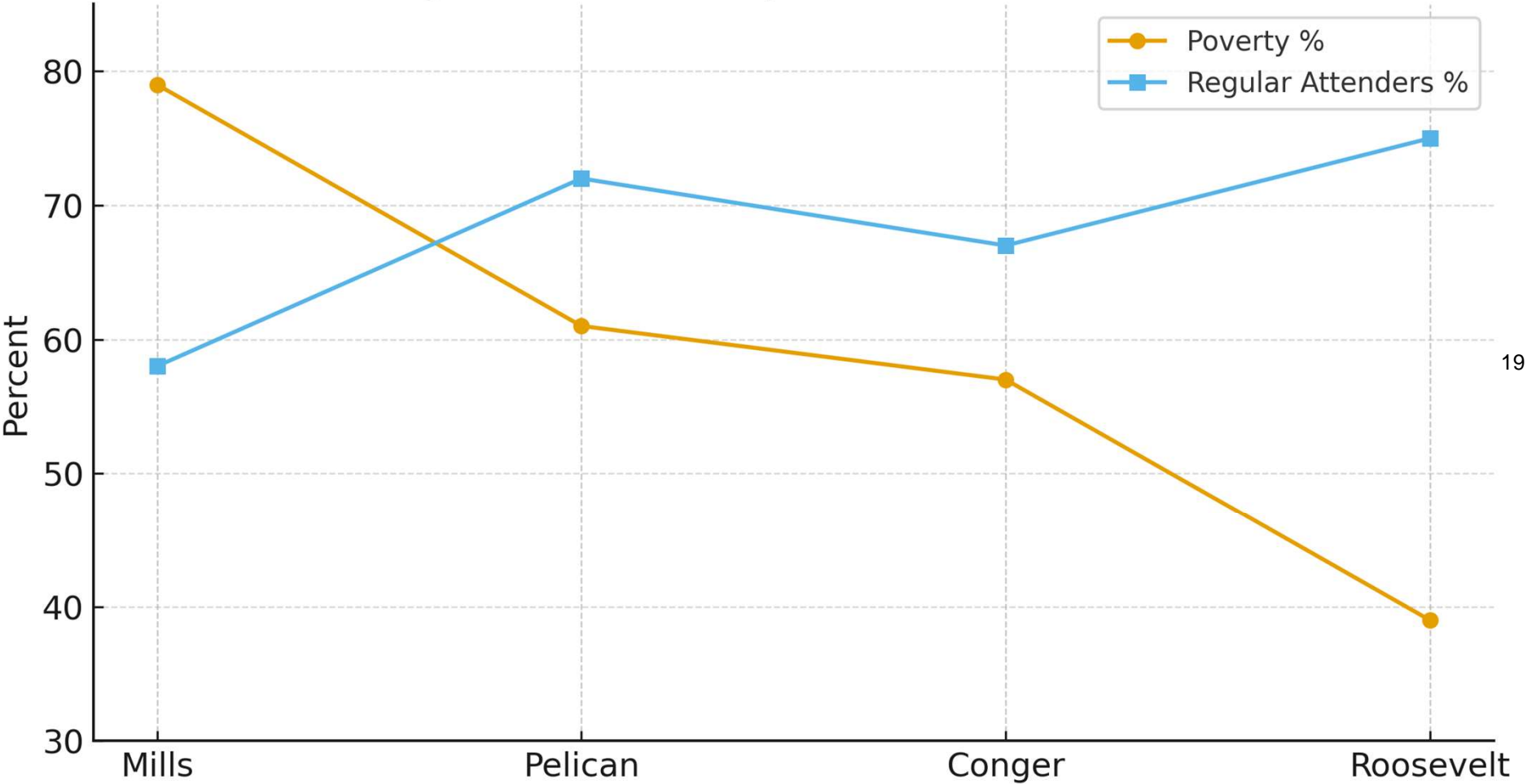
School	Enrollment	% Poverty	% Students with Disabilities	% Hispanic/Latino	% Regular Attenders
Joseph Conger	254	57%	25%	19%	67%
Mills	295	79%	32%	41%	58%
Pelican	227	61%	15%	14%	72%
Roosevelt	326	39%	16%	21%	75%

18

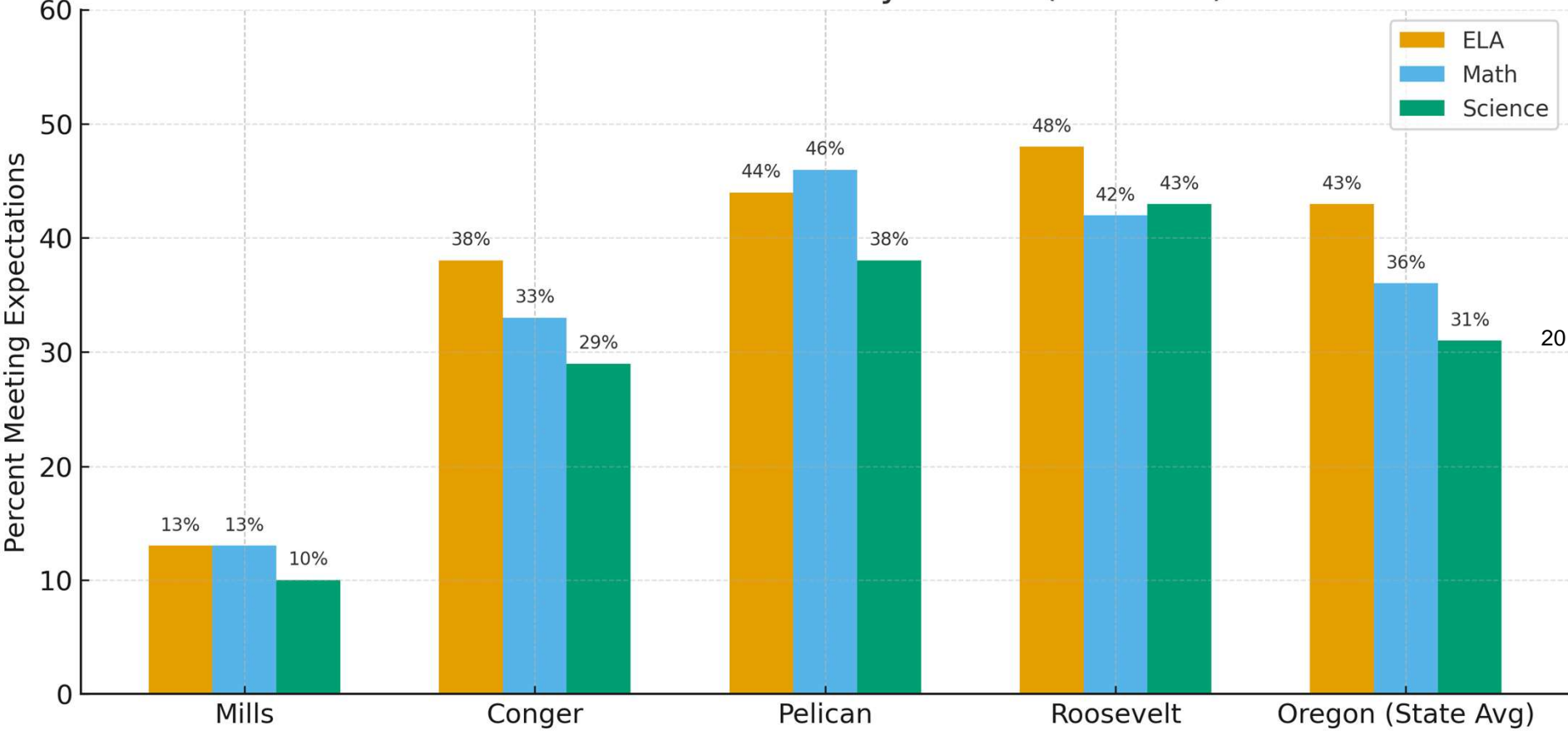
- **Student Need:** Poverty and disability rates are above state averages, particularly at Mills (79%) and Conger (57%).
- **Attendance:** Improving overall, with Roosevelt (75%) and Pelican (72%) exceeding the state average of 67%.
- **Diversity:** Schools serve a diverse student body with Hispanic/Latino populations ranging from 14% to 41%, and multiple languages spoken (2–5 per site).
- **Staff Stability:** Principals have remained consistent for three years at all sites, supporting continuity and culture.



Elementary School Poverty and Attendance (2024-25)



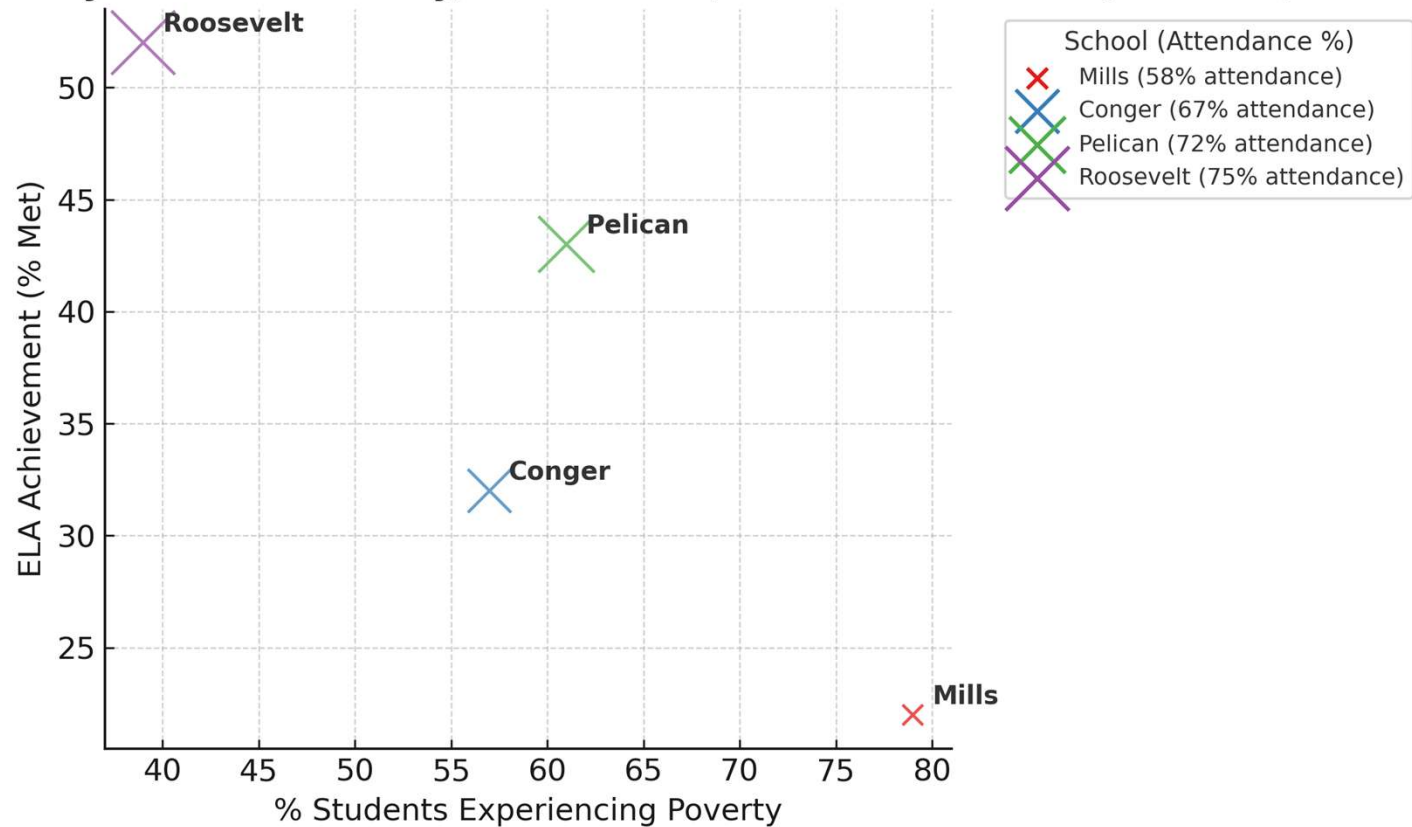
Academic Achievement by School (2024-25)



20

Correlation of Poverty, Attendance, and Academic Achievement (2024–25)

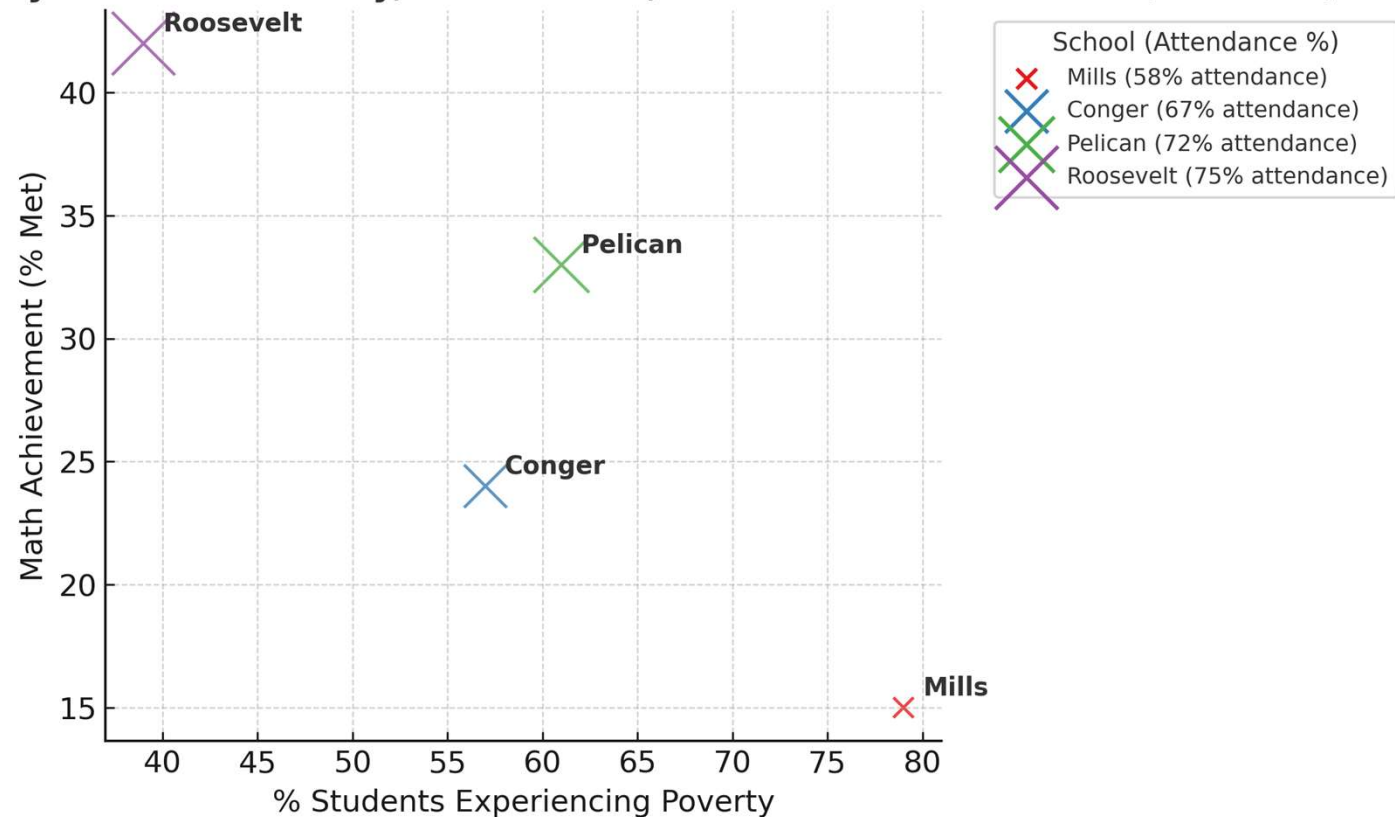
KFCS Elementary Schools: Poverty, Attendance, and Achievement (2024-25)



This graphic highlights the relationship between poverty, attendance, and academic achievement across KFCS elementary schools. Larger X's represent higher attendance. Schools with lower poverty and stronger attendance—Roosevelt and Pelican—demonstrate higher achievement outcomes.

Correlation of Poverty, Attendance, and Math Achievement (2024–25)

KFCS Elementary Schools: Poverty, Attendance, and Math Achievement (2024-25)



Schools with higher poverty levels tend to have lower math achievement, while schools with higher attendance rates (larger X's) show stronger performance. The pattern mirrors ELA results, with Roosevelt and Pelican leading the district.

Reading (ELA) Gap Score Change and Growth Levels – 2024–25

School	ELA Gap Score Change	ELA Growth Level	Interpretation
Mills	-16	Level 2	Low growth; performance gap widening relative to state average.
Joseph Conger	+22	Level 5	Top 20% statewide; rapid gap closing in ELA.
Pelican	+23	Level 5	Exceptional gap closing; students catching up quickly.
Roosevelt	+12	Level 4	Strong improvement at already high performance level.

23

The ELA Gap Score Change shows how quickly KFCS elementary students are closing the gap with peers statewide. **Pelican and Conger (Level 5)** are in the **top 20% of Oregon schools** for gap closing, and **Roosevelt (Level 4)** is also making strong progress. **Mills (Level 2)** is improving more slowly and still working to catch up.

Sustained improvement in Gap Score Change over time will lead to higher student proficiency as schools approach and surpass statewide averages.

This is the **third year in a row** that **Pelican** has been a **Level 5** in ELA growth

Math Gap Score Change and Growth Levels – 2024–25

School	Math Gap Score Change	Math Growth Level	Interpretation
Mills	-10	Level 2	Some improvement, but below statewide pace of growth.
Joseph Conger	+12	Level 4	Strong improvement closing the gap with the state average.
Pelican	+10	Level 4	Strong improvement – accelerating past the state average
Roosevelt	+6	Level 3	Modest improvement; maintaining strong proficiency base.

- Pelican and Conger achieved a Level 4 designation, placing them above the state average for math growth.
- Roosevelt maintained Level 3 growth.
- Mills showed slower progress at Level 2.

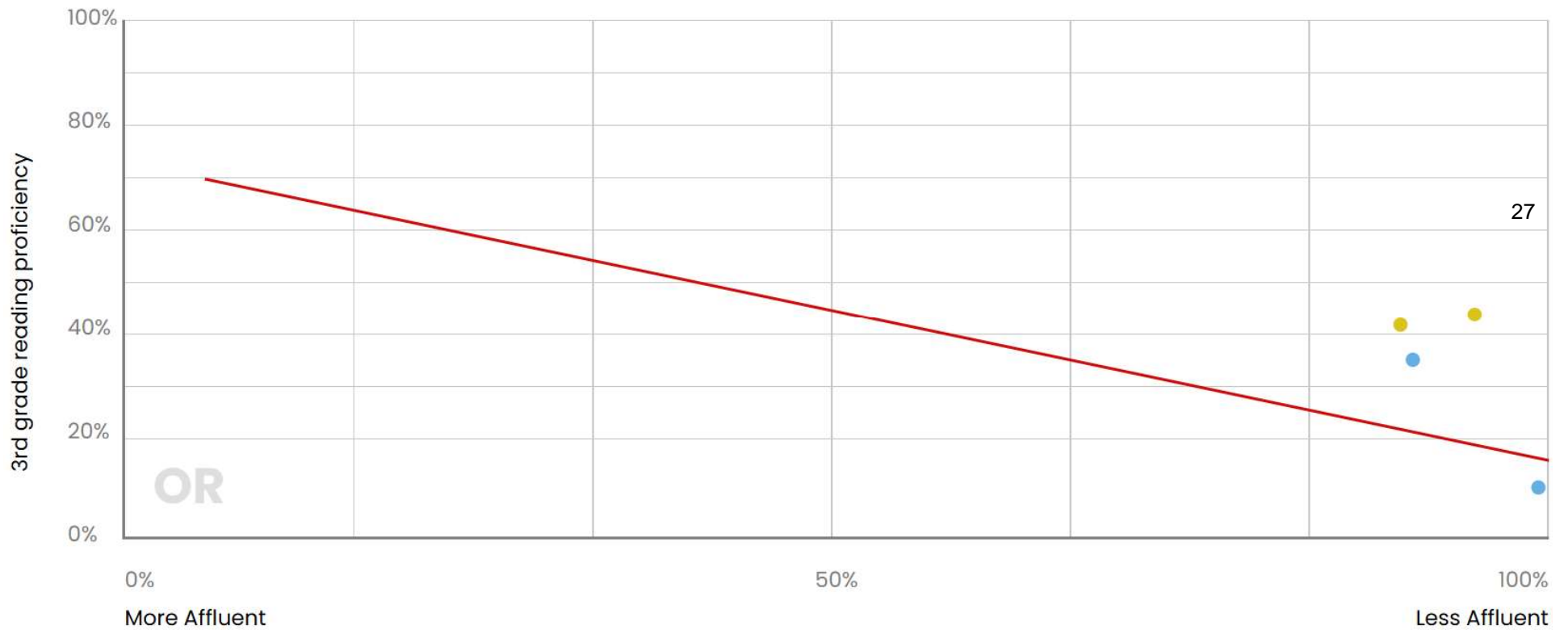
Beating the Odds in Reading Achievement (2023–24 Data)

- A 2024 national analysis by [The 74](#) examined **over 41,000 schools**, comparing **2023–24 poverty rates** to **third-grade reading proficiency**.
- Using statistical modeling, the study **predicted expected reading performance** based on each school's poverty level, then identified schools **significantly outperforming those predictions**.
- Across the U.S., **2,158 schools** were found to be “*beating the odds*” and labeled **Exceptional Schools** in reading achievement.
- Across Oregon, **33 schools** were found to be “beating the odds” and labeled **Exceptional Schools** in reading achievement.

