

Integrated Guidance Application

Applicant Official Name: Siuslaw SD 97J

Link to plan on applicant website: <https://www.siuslaw.k12.or.us/page/ode-compliance-reports>

Application Set: District Independent with CTE program

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

Section 1: Plan Summary, Needs Assessment, and Equity Advanced:

Please describe how the equity lens was used to inform planning and decision making.

Questions to Support Ongoing Equity Work

Siuslaw’s local board policy JBB addresses educational equity, as a matter of a generic statement asserting the district’s commitment to the success of every student in each of our schools. The specific tool that is used during the analysis of data – student assessment, attendance, or student, staff and parent survey & engagement – is the Oregon Education Equity Lens. The administrative team and building level leadership teams have adapted the equity lens a bit, with more secondary questions to help focus the scope of work and the specific concern to be addressed. This helps to guide the internal conversations with more in depth questions to meet the needs of focal group students, while designing better universal learning environments for all students.

Whether these discussions are acute (immediate staff or administrative concerns) or are addressing greater long-term solutions through budget action, the following questions help the local administrators to guide conversations with parents, guardians, students, community members, as well as our board & budget committee members.

Our equity lens informed our decision making in many ways. To address the needs for our focal student’s overall well-being, Siuslaw SD is putting a priority on increasing support for our Counseling Department. We are adding counseling staff to provide more support for our high school students above credits and transcripts. This was something that we heard as a concern through multiple input avenues and was a particularly high need for students in our focal groups; particularly students in poverty and special education students expressed a desire for increased services on campus. We are ensuring that the counseling teams at the elementary and middle school levels also have the support they need to keep a solid focus on all student’s emotional health, from materials and supplies to program initiatives. For example, we are implementing a district wide Sources of Strength program, and will continue to support initiatives like this, as identified and led by the counseling team. Additionally, we have also shifted our partnered licensed clinical social worker from the Western Lane Health Network clinic to work at the high school one day per week. This service provides one-on-one counseling without a fee for students in need, directly without requiring an appointment through our local hospital or other provider. This has reduced the barriers noted for many of our students in poverty in surveys to both access and travel for appointments.

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To increase academic achievement and address gaps between our focal students and all our students, Siuslaw SD is engaged in equity focused action steps. First, we have added value at the high school level with our broad range of CTE courses. These provide our struggling learners with application activities and encourage stronger results in reading and math. Our revised TAG referral and evaluation process will begin to use local norms for eligibility, to ensure that all students get a fair look for these supports. In our Special Education Department, our teams are increasing the level of inclusion for all students with disabilities, and the use of UDL strategies and co-planning are cornerstones of our pathway. In addition, curriculum adoption across the General Education teams identifies choices based on the supplemental differentiation strategies available within the curriculum. Our Title programs support supplemental academic support in reading, math, and bilingual studies, as well as support for our youth experiencing homelessness. Through our investment in staff and supplies for all these programs, we cast a wider net of support for all students at Siuslaw.

Our largest focal group is students experiencing poverty, and these initiatives will support these students in a variety of forms. Poverty cuts across all racial and ethnic lines. We are adding value for all students by including these action steps across all buildings. The biggest barrier our students face in Siuslaw is poverty; over 60% of the families in our area have historically qualified for free and/or reduced meals. Our programs reflect our response to their needs for food, emotional support, and the costs for school like clothing, hygiene supplies, and athletic fees. We also have a high percentage of students identified as students with disabilities (15%). Our inclusionary practice is growing in a very positive direction, but this systemic change takes time. Our community is also experiencing the polarization that most are feeling right now, and there are tensions within certain parent communities about our students who identify as LGBTQIA+. We strive to support and uphold the civil rights of all students to have access to our school and to feel safe within our walls.

The district uses a series of online and phone surveys, as we have found that outreach events were not well attended over several years. The phone surveys are typically reserved for the families of special education and other focal group students and coincide with some annual surveys completed by the Special Services Department. There is more of a response from surveys, especially if overlapped with an open house event or a family night at one of the schools. We have found that a wider range of our parent community attends these events, and by adding the survey into this natural contact point we reach more stakeholders in focal groups. When we prepare surveys, we vet through our administrative team and our Special Programs teams to make sure we are asking questions that reflect our focal groups. We have developed separate surveys to address translation as well. Our allocations within SIA, HSS, and other funds outside of Integrated Guidance first go into the areas that are noted by our equity lens work (student notation or commentary, parent notation or commentary, as well as needs determined from data analysis) to target our focal group students first, and then open additional resources to all students across the district.

The district has also added an evening Family Literacy Program that provides outreach points with our emerging bilingual parents. Parents, students, and younger siblings all can access this program to help improve their overall literacy skills. While this is mainly a support for parents to be able to assist their school-age children at home, the class nights have become an easy contact point for regional affinity groups leaders to reach out to these families and for non-profit and social service groups to contact families. The program is a time to improve language skills with a whole family and is a very good way to build stakeholder voice.

The additional input from larger or regional events increases input from patrons of our neighboring district, non-profit groups, and governmental social services agencies. There is quite a bit of inter-district transfer and travel

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between with our neighboring district, and both districts are served by the same non-profit and social service agencies. This input has been valuable to increase awareness of what is available to all families in our region, but also but our county leaders on notice that the western region of the county does not have the same equitable access as the main population center.

The team reviewed focus group data with a lens on students that experience poverty and trauma, an identification of resiliency-building as a priority initiative, and analysis of progress in intervention groups. Our team identified goals that can stretch to reach all students. In our student populations, there are groups that do not do as well on the standards for academics and attendance. Many of our students who are identified in this review were not outliers, as our overall level ratings mirror those areas for improvement. In other words, our overall student data on achievement and growth are not far from the outcomes for our subgroups, except for students with disabilities, and potentially American Indian/Alaska Native and Black/African American students.

Due to small n-size, the latter two subgroups are not rated across all years and will require a more individualized and confidential look. Of all subgroups, those three are intentional focus groups for improvement in instruction and intervention.

Due to the small n-size, annual tracking is difficult due to fluctuation when the cohort is just large enough to be counted or just under the size the size to be fully reported.

Please describe potential academic impact for focal student groups.

Not each issue is as complex as another and does not require all levels of equity lens evaluation. But the questions are considered before moving to the next step of the process to ensure that an integral piece of the puzzle has not been missed. In some instances, the sub-questions have spurred on a deeper conversation to address the root cause of a problem rather than dealing with a surface problem.

