



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Joint Administrative Board Work Session - 5:00 PM

Thursday, January 22, 2026

In-Person at Phoenix High School

<https://us02web.zoom.us/j/87168591589?pwd=GMPqNHZ0MsaDb9qguJsZwMgadKHxTn.1>

Password: 949729

The Board of Directors and the PTS Administrative Team will be conducting a work session to review school/program assessment data and goals for 2025/2026.

No public comments will be taken by the Board during this session. There is one action item that is time-sensitive.

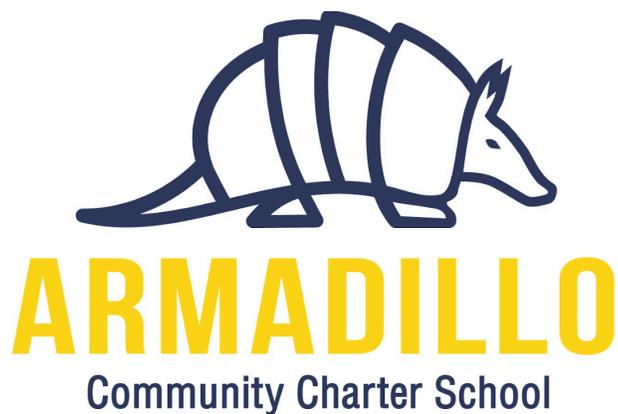
Agenda Español

Minutas Español

AGENDA

- A. **Dinner for the Board and Administrative members 5:00 - 5:30 p.m.**
- B. **Action Item - 5:30 - Board Member Development Funds Request**
- C. **Presentations/Questions**
 - 1. **Introduction**
 - 2. **ACCS - Armadillo Community Charter School**
 - 3. **PTRA - Phoenix-Talent Rising Academy**
 - 4. **OHES, PES, TES - Orchard Hill, Phoenix, and Talent Elementary Schools**
 - 5. **Recess - 7:10 - 7:20**
 - 6. **TMS - Talent Middle School**
 - 7. **PHS - Phoenix High School**
 - 8. **Summary**
 - 9. **Adjournment**

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Annual Report Narrative

2025-2026

Completed By
Rachel Garner, Executive Director

Completed For
Phoenix-Talent School Board

Completed On
January 20, 2026

Link to [Annual Report Slideshow](#)

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How is Armadillo Community Charter School committed to its mission?

1. Increasing student learning and achievement

During the first term of 2025, students earned a median of 2.04 credits; with a total of 150.8 credits earned through in-person coursework, credit recovery courses, and work experience hours. This is an improvement from our 2024-2025 first term where students earned a median of 1.75 credits; with a total of 124.34 credits earned. Students also took advantage of summer credit building opportunities and earned a total of 20 credits towards graduation.

49% of students enrolled in the 2025-2026 school year are new to Armadillo, with 16% of those being new to high school (freshman level). 62% of students begin their time at Armadillo off-track to on-time graduation; which is aligned with previous years (this percentage includes 5th and 6th year students returning to Armadillo). In the 2024-2025 school year; 61% of students were off-track at the beginning of the year - this percentage was 37% by the end of the school year. Armadillo anticipates even better performance this school year because we have a dedicated staff member to credit recovery and on-time graduation tracking.

Proficiency-based grading which allows students to update and revise their work until it is their best increases student agency in their learning. English language arts remained steady at level 2 state test scores; as we continue to utilize an integrated curriculum which is aligned to Oregon common core standards student engagement will increase. We have moved to project-based learning, which all staff received training in over the summer; thus increasing student understanding of real-world application of school subjects and increasing cross-curricular understanding.

The Capstone senior project has continued to evolve with student input and aligns with the new standards around career and college readiness, financial readiness, and life skills. It is a goal that all graduating students complete the FAFSA enrollment process and submit at least one college application; regardless of their intent to attend. This gives students the opportunity to practice valuable skills with help, so in the future they have experience to fall back on. We continue to add opportunities for our students; including a ride-along opportunity, military testing, and job shadow opportunities.