Spring 2023-2024 3rd Grade Oregon Reading Proficiency

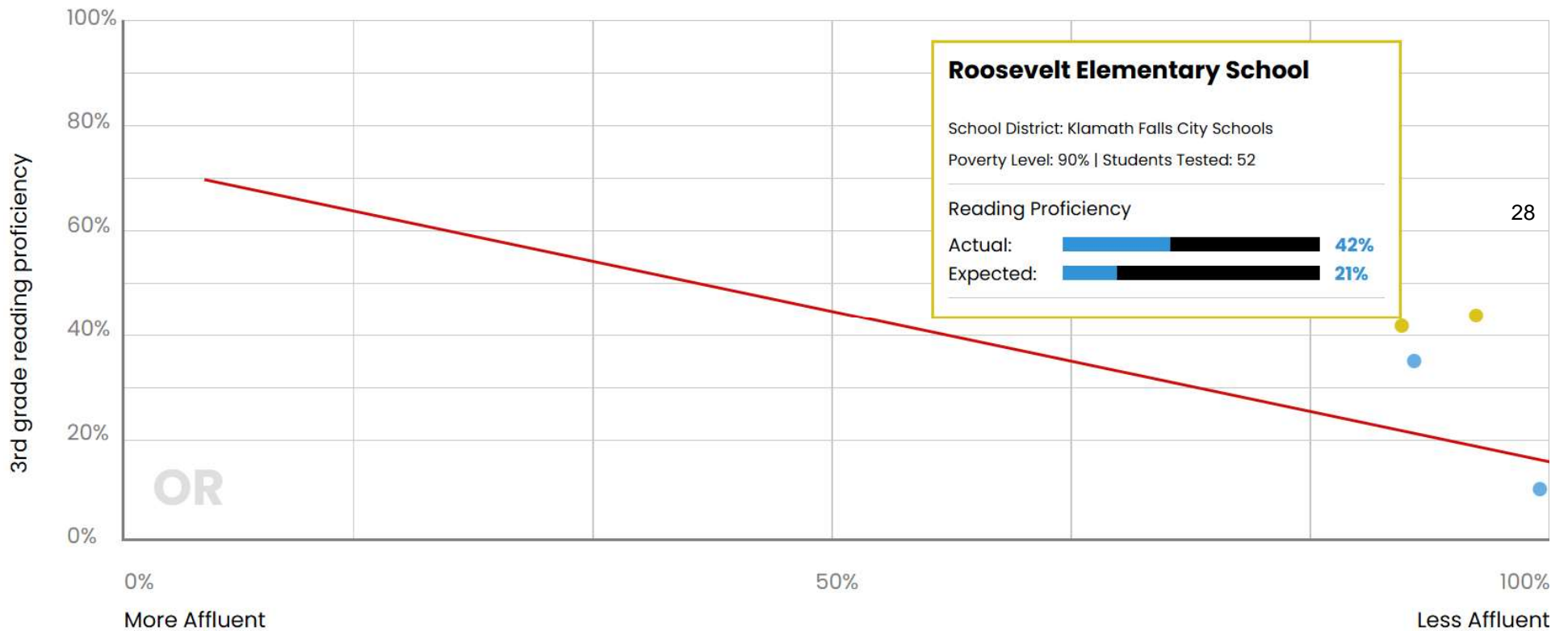


Spring 2023-2024 3rd Grade KFCS Reading Proficiency

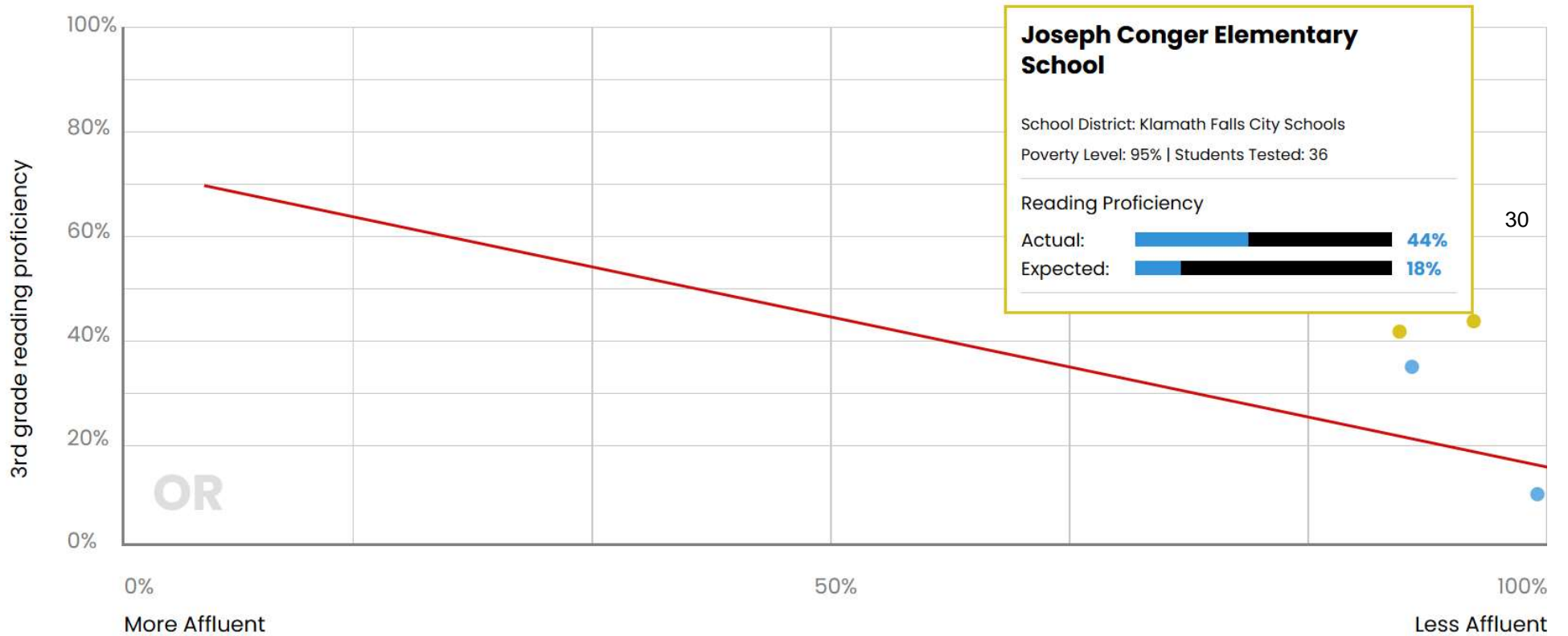


Spring 2023-2024 3rd Grade Roosevelt Reading Proficiency

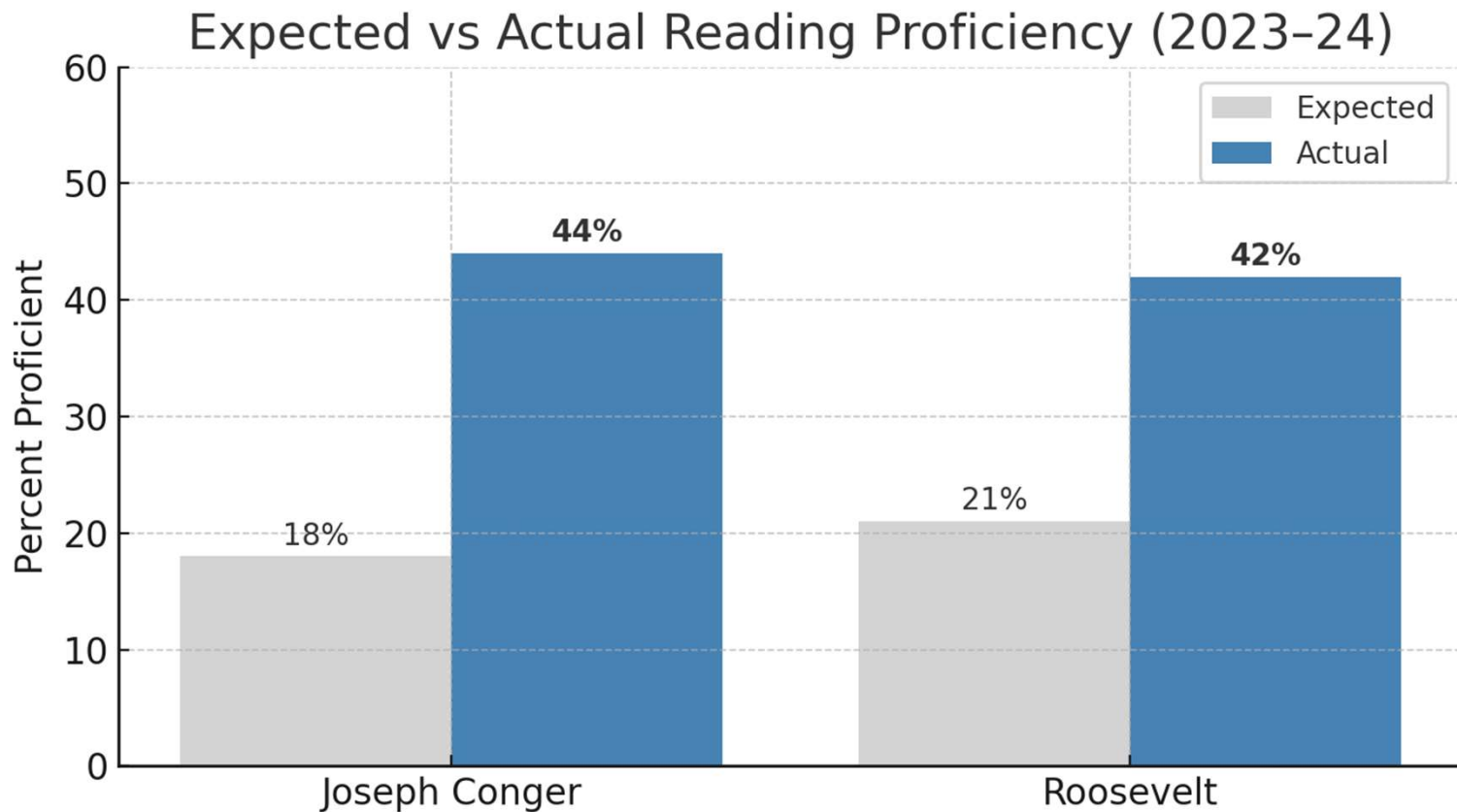
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Spring 2023-2024 3rd Grade Conger Reading Proficiency



Beating the Odds in Reading Achievement (2023–24 Data)



Joseph Conger (44% actual vs 18% expected) and Roosevelt (42% vs 21%) exemplify this success—performing more than twice as high as predicted given demographics. KFCS’s evidence-based literacy systems are driving real, equitable academic growth.

KFCS Elementary Strengths

- **Accelerated Growth in Reading and Math:**
Three of four schools achieved **Level 4 or 5 Growth** in at least one subject — showing students are learning faster than peers statewide.
- **Gap Score Gains:**
Three of four schools posted **positive gap score change in Math and Reading** — meaning students are closing achievement gaps relative to the state.
- **High-Performing, High-Poverty Schools:**
Conger (44% vs 18% expected) and **Roosevelt (42% vs 21%)** are performing **well above predicted levels**, joining national “beating the odds” examples.
- **Improved Attendance:**
Regular attenders rose across all buildings, with **Roosevelt and Pelican surpassing the state average**.
- **Instructional Stability:**
Higher teacher retention and experience (especially at Conger and Roosevelt) are correlating with stronger academic outcomes.

KFCS Elementary Areas of Concern

- **Early Literacy Foundations:**
Despite growth, **Mills** continues to struggle in ELA (Level 2 growth) and overall proficiency.
- **Equity Gaps:**
Students experiencing **poverty and disabilities** still perform below district averages.
- **Math Achievement Consistency:**
While growth is positive, **proficiency remains below state averages** in most schools.
- **Attendance-to-Achievement Link:**
Continued work is needed to connect improved attendance directly to academic gains, particularly at schools with higher mobility.

Elementary: Building on Our Strengths, Targeting Our Challenges

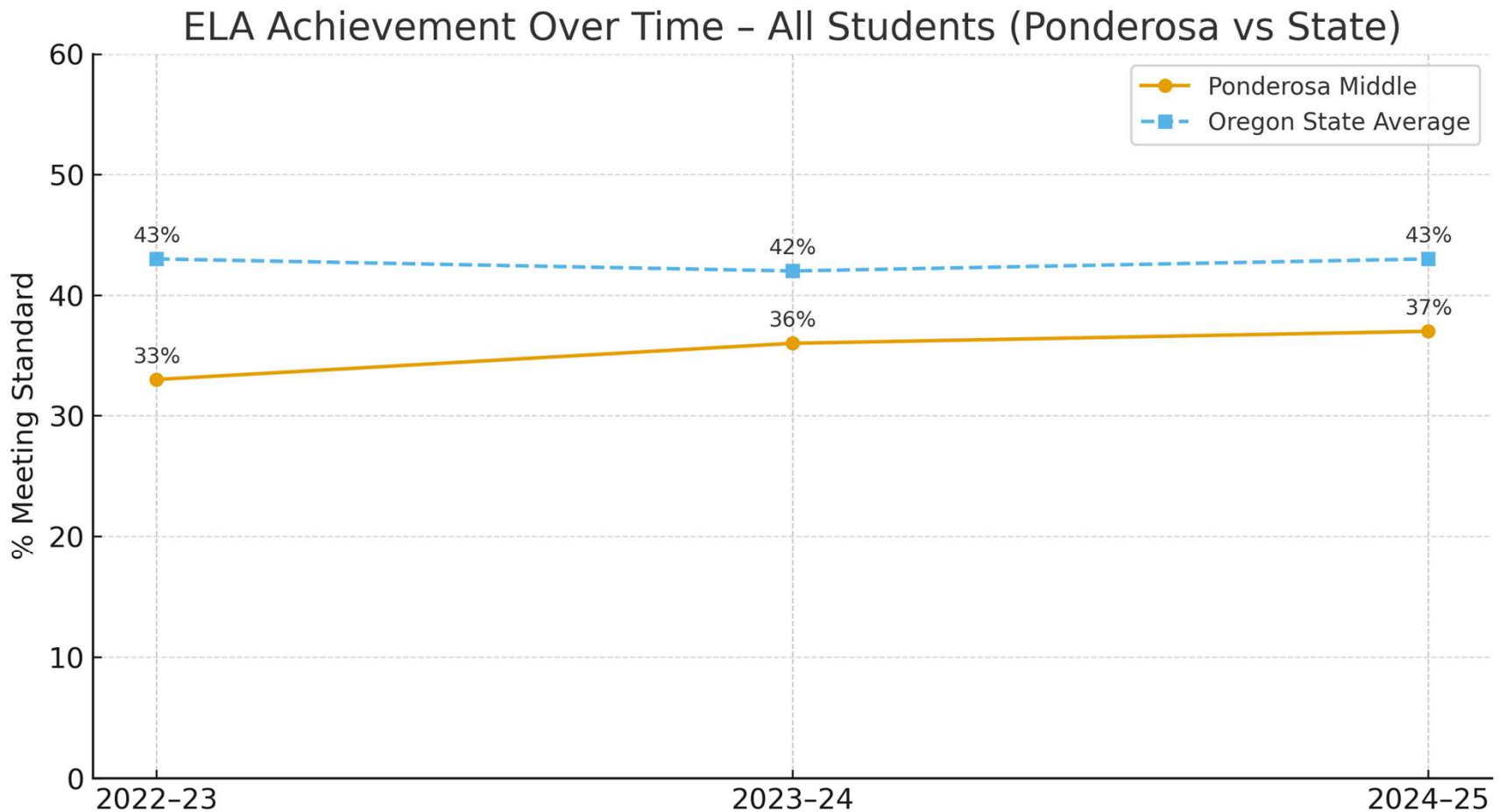
- **Strengthening Relationships and Engagement – *Capturing Kids’ Hearts***
Enhancing school culture and student connectedness to sustain **attendance gains** and promote stronger daily engagement, particularly for high-mobility students.
- **Accelerating Literacy Growth – *Bookworms Reading Curriculum & Targeted Supports at Mills***
Districtwide K–5 training on Bookworms to improve **early reading foundations** and phonics instruction, paired with **added staffing and intervention time** at Mills to close ELA achievement gaps.
- **Improving Instructional Quality – *Instructional Coaching***
Ongoing, in-the-moment coaching for every classroom teacher to refine core instruction and ensure **Tier 1 practices consistently reach all learners**, addressing **equity gaps** for students in poverty and with disabilities.
- **Deepening Math Proficiency – *Math Professional Development & Fluency Focus***
Targeted PD emphasizing conceptual understanding, problem solving, and **dedicated math fluency time** to raise **achievement consistency** and sustain positive **gap score growth**.

Ponderosa Middle School



- Enrollment: 463 students (Grades 6–8)
- Poverty: 53%
- Students with Disabilities: 18%
- English Learners (Ever EL): 14%
- Ethnic Composition: 57% White, 31% Hispanic/Latino, 8% Multiracial
- Attendance: 62% Regular Attenders (Level 2)
- Teacher Retention: 77% (3-year average)
- Demographics mirror district trends with slightly higher poverty and mobility.

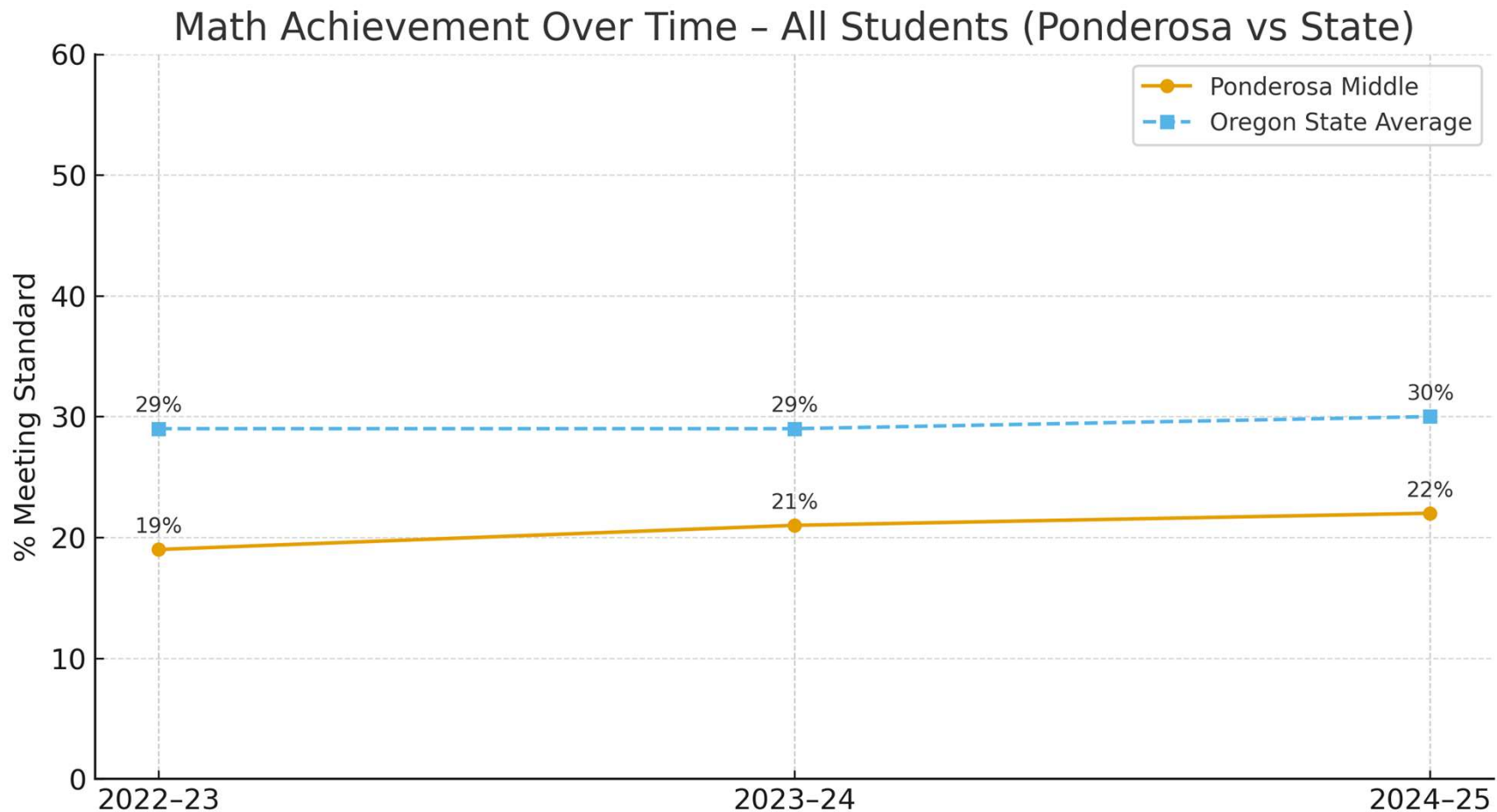
PMS vs. Oregon ELA Achievement Over Time



36

Ponderosa's ELA achievement shows steady growth from 2022-23 to 2024-25, though it remains below the relatively stable state average.

PMS vs. Oregon Math Achievement Over Time



37

From 2022–23 to 2024–25, Ponderosa’s math achievement has inched upward, while the state average has remained relatively flat, leaving a persistent gap to close.

Ponderosa Middle School – 2024–25 Gap Score Change (All Students)

Subject	Gap Score Change	Level	Interpretation
English Language Arts (ELA)	-9	Level 2	Below average growth; students' progress in ELA is slower than peers statewide, widening the performance gap.
Mathematics	-9	Level 2	Below average growth; overall math progress lags behind statewide trends, indicating a need for stronger Tier 1 instruction and intervention.

38

Both ELA and Math show a negative gap score change, meaning Ponderosa fell slightly further behind the state in 2024–25. A **Level 2** rating signals growth below the expected rate, calling for continued strengthening of Tier 1 instruction and targeted interventions.

Ponderosa Middle School – Growth & Successes

- **Strong Science Performance:** 30% met standards, above the state average (28%).
- **Improved Growth for Students with Disabilities:** +6 ELA (Level 3), +9 Math (Level 4).
- **Stable Leadership:** Consistent instructional leadership supports fidelity of implementation.

Ponderosa Middle School – Areas for Growth

- **ELA & Math Achievement:** Below state averages (ELA 37%, Math 22%) with slow, modest year-over-year growth.
- **Gap Score Decline:** ELA (–9) and Math (–9) show slower overall progress compared to peers statewide.
- **Attendance Impact:** Only 62% regular attenders (below 67% state average).
- **Equity Gaps:** Persistent subgroup disparities, especially for English Learners and American Indian/Alaska Native students.

Continuing Our Momentum – Middle School Next Steps

- **Strengthening Relationships and Student Engagement – Year 2 of Capturing Kids’ Hearts**

Deepening school-wide focus on relationships, belonging, and positive culture to improve attendance and daily engagement, addressing chronic absenteeism.

- **Improving Literacy Outcomes – Adoption of High-Quality ELA Curriculum (CommonLit 360)**

Implementing a comprehensive, evidence-based ELA program with front-loaded and ongoing professional learning to improve Tier 1 instruction and accelerate ELA growth.

- **Enhancing Instructional Quality – Full-Time Instructional Coach**

Providing in-the-moment, job-embedded support for all teachers, with particular focus on Math and English, ensuring consistent, high-impact instructional practices.

- **Accelerating Math Achievement – Math Professional Learning & Fact Fluency Focus**

Ongoing evidence-based professional development to strengthen conceptual understanding, problem-solving, and fact fluency, addressing low math proficiency and negative gap score trends.



KFCS High Schools – Three Schools, Three Unique Pathways to Success

Klamath Union High School (KUHS)

Comprehensive traditional high school serving grades 9–12.

Offers a full range of **academic, CTE, and extracurricular programs**, Advanced Placement (AP) courses, and college dual-credit opportunities.

Eagle Ridge New Tech High School (ERNTHS)

Project-Based Learning high school within the **New Tech Network**.

Focuses on **collaborative, inquiry-based instruction** where students apply content knowledge through real-world projects and presentations.

Klamath Learning Center (KLC)

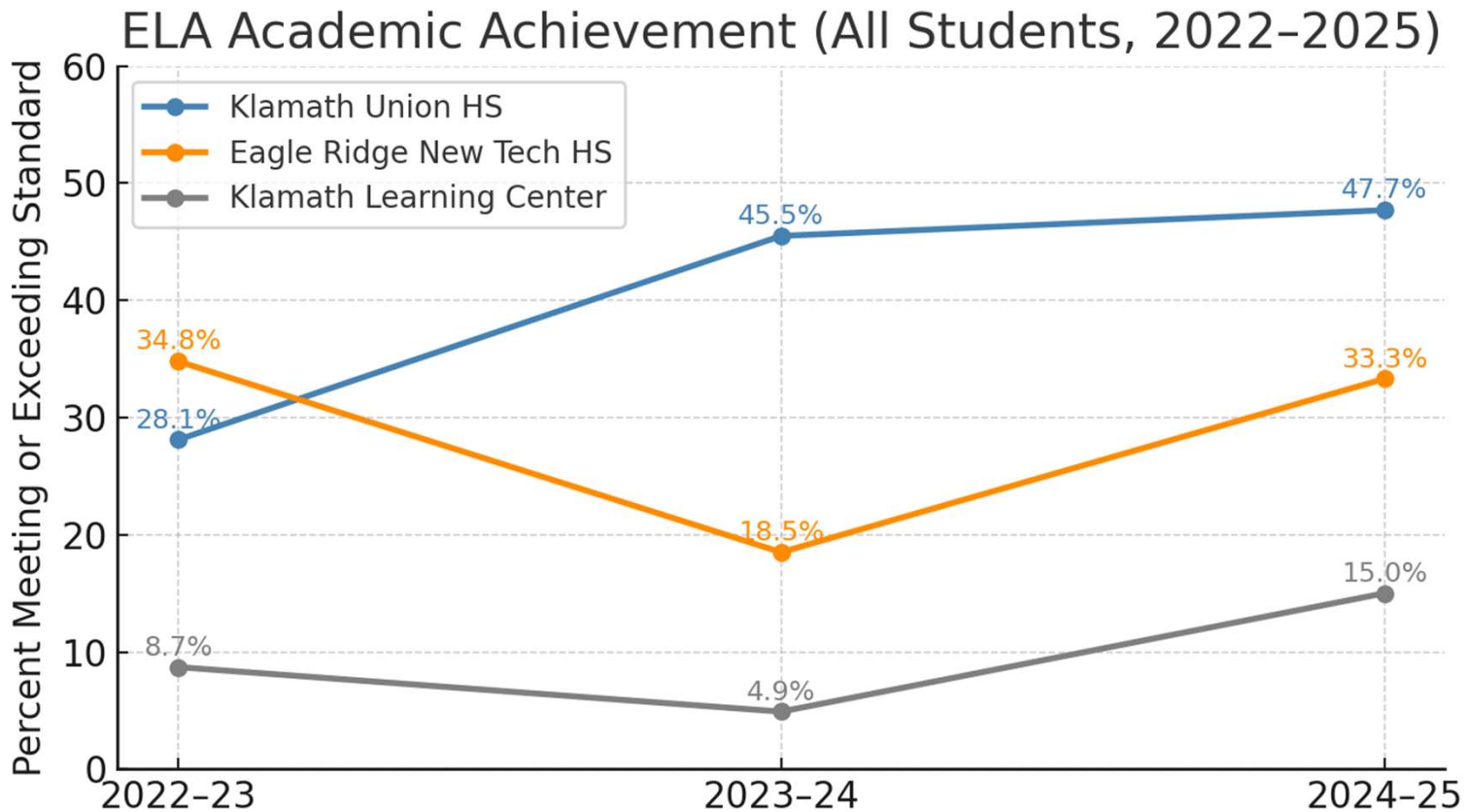
Alternative education high school serving **credit-deficient and re-engaged students**.

