

Annual Report for ODE Integrated Guidance 2023–2024

November 2024

About the Report

- The annual report for 2023-2024 Integrated Guidance is due to ODE on November 30, 2024.
- The outcomes and strategies in our [2023-2024 Integrated Guidance Plan](#) were pulled directly from the priorities in *Forward Together*.
- This response was written based on PPS strategies and outcomes overall and not just the Integrated Guidance Plan, which represents about 2-3% of the PPS budget.
- The annual report must be posted on our website, presented at an open Board meeting, and approved by the Board.

Annual Report Questions

1. As you review your 2023-24 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.

Steady Growth in ELA and Math: For three straight years, the district has seen steady growth in both English Language Arts (ELA) and Math, with students across grades 3-8 maintaining progress in ELA and showing growth in Math. This reflects the resilience of students and the dedication of educators in creating robust learning environments. Students with disabilities also showed improvement in academic achievement, as did Black and Latinx students in 3rd-grade reading and 5th-grade math. While this progress is encouraging, we are still facing a crisis and must accelerate learning for focal students, including Black, Brown, and Native students. Beaumont Middle School and Sitton Elementary School, in particular, have seen double-digit gains in both Math and ELA, highlighting pockets of success. These gains reflect the district's commitment to improving student outcomes, supporting educators, and allocating resources where they are needed most.

Commitment to Educator Training and Support: For the past three years, the district has been onboarding and training educators to use high-quality instructional materials. We adopted robust math and ELA curriculums. The district has also remained focused on the science of literacy, ensuring curriculum fidelity and using data to drive improvement. We also made a significant investment to have an instructional coach in every building to offer embedded support for teachers.

Targeted Support for Students: The district has continued to prioritize resources for students who are struggling and in need of additional support. This includes intensive resource investments like academic interventionists, high-dosage tutoring, summer school programs, curricular materials, and the "WIN" (What I Need Now) protocols.

Focus on Student Physical and Emotional Safety and Wellbeing: Beyond academic support, the district has also focused on ensuring our students, especially those who have experienced harm and trauma, have access to safe environments and wrap-around supports. We continue to engage students and families in redesigning spaces, deepening wellness supports, and engaging the community for broader supports for emotional and physical safety.

2A. Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Despite some encouraging progress, too many students are still not where they need to be. We must accelerate the learning of focal student groups, particularly for our Black, Brown, and Native students. Persistent achievement gaps remain across race, ethnicity, special education, and English learner status. These gaps are generational and unacceptable, conflicting with our belief that all students can succeed. We are committed to educational equity and must do better for our students.

To address these challenges, we are examining underlying patterns and unpacking root causes. Facing a \$40 million budget deficit, following \$30 million in prior cuts, we are retooling our budget process, digging deeper into data, analyzing school-specific improvement plans, and strengthening community engagement across the district. Our data-driven, equity-centered approach is designed to ensure investments target high-leverage strategies and resources reach the students who need them most.

2B. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Two significant barriers over the past year were the teacher work stoppage and the sunseting of ESSER III funds. Despite these challenges, PPS remains committed to achieving the outcomes and strategies outlined in the PPS Strategic Plan, which align with the IGG plan. However, we are facing a \$40 million deficit, following a \$30 million budget reduction in the prior year, totaling a combined reduction of \$70 million over two years. We are conducting a comprehensive needs assessment and making difficult decisions to adapt to rising costs and reduced funding. Our strategies and improvements are essential to continue addressing persistent gaps among our focal student groups, and our plan is being significantly constrained due to declining funding and increased costs.

It is essential for all of us to engage in conversations at the state and city levels to secure funding and resources to sustain our growth. We must take every possible step to reduce the deficit next year and invest in our students and educators.

Additional state funding would provide crucial support to sustain key investments, such as educator professional development, implementing the PPS Instructional Framework, enhancing literacy, and providing targeted interventions informed by Multi-Tiered Systems of Support (MTSS). We also must improve our wraparound supports for the physical and emotional safety and well-being of our students and families affected by trauma and harm in our community.