2. Increasing choices & meeting individual academic needs and interests

Armadillo's number one way to increase choice and meet individual needs is through Edmentum credit recovery services. During the summer session, June - July 2025, a total of 20 credits were retrieved. Graduating students at the end of each term has allowed 4 students to graduate during the 2025-2026 school year; 2 of which are 6th year completers and one is a 5th year completer.

Continued partnership with ProjectYouth+ has continued to serve our students through industry tours and increasing community involvement through presentations and access to RCC and SOU events. Armadillo has partnered with Pollinator Project, Southern Oregon Land Conservancy, Pacifica, Rogue Workforce, the Rogue Valley Growers Market, and the Imani Institute to provide varied and connected credit both on and off campus. Furthermore, the creation of the Southern Oregon Career Center with SOESD has provided junior and senior students with the opportunity to earn their phlebotomy certification and RCC medical assisting credits while attending high school - we have 7 students taking advantage of this option.

The creation of a graduation plan for each student has allowed streamlined scheduling, planning, and clear communication with staff, students, and families regarding the expectations around graduation. The graduation plan has also eliminated the anxiety students feel when behind on credits because they are given a clear picture of steps for on-time graduation. The senior capstone project requires students to receive points in a variety of ways; exposing them to college, career, and financial opportunities.

3. Encourage different and innovative learning methods

Armadillo continues to implement flexible learning schedules designed to meet individual student needs, strengths, and interests. The school's FLEX schedule allows students to complete coursework remotely up to two days per week, incorporates work-based learning and project-based instructional practices, and supports self-paced academic progress. Ongoing listening sessions, surveys, and intake interviews with incoming students inform program adjustments and ensure responsiveness to student circumstances and academic goals.

At Armadillo, instructional accommodations and innovative assessment practices are embedded across all classrooms and are available to all students. Staff intentionally design assessments by unpacking academic standards and providing multiple, standards-aligned methods for students to demonstrate mastery. For example, students who experience challenges with written expression may demonstrate learning through oral presentations or project-based assessments. Students are also explicitly taught self-regulation strategies, including time management and focused work routines. Technology is integrated into instruction to support personalized learning, with staff and students utilizing open educational resources, online research tools, and applied learning platforms.

Beyond in-person instruction, Armadillo continues to expand online learning opportunities to support both credit retrieval and interest-based coursework. The school utilizes Edmentum and additional online platforms within a proficiency-based framework. Students may demonstrate mastery through comprehensive assessments rather than completing all instructional modules, allowing for more efficient credit completion while maintaining academic rigor.

Armadillo currently offers dual-enrollment opportunities in partnership with Rogue Community College, enabling students to earn both high school and college credit. These offerings, combined with community partnerships and project-based learning experiences, provide students with increased access to postsecondary pathways. In the coming year, Armadillo plans to expand RCC dual-enrollment options, strengthen community partnerships, and further increase hands-on, applied learning opportunities aligned with student interests and workforce and postsecondary readiness goals.

4. Provide opportunities in small learning environments

Armadillo continues to have small class sizes, with no more than 20 students in each. An academic model change for the 2025-2026 school year is grouping freshman-sophomore students and junior-senior students for increased academic rigor in each course and staff are able to increase depth of learning. Teachers differentiate for the student skill instead of perceived skill; utilizing Edmentum diagnostic results and in-class formative assessments. Mixed grades have been shown to increase the skill of low-achieving students and increase critical thinking of students across low- and high-achieving students.

Our community partnerships allow small cohorts of students to interact with community members around shared interests; furthering the individual opportunities on and off campus while increasing culture through student awareness of others' interests. Currently, our students are gaining outdoor educational opportunities with Pacifica student leadership programming, Southern Oregon Land Conservancy riparian restoration projects, and Siskiyou Field Institute for willow tree planting.

5. Create innovative measurement tools

With 66% of our student population being juniors and seniors (a decrease from 73% in 2024) and ~84% being enrolled less than two years at Armadillo, measurement of student achievement has to include the entire story of each student; taking into account their previous academic journey. Our school uses Edmentum diagnostics at the beginning and end of the school year to measure student growth. We use this tool because

students are familiar with it and use it throughout the year as an in-class learning tool; the students familiarity with the platform increases their chances of successful and accurate academic diagnostic data.