Provides **personalized instruction, credit recovery, GED and diploma pathways**, and flexible scheduling to help students complete graduation requirements.

KFCS High Schools – Demographics & Outcomes (2024–25)

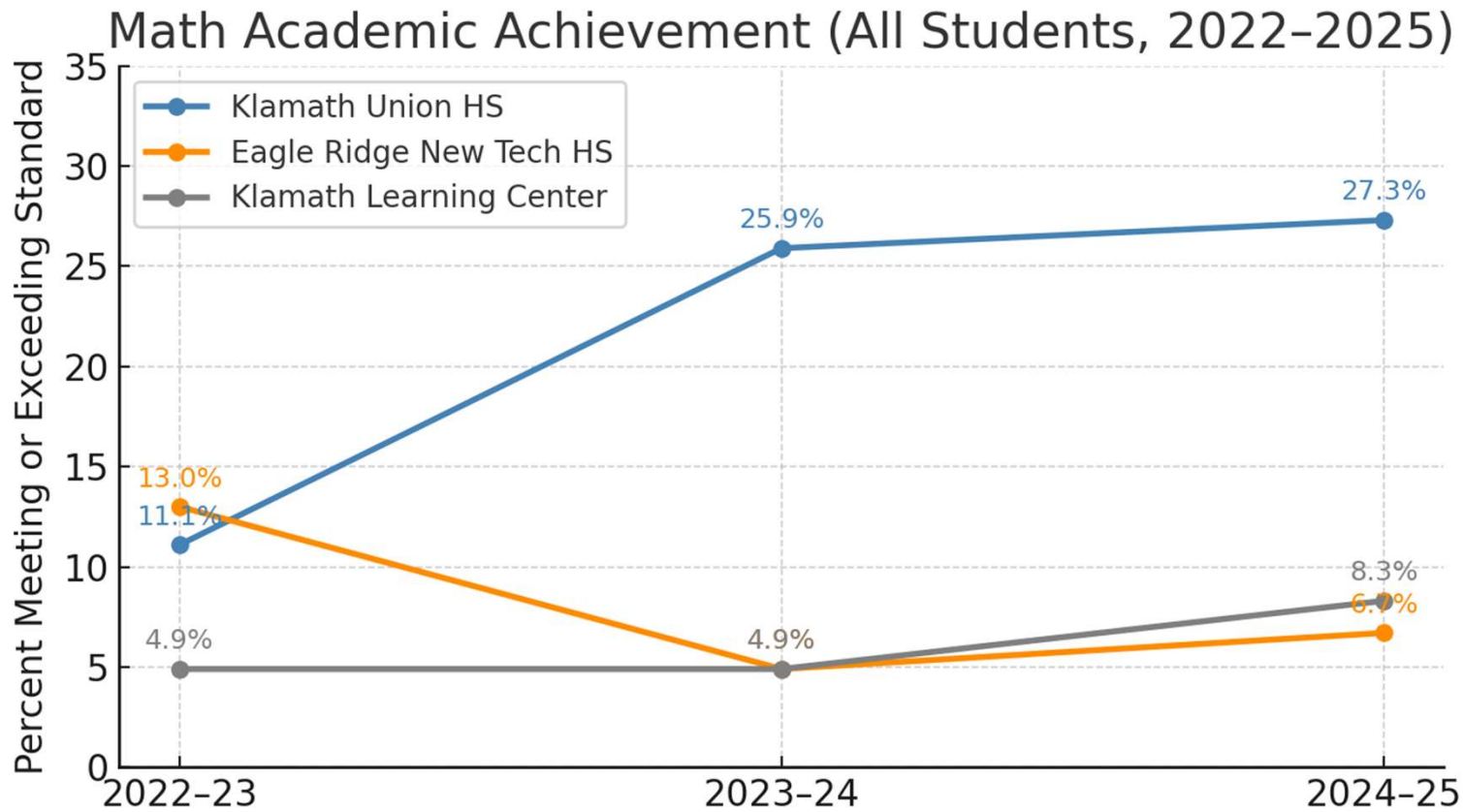
School	Enrollment	Poverty	SWD	Regular Attenders	On-Time Grad	5-Year Completion	College Going
Klamath Union HS	532	43%	10%	55%	79%	91%	59%
Eagle Ridge New Tech HS	65	62%	20%	46%	59%	88%	43%
Klamath Learning Center	191	66%	17%	27%	31%	52%	8%

ELA Academic Achievement (All Students, 2022–2025)



ELA achievement has increased overall across KFCS high schools. Klamath Union shows strong improvement since 2022–23, Eagle Ridge demonstrates recovery after a dip, and Klamath Learning Center shows recent improvement among re-engaged learners.

Math Academic Achievement (All Students, 2022–2025)

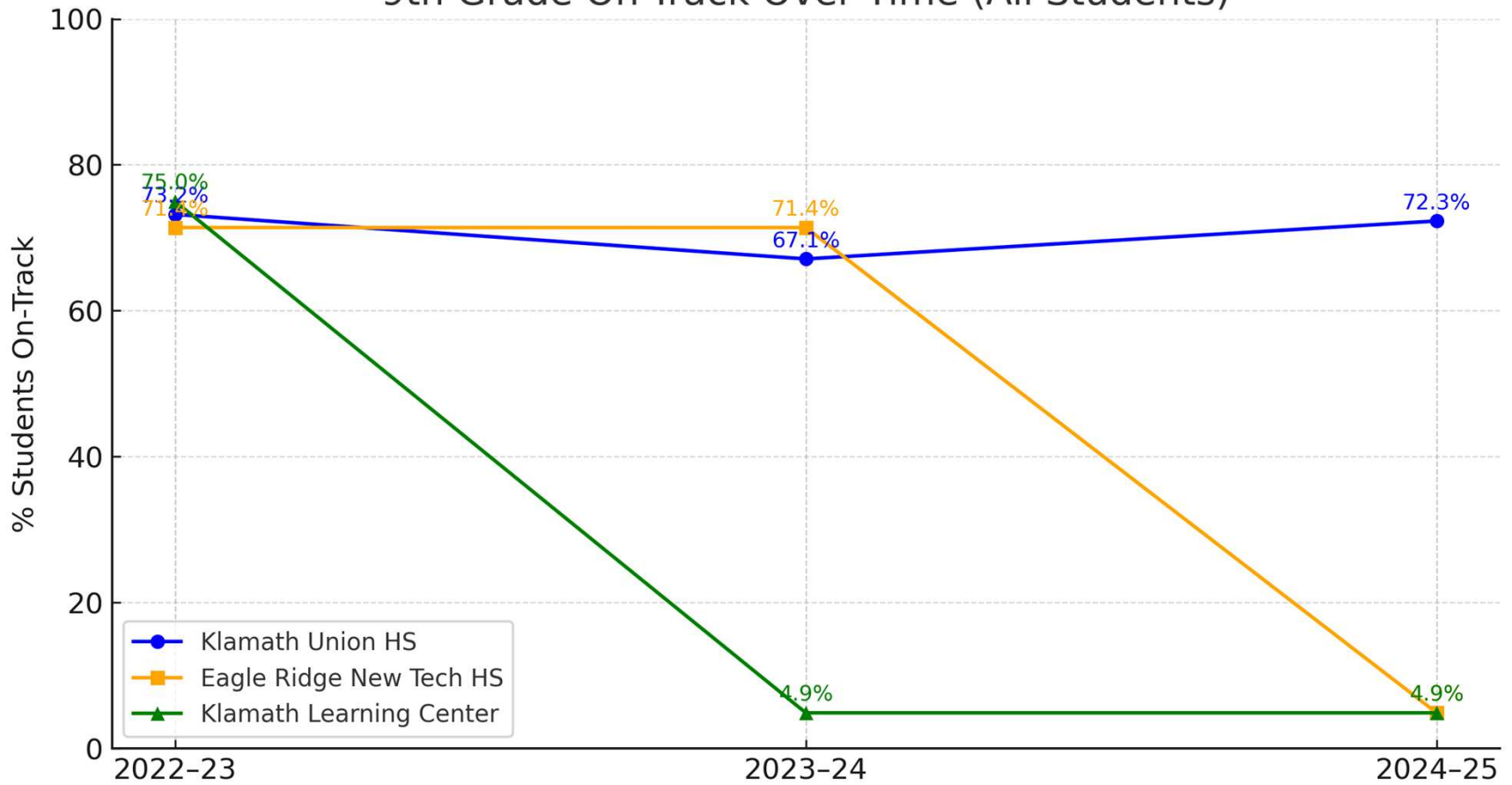


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Math achievement across KFCS high schools shows strong improvement at Klamath Union, while Eagle Ridge and Klamath Learning Center continue to face challenges. Districtwide focus on math fluency and targeted supports are key to sustaining gains.

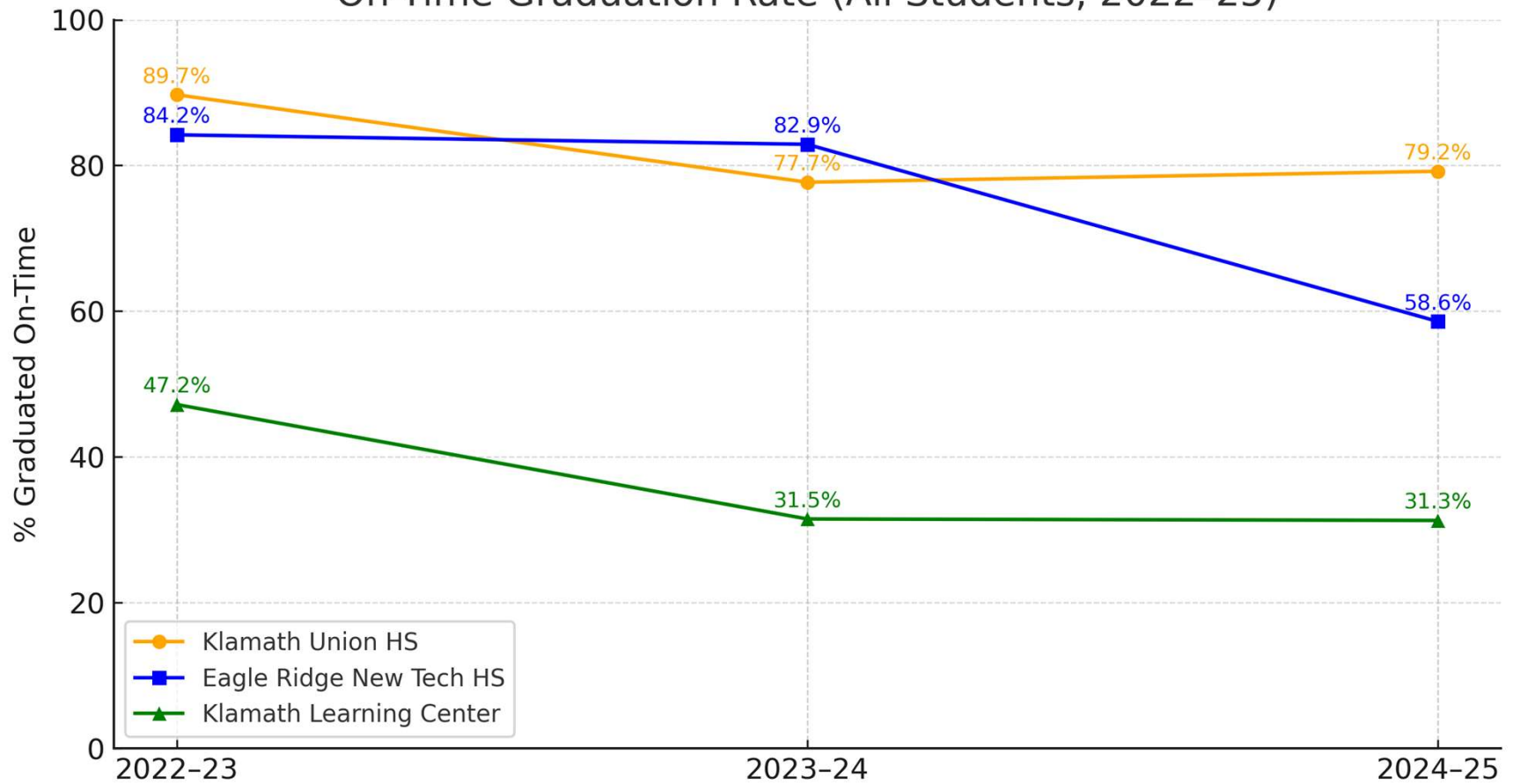
9th Grade On-Track

9th Grade On-Track Over Time (All Students)



On-Time Graduation Rate

On-Time Graduation Rate (All Students, 2022-25)



KFCS High Schools – Celebrations

Klamath Union High School:

- Achieved strong ELA and Math growth over three years (ELA: 28% → 48%, Math: 11% → 27%).
- Maintains a high five-year completion rate (91%) and a college-going rate (59%), above the state average.
- Demonstrates instructional stability and improvement in Tier 1 implementation.

Eagle Ridge New Tech High School:

- Shows notable ELA improvement in 2024–25 following a mid-cycle dip.
- Small class sizes and an 88% five-year completion rate highlight strong re-engagement outcomes.
- Positive attendance growth (+6%) signals increasing student connection to school.

48

Klamath Learning Center:

- Expanding dual credit, GED, and diploma options provide flexible graduation pathways for re-engaged learners.
- Attendance improved by 8%, and
- ELA/Math performance is trending upward among credit-recovery students.

Districtwide: All high schools show dedication to alternative pathways and academic recovery, ensuring multiple routes to success. Overall academic trends reflect effective literacy and math initiatives and a strong commitment to student engagement and belonging.

KFCS High Schools – Areas for Growth

Attendance and Engagement:

- All schools remain below the state average (67%), with KLC's 27% especially concerning.
- Chronic absenteeism continues to limit learning momentum and student outcomes.

Achievement and Growth Gaps:

- ELA and Math proficiency rates remain below state averages districtwide, with Eagle Ridge and KLC showing persistent low performance.
- Although KUHS shows strong growth, variability between schools highlights a need for systemwide instructional coherence.

Graduation and Completion Gaps:

- Eagle Ridge (59%) and KLC (31%) lag in four-year graduation rates, though five-year completion data show recovery gains.
- Continued focus on credit recovery and academic supports is essential to close these gaps.

Equity and Access:

- Students experiencing poverty and disability continue to perform well below district and state averages.
- Schools need sustained emphasis on inclusive instructional practices and targeted interventions.

KFCS High Schools – Next Steps

Strengthening Relationships and Engagement – Capturing Kids’ Hearts (CKH): Full implementation at Klamath Union and Year 2 at Eagle Ridge and KLC to deepen belonging, positive culture, and consistent behavior expectations. Supports improved attendance and student connection across all schools.

Enhancing Literacy Instruction – New ELA Curriculum (CommonLit 360): Adopted at KUHS and Eagle Ridge with ongoing professional learning. Builds teacher capacity for Tier 1 reading and writing instruction and addresses ELA achievement gaps.

Improving Math Proficiency – Reveal Math Implementation: Year 2 at KUHS and Eagle Ridge, emphasizing conceptual understanding and problem-solving. Early results show positive trends reflecting curriculum alignment and improved math fluency.

Expanding Access and Equity – KLC Relocation and New Online Curriculum: Relocation provides access to counseling supports, meals, and transportation. New, rigorous online credit recovery program supports higher engagement and on-time completion.

Building Instructional Expertise – Professional Learning and Coaching: Eagle Ridge continues professional learning in Project-Based Learning to enhance academic rigor and standards alignment. All high schools have strengthened 9th-grade on-track systems to ensure early success and reduce dropout risk.



KFCS uses a **cyclical, data-driven improvement model** grounded in Implementation Science, with a focus on changing **adult practice** to change **student outcomes**.

Our cycle:

- 1. Identify priorities** – Pinpoint key instructional or organizational needs.
- 2. Set clear goals** – Define success (e.g., 80% proficiency).
- 3. Use evidence-based practices** – Implement strategies proven to work.
- 4. Check fidelity** – Monitor how consistently practices are used.
- 5. Support staff** – Provide ongoing professional learning and coaching.

We repeat this cycle until practices are consistent and student results are sustained.



Adult Actions Drive Student Outcomes

Research in Implementation Science is clear: **student learning improves only after teacher practice changes.**

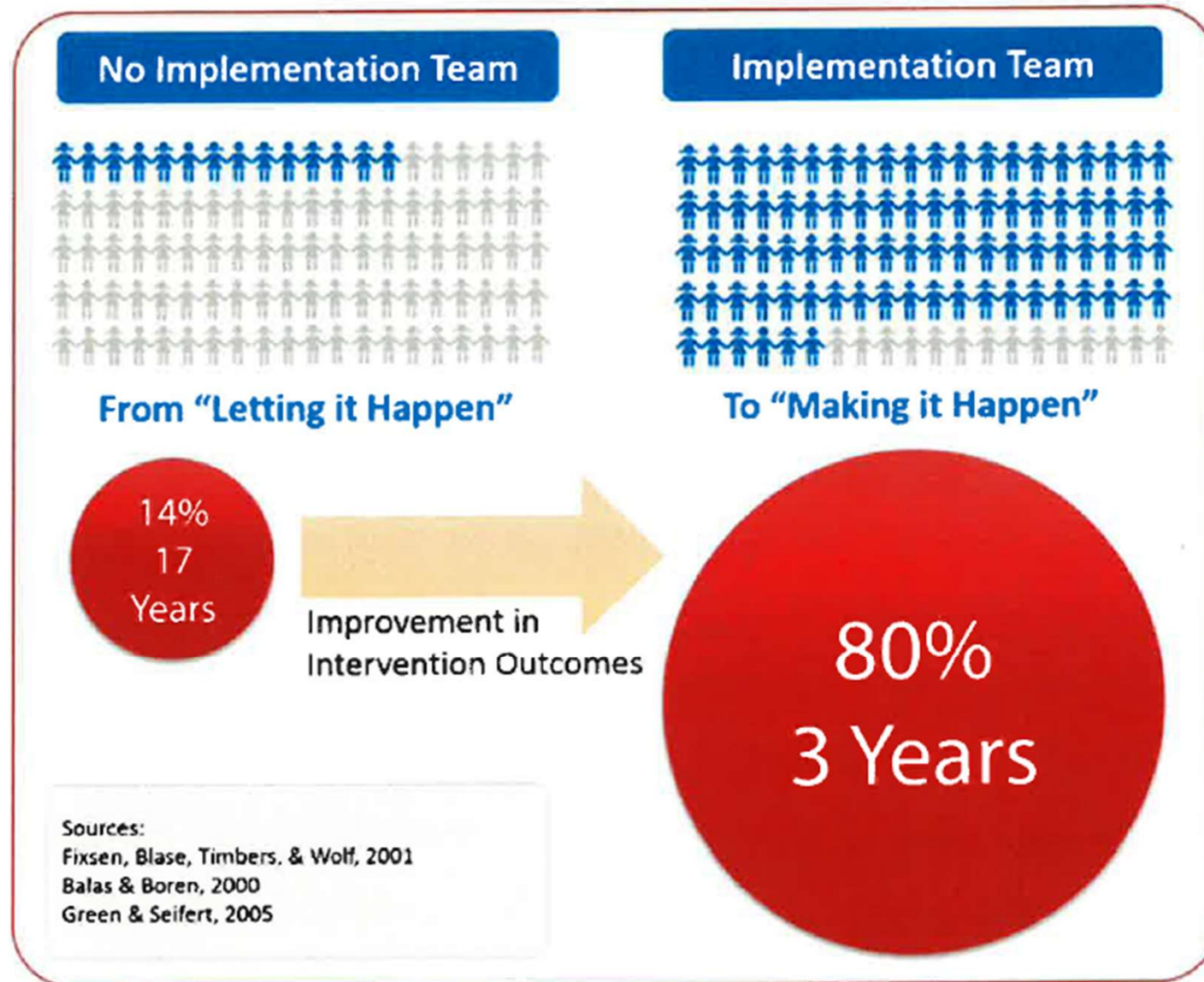
At KFCS we focus on **teaching behaviors** because:

- Instructional quality is the **strongest in-school factor** in achievement.
- Monitoring adult implementation builds **consistency, sustainability, and equity.**
- Ongoing professional learning and coaching **speed up the adoption of effective practices.**

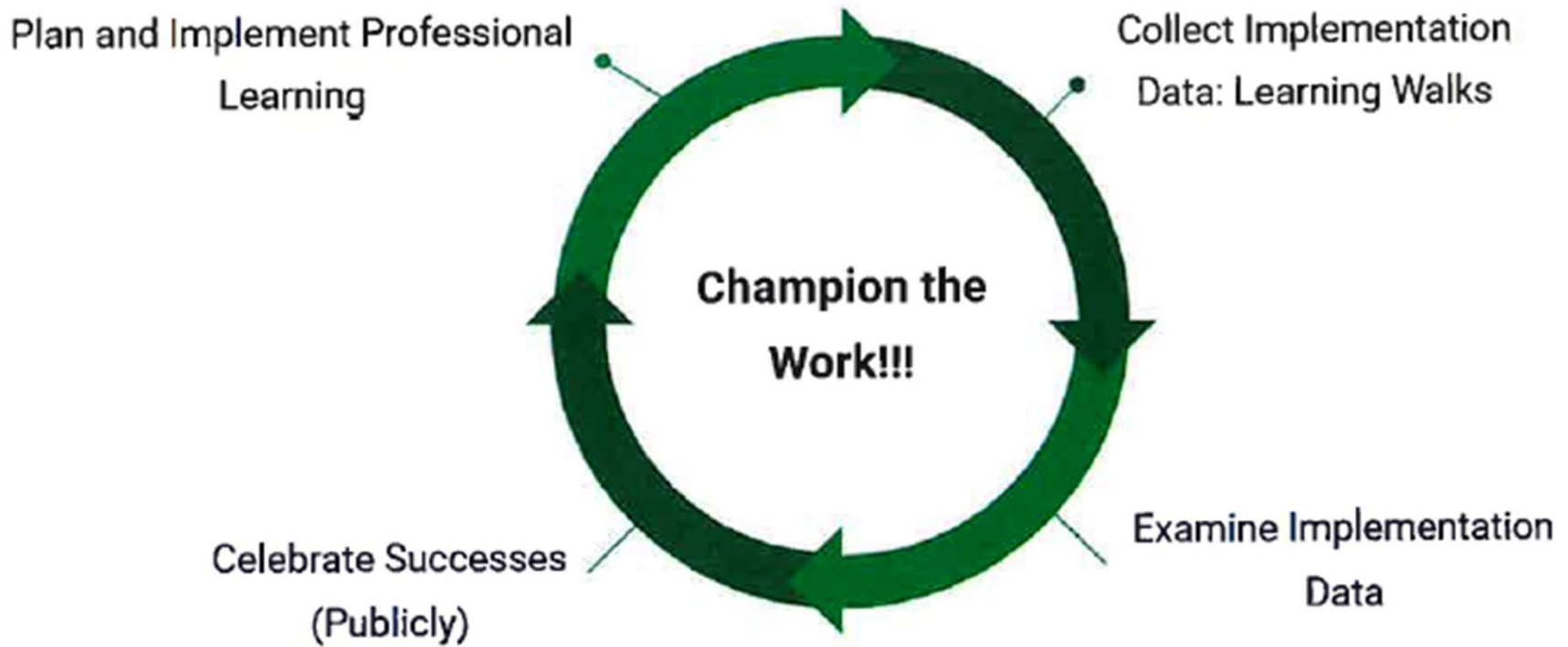
52

When we reach **80% implementation fidelity**, these practices become self-sustaining and reliably improve student outcomes.

