

Integrated Programs - 2024-25 Annual Report

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?

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

Outcome-A The high school success team will provide support for the 9th grade students to increase 9th grade on track.

- The High School Student Success Team would provide a school orientation course for all incoming 9th grade students.
- Develop a data analysis process for analyzing freshman deficiency to determine best interventions and supports.
- This staff would work with 8th and 9th graders to provide interventions to help the students be successful for high school, the staff will teach a career exploration course and teach an orientation to high school.
- Students with disabilities will be prioritized in reach out and contacts
- Form data Teams to review MS and HS math and ELA to frontload transition support for incoming 9th grade students

EVA has focused on the purpose and goals of the High School Success Team over the past year including the counselors, HSS Specialist, and HSS mentor. To address the needs of our community and increase 9th grade on track and graduation rate, EVA invested in a new position of a Graduation Advisor to help meet the need to offer continuous support for students to see the plan for post-graduation and find alternative pathways if needed.

To increase 9th grade on track, several opportunities for students based on their performance, engagement and attendance were reviewed. New additions of focused study halls for students, optional and required, were utilized this year to help with connections with students that needed more support and management tools. Additionally, combined study halls with multiple teachers present were utilized to support the 9th grade team specifically. We continued to use a new curriculum and focus for the 9th grade success class and have devoted more resources to providing one on one mentoring time for 9th grade on track. Additionally adding a weekly skill focus for students has also integrated an opportunity for student discourse on how to manage time and shared ideas and discussion.

We continue to support our 8th to 9th grade transition. 9th grade students take High School Success class in the Fall with continued monitoring and meeting time with the HSS Mentor in the Spring. 8th grade students take a High School Introduction and readiness course in the Spring with the HSS Mentor. Students have study hall time with the HSS mentor.

Students were offered more opportunities for credit attainment and courses aligned with student interests along with standards in core classes. 9th grade students have options to gain 7 credits in their freshman year up from 6 credits. 9th Grade on track has increased to 68% at the end of the 24-25 school year, up 4% from the previous year. 23% of the incoming 25-26 9th grade cohort will have high school credits ranging from 0.5 to 3.0 credits in place. Primarily advanced mathematics placement.

Outcome-B Credit retrieval options will be increased for students not on track

- More support for credit recovery options will be provided
- Continue a summer school program for off track students
- Increase the curriculum options for off track math students

Students are supported by teaching staff in their license area and we have continued to provide additional support through our Credit Recovery Specialist position focused on ELA credit retrieval and to high needs social studies areas. Summer School opportunities have increased to include elective options for students for credit attainment in addition to credit retrieval for students that are off track. Student opportunities in electives, career learning, and select core classes are available for students to earn original credit through proficiency based independent study classes. In addition, ELA recovery has increased its alignment with the on track courses to provide students with an authentic ability to retrieve credit in this area. Summer school over the past two years has provided approximately 20% of our students with opportunities to gain credit.

Off track math students are offered Algebra, Geometry, and Practical Math credit retrieval in summer school and “off semester” options during the school year to keep momentum of gaining credits in math. A mathematical modeling class will be added for the 25-26 school year to offer students more opportunities to gain math credit at the algebra level.

Outcome-C Increase and support college level opportunities for students through dual credit and ACC

- Provide continued activities to inform students about early college credit options
- Increase college level dual credit opportunities
- Increase social emotional curriculum and work with students

Students have access to the Expanded Options Program for early college, and we provide funding for student courses and books. We offer college level credit options, AP Precalculus and dual credit in: Introduction to Forestry, Introduction to Business, and Writing 121 and 122, through SWOCC.

Counselors have integrated a new SEL curriculum focused on developing post-secondary skills through programming with Wayfinder. Teachers are receiving professional development for the use of student-centered approaches to classroom instruction. Ongoing training to staff is centered around SEL and culturally responsive practices and creating a safe welcoming school environment for all students and families.

Outcome-D Provide students with high interest CTE pathways to increase career skills and college readiness

- Increase options for students to have direct connection with school to work, certifications, and dual credit
- Provide students with hands on CTE related opportunities
- Increase curriculum options

EVA has CTE programs in Marketing and Natural Resources that was renewed as a full pathway for the 2025-26 school year. The popularity of our new Natural Resource Pathway continues to grow. In addition, our students have participated and placed in competitive activities through FNRL. The pathway added an agriculture and food course during the 24-25 school year in addition to a capstone course. EVA provides hands-on materials to the curriculum in the Natural Resources pathway and uses virtual based simulations in the Marketing and Business curriculum to enhance work based learning. These pathways are not funded through Perkins so our resources for these pathways come through our HSS grant and Career Pathways funding to add new curriculum and provide accessibility for students. .

Communication for the pathways is provided through forecasting, on the CTE website, and through our teachers. We host annual Future days that focus on college and careers that highlight CTE and other programs for students to further their post secondary goals and work on their 4 year planning for high school.

- Outcome-E Increase access to college and career readiness with students over 4 years
- Increase the content and resources provided for students to explore career pathways
 - Develop a college and career readiness team to develop curriculum by grade level
 - Create a 4 year plan for each student

This year EVA was an Aspire School and we provide college and career readiness information through our HSS team and the Class Connection Course at each grade level. Over the last year we have transitioned to using a new college and career readiness program, Oregon CIS, which is aligned with the new requirements for Senate Bill 3. As part of the goal to increase this area of need along with our SAP Goal to increase graduation rates, we have added an additional High School Success team member by hiring a Graduation Advisor.

Outcome-F Collect data that will inform decision-making processes to determine students at risk.

- Utilize continuous examination of data to determine at risk students.

HSS Team in 9-12 focused on data to support students that are not on track, low GPAs, chronically truant students, and disaggregated groups which identified some areas of need. Our data analysis is focused on how our policies and practices address barriers for students and we have additional goals in place to address inequities in these areas along with a strategic alignment of instruction K-12 to address the areas that impede learning. A tiered system of support has been established at the high school level for students at-risk.

"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."

Streamlined data collection continues to be a barrier. We have added new programs for the 25-26 school year that will provide more tracking for our students. We do not receive full funding from the State and it creates challenges to implement programs to support our students as we have the same expectations as non-virtual schools to increase our graduation rates and early literacy. Additionally, as a virtual school we see a number of students coming to us that have been unsuccessful in a traditional school setting and arrive credit deficient. We offer an alternative setting for these students but this dynamic affects progress in increasing credit retrieval and attainment that increase graduation rates.