

Medford School District
2025-26 Integrated Programs Annual Report

Annual Report Questions	
Question	Context/Guidance
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.	Our progress during the 2025–26 school year reflects continued movement toward the Outcomes identified in our Integrated Plan. Across the district, we have focused on strengthening the systems and instructional practices that have the greatest potential to improve student achievement, engagement, and successful progression toward graduation. While improvements in our Longitudinal Performance Growth Targets (LPGTs) occur over time, our progress markers indicate that many of the strategies designed to influence those outcomes are becoming more consistently embedded in district and school practice. One area where we have continued to make progress is our Outcome focused on students experiencing academic success and progressing toward graduation. While the percentage of students remaining on track to graduation has stayed steady, on-time graduation continues to improve. Our work has increasingly emphasized a multi-tiered system of support, including early identification of student needs, strong core instruction, timely academic and behavioral intervention, comprehensive counseling, and intentional transitions between grade levels. At the elementary and middle school levels, continued implementation of aligned literacy and mathematics curriculum, professional learning, and data-informed instructional practices has strengthened our ability to identify and respond to student needs. While this year’s 3rd grade ELA and 8th grade mathematics achievement scores declined, school teams are using multiple sources

of data to examine areas of need, monitor student progress, and adjust instruction and supports. These results provide important information for refining instructional practices, strengthening targeted interventions, and ensuring students receive timely support. Moving forward, we will continue to focus on improving early literacy achievement, strengthening mathematics outcomes, and building the academic foundation students need for continued success.

At the secondary level, we have continued to strengthen the systems that support students in successfully transitioning to and progressing through high school. Transition programming, opportunities to earn high school credit before entering 9th grade, targeted academic supports, and summer opportunities for both credit retrieval and accrual are helping remove barriers that can contribute to students falling behind. Our continued focus on 9th Grade On-Track provides an important early indicator of whether these strategies are having the intended impact and supports our longer-term graduation goals.

We have also placed greater emphasis on ensuring these improvements reach students represented in our focal groups. Strengthening supports for multilingual learners, students with disabilities, and other historically underserved students has included additional investments in staffing, increased collaboration among educators, more intentional use of disaggregated data, targeted professional learning, and efforts to improve student and family access to information and support. This focus is helping us better understand where disparities remain and respond with more targeted strategies.

Attendance continues to be closely connected to this work. Increased attention to attendance data,

	family engagement, and early intervention supports our Regular Attendance LPGT while also contributing to academic achievement, 9th Grade On-Track, and graduation. Rather than approaching attendance as a separate initiative, we increasingly see it as an essential condition for achieving our broader student outcomes. Overall, we see our progress as evidence that the district is developing greater coherence among instruction, intervention, attendance, student supports, and transition planning. The next phase of our work will be to continue strengthening implementation while closely examining student outcome data to determine which strategies are producing measurable improvement, particularly for focal student groups. Our continued focus will be on translating these coordinated efforts into sustained, measurable gains for all students."
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.	One area where we continue to experience challenges is our Outcome focused on students experiencing academic success. Elementary ELA achievement remains below our desired outcomes, and overall progress has been limited over the past three years. Persistent achievement gaps among several focal student groups, including English learners, students with disabilities, and Hispanic/Latino students, further highlight areas requiring focused attention. In response, we will continue to strengthen literacy instruction, expand targeted supports, and use multiple sources of data to monitor student progress and identify strategies to accelerate achievement. We continue to invest in aligned literacy instruction, professional learning, intervention, and data-informed practices; however, current results indicate that these efforts have not yet resulted in the accelerated growth needed to improve achievement and close persistent gaps. Moving forward, we will engage a third-party reviewer to provide an external review of our

	elementary literacy practices and identify opportunities to strengthen instruction and implementation. Findings from this review will inform targeted professional development and ongoing instructional improvement. In addition, two elementary schools will pilot a different approach to literacy instruction, providing an opportunity to evaluate its impact and identify effective practices that may inform future implementation across the district.
CTE 1: Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG (p. 18). These include more populations than the federally identified “special populations”. The federal definition includes the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents (students), out-of-workforce individuals, English language learners, homeless individuals, youth in, or having aged out of, the foster care system, youth with a parent who is a member of the armed forces or on active duty. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using Perkins funds. (Section 112(a)(2)(A) of Perkins V) You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQ2SIA+ students."	We utilized Perkins funds to employ a work-based learning liaison this past biennium with the express goal of increasing access to CTE programs of study and related work-based learning for focal student groups. As a result of this position, we have developed systems to assess and formalize work-based learning opportunities, communicate efficiently with all students about opportunities to participate, and identify and remove barriers for focal populations to participate. Additionally, we utilized Perkins funds for internal and external professional development opportunities for CTE teachers to improve engagement and instructional efficacy for focal populations. Examples of these professional development experiences include full and half-day seminars with all of our district's CTE teachers to problem solve issues of access, a book study group on engagement strategies, and learning about how better to support students with disabilities in CTE classrooms. Our work-based learning liaison created an effective mentoring program that we are now able to replicate annually to support nontraditional populations in CTE programs.

CTE 2: The 2024-2028 CTE State Plan has three (3) outcome areas: Outcome 1: Career connected learning that is systemically integrated with education and workforce development. Outcome 2: Increased equitable participation in high-quality CTE and career connected learning Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships Please choose at least one (1) of the outcomes and let us know what you did in that area to help move the dial and make an impact for students/teachers. We'd love to be able to share your local information along with our statewide updates."	MSD has maintained a constant focus on systemic integration between education and workforce. This past year, we improved on this by hosting our first CTE Advisory Invitational during which students, high school CTE teachers, and middle school CTE-related elective teachers connected with industry members who either already served on a CTE advisory board, participated in the MSD mentoring program, or were just learning how they could be involved with CTE programs of study. Invitees heard about how CTE programs were impacting students, especially focal populations, toured some of our CTE facilities, and provided feedback about their needs in industry. We then utilized this feedback during our internal professional development session to assess the skills students are developing from middle school into high school and postsecondary school. We gained additional industry partners, several of whom provided work-based learning opportunities for high school students after attending this event. We held the event in October, and throughout the remainder of the year, we continued with two-way communication loops allowing us to learn from industry and providing support for industry to learn ways they can engage with public school systems.
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