KFCS: Implementation Teams



The Implementation Process and the Role of the Implementation Team



KFCS Moving Forward — Sustaining Success Through Focused Action

Celebrations

- Measurable growth in reading and math across multiple schools
- Improved attendance and student engagement indicators
- High staff commitment and fidelity to key initiatives
- Strong systems for data analysis, coaching, and reflection

Commitments

- Continue focusing on effective, evidence-based instruction in every classroom
- Strengthen attendance, engagement, and transitions across grade levels
- Maintain a culture of continuous improvement guided by data and fidelity

Next Steps

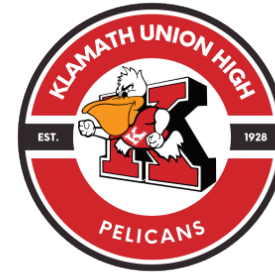
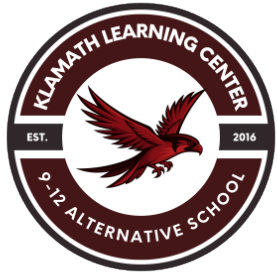
- Expand supports where achievement gaps persist
- Deepen coaching and professional learning for sustained practice change
- Monitor growth to ensure all students meet or exceed grade-level expectations

*Sustained student success begins with consistent adult excellence
— and together, KFCS is building both.*

Sharing Implementation Goals

&

Q & A



Klamath Falls City Schools Student Achievement & Attendance Trends

57

Presented to the Board of Directors

Klamath Falls City Schools

11-17-2025



District Snapshot – 2024–25 at a Glance



- Enrollment: 2,603 students
 - 56% Students Experiencing Poverty
 - 19% Students with Disabilities
 - 8% English Learners
 - 23% Mobility Rate
-
- KFCS serves a diverse and mobile student population.

Poverty and Mobility: Key Drivers of Achievement Gaps

KFCS Context

- **56%** of students experience poverty (*vs. Oregon ~44%, U.S. ~48%*)
- **23%** of students are mobile (change schools mid-year) (*vs. Oregon ~13%, U.S. ~11%*)

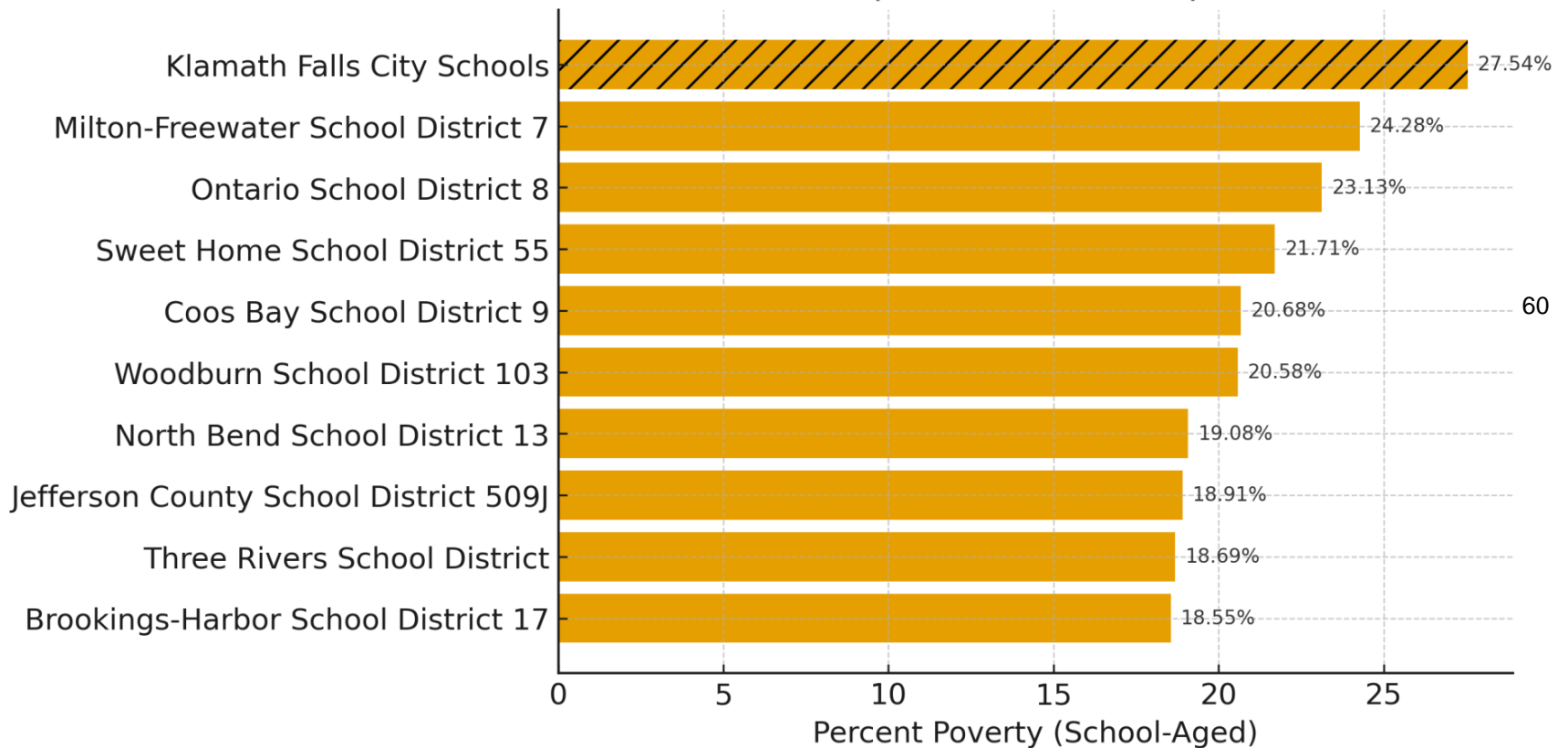
Why It Matters

59

- High-poverty schools score **20–30 points lower** in reading and math proficiency than low-poverty schools.
- Mobile students graduate **30–40 percentage points less often** than peers who remain in one school.
- Instability interrupts learning, relationships, and attendance—key factors for growth.

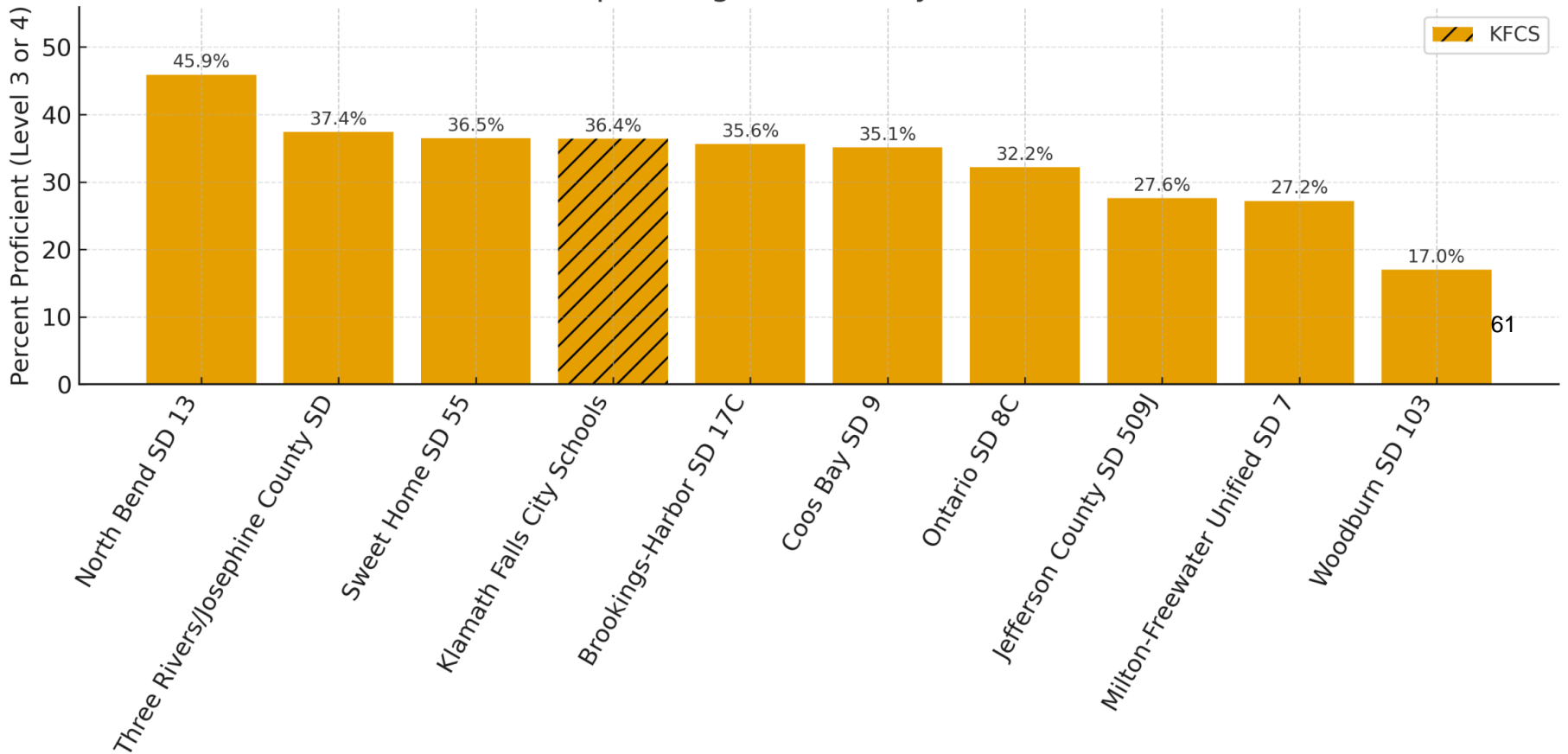
Poverty Levels: Top 10 Highest-Poverty Districts (Population over 1000)

Top 10 Highest-Poverty Districts
(KFCS and Peers)



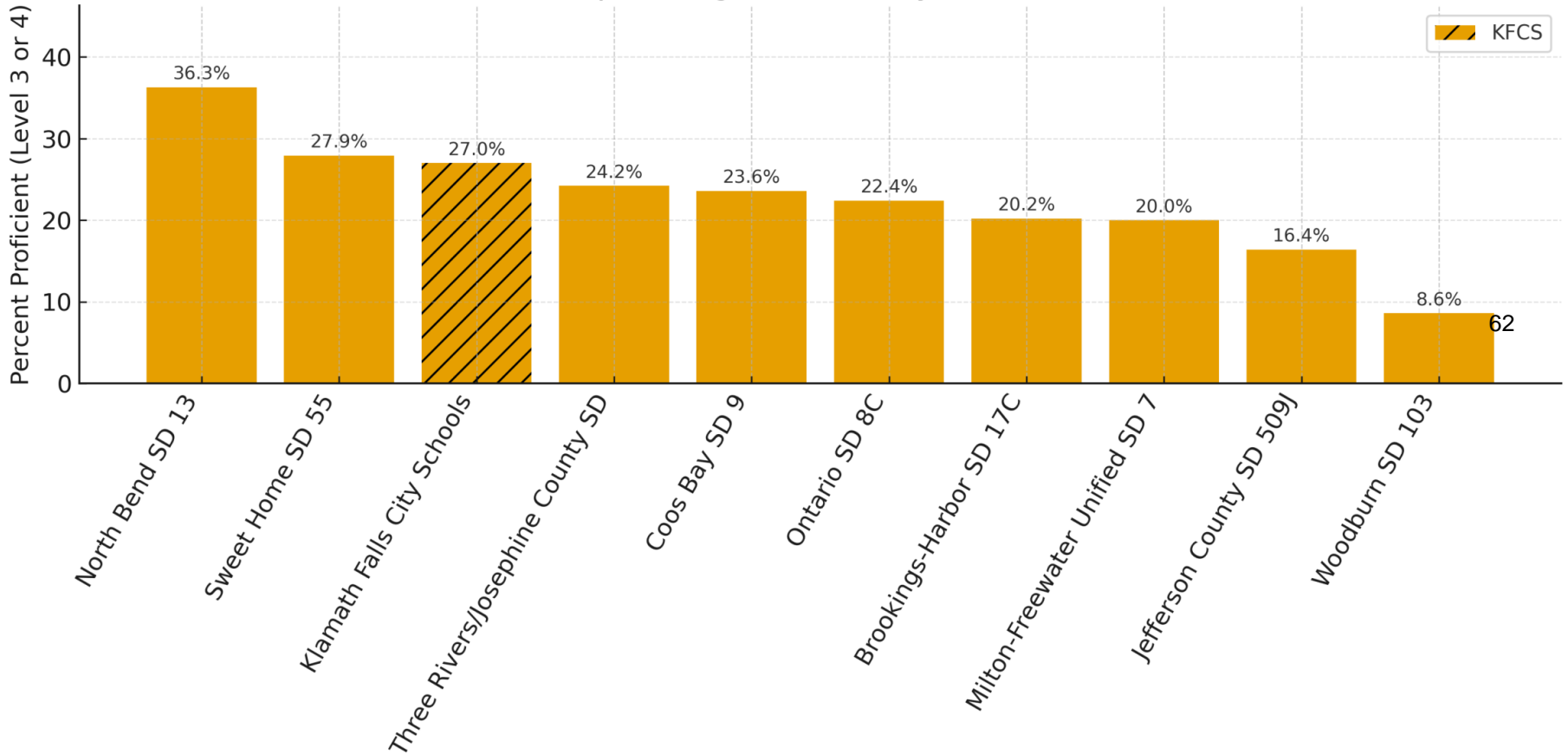
Composite ELA Proficiency – Top 10 Highest-Poverty Districts

English Language Arts Proficiency (All Grades)
Top 10 Highest-Poverty Districts



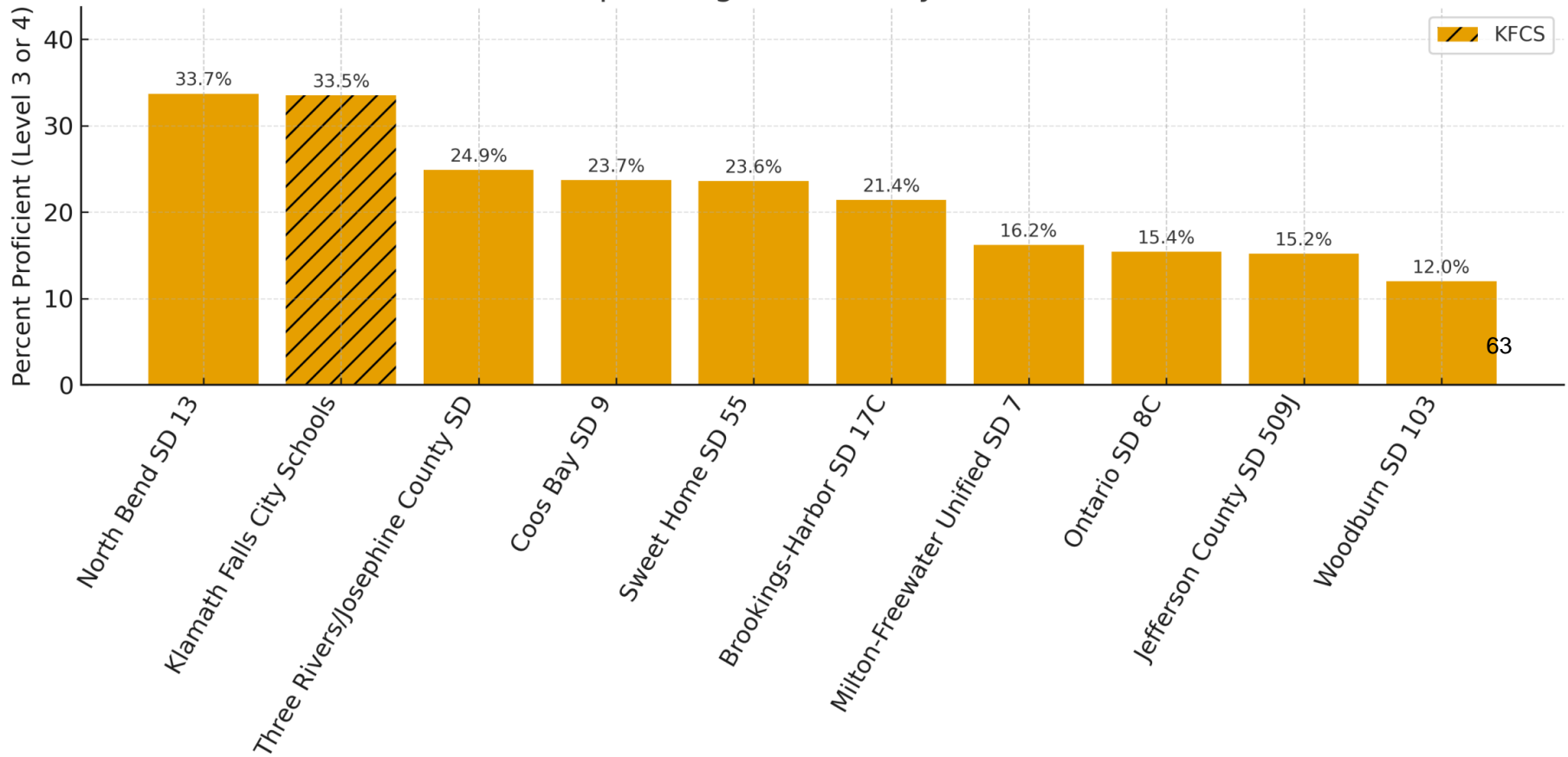
Math Achievement: Top 10 Highest-Poverty Districts

Mathematics Proficiency (All Grades)
Top 10 Highest-Poverty Districts

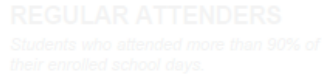
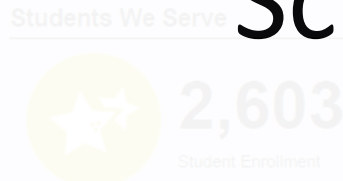


Science Proficiency – Top 10 Highest-Poverty Districts

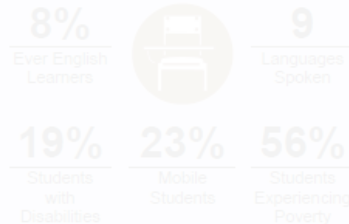
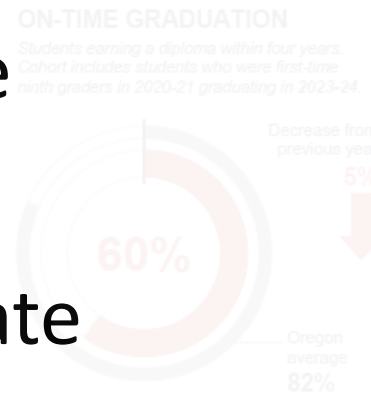
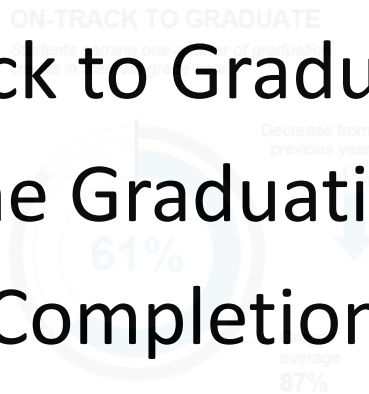
Science Proficiency (All Grades)
Top 10 Highest-Poverty Districts



School District Profile Report



- Regular Attenders
- Grade 3 English Language Arts Proficiency
- Grade 8 Mathematics Proficiency
- On-Track to Graduate
- On-Time Graduation
- 5-Year Completion Rate



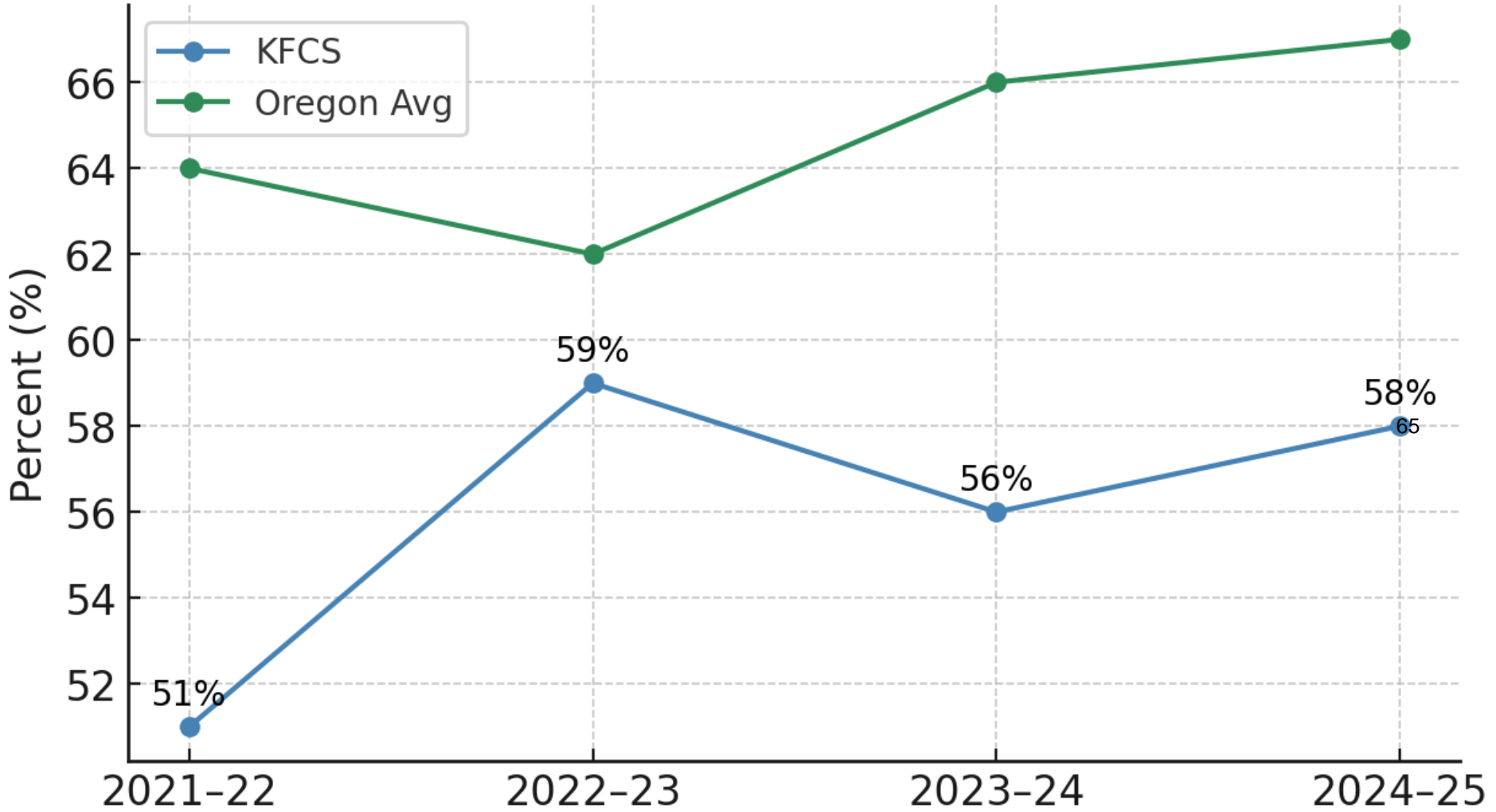
District Goals

MISSION EMPOWERING EVERY STUDENT, ENRICHING EVERY MIND. TRANSFORMING EVERY FUTURE. VISION TO BE A WORLD-CLASS EDUCATIONAL COMMUNITY WHERE ALL STUDENTS ARE PREPARED FOR FUTURE SUCCESS IN COLLEGE, CAREER, AND LIFE. Our district is committed to making sure that each student's full potential is realized as a learner and as a person.