On top of academic data, it is a goal of Armadillo to create a sense of safety, significance, and belonging for all stakeholders that visit our campus. We frequently send out student surveys, conduct informal listening sessions, and provide opportunities for feedback from all stakeholders. We're currently working with SOREN to create a data team around student attendance and engagement; conducting empathy interviews and analyzing historical data to make positive changes.

Our five year strategic plan involves moving all grading to proficiency-based, rubric grading; this will allow more accurate measurement of student learning and mastery of content standards. Furthermore, both staff and students will easily be able to assess learning gaps and address them immediately and return to essential skills on an ongoing basis with multiple opportunities for learning and growth.

LEARNER DEMOGRAPHICS

2024-2025 vs beginning 2025-2026

- 70 enrollment vs 75 current enrollment
- 114 unique enrollment vs 92 current unique enrollments
- 22% IEP or 504 plan vs 16% current IEP or 504 plan
- 35% working full or part time - decrease from 77%
- 40% report having a mental health condition that interferes with attending school - down from 57.1%

ACADEMIC PROGRESS

ODE Report Card Information

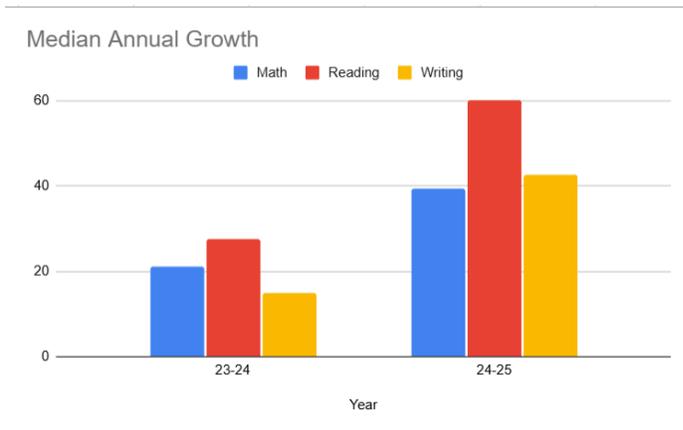
- 2024-2025
 - 42% On Time Graduation
 - 77% Five Year Completion
- 2023-2024
 - 71% On Time Graduation
 - 82% Five Year Completion
- 2022-2023
 - 74% On Time Graduation
 - 88% Five Year Completion
- 2021-2022
 - 81% On Time Graduation
 - 62% Five Year Completion
- 2020-21
 - 54% On Time Graduation
 - 54% Five Year Completion

Credit Earning

- 2.04 median credits earned by students enrolled for full first term 2025-2026
 - Average IEP credit earning 2.03 for students enrolled for full first term
 - 150.8 total credits earned in term 1

Edmentum Diagnostic Results

- Continue to increase in growth from beginning to end of school year diagnostics - students are measured against their beginning diagnostic results



State Standardized Tests

- English Language Arts: Level 2 (no change)
- Mathematics: Level 1 (decrease from previous year)

LEARNER BEHAVIORS

- Attendance Rates:

Total Population	25-26	24-25	23-24	22-23
95.0-100%	11	6	4	5
90.0-94.9%	12	10	5	5
85.0-89.9%	10	7	4	1
80.0-84.9	11	3	2	1
<80%	30	19	10	4
Total	74	45	25	16
Count Students >=90%	23	16	9	10
Count Students < 90%	51	29	16	6
Percent Students < 90%	68.9%	64.4%	64.0%	37.5%