1. *Who are the focal groups affected?*
 - *What is the potential impact of the resource allocation and strategic investment to these groups?*
 - *Is this specific to a segment of the student population or is it a general student concern?*
2. *Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?*
 - *What is the impact on eliminating the opportunity gap?*
3. *How does investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?*
4. *What are the barriers to more equitable outcomes?*
 - *Are the barriers mandated, political, emotional, financial, programmatic or managerial?*
 - *What local barriers can be reduced or streamlined?*
5. *How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?*
 - *How do you validate your assessment in (1), (2) and (3)?*
 - *Do parents and/or guardians see the same level of concern as the students?*
 - *Do teachers see the same level of concern as the students or parents & guardians?*

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6. *How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?*
 - *What is the strategy to meet the needs of the individual or group?*
 - *How does this strategy work to benefit all students?*
 - *Does this fit into our local universal design for learning strategies?*
7. *How is the district collecting data on race, ethnicity and native language?*
 - *Do self-reported survey collections match the data from the school information system?*
8. *What is your commitment to professional learning for equity?*
 - *What resources are you allocating for training in culturally responsive and sustaining instruction?*
 - *For early adopters or immediate rollout, which staff need specific training and support to implement strategies to close the identified gap or accomplish the stated task?*

The goal of our plan is to continue to address the learning loss felt during the pandemic, and to see an upward turn in our trend lines over the next four years. The impact of this will naturally be to increase the knowledge and skills of all students, and to see a successful transition to career and/or college. As we apply strategies that apply across disciplines or that shift to support student strengths, we impact not only the acceleration of learning but the sense of self-efficacy as well.

For focal group students, they have the greatest room to grow statistically. But this potential for growth is just statistical; it is not a marker of academic or intellectual capacity. As staff have bridged those support gaps for underserved students and families over the years, we have seen them thrive and grow. The achievement gap has been due to the lack of opportunity, access and other external economic factors. From our student interviews and surveys, staff have learned that many of our focal group students are either the main caretaker of younger children in their household or are the main financial supporter of the family. For most adults in the school system, it was not our job as a teenager to pay the rent, buy groceries and to raise our younger brothers and sisters. Once the adults can take a step back and see those other factors that impact school readiness, and then measure student success on academic proficiency, overall completion rates will continue to rise.

What data did our team examine?

- SBA - 3rd grade reading & literacy
- SWIS/PBIS behavior data
- Grades/coursework
- Easy CBM/STAR data
- 9th grade on-track
- Graduation and completion rates
- Community and staff surveys

How did the team examine the different needs of all learner groups?

- Review of data from previous year's report cards to review trends, or gaps in cohorts
- Review of comparison of students on IEPs to Gen Ed for high school outcomes
- Review of all subgroups to identify target populations
- SWIS data for SWD's and other focus groups

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How were inequities in student outcomes examined and brought forward in planning? The team reviewed focus group data with a lens on poverty and trauma, an identification of resiliency-building as a priority initiative, and analysis of progress in intervention groups. Our team identified goals that can stretch to reach all. In our student populations, there are groups that do not do as well on the standards for academics and attendance. Many of our students who are identified in this review were not outliers, as our overall level ratings mirror those areas for improvement. In other words, our overall student data on achievement and growth are not far from the outcomes for our subgroups, except for students with disabilities, and potentially American Indian/Alaska Native and Black/African American students.

Due to small 'n-size' the latter two subgroups are not rated across all years and will require a more individualized and confidential look. Of all subgroups, those three are intentional focus groups for improvement in instruction and intervention.

What needs did our data review elevate?

- All target areas need time to mitigate impacts of Covid. All targets and groups are showing trend lines that are below pre-Covid numbers, and we will need to continue to focus on strategies to address learning loss across all subject areas, as well as SEL.
- Programming and monitoring for health needs (general, mental, and behavioral health supports) will continue in an ongoing process.
- Literacy and language development are a top area of need.

The following were identified, in order of importance based on number of buildings with the same needs:

1. Reading and Literacy Support (post Covid impacts)
2. Math learning outcomes
3. DEI-Equitable and Inclusionary practice (Universal Design for Learning, Restorative Practices)
4. Attendance support
5. Health, Mental Health, and Behavioral Health supports

How were stakeholders involved in the needs assessment process?

Integrated Guidance Workshops @ Lane Community College:

- 10/14/2022 Community Organizations
- 1/13/2023 CTE, Workforce needs and post-secondary partnerships (CTE focus, Siuslaw students present at this session)
- Siuslaw Strategic Visioning Process survey
<https://www.siuslaw.k12.or.us/page/survey-page>
- ORIS Community outreach events

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Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

1. Math and literacy learning outcomes
2. DEI-Equity/Inclusionary practice
3. Attendance support
4. SEL responsive supports

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

From the Consolidated Improvement Process, Siuslaw School District 97J has identified the following targets as priorities, and will address them in our plan for Integrated Guidance:

1. Math and literacy learning outcomes
2. DEI-Equity & Inclusionary practice
3. Attendance support
4. SEL responsive supports

High School Success (HSS) Goals

1. 97% graduate on time
2. Increase grad rate by 10% by 24-25
3. 98% on track to grad after 9th grade
4. Increase 9th grade on track rate by 10% by 24-25

Student Investment Account (SIA) Goals

Strategy 1: Provide high interest classes in career technical fields. Strategy 2: Increase the general instructional day at all levels.

Strategy 3: Lower elementary class sizes, specifically supporting kindergarten transition and students with disabilities.

Strategy 4: Increase safety and security of open campus spaces.

In reviewing our data, a decline is evident as an outcome of Covid. The trend lines all take a turn as of 2019-20. We see a varying level of impact across the data, but all have been a "climbing back out" goal setting process. We plan on leveraging funds to use strategies that are universal and apply across initiatives to increase the academic outcomes in the targets where we have seen a decline. For example, our CTE offerings can positively impact multiple levels of academic outcomes (applies to math, engagement, and attendance, on track to graduate) and we will add specific recruitment of focus group students into these courses to address any gaps we see in the data.

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As we plan to increase value by linking universally applicable programming and support, the targeted priorities are a starting point for focus. All initiatives can weave together to cross-connect and support students. The following budget targets are in line with these priorities, goals, and initiatives:

- Enhance CTE offerings at middle and high school levels (Info Technology, Metals & Manufacturing, Construction & Engineering)
- Enhance recruitment of focus group students into all CTE and Dual Credit coursework
- Increase staff positions: CTE, Art, Alternative Education, Counseling
- Reduce class sizes by increasing staff for pivotal cohorts identified as larger or higher need for support
- Create supported transitions across school buildings (Kinder, 5th to 6th, 9th to 9th, 12th to beyond)
- School Nurse
- Family Engagement through evening events across all buildings and in tandem with Title I Family Events
- Attendance monitoring and supports via A2A and staffing
- SAT delivered on campus

The district process of monitoring will center on outcomes for student success based on longitudinal growth targets and the goals of increased attendance, increased coursework completion, and increased benchmark outcomes. We will also monitor evidence of family and student voice linked to outcomes from engagement activities.

Equity Advanced

1.1 What strengths do you see in your district or school in terms of equity and access?

- RTIi model that elevates data and helps the building and grade-level teams to view through an equity lens.
- Development of affinity groups (GSA, AABSS, E-Sports, Chess).
- Development of an after-school family literacy program for Emerging Bilingual families.
- Improved and increased response for TAG students.
- Special Education initiative to improve and increase inclusionary practice has grown and will continue to expand across all levels.

1.2 What needs were identified in your district or school in terms of equity and access?

- All cohorts or focus groups are on a recovery trend, and Covid hit all groups.
- Students with Disabilities continue to trend lower than other focus groups.

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1.3 Describe how you used your equity lens or tool in your planning.