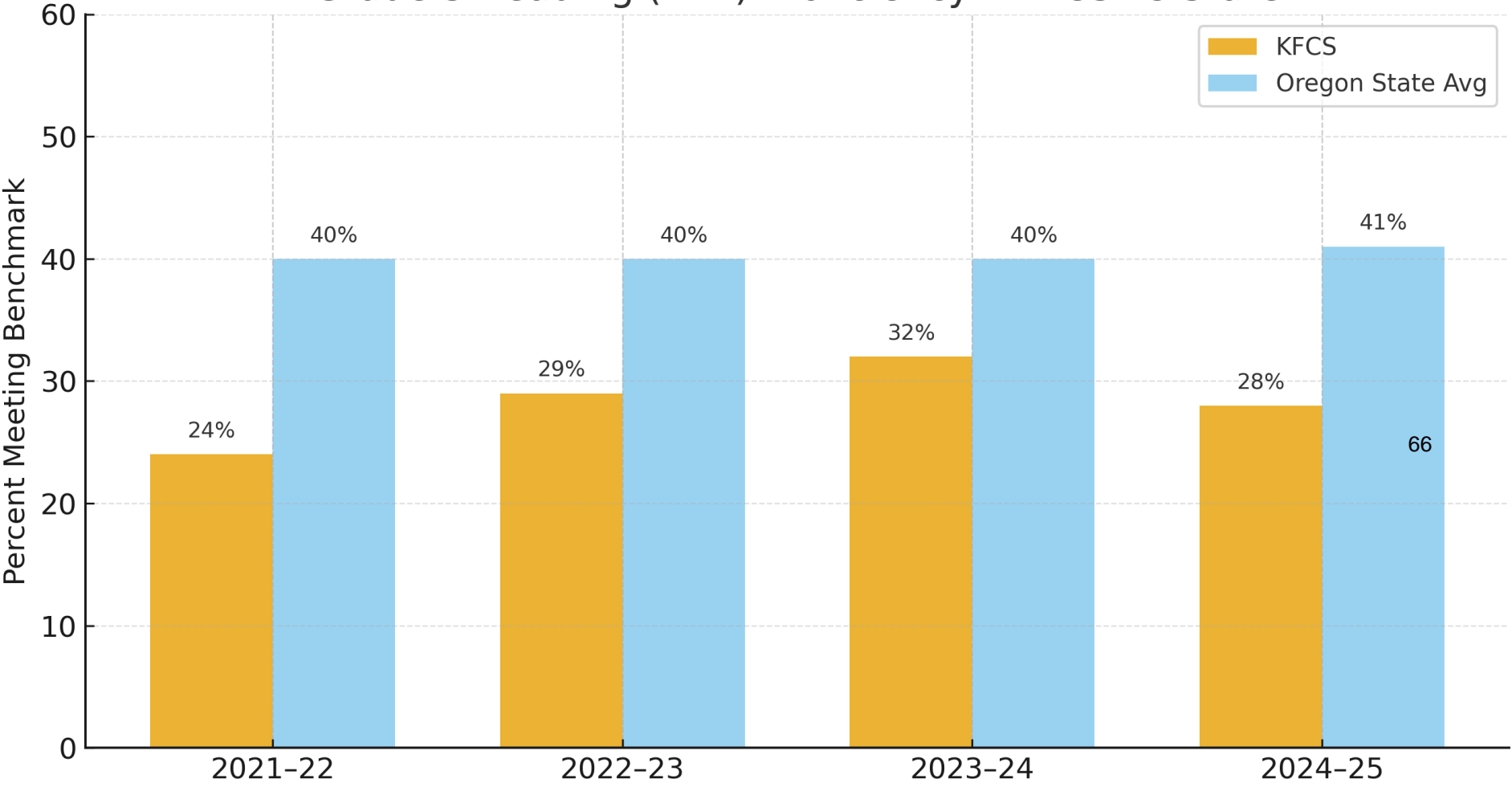
State Goals

The Oregon Department of Education is collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Reimagined Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments and always driving for continuous improvement.

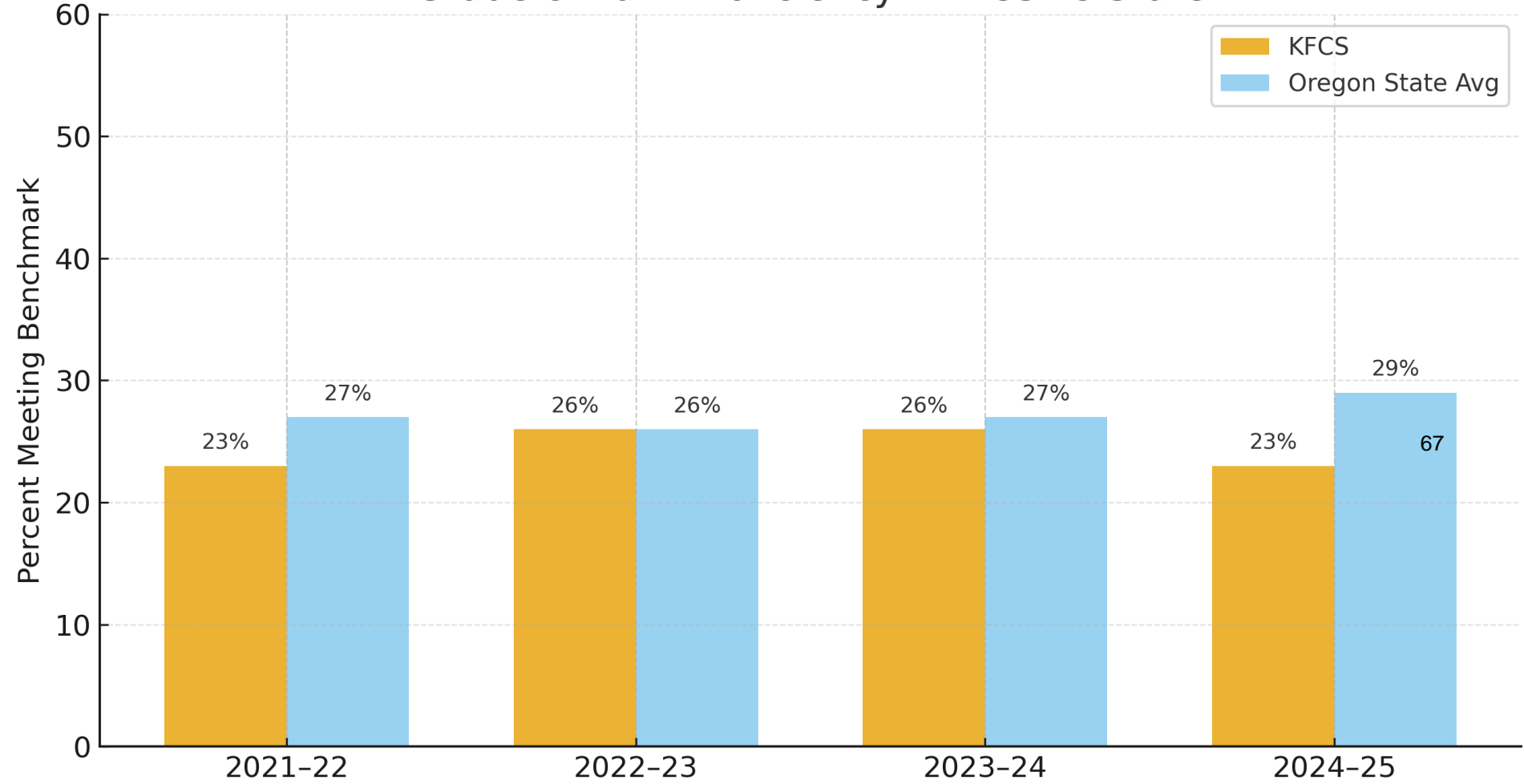
Regular Attendance Rates



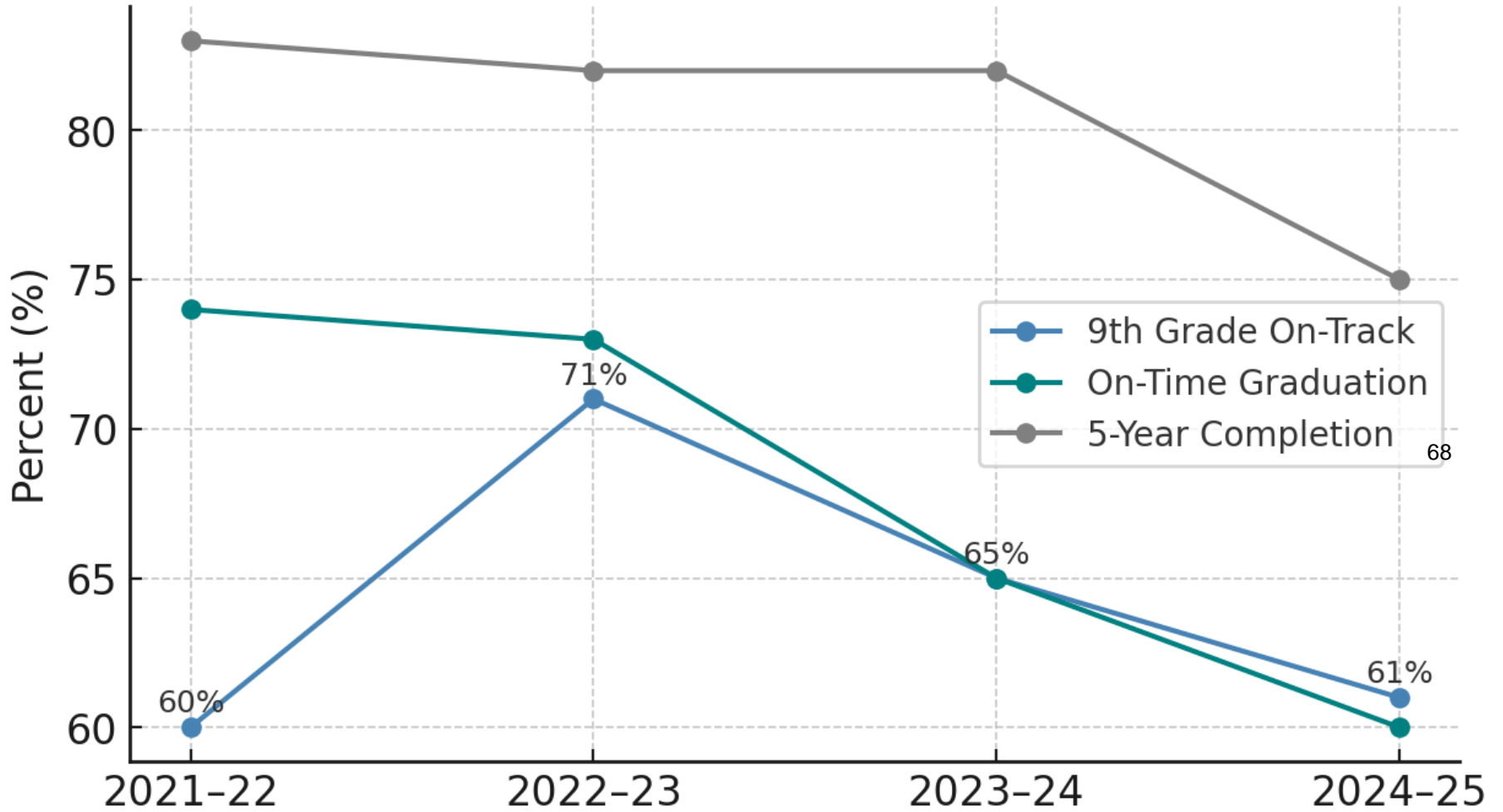
Grade 3 Reading (ELA) Proficiency - KFCS vs State



Grade 8 Math Proficiency – KFCS vs State

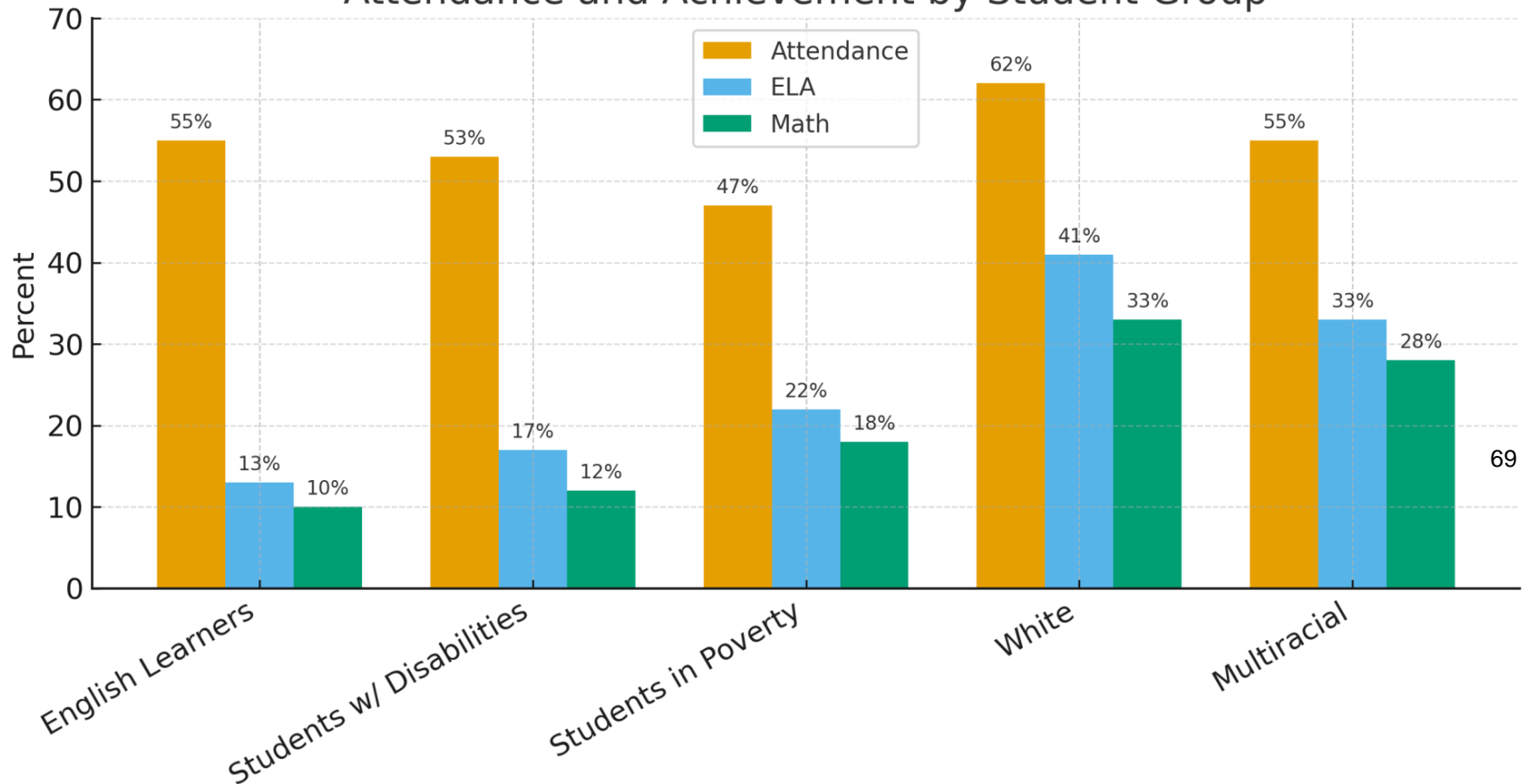


High School Success Indicators



Subgroup Equity Overview

Attendance and Achievement by Student Group

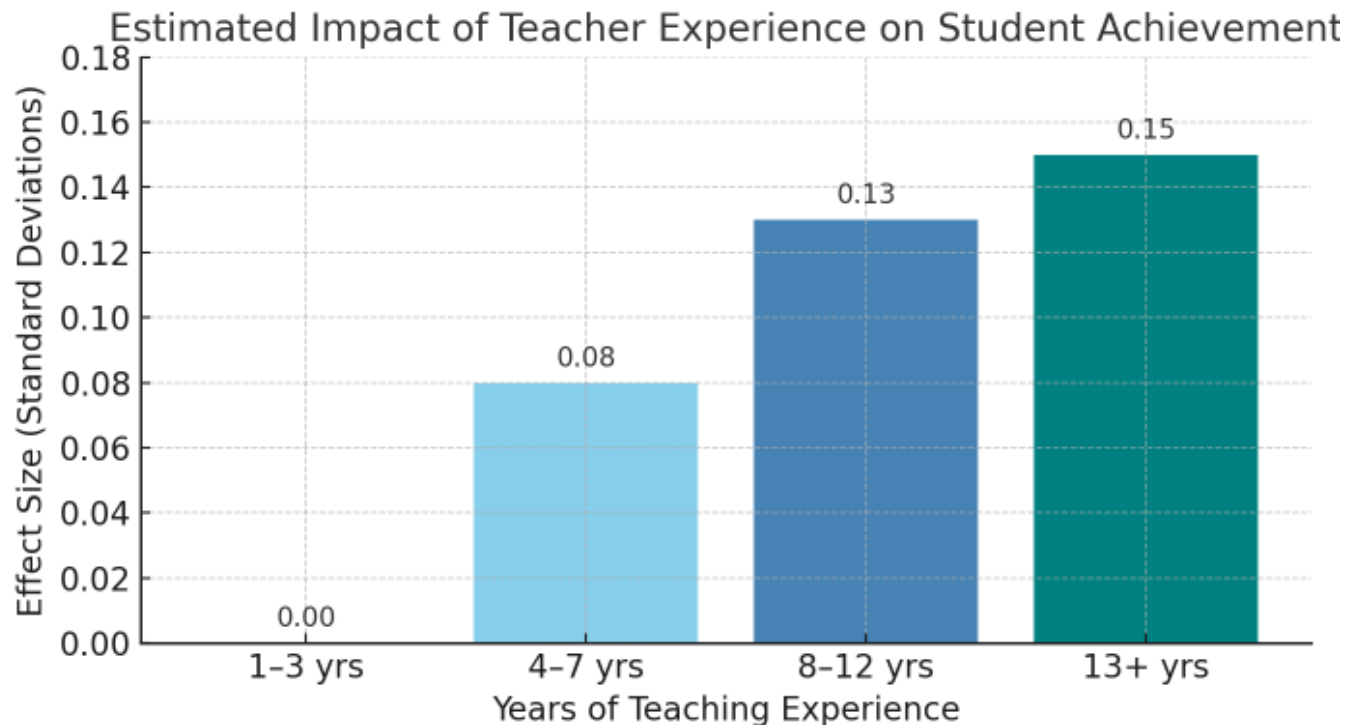


Persistent equity gaps across performance and attendance.

Staff Experience Trend

- Licensed teachers with >3 years' experience: 77% (2022–23) → 63% (2024–25)
- Reduced experience impacts instructional quality and consistency.

The Impact of Teacher Experience on Student Achievement



71

Research shows that students of more experienced teachers achieve higher learning gains. Moving from a teacher with 1–3 years to one with 4–7 years of experience equates to roughly one additional month of student learning per year. Gains continue beyond a decade, especially when teachers remain in the same grade or subject.

Summary of Strengths and Challenges

Strengths:

- Early literacy growth (K–5 ELA +7 points since 2022)
- Narrowing ELA gap scores (AI/AN +33, Multiracial +20)
- High assessment participation (>94%)
- Strong achievement compared to high-poverty peer districts

72

Challenges:

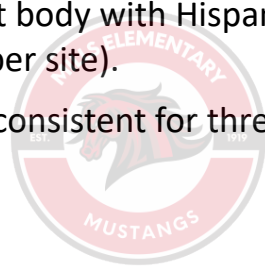
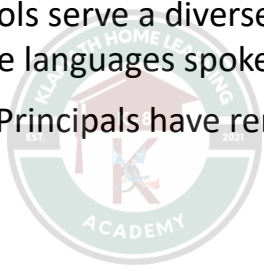
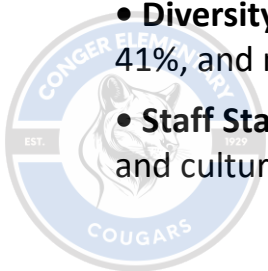
- Attendance <60%
- Declining graduation rates
- Stagnant 8th grade math proficiency
- Equity gaps remain, especially for students in poverty and with disabilities, despite progress for other groups.

KFCS Elementary Schools Overview

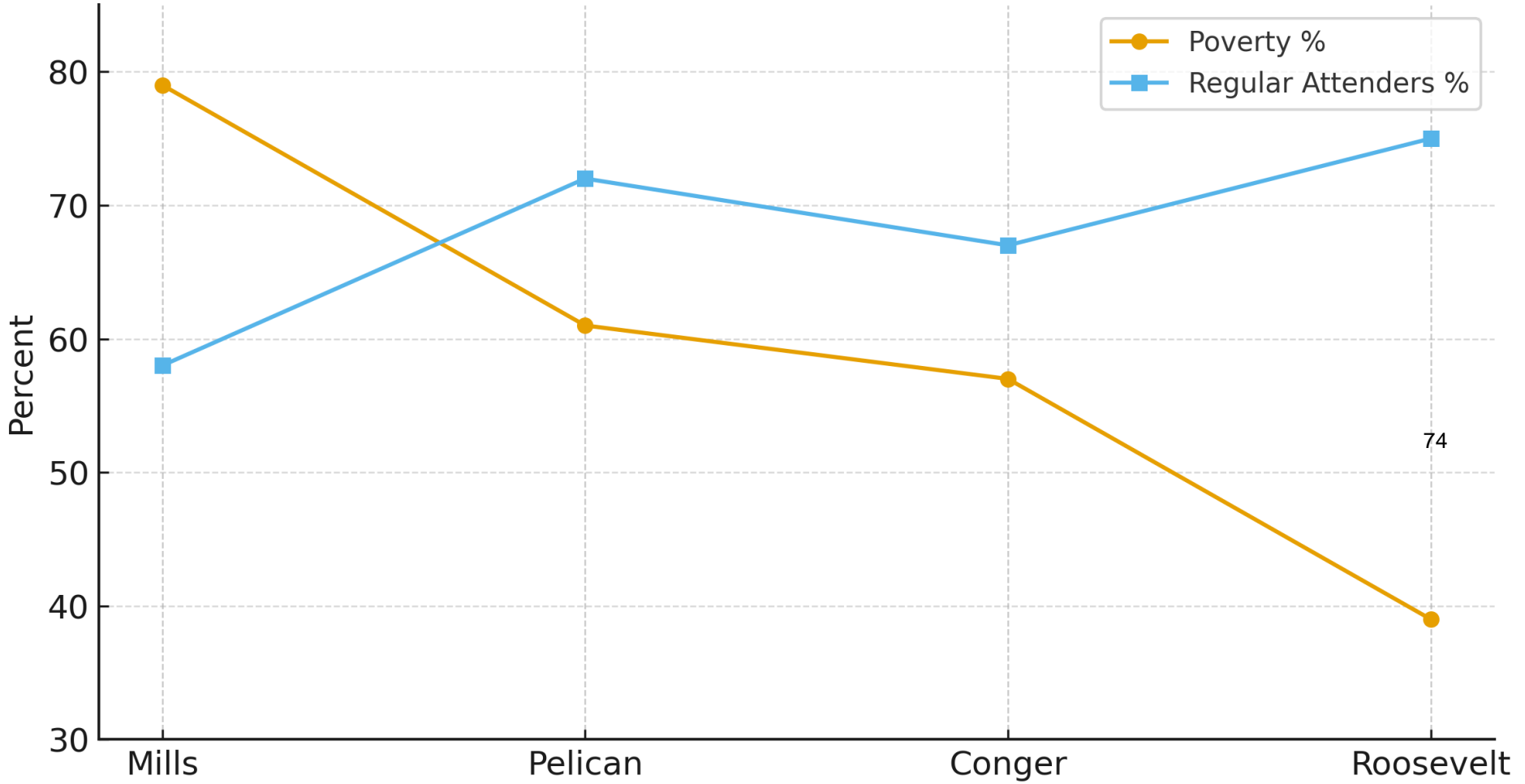
Four KFCS elementary schools serve a diverse and high-needs student population with improving attendance, strong leadership continuity, and focused efforts to raise literacy and math achievement.