ATI Continuous Improvement Plan Goals 2026-2028

Long Term ACCS Goals & Metrics			
Goal 1	Students feel a sense of safety, significance, and belonging leading to increased engagement with ACCS		
Metrics	By June, 2026	By June, 2027	By June, 2028
	40% of student body will report "I like coming to school"	50% of student body will report "I like coming to school"	75% of student body will report "I like coming to school"
	60% of student body will report "I have a voice in school decisions"	75% of student body will report "I have a voice in school decisions"	90% of student body will report "I have a voice in school decisions"
	Chronic absenteeism will drop to 60%	Chronic absenteeism will drop to 50%	Chronic absenteeism will drop to 40%
Goal 2	Staff training and retention are prioritized to promote student engagement and decreased chronic absenteeism		
Metrics	By June, 2026	By June, 2027	By June, 2028
	90% staff retention maintained	90% staff retention maintained	90% staff retention maintained
	25% participation in clubs & extracurricular activities	40% participation in clubs & extracurricular activities	50% participation in clubs & extracurricular activities
Goal 3	Personalized learning and credit earning opportunities are increased leading to improved on-time graduation rates		
Metrics	By June, 2026	By June, 2027	By June, 2028
	50% of student body will report utilizing alternative credit earning	60% of student body will report utilizing alternative credit earning	75% of student body will report utilizing alternative credit earning
	40% on time graduation rate reported	60% on time graduation rate reported	85% on time graduation rate reported

Student Testimonials

We asked the students "why do you choose Armadillo?" and this is some of their answers:

"This school has provided for and supported me individually in less than a year, than in my entire academic career elsewhere. My teachers are always willing to sit with me and talk out problems and allow me to speak personally and casually. Discussion and real world skills and knowledge are heavily encouraged here. I have yet to experience a truly bad day here."

"Armadillo is my chosen school because of the community it offers. The students and staff here are unlike anything I've ever seen, everyone is ready and happy to help, and it just makes this place feel like home."

7

“This school is very caring about their students, and gives time to people when needed.”

“They understand more than other high schools and it’s a smaller school so it’s easier.”

“They are very welcoming and anti-harassment, which helps students who have had bullying issues.”

“Smaller schools have more individualized learning.”

“My old school was too stressful and too much fighting. It’s more peaceful here.”

“At the bigger schools it was harder to focus on the school work, also at Armadillo it is easier to make friends because everyone is so friendly.”

“They actually care for each student and they make sure people pass and graduate.”