The team reviewed focus group data with a lens on poverty and trauma, an identification of resiliency-building as a priority initiative, and analysis of progress in intervention groups. Our team identified goals that can stretch to reach all. In our student populations, there are groups that do not do as well on the standards for academics and attendance. Many of our students who are identified in this review were not outliers, as our overall level ratings mirror those areas for improvement. In other words, our overall student data on achievement and growth are not far from the outcomes for our subgroups, with the exception of students with disabilities, and potentially American Indian/Alaska Native and Black/African American students.

Due to small n-size, the latter two subgroups are not rated across all years and will require a more individualized and confidential look. Of all subgroups, those three are intentional focus groups for improvement in instruction and intervention.

1.4 Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

The goal of our plan is to continue to address the learning loss felt by Covid, and to see an upward turn in our trend lines over the next four years. The impact of this will naturally be to increase the knowledge and skills of all students, and to see a successful transition to career and/or college. As we apply strategies that apply across disciplines or that shift to support student strengths, we impact not only the acceleration of learning but the sense of self-efficacy as well.

1.5 What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

The district is making significant investments in Career Technical Education and will expand with the growth of more programs and cross-curricular connections to CTE. Our district is also in a long game process of increasing inclusionary practice for our students with disabilities. To this end, we will continue to seek out and fund PD to raise teacher efficacy in cross-curricular coursework areas, and to improve understanding and use of UDL to support all students in all courses. We have made progress and will continue to improve and increase actual implementation.

The largest barrier is the shortage of qualified applicants to choose from when hiring. We also are suffering from a shortage with certain departments and staffing, most notably transportation and Special Education.

Another barrier is a system infrastructure that is under constant pressure to "pivot" as new initiatives or political measures impact school systems. From legislators passing bills without understanding the school side of an issue, to the media representation of schools, and even to angry or disgruntled school board members, schools are pressured to perform while

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judgements are made about the quality of our work. We also face pressure from the stress as more school shootings and student suicides overshadow us as we enter the buildings. The current social polarization we experience is a barrier to schools being able to focus the work and stay on track for our ultimate “why” or purpose, a well-rounded education for our students.

1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

The McKinney-Vento liaison communicates regularly with our counseling and administrative teams, to ensure that students who experience being unhoused are supported in a confidential and supportive way. A direct and individual approach is the best in a small district. We have also found that we live in a community where donations are generous for young people who find themselves in need. We leverage these donations to also fund support for any student in need, and this also reduces the spotlight that may shine if a student is identified as houseless.

Equity Advanced CTE Focus

1.7 What strengths do you see in your CTE Programs of Study in terms of equity and access?

The general demographics of students enrolled in our CTE programs matches the overall demographics of our high school & district.

This includes students with learning disabilities - those students on an IEP or have a 504 plan. This is not true of our regular dual-credit or dual enrollment offerings in mathematics, language arts, or history; those programs tend to be general education students.

1.8 CTE 1.2 What needs were identified in your CTE Programs of Study in terms of equity and access?

Auto, Welding & Construction are male heavy in their participation rates; but Welding has seen a dramatic increase in female participation in the last year. Much of this shift may be due to having full on-campus access after online instruction. Health Occupations is female dominated in enrollment with male enrollment fluctuating year to year.

Computer Science (Information Technology) has had an increasing enrollment of female students since the inception of the program. These students have been the project leaders for many student-industry showcase events where the district teams have either finished first in a category or been awarded best in show.

Culinary Arts has been stable in demographic balance, but the program numbers in the third year are low. Without a local community college program, it is hard to have students commit to this program as their career training starting point in high school.

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Business is a new program and serves an extension of Information Technology, but this program is balanced demographically.

Due to small populations in some programs, especially coming out of the pandemic, gender splits in some programs are more skewed than in prior years. This was particularly true for Construction and Health Occupations in the 2021-2022 90% CTE Program Report where all construction students were male, and all health occupations students were female. In this school year (2022- 2023) the Construction program has 21% female student participation, and the Health Occupations program has 35.5% male student participation.

1.9 What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Students and parents are presented with these options & opportunities during forecasting. With most programs having a 3-year sequence to be able to complete a concentration, all programs of study can be started in the 9th or 10th grade year. Even students that start in their 11th grade year can get through the primary core of a course of study.

1.10 How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

Any student can enroll at any time; there are no prerequisites to entry into a program of study. Each program of study is advertised to students during 8th grade recruitment at the time of forecasting and parents must sign off on registration selections.

Any student can enroll in any program regardless of the historical or traditional employment statistics of that professional field. Programs of study are advertised by the 'high wage - high demand' and general availability of positions in the local area.

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Well-Rounded Education

2.1 Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Section 2: Well Rounded Education

Please breakdown the approach to providing a well-rounded education by grade band (elementary, middle, and high)

Elementary School: Every grade level attends PE daily. Music, Library and Sources of Strength, with additional social emotional learning weekly, occur on a regular rotation during every school week. Each homeroom class has inclusive, infused lessons for all students from the Talented & Gifted Instructor, who also does individual and small group pull-out instruction for TAG students. Teachers provide engaging project-based opportunities that were recently showcased at our district wide STEAM Night. Building on this legacy of showcasing student work in the arts and science, we are working towards providing regular time for science and health instruction. There are additional after-school club activities in choir, band, sign language, chess, and Oregon Battle of the Books.

Middle School: Social Studies and ELA are co-planned at each grade level, providing opportunity for integration of the humanities. Students attend health, creative writing, storytelling through film, introduction to Spanish and other general electives in a quarterly rotation. Pre-service Career Technical Education classes are offered in Construction Engineering and Information Technology by the high school instructors at the middle school. PE is offered every day of the week for all three grade levels. The general art courses are being expanded next year to include full semester courses in pottery and ceramics. Band and Choir are offered to all grades at introductory and advanced levels. The vision is that the middle school experience will be designed around growing, cultural connections, business, arts, and community connected club activities.

High School: Like the other two levels, our teachers and students enjoy project-based learning, and the district is increasing our capacity to teach and learn in this way. This year, the high school added another CTE program of study, Natural Resources Management. This is now the seventh CTE, dual-credit program at the high school. As a small school, we are often able to individualize experiences for additional interests. During the year there are multiple meetings with both students and parents to examine progress towards graduation and where a student can go; either directly into a skilled trade or a traditional college track.

Instructional Practice Initiatives and curriculum design areas for focus across all grade bands:

- Social-Emotional Learning (SEL); Sources of Strength, advisory time mid/secondary, PBIS, PREPaRE, BAST)
- Response to Intervention (RtIi),
- Multi-Tiered Systems of Support (MTSS),
- Universal Design for Learning (UDL),
- dual enrollment or dual credit classes,

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- project-based strategies,
- alternative course options at high school level
- Direct Instruction (Special Education)
- Inclusionary practice: goal to utilize principles of UDL to increase participation and access for focus groups across all courses and grade levels. The vision of “All Students Belong” will further extend to all students participating in all learning communities.

Specific Course topics - High School

- Increase offerings in Fine Arts
- Career Technical Education (CTE)
- Science Technology Engineering Mathematics (STEM)
- Dual credit courses with LCC & other universities

2.2 Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Visual arts, music, and media arts are all part of our course catalogs across middle and high schools.