School	Enrollment	% Poverty	% Students with Disabilities	% Hispanic/Latino	% Regular Attenders
Joseph Conger	254	57%	25%	19%	67%
Mills	295	79%	32%	41%	58%
Pelican	227	61%	15%	14%	72%
Roosevelt	326	39%	16%	21%	75%

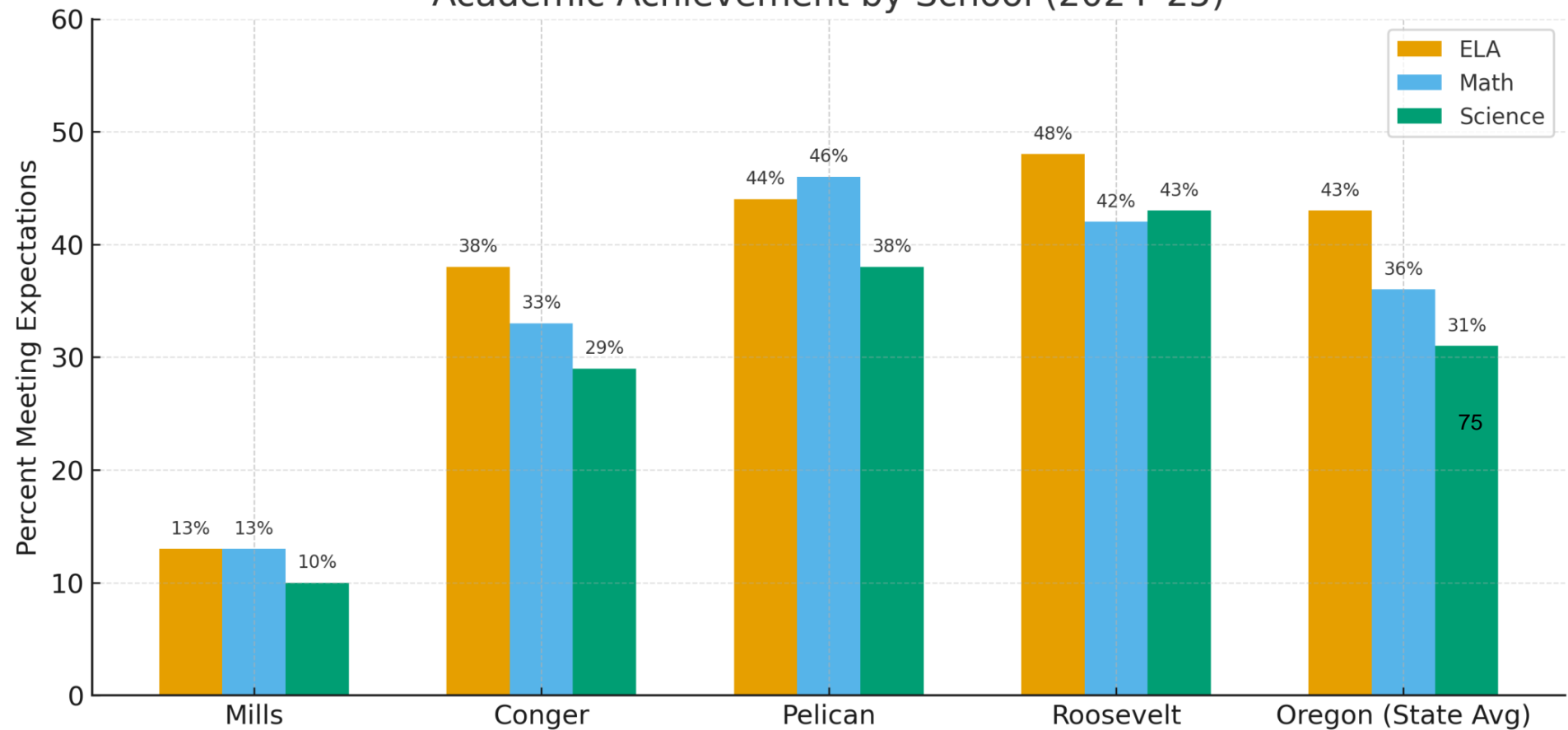
- **Student Need:** Poverty and disability rates are above state averages, particularly at Mills (79%) and Conger (57%).
- **Attendance:** Improving overall, with Roosevelt (75%) and Pelican (72%) exceeding the state average of 67%.
- **Diversity:** Schools serve a diverse student body with Hispanic/Latino populations ranging from 14% to 41%, and multiple languages spoken (2–5 per site).
- **Staff Stability:** Principals have remained consistent for three years at all sites, supporting continuity and culture.



Elementary School Poverty and Attendance (2024-25)

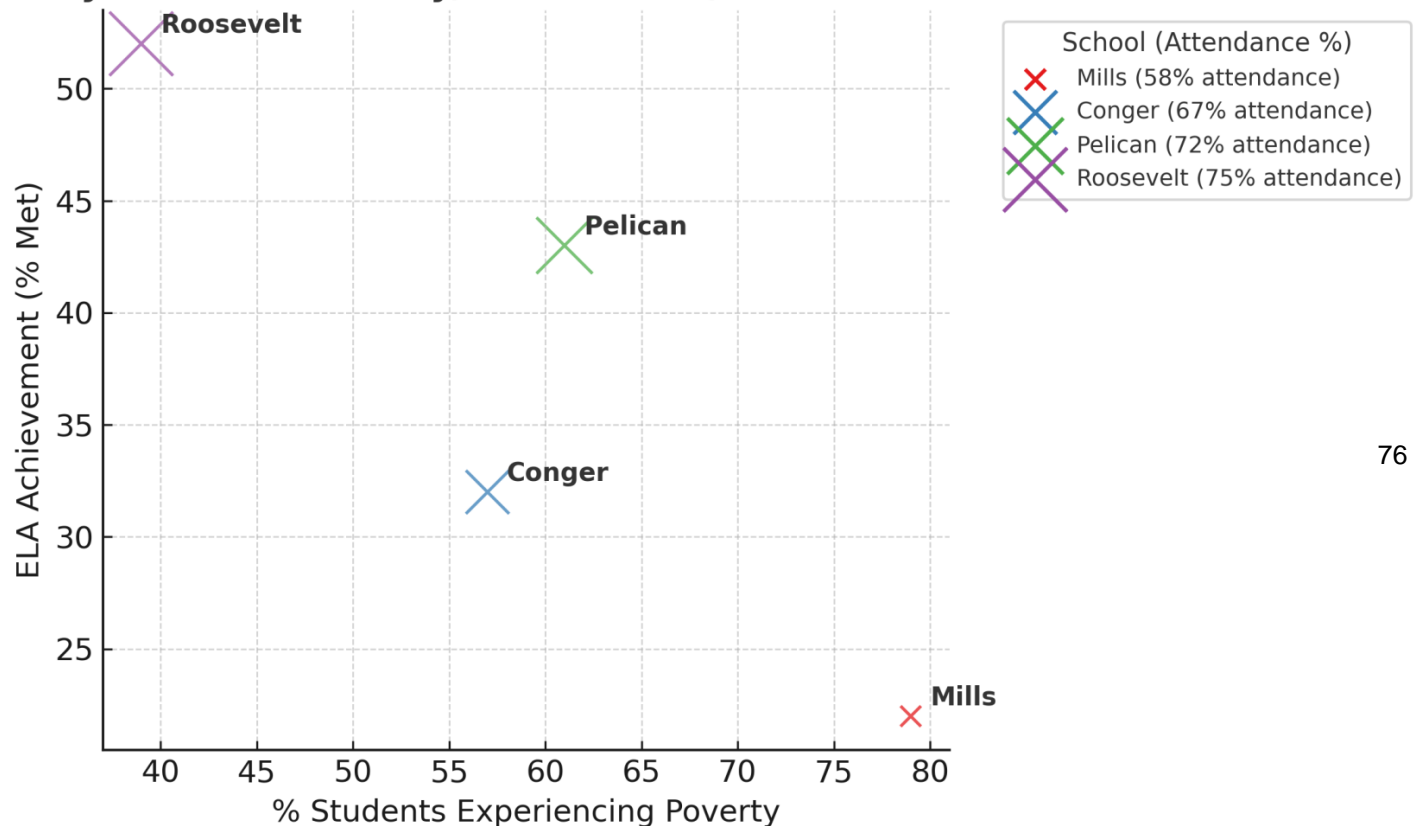


Academic Achievement by School (2024-25)



Correlation of Poverty, Attendance, and Academic Achievement (2024–25)

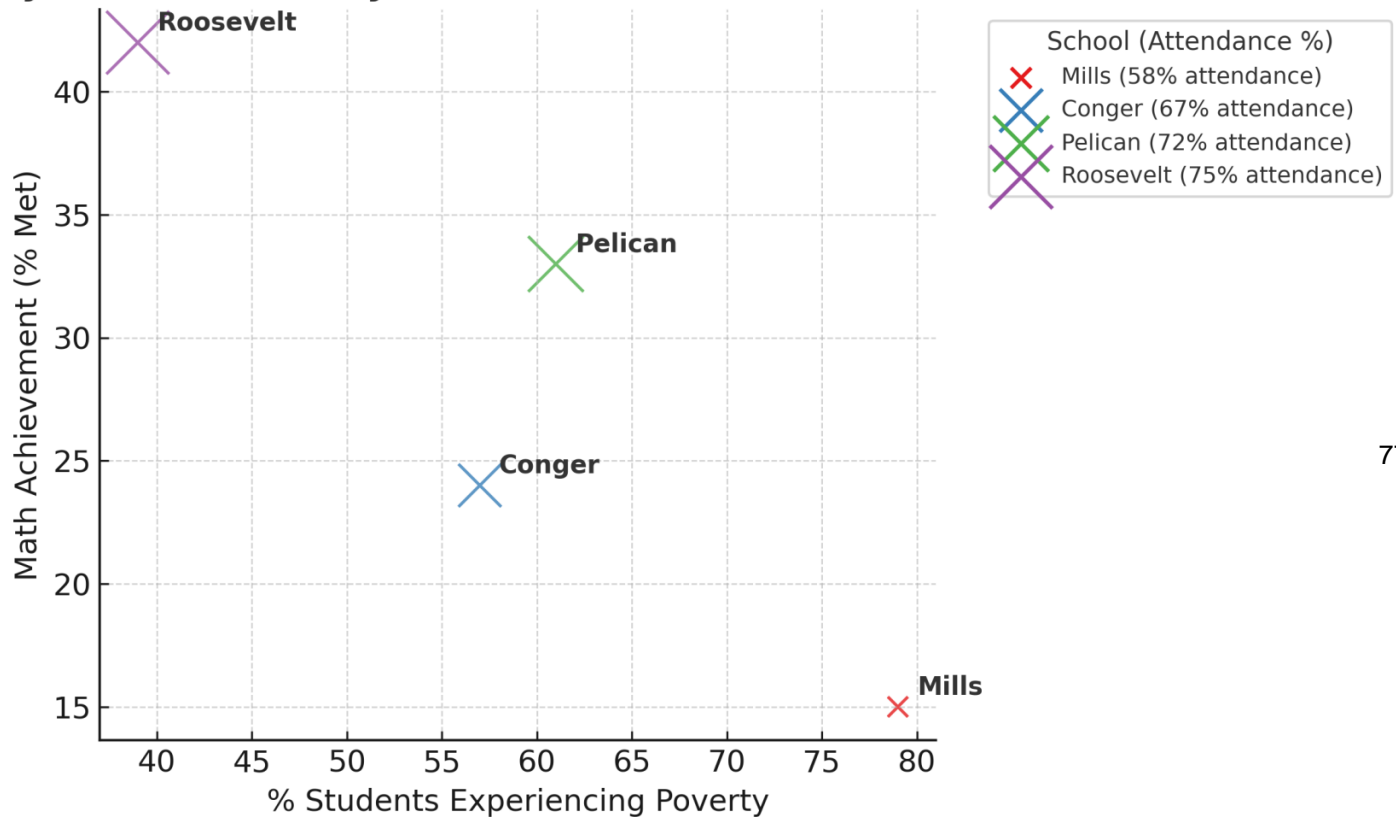
KFCS Elementary Schools: Poverty, Attendance, and Achievement (2024-25)



This graphic highlights the relationship between poverty, attendance, and academic achievement across KFCS elementary schools. Larger X's represent higher attendance. Schools with lower poverty and stronger attendance—Roosevelt and Pelican—demonstrate higher achievement outcomes.

Correlation of Poverty, Attendance, and Math Achievement (2024–25)

KFCS Elementary Schools: Poverty, Attendance, and Math Achievement (2024-25)



Schools with higher poverty levels tend to have lower math achievement, while schools with higher attendance rates (larger X's) show stronger performance. The pattern mirrors ELA results, with Roosevelt and Pelican leading the district.

Reading (ELA) Gap Score Change and Growth Levels – 2024–25

School	ELA Gap Score Change	ELA Growth Level	Interpretation
Mills	-16	Level 2	Low growth; performance gap widening relative to state average.
Joseph Conger	+22	Level 5	Top 20% statewide; rapid gap closing in ELA.
Pelican	+23	Level 5	Exceptional gap closing; students catching up quickly.
Roosevelt	+12	Level 4	Strong improvement at already high performance level.

78

The ELA Gap Score Change shows how quickly KFCS elementary students are closing the gap with peers statewide. **Pelican and Conger (Level 5)** are in the **top 20% of Oregon schools** for gap closing, and **Roosevelt (Level 4)** is also making strong progress. **Mills (Level 2)** is improving more slowly and still working to catch up.

Sustained improvement in Gap Score Change over time will lead to higher student proficiency as schools approach and surpass statewide averages.

This is the **third year in a row** that **Pelican** has been a **Level 5** in ELA growth

Math Gap Score Change and Growth Levels – 2024–25

School	Math Gap Score Change	Math Growth Level	Interpretation
Mills	-10	Level 2	Some improvement, but below statewide pace of growth.
Joseph Conger	+12	Level 4	Strong improvement closing the gap with the state average.
Pelican	+10	Level 4	Strong improvement – accelerating past the state average
Roosevelt	+6	Level 3	Modest improvement; maintaining strong proficiency base.

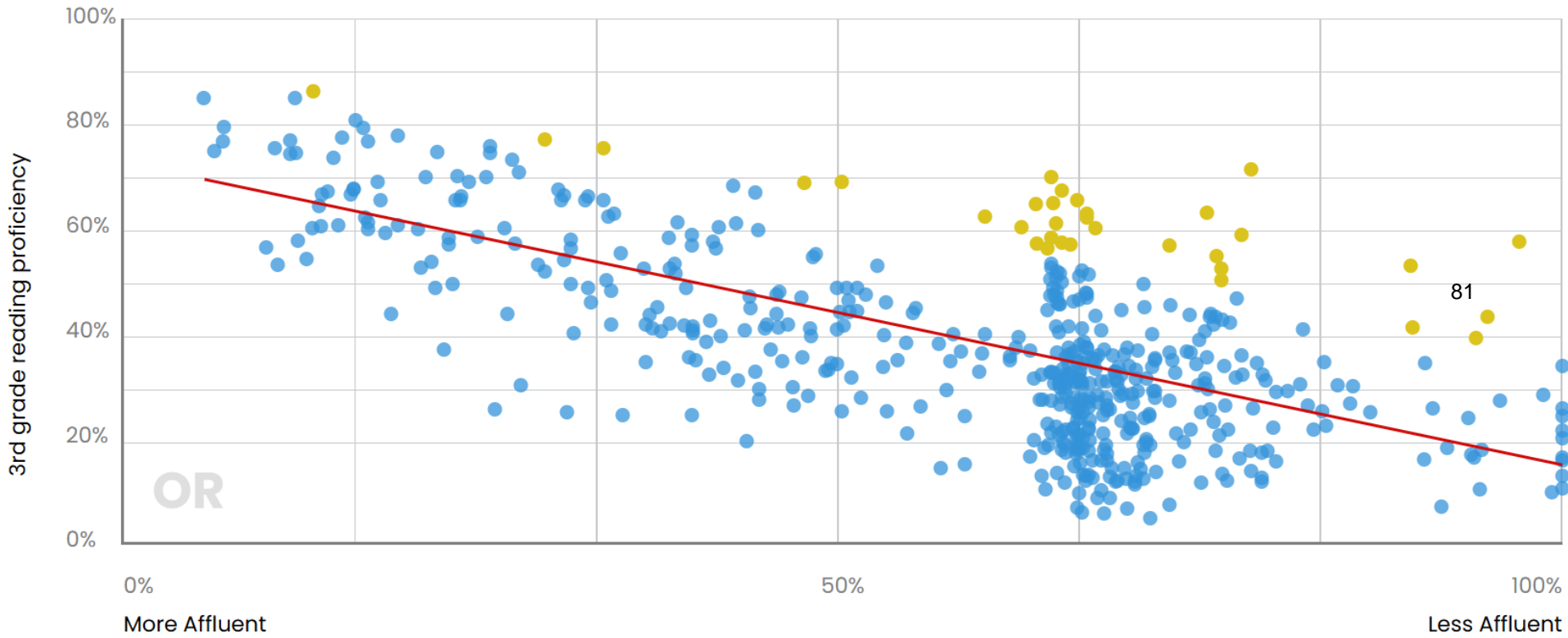
79

- Pelican and Conger achieved a Level 4 designation, placing them above the state average for math growth.
- Roosevelt maintained Level 3 growth.
- Mills showed slower progress at Level 2.

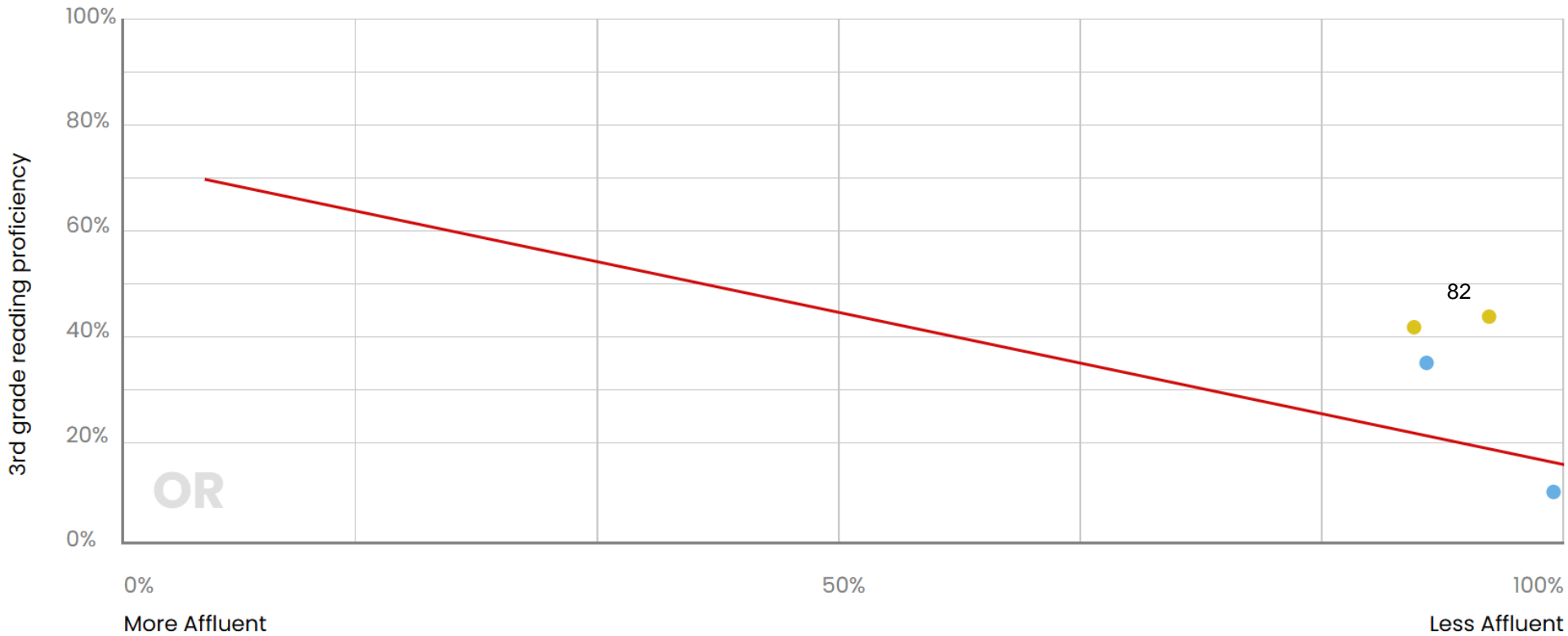
Beating the Odds in Reading Achievement (2023–24 Data)

- A 2024 national analysis by [The 74](#) examined **over 41,000 schools**, comparing **2023–24 poverty rates** to **third-grade reading proficiency**.
- Using statistical modeling, the study **predicted expected reading performance** based on each school's poverty level, then identified schools **significantly outperforming those predictions**.
- Across the U.S., **2,158 schools** were found to be “*beating the odds*” and labeled **Exceptional Schools** in reading achievement. ⁸⁰
- Across Oregon, **33 schools** were found to be “beating the odds” and labeled **Exceptional Schools** in reading achievement.

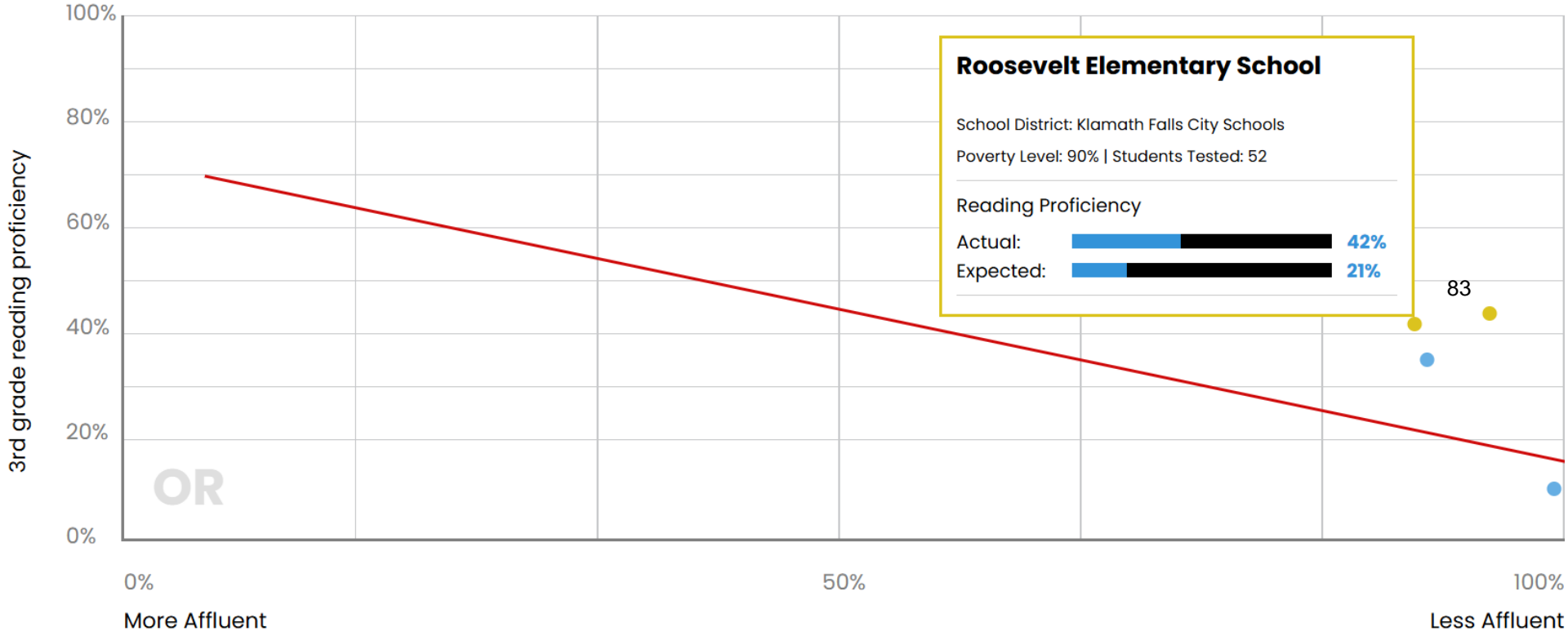
Spring 2023-2024 3rd Grade Oregon Reading Proficiency



