

Hillsboro School District 2023-24 Integrated Programs Annual Report

HSD Overview: The progress markers and overall reflection are submitted quarterly to the Oregon Department of Education. The Office for School Performance and Business Office come together prior to each submission to complete reporting. The longitudinal performance growth targets (LPGTs) are measured over the next 4 years, 2023-24 through the 2027-28 school year. The Integrated Program goals are aligned with the goals of our strategic plan. Our HSD Strategic Plan can be found at hsd.k12.or.us/about-us/strategic-plan/overview. Our LPGTs are co-developed and approved by the Oregon Department of Education for a 5-year duration of time.

Annual Report Questions	
Question	Context/Guidance
<p>1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>Four Year Cohort Graduation Rate: Graduation data for 2023-24 has not been released, but we hope to see growth in our graduation rate. The Senior Grade Level Leadership Team (admin, counselor, grad coach, and teacher leaders) meet regularly to address on-track status, attendance, and credit deficiencies. This consistent practice supports the work of keeping seniors on track. Students who are off-track are identified early and students are referenced to Academic Options. Academic options is an individually paced academic attainment program. We also allocated Summer Programming Funding from the state to be able to support HS Credit Attainment programming at each of our high school sites. We additionally use a large amount of our Integrated Guidance funding to support staffing counselors, graduation coaches and classroom instructors and supports to promote students' success for on-time graduation. In addition, there is an intentional focus on creating and maintaining a sense of belonging. Such as in 4-year grad rate, we honor our Native American students with a Powwow to celebrate their accomplishment in partnership with Northwest Regional ESD. The graduation coaches and education liaison teams coordinate a series of celebrations in the Spring, to honor our student focal groups and their families, e.g., migrant, English language learners, African American, Native American.</p> <p>5th year Cohort Completion: 5th year completion data for 2023-24 has not been released, but we hope to see continued growth. The class of 2022, (completion in 2023) rate was 88.02%, this was a +7.51 growth from the baseline year of class of 2021, (completion in 2022). Oak Street Staff, in partnership with the comprehensive high schools, continue to reconnect with students who did not graduate with their cohort. Students co-construct an individual education plan to meet state standards with the support of Oak Street mentors and staff. This program supports students up to the age of 21. When our 5th year completer data comes out, we are hopeful that we have met our LPGT in this area for 2023-24.</p> <p>9th Grade On-Track: For 9th Grade on-Track and 4-year grad rate, we examined data with our HS admin teams 3 times a year and established quarterly goals and implementation</p>

plans for supporting students in our schools. Additionally, we reset our On-Track Systems by meeting with Grade Level Leadership teams (admin, counselor, grad coach, and teacher leaders) four times throughout the year to implement improved systems and support for high school students connected to academic progress, career & college readiness, and student well-being. Regarding 9th grade on track, there is an intentional focus on creating and maintaining a sense of belonging within student focal groups. For example, we have developed Black Student Unions (BSUs) for all our MS and HS students while creating connections for students and families through events like Black Educational Achievement Movement (BEAM) and Juneteenth celebrations in partnership with the City of Hillsboro and continue to support programs such as Adelante Chica's at the middle and high school level.

3rd Grade ELA Proficiency: Because we value multilingualism, regarding 3rd grade ELA proficiency, the quarterly Data Cycles that we implemented with administrators positively impacted the work done in grade level PLCs, using our bilingual curriculum-based literacy data (running records, phonics surveys, etc.) to inform instruction, interventions and supports. This focus and work increased our grade level reading proficiency in English and Spanish using running records. We have seen positive progress towards this LPGT implementation also reflected in the SBA assessment. While we are making slow, but steady progress overall for students in ELA achievement, 2022-23=35.78% and 2023-24=37.2% on SBA, we are using other assessments to target specific learning areas (i.e. foundational skills, fluency, vocab, comprehension, etc.) for our students to increase their proficiency and to provide training and professional development for staff. We have and will continue to provide professional development for all grade level teachers in the areas of foundational skills, vocabulary, fluency, language, comprehension and writing through half day and full day grade level collaborations, leadership collaborations, after school PD sessions and PLCs. Our instructional and special education assistants have been trained in supplemental and intervention reading curriculum and best practices to support students in our focal groups. We use Running Record cohort data to track progress for grade level reading proficiency. The table below shows cohort data from 3rd grade to 4th grade and their increase in proficiency.