2.3 How do you ensure students have access to strong library programs?

We are supporting a certified teacher Librarian across the district, and at each building we have a classified assistant to support at each location.

2.4 How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

This is regularly scheduled within each building, as part of the student and teacher day. These breaks are calculated as part of the non-instructional time across the year when meeting the Division 22 Standards at each grade level.

2.5 Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Most projects are cross-curricular in nature, addressing multiple standards in multiple subject areas, especially in the elementary grades. At the middle school and high school levels this is more difficult to achieve with departmentalized courses and credit specific graduation standards, but teachers do work collaboratively to use a single assignment topic or concept between classes as the common interrelated theme which shows how the same material may be intertwined between the two disciplines and then extend into a public forum.

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2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

GENERAL CRITERIA – rated as: Yes or No

- 1) Is the author's viewpoint consistent with the Board of Education's Statement of Educational Philosophy?
- 2) Is the author's viewpoint consistent with the teaching and learning objectives for the subject?
- 3) Does the book substantially meet these 10 criteria for selection?
 - a) Is the material needed by the school, department, or course?
 - b) Is it among the best of its kind available for the use intended?
 - c) Does it help to implement the course of study?
 - d) Are its contents, vocabulary, and format generally suitable for the students?
 - e) Does it have literary merit and interest appeal?
 - f) Have any available reviews been examined?
 - g) Have committee members read and examined the material and recommended the title for purchase?
 - h) Has the area specialist or department chair reviewed the material?
 - i) Does it contribute to a balanced presentation of the subject matter?
 - j) Does it fairly portray ethnic, racial, religious and sex roles?

Student Learning Material Evaluation – rated as:

Excellent, Good, Unsatisfactory, or None – N/A

- 4) Appropriateness of material for student learning:
 - a) Interesting and challenging at level of student comprehension
 - b) Factual information is correct and up to date
 - c) Logical organization of content
 - d) Pertinence of pictures and graphic presentations
 - e) Discussion topics, questions, student activities
 - f) Student references and bibliographies
 - g) Tables of content, indexes, glossaries, appendixes, annotations
 - h) Summaries of sections, chapters & units
 - i) Suggested student activities
 - j) Student manuals, workbooks, and consumable or soft-bound text materials for students
 - k) Student self-tests & reviews

Teacher Materials & Resources – rated as:

Excellent, Good, Unsatisfactory or None – N/A

- 5) Appropriateness of material for instruction:
 - a) Hardcopy Teacher's guide or manual
 - b) Digital Version of Teacher's Guide or Manual
 - c) Teacher references and bibliography
 - d) Suggested supplementary materials and aids.
 - e) Suggested instructional methods.

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- f) Separately published achievement tests
- g) Separately published diagnostic tests
- h) Provision for teaching different ability groups.
- i) Materials for English Language Learners available; in digital resources or subscription and hardcopy resources
- j) Content generally free of material that may be considered offensive according to accepted community standards.

Evaluation of Physical Materials – rated as:

Excellent, Good, Unsatisfactory, or None – N/A

- 6) Physical characteristics:
 - a) Cover design and use of color throughout book
 - b) Style and size of type
 - c) Layout of pages
 - d) Clear pictures and graphic illustrations
 - e) Binding, quality of paper and size of book – What is the weight of the hard-copy text?
 - f) Is this a subscription-based adoption? Are student texts, workbooks and lab books replaced annually?
 - g) Does this text allow for a student text to be kept at home and another copy (physical or digital) to be used on campus?
 - h) Is this a subscription-based adoption? What is the format of the digital interface for teachers and students?
 - i) Is there a digital portal or access for parents and guardians?

For curriculum materials that are suggested by parents, community members or others that are not on the Approved Materials List:

- 7) Is this curriculum or textbook on the Oregon Department of Education list of reviewed and approved materials for the current adoption cycle?
 - a) Yes or No
- 8) Does this curriculum or text meet all state standards for the grade level or course subject?
 - a) Yes or No
- 9) If this curriculum or text were to go through an independent adoption, approximately how many hours of staff time would be required to supplement the text to bring it to standard?
- 10) If this curriculum or text were to go through independent adoption, approximately how much additional money would be required on an annual basis?

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2.7 Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Teacher evaluation is framed in a growth model, and our process focuses on continuous improvement via clear and relevant rubrics. Each year, our Professional Growth and Evaluation handbook is reviewed by our PGEH team. This team reviews and updates any items that may have grown out of new initiatives or new learnings. This helps our administrators ensure that instruction is current, relevant, engaging, and includes all students within the learning communities of our district.

2.8 How will you support, coordinate, and integrate early childhood education programs?

Kindergarten transition meetings with ECCARES programs (students transitioning from an IFSP to an IEP) every spring. Kindergarten registration activities in spring and late summer that reach out to local preschools and EI/ECSE programs. Our Title programs and Special Education programs coordinate and facilitate meetings with local private and preschool programs to ensure we are compliant with Child Find and private school supports under compliance with Title programs and IDEA.

2.9 What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

The district holds activities at transitions between 5th to 6th grade, 8th to 9th grade, and for post-school transition. Examples of this implementation include peer-mentoring, single cohort orientation days, and course scheduling presentations by counselors with 5th and 8th graders to prepare for the following year.

2.10 How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

The district employs several strategies across buildings. These include schoolwide positive environment and behavior supports, targeted interventions that provide individual supports, and counseling teams that assist with connecting students to supports.

RTIi procedures are in place at our Elementary and Middle Schools. This process helps to identify, and target needs in academic areas. Elementary and Middle School buildings are Title I School-wide programs, and those programs identify, and support needs within small group instruction and within the RTIi process. Department teams at our high school review and target interventions for students in focal groups who are not yet meeting standards. We offer tutoring support at the high school, either online or in person as possible, to provide for more individualized learning.

All buildings utilize the PBIS model to support behavior within the school environments (structured and unstructured). At Siuslaw Elementary, weekly recognition is given for a variety of positive reasons, both to individuals and class groups. At Siuslaw Middle School,

Integrated Guidance Application

the 8th grade team has been implementing “Where Everyone Belongs” or WEB Leadership groups. This is a peer mentoring and leadership group that engages 6th and 8th graders together. A strategy at Siuslaw High School is the “Pick 5”. A list of students of concern for academic failure are identified, and teachers pick 5 students to mentor and praise, to increase their success rate with being on track to graduate.

2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Siuslaw SD has a TAG program that has grown significantly over the past three years. We fund a District TAG Coordinator, and we also established a paid TAG Representative at each building level. Our current goal is to implement a universal screening process at the 3rd grade level, and to incorporate the principles of UDL as a means for General Education teachers to support students who excel.

2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

All 9th grade students take the Future Success course, which focuses on career and college pathways, identifying personal strengths and interests, and how to build resumes and complete applications. Our middle school is still implementing activities to increase college and career awareness within the advisory class periods each day.