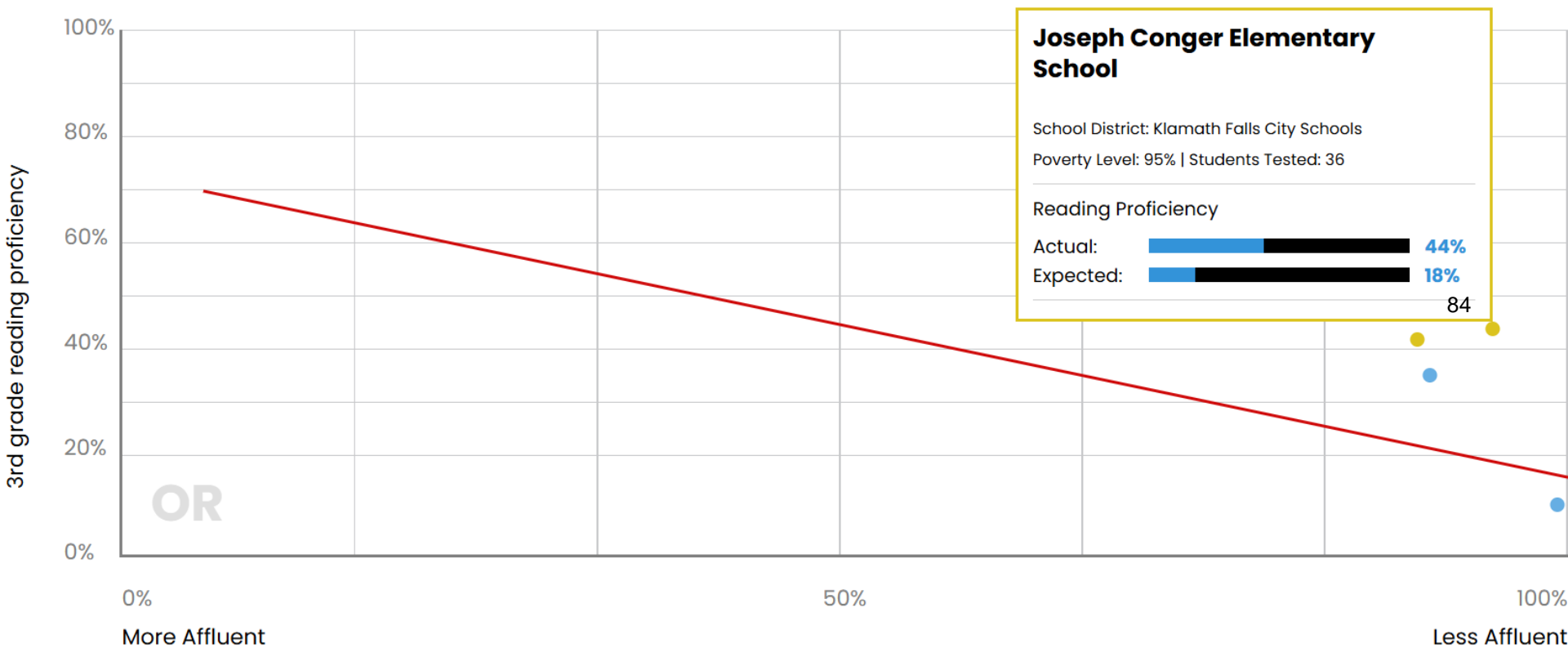
Spring 2023-2024 3rd Grade KFCS Reading Proficiency



Spring 2023-2024 3rd Grade Roosevelt Reading Proficiency



Spring 2023-2024 3rd Grade Conger Reading Proficiency



OR

Joseph Conger Elementary School

School District: Klamath Falls City Schools
Poverty Level: 95% | Students Tested: 36

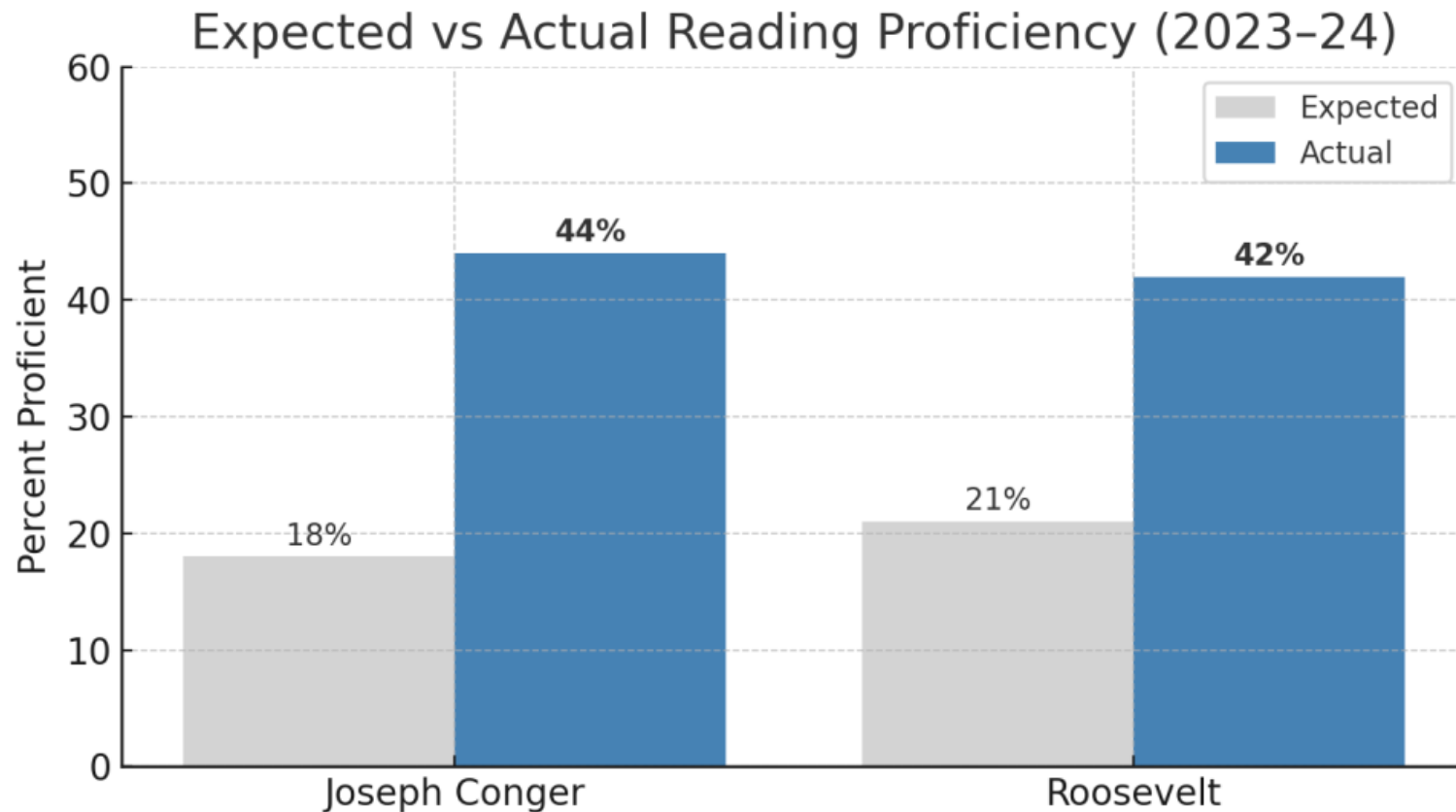
Reading Proficiency

Actual: **44%**

Expected: **18%**

84

Beating the Odds in Reading Achievement (2023–24 Data)



85

Joseph Conger (44% actual vs 18% expected) and Roosevelt (42% vs 21%) exemplify this success—performing more than twice as high as predicted given demographics. KFCS’s evidence-based literacy systems are driving real, equitable academic growth.

KFCS Elementary Strengths

- **Accelerated Growth in Reading and Math:**
Three of four schools achieved **Level 4 or 5 Growth** in at least one subject — showing students are learning faster than peers statewide.
- **Gap Score Gains:**
Three of four schools posted **positive gap score change in Math and Reading** — meaning students are closing achievement gaps relative to the state.
- **High-Performing, High-Poverty Schools:**
Conger (44% vs 18% expected) and Roosevelt (42% vs 21%) are performing **well⁸⁶ above predicted levels**, joining national “beating the odds” examples.
- **Improved Attendance:**
Regular attenders rose across all buildings, with **Roosevelt and Pelican surpassing the state average**.
- **Instructional Stability:**
Higher teacher retention and experience (especially at Conger and Roosevelt) are correlating with stronger academic outcomes.

KFCS Elementary Areas of Concern

- **Early Literacy Foundations:**
Despite growth, **Mills** continues to struggle in ELA (Level 2 growth) and overall proficiency.
- **Equity Gaps:**
Students experiencing **poverty and disabilities** still perform below district averages.
- **Math Achievement Consistency:**
While growth is positive, **proficiency remains below state averages** in most schools.
- **Attendance-to-Achievement Link:**
Continued work is needed to connect improved attendance directly to academic gains, particularly at schools with higher mobility.

Elementary: Building on Our Strengths, Targeting Our Challenges

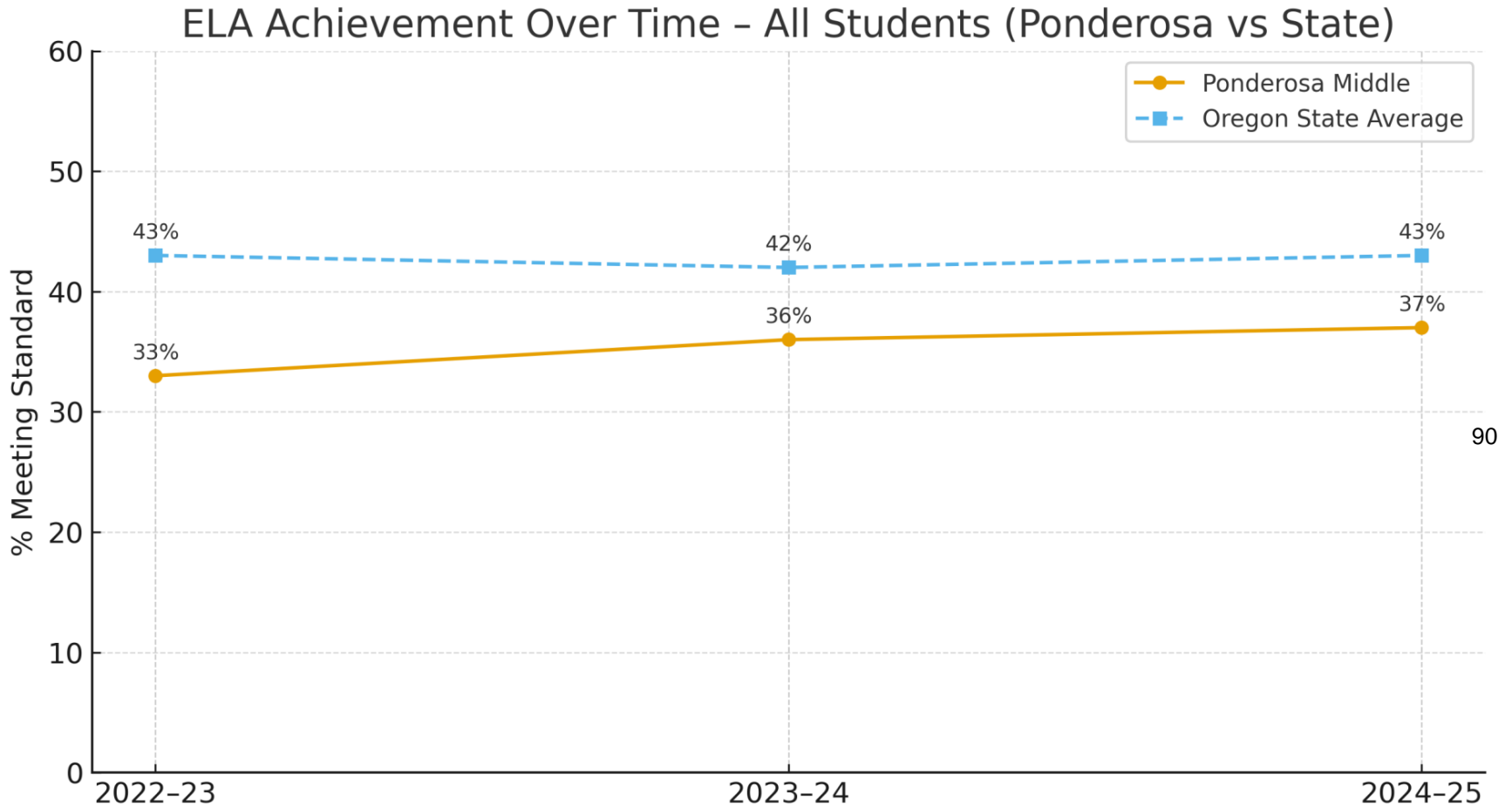
- **Strengthening Relationships and Engagement – *Capturing Kids’ Hearts***
Enhancing school culture and student connectedness to sustain **attendance gains** and promote stronger daily engagement, particularly for high-mobility students.
- **Accelerating Literacy Growth – *Bookworms Reading Curriculum & Targeted Supports at Mills***
Districtwide K–5 training on Bookworms to improve **early reading foundations** and phonics instruction, paired with **added staffing and intervention time** at Mills to close ELA achievement gaps.
- **Improving Instructional Quality – *Instructional Coaching***
Ongoing, in-the-moment coaching for every classroom teacher to refine core instruction and ensure **Tier 1 practices consistently reach all learners**, addressing **equity gaps** for students in poverty and with disabilities.
- **Deepening Math Proficiency – *Math Professional Development & Fluency Focus***
Targeted PD emphasizing conceptual understanding, problem solving, and **dedicated math fluency time** to raise **achievement consistency** and sustain positive **gap score growth**.

Ponderosa Middle School



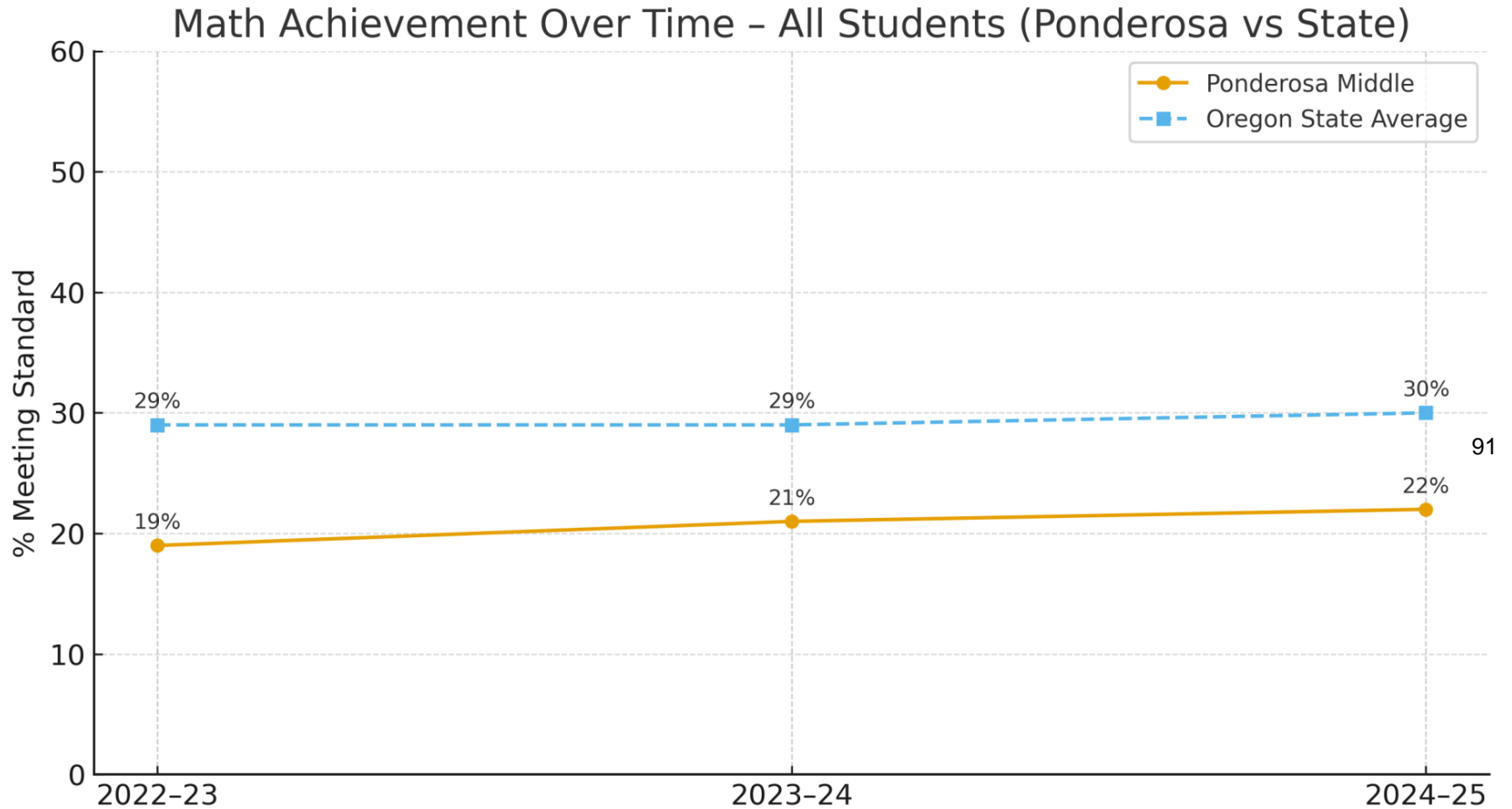
- Enrollment: 463 students (Grades 6–8)
- Poverty: 53%
- Students with Disabilities: 18%
- English Learners (Ever EL): 14%
- Ethnic Composition: 57% White, 31% Hispanic/Latino, 8% Multiracial
- Attendance: 62% Regular Attenders (Level 2)
- Teacher Retention: 77% (3-year average)
- Demographics mirror district trends with slightly higher poverty and mobility.

PMS vs. Oregon ELA Achievement Over Time



Ponderosa's ELA achievement shows steady growth from 2022-23 to 2024-25, though it remains below the relatively stable state average.

PMS vs. Oregon Math Achievement Over Time



From 2022–23 to 2024–25, Ponderosa’s math achievement has inched upward, while the state average has remained relatively flat, leaving a persistent gap to close.

Ponderosa Middle School – 2024–25

Gap Score Change (All Students)

Subject	Gap Score Change	Level	Interpretation
English Language Arts (ELA)	-9	Level 2	Below average growth; students' progress in ELA is slower than peers statewide, widening the performance gap.
Mathematics	-9	Level 2	Below average growth; overall math progress lags behind statewide trends, indicating a need for stronger Tier 1 instruction and intervention.

92

Both ELA and Math show a negative gap score change, meaning Ponderosa fell slightly further behind the state in 2024–25. A **Level 2** rating signals growth below the expected rate, calling for continued strengthening of Tier 1 instruction and targeted interventions.

Ponderosa Middle School – Growth & Successes

- **Strong Science Performance:** 30% met standards, above the state average (28%).
- **Improved Growth for Students with Disabilities:** +6 ELA (Level 3), +9 Math (Level 4).
- **Stable Leadership:** Consistent instructional leadership supports fidelity of implementation.

Ponderosa Middle School – Areas for Growth

- **ELA & Math Achievement:** Below state averages (ELA 37%, Math 22%) with slow, modest year-over-year growth.
- **Gap Score Decline:** ELA (–9) and Math (–9) show slower overall progress compared to peers statewide.
- **Attendance Impact:** Only 62% regular attenders (below 67% state average).
- **Equity Gaps:** Persistent subgroup disparities, especially for English Learners and American Indian/Alaska Native students.

Continuing Our Momentum – Middle School Next Steps

- **Strengthening Relationships and Student Engagement – Year 2 of Capturing Kids’ Hearts**

Deepening school-wide focus on relationships, belonging, and positive culture to improve attendance and daily engagement, addressing chronic absenteeism.

- **Improving Literacy Outcomes – Adoption of High-Quality ELA Curriculum (CommonLit 360)**

Implementing a comprehensive, evidence-based ELA program with front-loaded and ongoing professional learning to improve Tier 1 instruction and accelerate ELA growth.

- **Enhancing Instructional Quality – Full-Time Instructional Coach**

Providing in-the-moment, job-embedded support for all teachers, with particular focus on Math and English, ensuring consistent, high-impact instructional practices.

- **Accelerating Math Achievement – Math Professional Learning & Fact Fluency Focus**

Ongoing evidence-based professional development to strengthen conceptual understanding, problem-solving, and fact fluency, addressing low math proficiency and negative gap score trends.



KFCS High Schools – Three Schools, Three Unique Pathways to Success

Klamath Union High School (KUHS)

Comprehensive traditional high school serving grades 9–12.

Offers a full range of **academic, CTE, and extracurricular programs**, Advanced Placement (AP) courses, and college dual-credit opportunities.

Eagle Ridge New Tech High School (ERNTHS)

Project-Based Learning high school within the **New Tech Network**.

Focuses on **collaborative, inquiry-based instruction** where students apply content knowledge through real-world projects and presentations.

96

Klamath Learning Center (KLC)

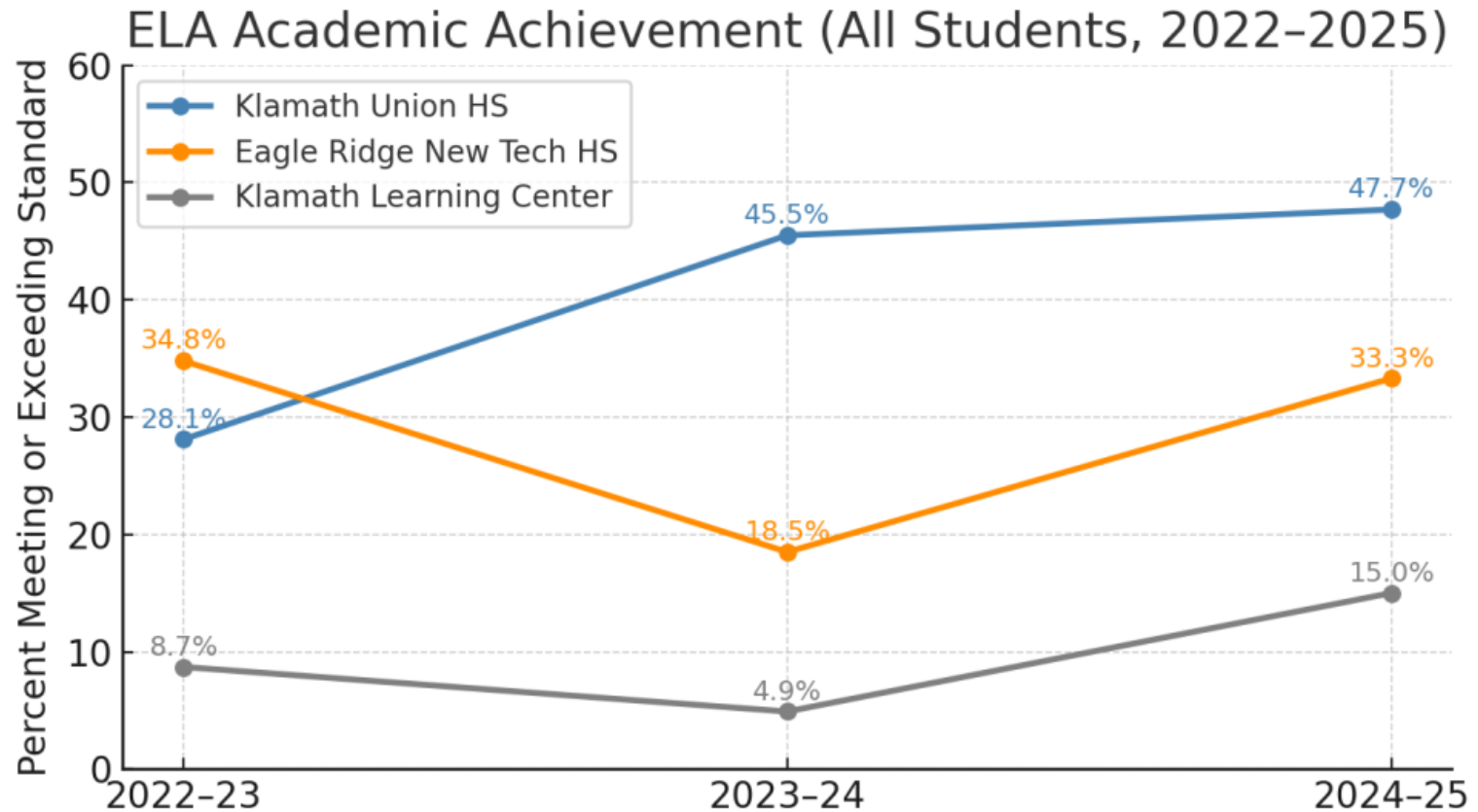
Alternative education high school serving **credit-deficient and re-engaged students**.

Provides **personalized instruction, credit recovery, GED and diploma pathways**, and flexible scheduling to help students complete graduation requirements.