Student Groups	2022-23 students in 3rd gr. Meeting/Exceeding	2023-24 students in 4th gr. Meeting/Exceeding	% increase/decrease
All Students	61%	75%	+14%
Hispanic/Latino/a/x	49%	64%	+15%
SPED	29%	39%	+10%

Regular Attenders: We have seen positive progress towards this LGPT, the data reflects an increase from 64.58% (end of 2022-23 school year) to 66.75% (end of 2023-24 school year). The development of more efficient building-level attendance teams and improved data systems has strengthened our ability to monitor attendance trends and focus on key student groups. Additionally, our shift towards supportive communication, emphasizing invitation and engagement over compliance, has positively impacted attendance. This progress reflects our efforts to build collective efficacy by integrating attendance

	<p>improvement conversations into broader instructional initiatives, such as tSEL implementation and other core areas. While this integrated approach has been beneficial, we plan to shift towards more targeted strategies, particularly in engaging post-COVID students and refining support for focal groups, to continue accelerating progress toward our 80% LGPT by 2028.</p>
<p>2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?</p> <p>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>Four Year Cohort Graduation Rate: Our families continue to communicate understanding around requirements and next steps to support their students. We are working to improve upon our communication and support to our families and students by looking at language, diverse cultural barriers to support better.</p> <p>5th year Cohort Completion: Like graduation rate, the barrier we recognize is our outreach and communication with students and families of the continuation of support that is in place for diploma options up to 21 through our Pathways Center in alternative education.</p> <p>9th Grade On-Track: Internally, we monitor our On-Track rates on a more specific level, examining how many students are achieving in core class graduation requirements (credits in language arts, math, social studies, science, and health) versus elective courses. One of the anomalies revealed last year is that our students are improving in their academic achievement in core classes, but we saw a slip in our academic achievement in elective classes. We need to examine the root cause of this and how we can support both our elective course and core classes moving forward. We are slightly down in our 9th on track rate from 2022-2023 to 2023-2024 (89% to 87.5%) based on the metric provided by ODE. However, in HSD we also monitor our on-track rate by looking specifically at the number of core credits earned (language arts, math, science, and social science) where we saw an increase from 2022-2023 to 2023-2024 from 77% to 79.5% On Track. What this indicates is we likely saw students doing better in core classes but exhibiting more challenges in elective courses. This has led to more teacher involvement in our quarterly district On Track meetings including our elective educators. Additionally, we are working to determine clear learning outcomes for every course to provide multiple opportunities for students to demonstrate their learning.</p> <p>3rd Grade ELA Proficiency: We have a high number of students identified as English</p>

Language Learners and many students in our dual language program, who are developing their proficiency in both languages. We have noticed that their language proficiency impacts their ability to perform at grade level proficiency on the SBA. However, internal data tracking on specific foundational skills and grade level reading proficiency has shown improvement but doesn't translate to performance on SBA. We value bilingualism through our dual language programs and Spanish literacy programs and track grade level reading proficiency in English and Spanish, which is not assessed by the state.

Regular Attenders: One challenge we've encountered is in sustaining consistent student engagement as part of our outcome related to improving regular attendance. Post-COVID shifts in student attitudes towards school have led to disengagement and absenteeism, making it difficult to implement strategies that effectively address this issue. Despite our efforts, finding interventions that resonate with students and encourage consistent attendance remains a barrier, reflecting broader state and national trends.