2.13 How are you providing equitable work-based learning experiences for students?

For students at the high school level, they can gain elective credit for any employment, paid or volunteer. We also provide opportunities for students to be teaching assistants or office assistants to gain experience and skills in a work-based environment without leaving campus. All of our 9th grade students take the Future Success course, which focuses on career and college pathways, identifying personal strengths and interests, and how to build resumes and complete applications.

For students with disabilities, every IEP includes transition activities focused on career or college strengths and interests. These are individually connected to the student and drive the connection to courses and activities that support growth in the areas identified. We also have a program for students aged 18-21. The Siuslaw Bridge Program is our transition age program, and we provide a variety of learning opportunities for independent living skills (kitchen skills, household skills, personal hygiene skills, etc.) as well as community work opportunities (Humane Society, Coastal Fitness, Grocery Outlet, etc.).

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2.14 Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

The general philosophy of the district is that students will be prepared to be college or career ready by graduation from high school. Feeder programs have been established for CTE programs at the middle school level, as well as expanded elective offerings in world languages, technology, and art.

The high school dual enrollment / dual credit programs have demonstrated that students enrolled in CTE classes have earned as many college credits as those in the traditional academic subject areas. Many CTE courses teach students skills that are as much 'life skills' as any other course area and help to prepare students for life on their own at college.

2.15 What activities will you offer to students that will lead to self-sufficiency in identified careers?

Opportunities are expanding for students in internships and work-based learning opportunities in the community in their relative fields of study. The high school offers a community job fair in the spring for students to practice job interview skills and all of the professional interpersonal skills that go beyond the technical aspects of employment. Counselors at both the middle and high school have students participating in career interest surveys as they promoted CTE introductory courses.

Well-Rounded Education CTE Focus

2.17 How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

Parents are informed of CTE offerings during forecasting meetings and semi-annual reviews of progress towards graduation at the high school level. Coming out of middle school, starting in the middle of the 8th grade year the CTE programs of study do presentations at the 8th Grade HS Open House, prior to scheduling and forecasting, as well as the regular parent information sessions on course offerings.

2.18 How will you prepare CTE participants for non-traditional fields?

Non-traditional fields are represented as student opportunities at the same time as every other program is presented to students and parents. The focus on preparation is on 'high-wage, high-demand' which goes beyond the old, stereotypical gender work roles of many occupations.

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2.19 Describe any new CTE Programs of Study to be developed

The new program of study being developed is a Natural Resources program; initial filing will be for this fall, with an official start date for the 24-25 school year as the teacher completes CTE licensure.

Engaged Community

3.1 If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

Section 3: Engaged Community
We see that families of emerging bilingual students were engaged, but we do not see student engagement. Please verify that emerging bilingual students were engaged.
Emerging bilingual students were specifically invited to the “World Café” event as part of the underserved population of student groups, they also received the general student climate surveys and are part of the annual phone survey by the Special Services offices of students and families for all participants in special education and Federal/Title programs.

The District has hosted events (“World Cafe” model, family event nights, and student round table discussions, for example) over the planning process for our current plan. We have followed up with surveys of parents, students, staff, and community. Our greatest barrier is response numbers and the ability to fund events when the turnout is low. We also find that we see the same parents or students, or community members turn out for these events. We have found that the surveys truly reach more people than in-person events. We will still gather input and feedback at the building events that are natural draws (conferences, back to school open houses, annual Title family nights, etc.) with regular attendance. When we overlap our request for input and feedback into our high engagement events, we gather more responses in a more meaningful context.

3.2 What relationships and/or partnerships will you cultivate to improve future engagement?

Our community partnerships include our local Florence Police, Florence Community PTA, PeaceHealth, Florence Coordinating Council, Siuslaw Vision, Siuslaw Outreach Services, Florence City Council, B&G’s Clubs of Western Lane Co., KCST Radio, and The Siuslaw News. We will maintain these relationships and always welcome future or new partners from within the Florence area.

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3.3 What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

Many of the resources are targeted towards the re-establishment of shuttered programs and new positions. Annual or bi-annual meetings are sufficient to monitor progress towards goals and compliance. In a small, rural community too many events in one year may draw on the same people repeatedly to meet a specific focal demographic. ODE staff could be available to serve as community meeting navigators, like Lane ESD staff does for school districts in our county.

3.4 How do you ensure community members and partners experience a safe and welcoming educational environment?

The district tries to host events in public spaces, off campus, like the public library or events center. Off campus events are more comfortable for many families. Many times, the district coordinates the events with Lane ESD staff to serve as emcees for events. By using the Lane ESD staff to host these events, community members see a new face at the front of the room, and this helps to drive the conversation forward.

3.5 If you sponsor a public charter school, describe their participation in the planning and development of your plan.

Not applicable

3.6 Who was engaged in any aspect of your planning processes under this guidance

Business community, CTE Regional Coordinators, Community leaders,
Classified staff (paraprofessionals, bus drivers, office support, etc.),
Community Based Organizations (non-profit organizations, civil rights organizations,
community service groups, culturally specific organizations, etc.),
Families of students navigating poverty, homelessness, and foster care
Families of students of color, Families of students who are emerging bilinguals,
Families of students with disabilities,
Licensed staff (administrators, teachers, counselors, etc.),
Migrant Education and McKinney-Vento Coordinators,
Regional Educator Networks (RENs),
School volunteers (school board members, budget committee
members, PTA/PTO members, booster club members, parent advisory group members,
classroom volunteers, etc.),
Students navigating poverty, homelessness, and foster care
Students of color
Students who identify as LGBTQ2SIA+
Students with disabilities

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3.7 How were they engaged?

CTE Consortia meeting Community group meeting Email messages
Focus group(s)
Partnering with community-based partners
Partnering with unions Roundtable discussion School board meeting social media
Survey(s) or other engagement applications
Website

3.8 Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

In previous years, Siuslaw SD has held outreach events for our ORIS assessment process. For outreach this year, we turned to county level engagement events and surveys of students, stakeholders, and teachers. We took stakeholder teams to two engagement events held at LCC in Eugene and organized by Lane Education Service District. In addition to those events, we created and disseminated several surveys and promoted them at more “organic” community school events (open house nights, Title I Family Nights, and conference days). We have found across the years that a combination of smaller, more strategic in-person events in tandem with online or survey outreach are the most effective for gathering more voices. The surveys are still in process and will wrap up at the end of the year in June.

3.9 Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

To engage focus groups, we have tried multiple strategies. We have sent out feedback access points to all families and stakeholders through online and digital platforms. We also made individual phone calls to focus group families. We have student representation in our school board meetings, both in the capacity to report and to give student voice. As a post-Covid benefit, our school board meetings are now live-streamed and so all in the community can see and hear as our district initiatives are shared in that forum. The level of engagement we are in continues to be in the range of consult, involve, and collaborate. For the most part, we find families will participate more at the consult level. Students will participate in higher levels as we open doors to collaboration. Our community partners are operating with us at the involvement and collaboration level.

Integrated Guidance Application

3.10 Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

We engage our staff in our community strategic visioning process and in our annual review of the Professional Growth and Evaluation procedures. Across these strategies, teachers and staff are included at the involvement and collaboration levels, depending on the strategy used.

