



# Annual Report for Integrated Guidance 2023-2024

## November 30, 2024

### Background

In March 2023, the Corvallis School Board approved the Corvallis School District's Integrated Guidance application. Integrated Guidance is an effort by the Oregon Department of Education to strategically combine the application and reporting requirements for multiple funds that support public schools. These funds include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds. Reporting on spending and progress markers occurs quarterly.

Described below is the required Annual Report for 2023 - 2024 which outlines how the district invested our funds and how our efforts align with our overall objectives.

**The Outcomes** established for our 2023 - 2025 Integrated Guidance Plan centered on our school board goals in place from 2018 - 2023. Our board goals changed in April 2024 following the adoption of new goals by our school board. Our upcoming Integrated Guidance Plan for 2025 - 2027 will be aligned with the goals adopted in 2024.

**The Strategies** we monitored through the Integrated Guidance Plan were:

- Adopt and Implement Effective Instructional and Curriculum Programs
- Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices
- Grow and Mentor Effective Educators
- Ensure All Students are Ready for College or Career
- Enhance Programs that Support Student Social and Emotional Learning

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### Outcome 1

**All students will read grade-level texts by 3rd grade and stay on grade level; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan.**

### Strategies

Using Integrated Guidance funds which include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds, our district invested in the following ways:

- Adopt and Implement Effective Instructional and Curriculum Programs
  - We broadened high school curricular options in CTE - expanded the computer science program of study, revived the culinary arts program of study, expanded the pre-engineering program of study, and created a construction program of study.

- We implemented Grade Guardian software for staff to monitor grades and attendance to identify strengths and areas of support for students throughout their high school career and ensure on-track graduation.
  - We supported students to be successful in high school through a 9th-grade success course for all incoming 9th graders.
  - We funded access to engaging summer learning opportunities including credit recovery and an Algebra math mindset camp.
  - Grow and Mentor Effective Educators
    - We hired and retained staff directly from industry to teach CTE courses.
  - Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices
    - We hired equity coaches to support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings.
  - Ensure All Students are Ready for College or Career
    - We offered a Senior seminar course to support graduating seniors with post-secondary planning.
    - We hired a Grad Coach at each high school to lead data teams and refine intervention systems.
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## **Outcome 2**

**Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, or sexual orientation) does not predict or predetermine success in school.**

### **Strategies**

Using Integrated Guidance funds which include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds, our district invested in the following ways:

- Adopt and Implement Effective Instructional and Curriculum Programs
  - We initiated a new curriculum adoption process that asked staff to vet curriculum against our Racial Educational Equity Policy and aspects of our 5D+ evaluation system focused on culturally relevant instruction.
  - We adopted new math instructional materials.
  - We maintained special education staffing that supports inclusionary practices.
- Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices
  - We hired equity coaches to support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings.
  - We improved systems that support data collection and analysis to inform equity-based decision-making.
- Ensure All Students are Ready for College or Career
  - We provided professional learning for teachers on mitigating bias and expanding college-level opportunities for all students.
  - We paid the AP exam fees for all students.
- Enhance Programs that Support Student Social and Emotional Learning
  - We maintained special education staffing that supports inclusionary practices.

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### **Outcome 3**

**All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.**

#### **Strategies**

Using Integrated Guidance funds which include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds, our district invested in the following ways:

- **Adopt and Implement Effective Instructional and Curriculum Programs**
  - We designed an industry-standard culinary CTE space at CVHS.
  - We developed alternative pathways for 8th graders.
  - We offered middle school students STEM electives to spark curiosity in science, technology, engineering, and math.
  - We increased partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students.
- **Ensure All Students are Ready for College or Career**
  - We implemented a college and career learning system (Major Clarity) to ensure students and parents know how to read transcripts, develop and engage with individual or personal education plans, and have resources to track their progress toward graduation.
  - We hosted a college and career fair for 11th graders.
  - We hired work-based learning career center specialists at each high school.

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### **Outcome 4**

**The health and wellness of students and staff is improved in a culture of safety and respect that supports social, emotional, and physical well-being.**

#### **Strategies**

Using Integrated Guidance funds which include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds, our district invested in the following ways:

- **Adopt and Implement Effective Instructional and Curriculum Programs**
  - We created a Sources of Strength class to support mental health in high schools.
- **Enhance Programs that Support Student Social and Emotional Learning**
  - We funded mental health therapists and skills trainers to practice in district schools.
  - We began the design process for gender-inclusive restrooms at the high schools.
  - We preserved nursing staff that supports school-based health and wellness practices.
  - We maintained multi-tiered, school-based staffing models to support student social and emotional learning.
  - We created more opportunities for students to participate in extracurricular activities.

