

Banks School District 2024-25 Integrated Programs Annual Report

Annual Report Questions

Question	Context/Guidance
<p>1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>As we review our progress markers and overall reflection responses, we see clear evidence that our implementation is contributing directly to our Outcomes, Strategies, and Longitudinal Performance Growth Targets (LPGTs)/Local Optional Metrics (LOMs).</p> <p>One outcome where we have seen progress is in increasing the effectiveness of early literacy instruction and supports. Our strategy of providing targeted professional development has been central to this progress. Staff are engaging deeply in learning opportunities and applying new strategies in their classrooms. Through this work, we are building collective efficacy—a shared belief in our ability to positively impact student learning—which strengthens consistency of practice and outcomes across schools.</p> <p>Additionally, this professional development is closely aligned with our Vision for Student Learning, particularly the emphasis on engagement strategies. Teachers are reporting greater confidence in their ability to support diverse literacy needs, and early evidence shows stronger student engagement in foundational reading instruction.</p> <p>Together, this combination of commitment, collaboration, and aligned professional learning is moving us closer to our long-term goals for early literacy and ensuring that every student has the strongest possible start.</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?

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

While we have seen growth in both attendance and early literacy achievement, we continue to experience challenges with state assessment participation and performance. Specifically, we face barriers in creating a sense of urgency and priority around state testing among students, families, and, in some cases, staff. This has limited our ability to fully measure progress toward our Outcomes and Strategies, despite other indicators showing positive growth.

One of our goals is to strengthen the connection between classroom assessments, district-level assessments, and the Oregon State Assessment. We want students, families, and staff to see that these measures are not isolated events, but part of a continuum of learning evidence that helps us accurately understand student growth and achievement. Without strong participation in the state assessment, we are unable to make this connection clearly or ensure the data reflects the learning we see happening in our classrooms and district benchmarks.

Our district is planning to prioritize parent communication to address this challenge. By strengthening understanding of the purpose and value of state assessments—and showing how they align with and complement classroom and district assessments—we hope to encourage greater participation and effort. This will provide more accurate data to guide instruction, intervention, and long-term planning.

We also see an opportunity for the state to consider this challenge in future policy development, particularly in ways that reinforce the connection between all levels of assessment, student learning, and school improvement—while maintaining a focus on student well-being.

3. 2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

Upon reviewing our actual metric rates in comparison to the previously established LPGTs and LOMs, we are encouraged by the progress made, particularly in the area of attendance. Our data shows that we have successfully met our Gap Closing Target for all focal student groups as well as for our total student population. This represents a significant achievement and demonstrates that the strategies we have implemented are contributing meaningfully to improved outcomes.

A key factor in this success has been our intentional shift from a reactive approach to a more proactive and supportive approach to attendance. By elevating both student and parent voice in the process, we have been able to better understand barriers and work collaboratively on solutions. In addition, the creation of stronger, more supportive systems—combined with improved data collection and recording practices—has enhanced our ability to respond quickly and effectively to attendance concerns.

These activities are not only helping us meet our current targets but are also laying the foundation for sustained improvement. For example:

- Metric: Chronic absenteeism rates have declined across focal groups and the overall population, moving us beyond our Gap Closing Target.
- Target Type: Both absolute performance and gap reduction targets have been achieved, signaling progress toward equitable outcomes.

Looking ahead, we plan to expand the scope of our attendance work to ensure that every adult in the district sees themselves as playing a role in student success. Our focus will be on fostering conditions where students want to be at school, are able to be at school, and feel deeply connected and cared for within our school community. This systems-level mindset will continue to drive improvement as we aim not only to maintain our gains but also to accelerate

	progress toward our long-term LPGTs.
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