The artifacts we chose to share for this section are the annual questionnaire and in-person meetings at budget review time. Each year, a team of our Business Manager and one or two School Board Directors visits each building for face-to-face time with all staff to talk about what our district budget should focus on.

Within these conversations, rich discussions around the teacher's priority areas surface. The input they give impacts the financial priorities of the district, and therefore the direction of support and initiatives.

3.11 Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Overall, we continue to hear that we need to focus on Social-Emotional Learning (SEL), and mental and emotional support for all students, as well as staff. The pressure from our post-Covid society impacts all stakeholders. We have established multiple community partnerships across the past several years that are giving us added service for these needs and will continue to focus on mental and emotional health.

In our conversations thus far, we also identified that our community continues to see a need for: Math and literacy learning outcomes, DEI-Equity & Inclusionary practice and general Attendance support.

These four target areas have been part of our improvement planning and will continue to be our focus areas for the next year. We also analyzed our information to address the needs of students across multiple focus groups, and these four target areas will benefit all students. In our district, the student group in most need continues to be our student's experiencing poverty, and this cuts across all focus groups. We will be focusing on programs and services that strive to mitigate the impacts of poverty in our community.

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3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

In a small community, it can be a challenge to secure work-place partnerships. In Florence, the community has a very strong spirit of volunteering and civic service in a subset of the population. We have a very strong PTA, and their support is pivotal. We also have groups such as Florence Community Coalition, Siuslaw Vision, PeaceHealth, and KCST radio who support our district with their partnerships. These community groups are helpful with making connections for students in the workplace. Most of the members of those groups are employers themselves, and when we connect for programming, we also find ways to open doors to work-based learning opportunities.

We continue to look for ways to increase our school-based opportunities and would love to add an Education strand to our CTE offerings at some point. We already hire many Siuslaw alumni and starting them out while still in high school would be ideal. We are a large employer in our community, and as such should also open doors to our students in the fields we employ.

Strengthened Systems and Capacity

4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

Section 4: Strengthened Systems

Please provide information about reducing exclusionary discipline practices for focal student groups

Each term the administrative examines disciplinary referrals by building and grade level for patterns using the disaggregated student data.

The guiding questions are:

- Are there outliers or an imbalance by gender, race, or other demographic factors?
- Is there an outlier by academic status (IEP, 504, AP/Dual Credit) or another course enrollment factor?
- Is there an outlier or an imbalance by grade level, curriculum area or a staff-specific assignment in discipline referrals?

If a disparity does exist, then a corrective action plan is determined to address the issue that is most likely to be at the root of any imbalance in exclusionary discipline.

Siuslaw SD has experienced a staffing shortage, as most districts have. We recruit via a variety of digital platforms and attend annual recruiting fairs. We continue to improve in the development of onboarding professional development, as we must fill positions with staff who may not have originated from the education sector. We have added opportunities for professional development for our CTE licensure and classified staff, as these are staff, we

Integrated Guidance Application

most need to add background knowledge for. Our onboarding includes a mentoring program, professional development in our PBIS and RTIi programs, and building based professional development to address individual grade level initiatives in CTE or Fine Arts. We are in a continual process of identifying PD needs and opportunities and leverage federal Title II grants to help us with funding.

Retention incentives have been used with additional rate increases and bonuses for staff that have stayed with the district. For example, our Special Education wages went up for all the staff over the past two years. The pay rate for Life Skills aides increased at twice the rate of general SE aides.

These costs may prove difficult to sustain if budgets drop significantly or if federal grants decrease. It was our choice to honor the work of our staff with a wage that reflected our commitment to their service.

Bus drivers and other transportation workers were being drawn out of education by other employers. The district matched signing bonuses of local agencies and neighboring districts. Food service employees also had their pay rates adjusted upwards, along with an extra hour added to their day, to reflect the work being done to feed students before, during and after school hours.

4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

For our small district this is not even possible; all students are taught by all teachers. Much of the focus and guidance on this comes from the Special Programs Department. Our specialists work from an inclusive mindset, and we continue to find more aggressive ways to implement inclusive programming across all buildings. Our current initiative is to develop more effective UDL implementation through more professional development, and to be a resource for all teachers to find the UDL strategies they can use to reach all students.

4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

For all discipline, it is determined by each individual student and situation, and out of school or class is not a choice unless the safety of the situation demands it (credible threats, weapons, or drugs). In Siuslaw the focus is on in-school options and are exploring restorative practice as an impactful approach. The use of PBIS has been in place for many years, and our teams continue to work within this framework to help students understand how their behavior impacts others and themselves.

Integrated Guidance Application

4.4 How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Our evaluation process is a growth model. We have our Professional Growth and Evaluation Handbook (PGEH) that includes 5 Domains and 23 Standards with full rubrics for each teacher to use as a learning and growth tool. In each yearly planning for professional learning goals, the district surveys teachers for input on professional development, and so they can align their own goals and needs within the conversation with administrators for improvement. The district also includes these in our Professional Growth and Evaluation Handbook team to review and improve the rubrics and procedures for evaluation.

In addition, we have created a version of this rubric based growth model for our classified staff and are currently re-tooling the evaluation model for our counseling staff.

4.5 How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

The district provides this through the conversations and procedures within our Professional Evaluation and Growth process, as outlined in the previous question.

4.6 What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

The district utilizes RtIi within our elementary and middle school teams. We have multiple tiers of intervention as students are identified, and this includes Title IA programming. It also includes a robust TAG response, which is a program that has really grown over the past 3 years. That population of students can be at risk as much as any other group. At the high school, department level teams that monitor student data and Special Education teams that support this process for students with disabilities. As an overall outreach strategy, the high school also employs a Pick 5 initiative. A list of students who may be at risk for academic failure is shared with teachers, and they each pick 5 students to focus positive encouragement on. The students do not have to be in their classes; all teachers are able to pick students they resonate with and can support. We also have a credit recovery options program that is accessible to all students in need and adds a level of accommodation that can pave the way for a student to dig out of credit deficiency.

4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

At the Kindergarten transition time, we host events in the spring and in August to introduce families to our buildings and staff, and to gather registration information and get students enrolled early so we can best plan for them. We also provide individual transition meetings within our Special Education Department for families navigating the move from an IFSP to an IEP.

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As students transition between buildings (5th to 6th, 8th to 9th grades), we hold orientation days in the spring prior to their transition. The first day of each school each year is reserved for that grade band only to be in the building and get themselves acclimated.

Our high school hosts an annual local student job fair and has utilized ASPIRE strategies for making connections for students to jobs or careers, and to college. Our middle school has also incorporated ASPIRE strategies and both schools provide field trips to college campuses across school years to give all students a look at what college life is like.

Attachments Completing Your Submission

[Integrated Planning & Budget Template](#) - True

The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.