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## Progress - Longitudinal Performance Growth Targets (LPGTs)

In November 2023, district staff presented our Longitudinal Performance Growth Targets to the School Board. These targets were co-created with Oregon Department of Education staff and are statutorily required under the Student Investment Account, embedded in our grant agreement, and must be reported on annually. We are required to monitor the following categories. In addition, district staff are monitoring the rate of completion of Algebra 1 by 9th graders.

- Four-year Graduation:** The percentage of students earning a regular or modified diploma within four years of entering high school
- Five-year Completion:** The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
- Third Grade Reading:** The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade
- Ninth Grade On-Track:** The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
- Regular Attenders:** The percentage of students attending more than 90 percent of their enrolled school days.

### 3rd Grade Reading - School Year **2023 - 2024**

- Data in 2022-23 indicated that 38% of third graders met grade-level expectations.
- The target for 2023-24 was that 39% of third graders would meet grade-level expectations.
- Data for 2023-24 indicates that 51% of third graders met grade-level expectations.

### Regular Attenders - School Year **2023 - 2024**

- Data in 2022-23 indicated that 60% of students attended more than 90% of their enrolled school days.
- The target for 2023-24 was that 62% of students would attend more than 90% of their enrolled school days.
- Data for 2023-24 indicates that 70% of students attended more than 90% of their enrolled school days.

### Algebra 1 Completion by 9th grade - School Year **2023 - 2024**

- Data in 2022-23 indicated that 81% of 9th graders had completed Algebra 1 or better.
- Data for 2023-24 indicates that 84% of 9th graders had completed Algebra 1 or better.

### On Track to Graduate - School Year **2023 - 2024**

- Data in 2022-23 indicated that 85% of ninth graders were on track to graduate.
- The target for 2023-24 was that 86% of ninth graders would be on track to graduate.
- Data for 2023-24 indicates that 88% of ninth graders were on track to graduate.

#### Four-Year (On Time) Graduation - School Year **2022 - 2023**

- Data indicated that 89% of students graduated on time in 2022.
- The target for 2023 was that 90.6% of students would graduate on time in 2023.
- Data indicates that 88% of students graduated on time in 2023.

#### Five-Year Completion - School Year **2022 - 2023**

- Data indicated that 95% of students earned a diploma or GED within five years in 2022.
- The target for 2023 was that greater than 95% would earn a diploma or GED within five years.
- Data indicates that 94% earned a diploma or GED within five years in 2023.

#### **Oregon Department of Education - Question 1.**

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

Discuss at least one Outcome where you have seen progress in implementation.

In reviewing our work and reflecting on our Integrated Guidance Plan implementation, our district team sees that progress on our performance goals is helping the district to achieve the Outcomes and Strategies we outlined in our 2023 - 2025 Integrated Guidance Plan.

One **Outcome** where we would like to celebrate progress is “All students will read grade-level texts by 3rd grade and stay on grade level; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan.”

Our third-grade students improved in reading by 13% in 2023-24. That is a huge success and can be attributed to strategic investments like adopting and implementing effective instructional and curriculum programs and using culturally relevant materials and practices. This growth is expected to continue as the Early Literacy Grant begins to make an impact on reading instruction for students in Kindergarten through third grade.

More of our 9th-grade students completed Algebra in 2023-24 than the previous year. This is notable as we move into our third year of detracking math through 7th grade and was made possible by adopting and implementing effective instructional and curriculum programs, using culturally relevant practices in math instruction, and continuing to train our educators to use ambitious math practices.

We exceeded our target for 9th-grade students on track to graduate by 2%. In addition to the strategies already mentioned, ensuring all students are ready for college or career and enhancing programs that support student social and emotional learning also played a role in success in this category.

**Oregon Department of Education - Question 2.**

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

An area where we have seen a need for adjustment is the **Outcome**, “The health and wellness of students and staff is improved in a culture of safety and respect that supports social, emotional, and physical well-being.” The board and school district staff both agreed that the goal as written in 2018 needed more specificity and intention.

In 2024, this Board Goal was changed to focus on Healthy Communities and the vision statement now states:

“We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.”

Strategies for this goal include fostering student and staff belonging by implementing SEL standards, fostering student education in areas of health and wellbeing, fostering student and staff identity and agency, supporting staff well-being and retention effort, and fostering collaboration with families in the learning process with emphasis on families navigating poverty.

Our team is excited to rewrite our Integrated Guidance plan for 2025 - 2027 with our new Board Goals and especially this new language for Healthy Communities leading the way.