ARMADILLO

Community

Charter

School

I ❤️
Armadillo

MAIN FOCUS

Creating a sense of safety,
significance,
and belonging



2023-2024

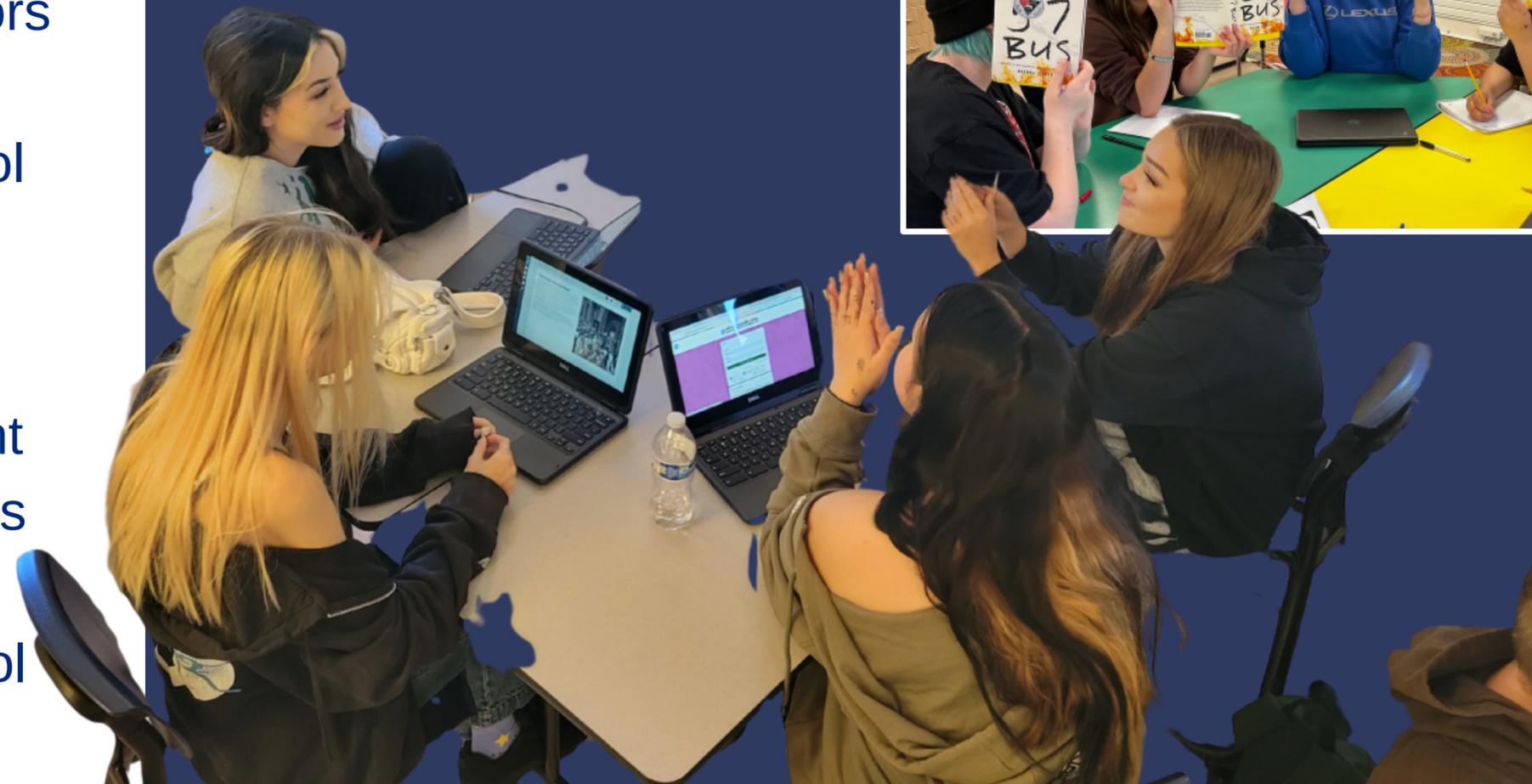
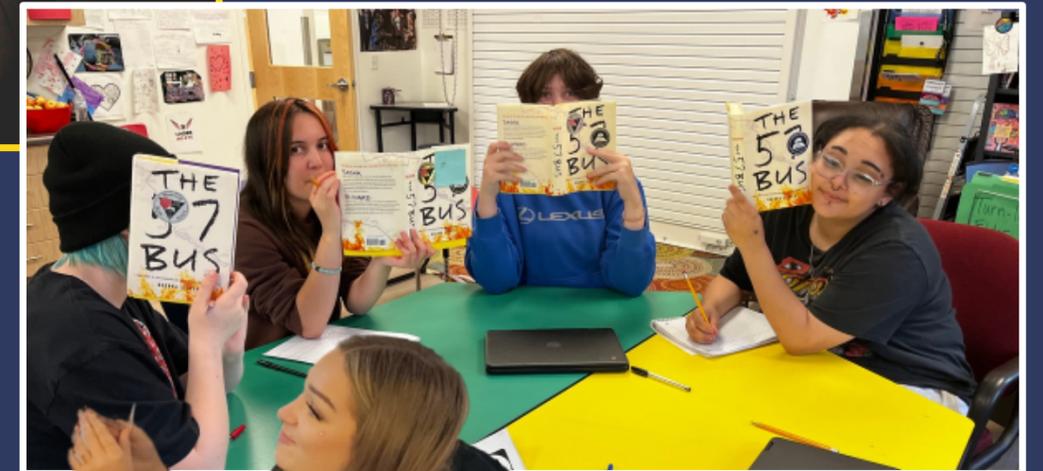
- 78 ADMw
- 122 students through the doors
- 43% return
- 16% from Phoenix High School

2024-2025

- 70 ADMw
- 114 students through the doors
- 54% return
- 9% from Phoenix High School