- Equity Lens Utilized - **True**
- Community Engagement Artifacts - **True**
- Board meeting minutes - **True**
- Affirmation of Tribal Consultation - **True**
- District Charter Program Agreement (If applicable) - **True**
- MOU detailing aligned program consortia agreements (If applicable) - **True**

Assurances

By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

True

By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)

True

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

True

Integrated Guidance Application

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process

True

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

True

Any additional links provided by the applicant

<https://5il.co/1rnzv> for Longitudinal Performance Growth Goals

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Application submitted by: Andy Grzeskowiak Submitter email:

agrzeskowiak@siuslaw.k12.or.us

Integrated Guidance Application

Metric #1 – 4 Year Cohort Graduation

The 4 Year Graduation 21-22 Baseline rate is 69.31% for the general student population

Adjusted to 70.0% for the general student population to start graphing trend

The 4 Year Graduation 21-22 Baseline rate is 58.21% for focal group students

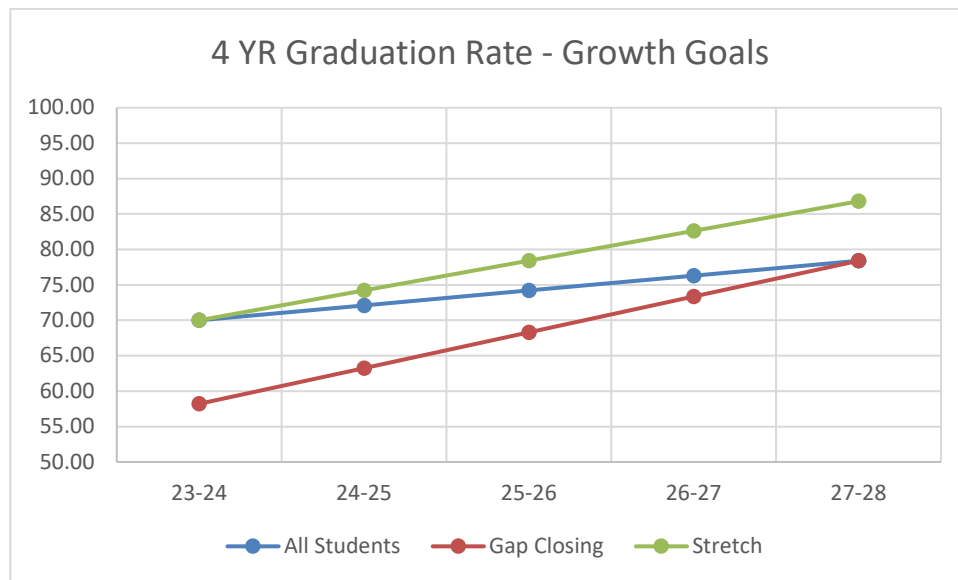
The Top 10% schools or districts in Oregon grew this marker by 4.2%

Target growth is 2.1% per year

Gap closing growth is 5.05% per year

Year	Baseline	Focal Group	
	All Students	Gap Closing	Stretch
23-24	70.00	58.21	70.00
24-25	72.10	63.26	74.20
25-26	74.20	68.30	78.40
26-27	76.30	73.35	82.60
27-28	78.40	78.40	86.80

2.1 All Student Growth Increment
5.047 Gap Closing Growth Increment
4.2 Stretch Growth Increment



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Metric #2 – 5 Year Cohort Completion

The 5 Year Completion 21-22 Baseline rate is 81.63% for the general student population

The 5 Year Completion 21-22 Baseline rate is 75.76% for focal group students

The Top 10% schools / districts in Oregon grew this marker by 2.6%

Target growth is 1.3% per year

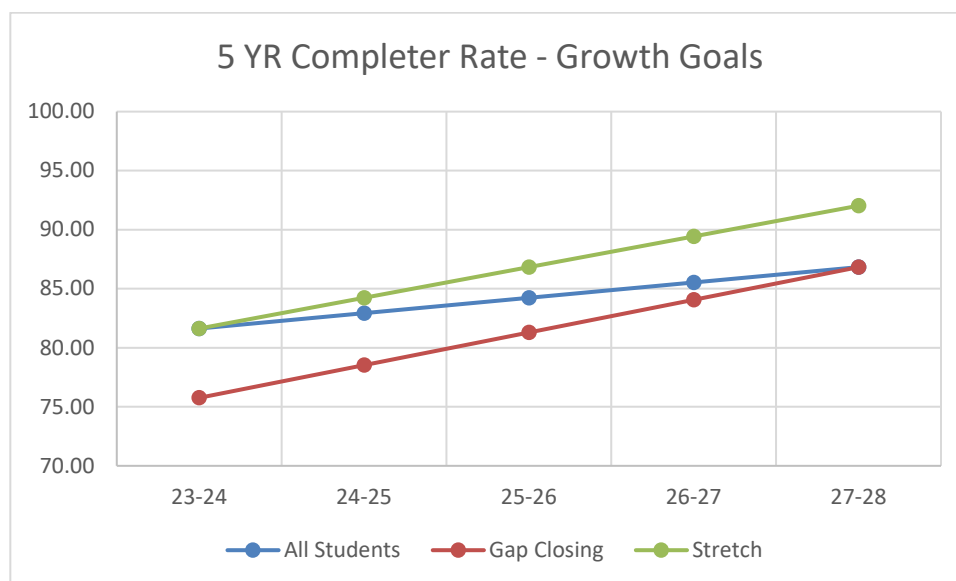
Gap closing growth is 2.77%

Year	Baseline	Focal Group	
	All Students	Gap Closing	Stretch
23-24	81.63	75.76	81.63
24-25	82.93	78.53	84.23
25-26	84.23	81.29	86.83
26-27	85.53	84.06	89.43
27-28	86.83	86.83	92.03

1.3 All Student Growth Increment

2.767 Gap Closing Growth Increment

2.6 Stretch Growth Increment



Integrated Guidance Application

Metric #3 – 9th Grade On Track

The 9th Grade On Track 21-22 Baseline rate is 67.89% in first year of high school credit completion towards graduation for all students

The 9th Grade on Track 21-22 Baseline rate is 58.06% credit completion for focal group students

The Top 10% schools or districts in Oregon grew this marker by 5.4%

Target growth is 2.7% per year

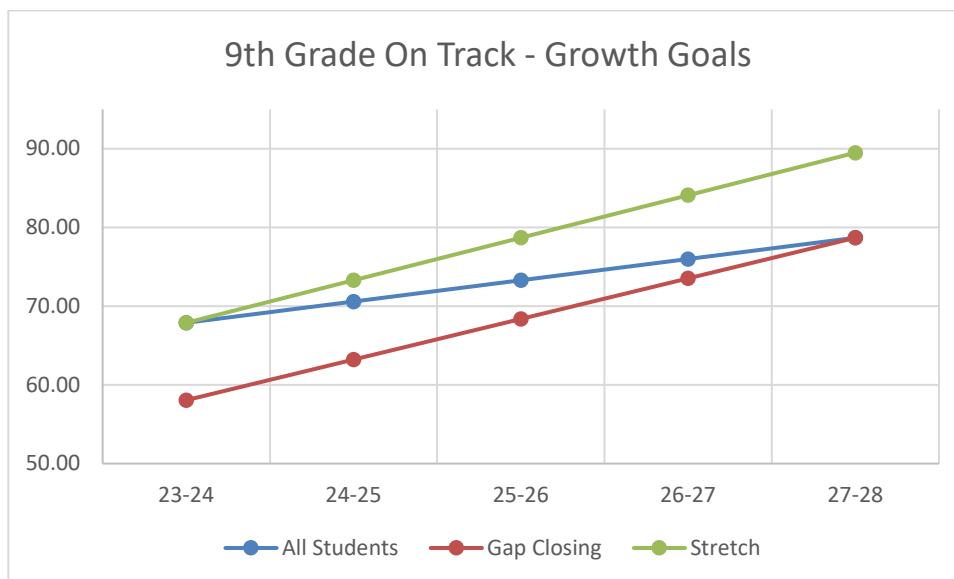
Gap closing growth is 5.15%

Year	Baseline	Focal Group	
	All Students	Gap Closing	Stretch
23-24	67.89	58.06	67.89
24-25	70.59	63.22	73.29
25-26	73.29	68.37	78.69
26-27	75.99	73.53	84.09
27-28	78.69	78.69	89.49