KFCS High Schools – Demographics & Outcomes (2024–25)

School	Enrollment	Poverty	SWD	Regular Attenders	On-Time Grad	5-Year Completion	College Going
Klamath Union HS	532	43%	10%	55%	79%	91%	59%
Eagle Ridge New Tech HS	65	62%	20%	46%	59%	88%	43%
Klamath Learning Center	191	66%	17%	27%	31%	52%	8%

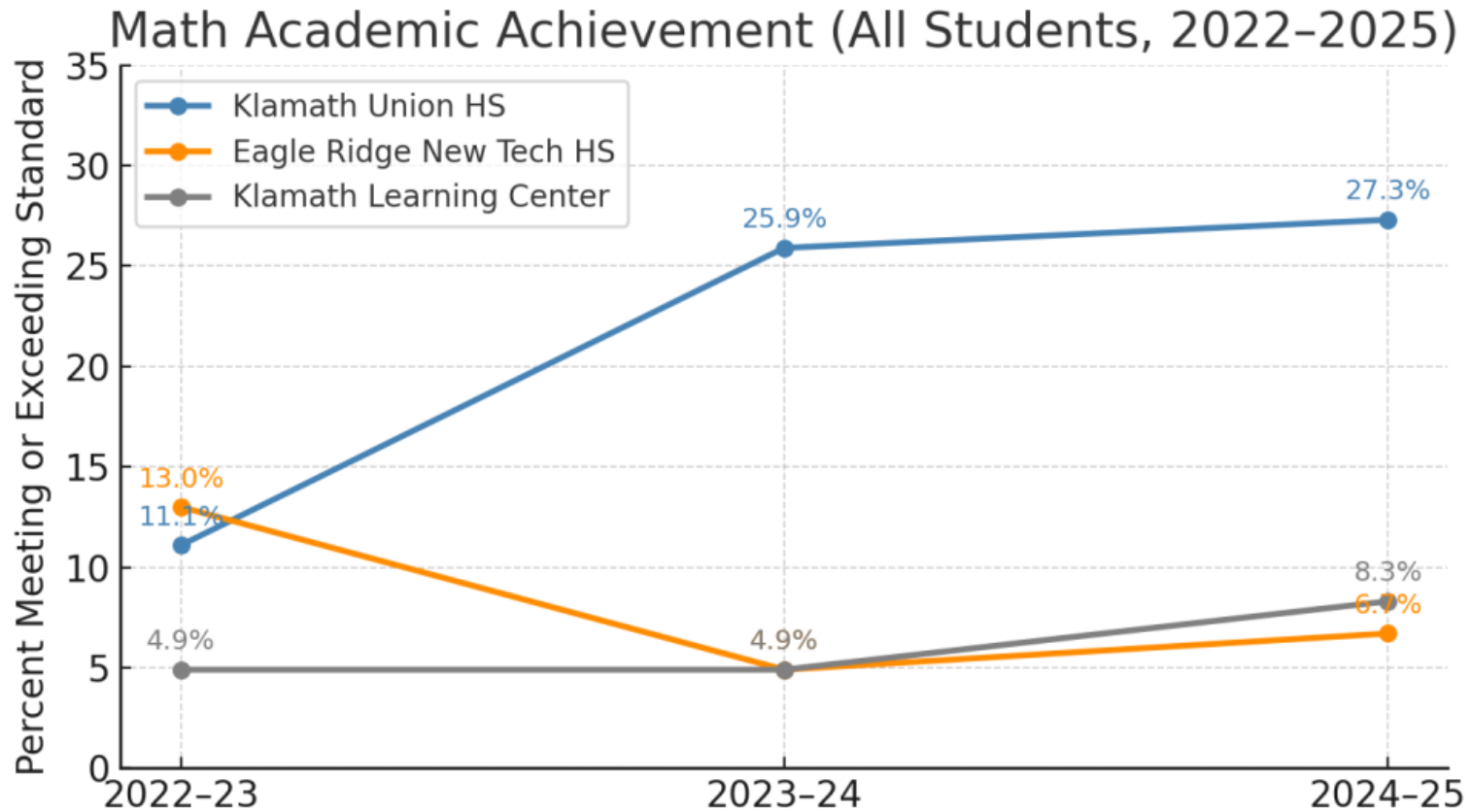
ELA Academic Achievement (All Students, 2022–2025)



98

ELA achievement has increased overall across KFCS high schools. Klamath Union shows strong improvement since 2022–23, Eagle Ridge demonstrates recovery after a dip, and Klamath Learning Center shows recent improvement among re-engaged learners.

Math Academic Achievement (All Students, 2022–2025)

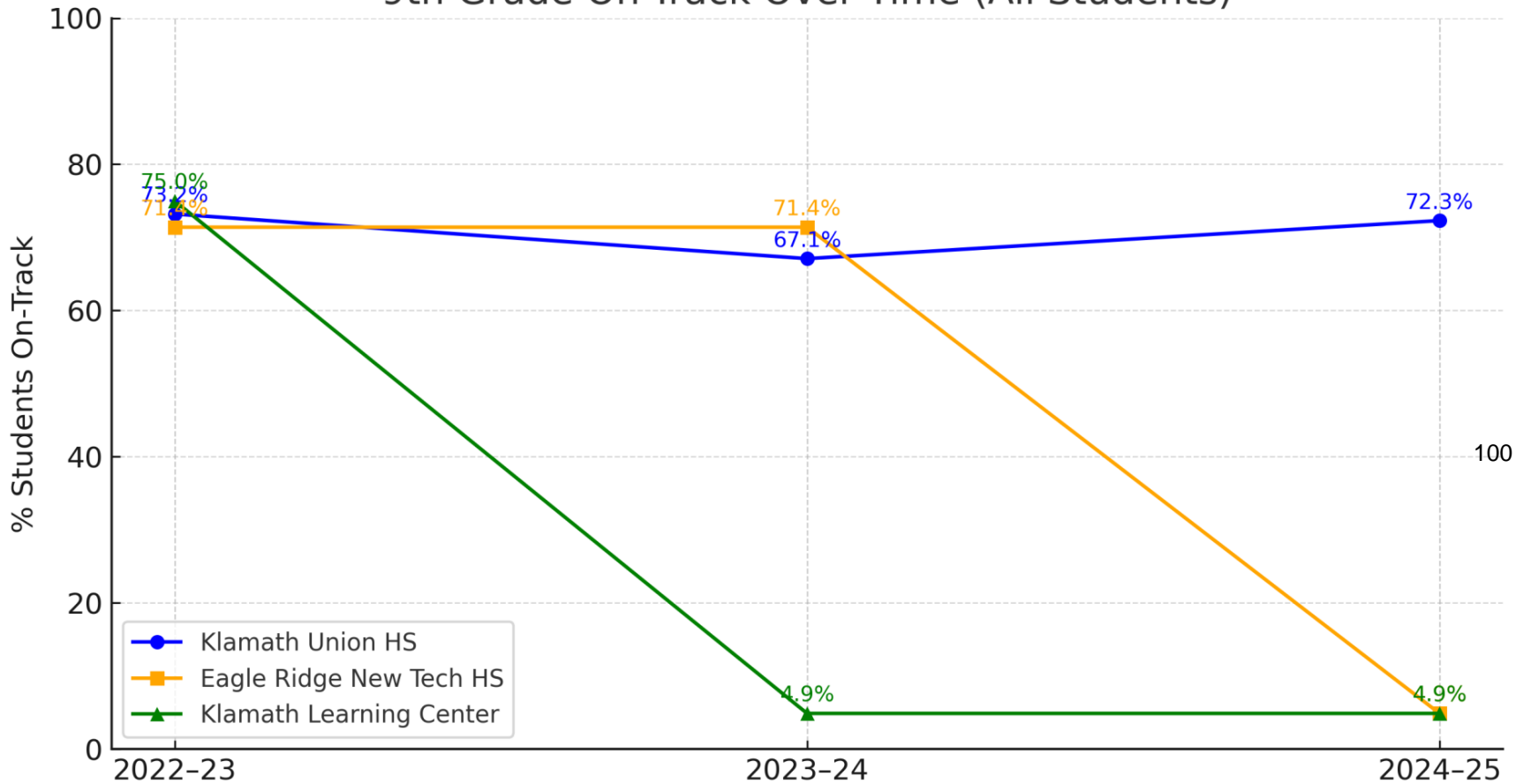


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Math achievement across KFCS high schools shows strong improvement at Klamath Union, while Eagle Ridge and Klamath Learning Center continue to face challenges. Districtwide focus on math fluency and targeted supports are key to sustaining gains.

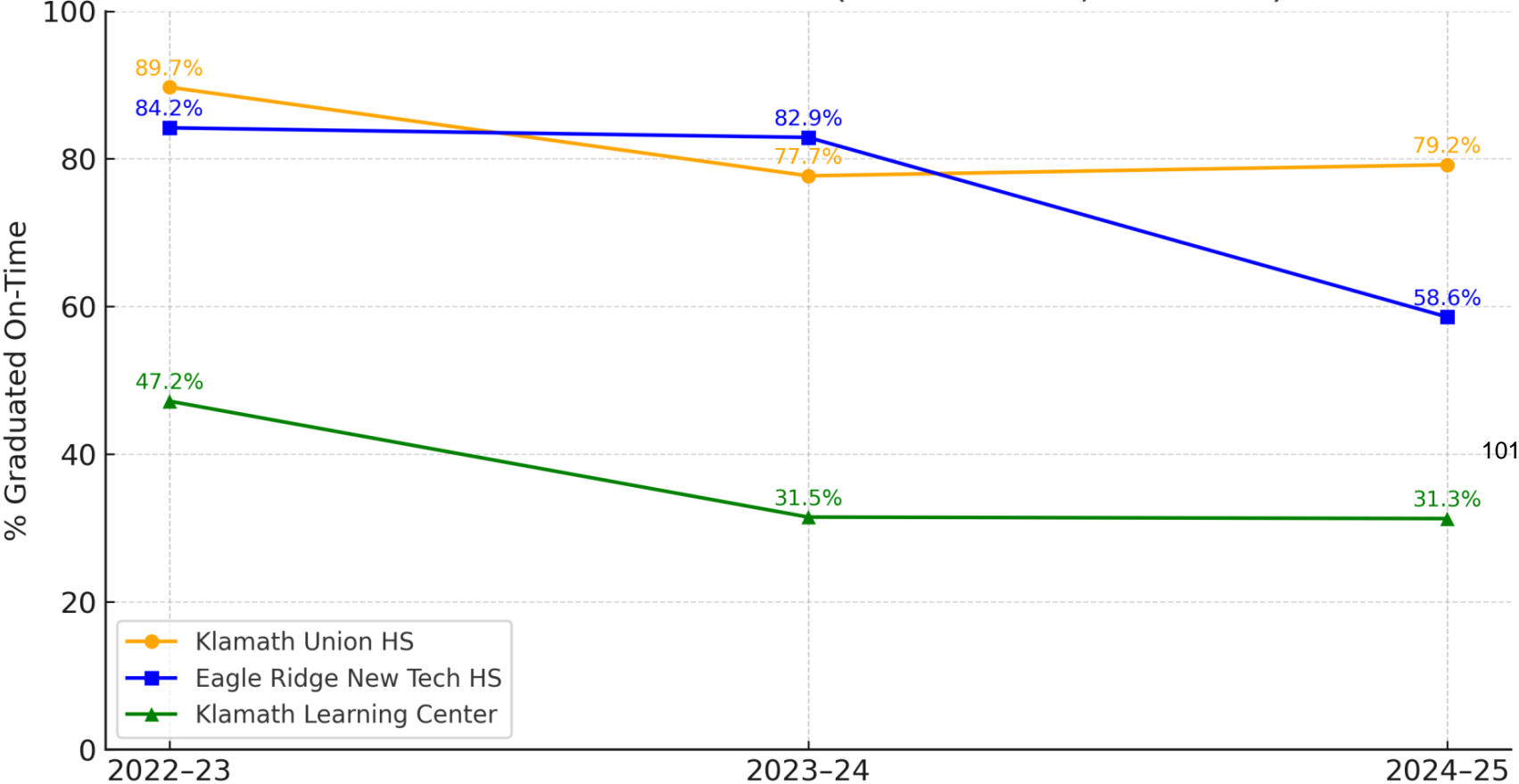
9th Grade On-Track

9th Grade On-Track Over Time (All Students)



On-Time Graduation Rate

On-Time Graduation Rate (All Students, 2022-25)



KFCS High Schools – Celebrations

Klamath Union High School:

- Achieved strong ELA and Math growth over three years (ELA: 28% → 48%, Math: 11% → 27%).
- Maintains a high five-year completion rate (91%) and a college-going rate (59%), above the state average.
- Demonstrates instructional stability and improvement in Tier 1 implementation.

Eagle Ridge New Tech High School:

- Shows notable ELA improvement in 2024–25 following a mid-cycle dip.
- Small class sizes and an 88% five-year completion rate highlight strong re-engagement outcomes.
- Positive attendance growth (+6%) signals increasing student connection to school.

102

Klamath Learning Center:

- Expanding dual credit, GED, and diploma options provide flexible graduation pathways for re-engaged learners.
- Attendance improved by 8%, and
- ELA/Math performance is trending upward among credit-recovery students.

Districtwide: All high schools show dedication to alternative pathways and academic recovery, ensuring multiple routes to success. Overall academic trends reflect effective literacy and math initiatives and a strong commitment to student engagement and belonging.

KFCS High Schools – Areas for Growth

Attendance and Engagement:

- All schools remain below the state average (67%), with KLC's 27% especially concerning.
- Chronic absenteeism continues to limit learning momentum and student outcomes.

Achievement and Growth Gaps:

- ELA and Math proficiency rates remain below state averages districtwide, with Eagle Ridge and KLC showing persistent low performance.
- Although KUHS shows strong growth, variability between schools highlights a need for systemwide instructional coherence.

Graduation and Completion Gaps:

103

- Eagle Ridge (59%) and KLC (31%) lag in four-year graduation rates, though five-year completion data show recovery gains.
- Continued focus on credit recovery and academic supports is essential to close these gaps.

Equity and Access:

- Students experiencing poverty and disability continue to perform well below district and state averages.
- Schools need sustained emphasis on inclusive instructional practices and targeted interventions.

KFCS High Schools – Next Steps

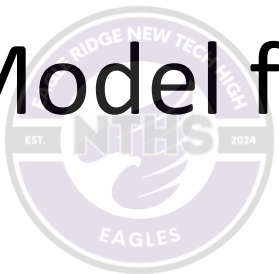
Strengthening Relationships and Engagement – Capturing Kids’ Hearts (CKH): Full implementation at Klamath Union and Year 2 at Eagle Ridge and KLC to deepen belonging, positive culture, and consistent behavior expectations. Supports improved attendance and student connection across all schools.

Enhancing Literacy Instruction – New ELA Curriculum (CommonLit 360): Adopted at KUHS and Eagle Ridge with ongoing professional learning. Builds teacher capacity for Tier 1 reading and writing instruction and addresses ELA achievement gaps.

Improving Math Proficiency – Reveal Math Implementation: Year 2 at KUHS and Eagle Ridge, emphasizing conceptual understanding and problem-solving. Early results show positive trends ¹⁰⁴ reflecting curriculum alignment and improved math fluency.

Expanding Access and Equity – KLC Relocation and New Online Curriculum: Relocation provides access to counseling supports, meals, and transportation. New, rigorous online credit recovery program supports higher engagement and on-time completion.

Building Instructional Expertise – Professional Learning and Coaching: Eagle Ridge continues professional learning in Project-Based Learning to enhance academic rigor and standards alignment. All high schools have strengthened 9th-grade on-track systems to ensure early success and reduce dropout risk.



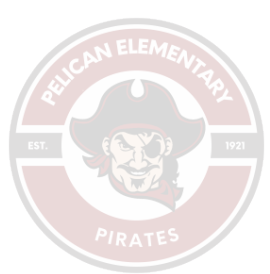
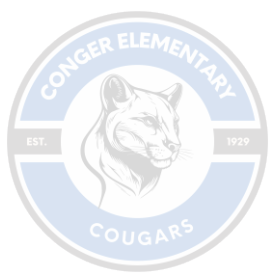
KFCS Model for Sustained Improvement

KFCS uses a **cyclical, data-driven improvement model** grounded in Implementation Science, with a focus on changing **adult practice** to change **student outcomes**.

Our cycle:

- 1. Identify priorities** – Pinpoint key instructional or organizational needs.
- 2. Set clear goals** – Define success (e.g., 80% proficiency).
- 3. Use evidence-based practices** – Implement strategies proven to work.
- 4. Check fidelity** – Monitor how consistently practices are used.
- 5. Support staff** – Provide ongoing professional learning and coaching.

We repeat this cycle until practices are consistent and student results are sustained.



Adult Actions Drive Student Outcomes

Research in Implementation Science is clear: **student learning improves only after teacher practice changes.**

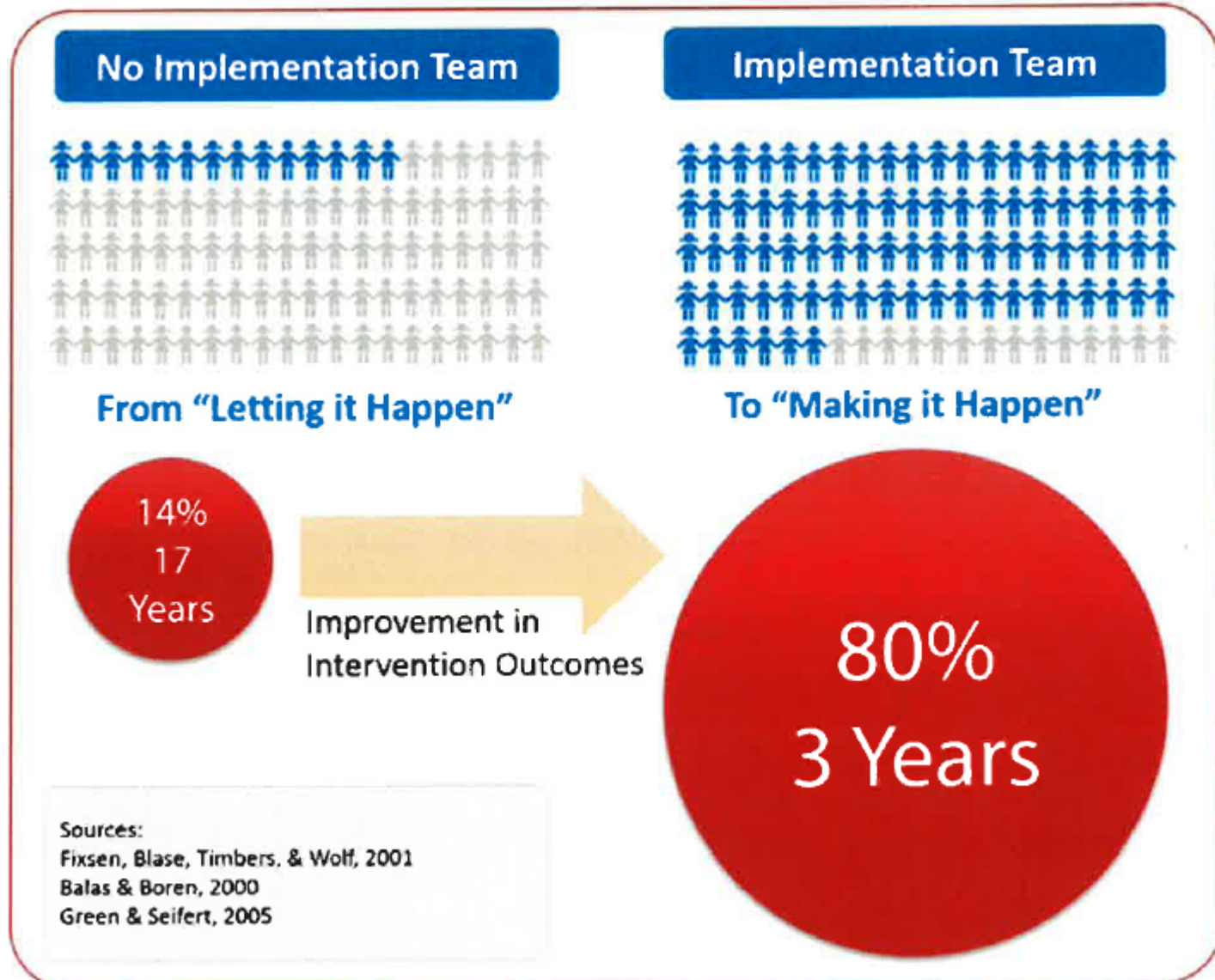
At KFCS we focus on **teaching behaviors** because:

- Instructional quality is the **strongest in-school factor** in achievement.
- Monitoring adult implementation builds **consistency, sustainability, and equity.**
- Ongoing professional learning and coaching **speed up the adoption of effective practices.**

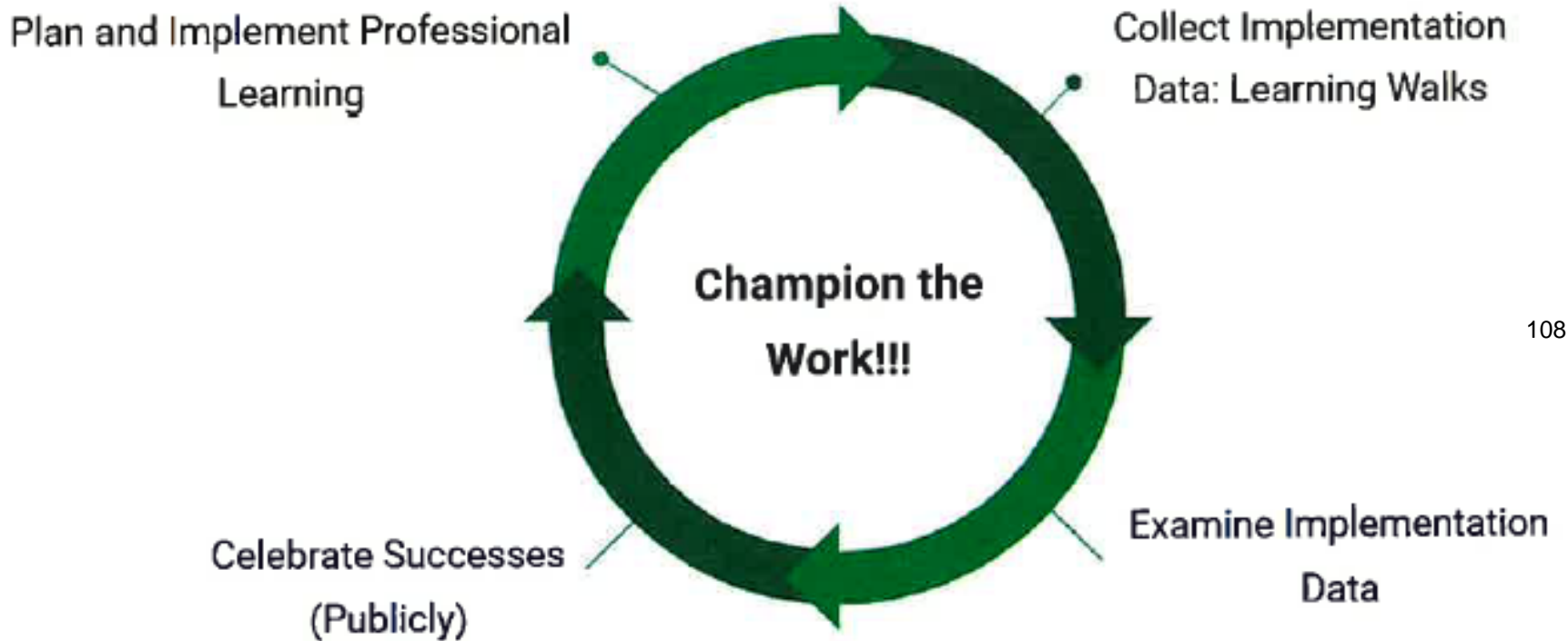
106

When we reach **80% implementation fidelity**, these practices become self-sustaining and reliably improve student outcomes.

KFCS: Implementation Teams



The Implementation Process and the Role of the Implementation Team



KFCS Moving Forward — Sustaining Success Through Focused Action

Celebrations

- Measurable growth in reading and math across multiple schools
- Improved attendance and student engagement indicators
- High staff commitment and fidelity to key initiatives
- Strong systems for data analysis, coaching, and reflection

Commitments

- Continue focusing on effective, evidence-based instruction in every classroom
- Strengthen attendance, engagement, and transitions across grade levels
- Maintain a culture of continuous improvement guided by data and fidelity

Next Steps

- Expand supports where achievement gaps persist
- Deepen coaching and professional learning for sustained practice change
- Monitor growth to ensure all students meet or exceed grade-level expectations

*Sustained student success begins with consistent adult excellence
— and together, KFCS is building both.*

Sharing Implementation Goals

&

Q & A

3. ADJOURNMENT