2.7 All Student Growth Increment

5.157 Gap Closing Growth Increment

5.4 Stretch Growth Increment



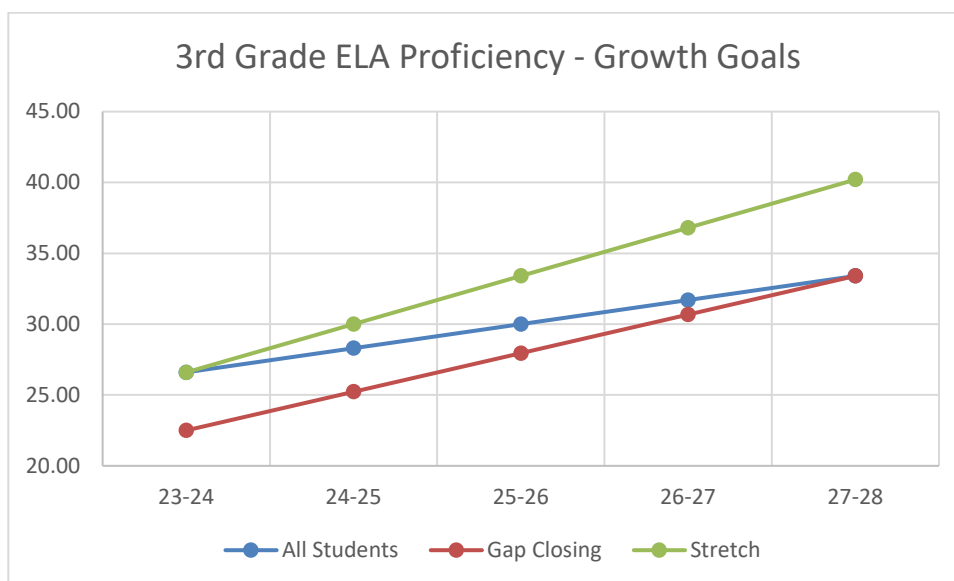
Integrated Guidance Application

Metric #4 – 3rd Grade English Language Arts

The 3rd Grade ELA 21-22 Baseline rate is 26.6% proficiency for general population
 The 3rd Grade ELA 21-22 Baseline rate is 22.5% proficiency for focal group students
 The top 10% of schools or districts in Oregon grew this marker by 3.4%
 Target growth is 1.7% per year
 Gap closing growth is 2.725%

Year	Baseline	Focal Group	
	All Students	Gap Closing	Stretch
23-24	26.60	22.50	26.60
24-25	28.30	25.23	30.00
25-26	30.00	27.95	33.40
26-27	31.70	30.68	36.80
27-28	33.40	33.40	40.20

1.7 All Student Growth Increment
2.725 Gap Closing Growth Increment
3.4 Stretch Growth Increment



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Metric #5 – Regular Attendance

The Regular Attendance 21-22 Baseline rate is a 69.74% rate for all students

The Regular Attendance 21-22 Baseline rate is a 57.18% rate for focal group students

The Top 10% of schools or districts in Oregon grew this marker by 1.2%

Target growth is 0.6% per year

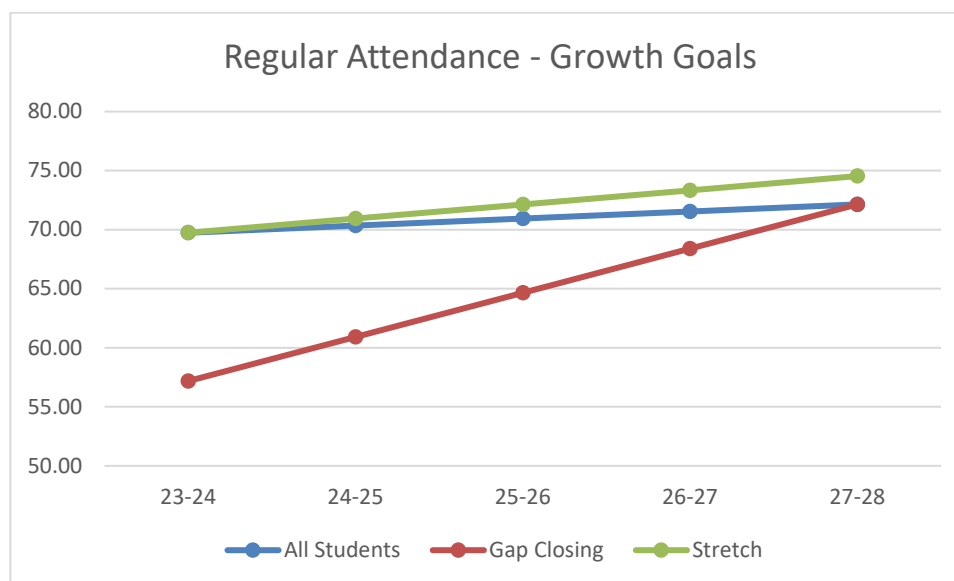
Gap closing growth is 3.74%

Year	Baseline	Focal Group	
	All Students	Gap Closing	Stretch
23-24	69.74	57.18	69.74
24-25	70.34	60.92	70.94
25-26	70.94	64.66	72.14
26-27	71.54	68.40	73.34
27-28	72.14	72.14	74.54

0.6 All Student Growth Increment

3.74 Gap Closing Growth Increment

1.2 Stretch Growth Increment



Integrated Guidance Application

Optional Local Metric – 4 Year Cohort Completer Rate

The board has talked about considering, briefly, a Local Option Metric of the 4 Year Cohort Completion as an additional measure to be monitored.

The 4 Year Completer Rate 21-22 Baseline rate is a 74.00% rate for all students
 The 4 Year Completer Rate 21-22 Baseline rate is a 66.67% rate for focal group students
 Since 2015-2016, Oregon's 4 Year Completer Rate has grown by 1.0% per year
 Target growth is 1% per year
 Gap closing growth is 2.83%

Year	Baseline	Focal Group	
	All Students	Gap Closing	Stretch
23-24	74.00	66.67	74.00
24-25	75.00	69.50	76.00
25-26	76.00	72.33	78.00
26-27	77.00	75.17	80.00
27-28	78.00	78.00	82.00

- 1 All Student Growth Increment
- 2.832 Gap Closing Growth Increment
- 2 Stretch Growth Increment