2025-2026

- 74 ADMw - current enrollment
- 92 students through the doors
- 52% return
- 3% from Phoenix High School



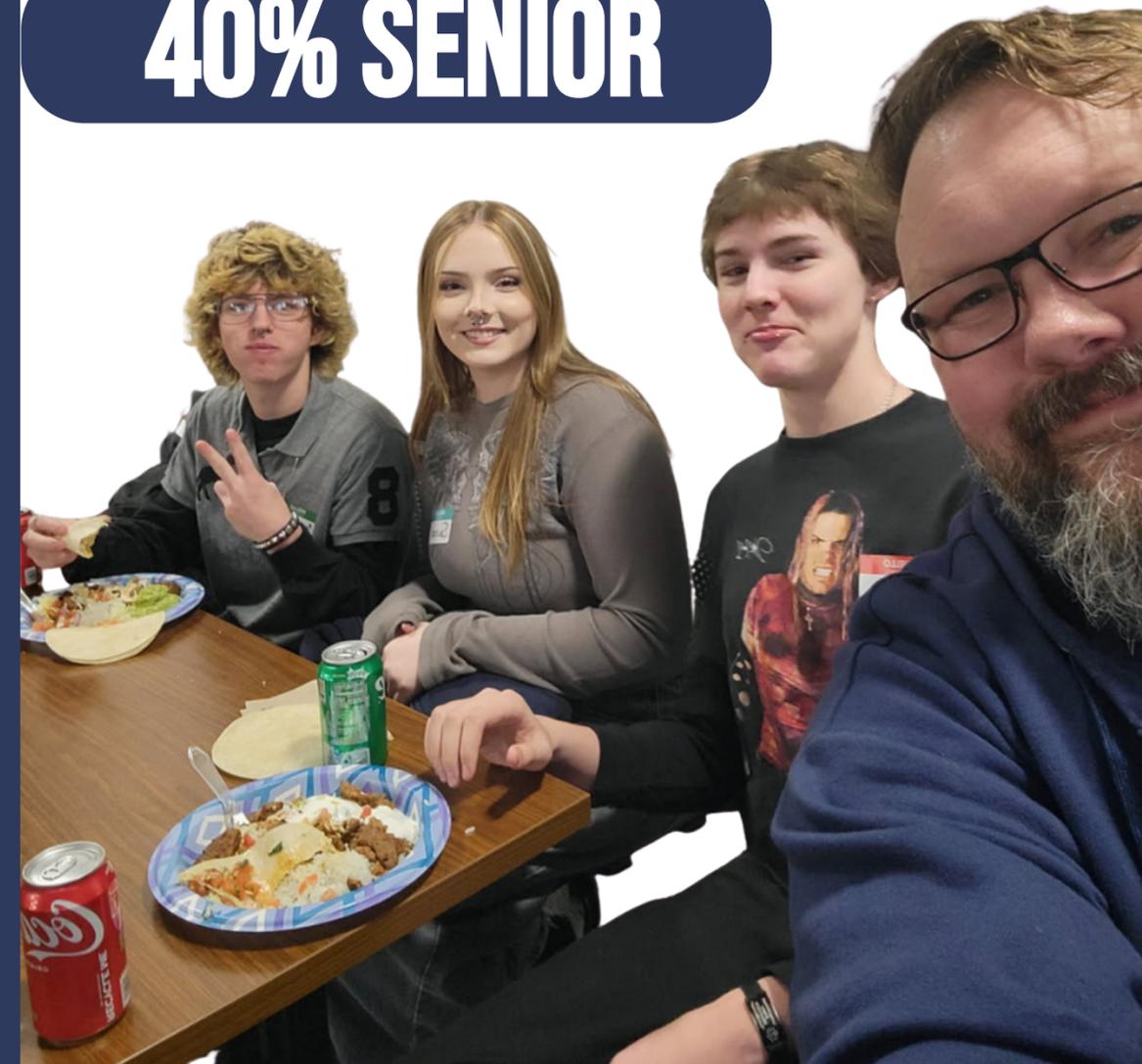
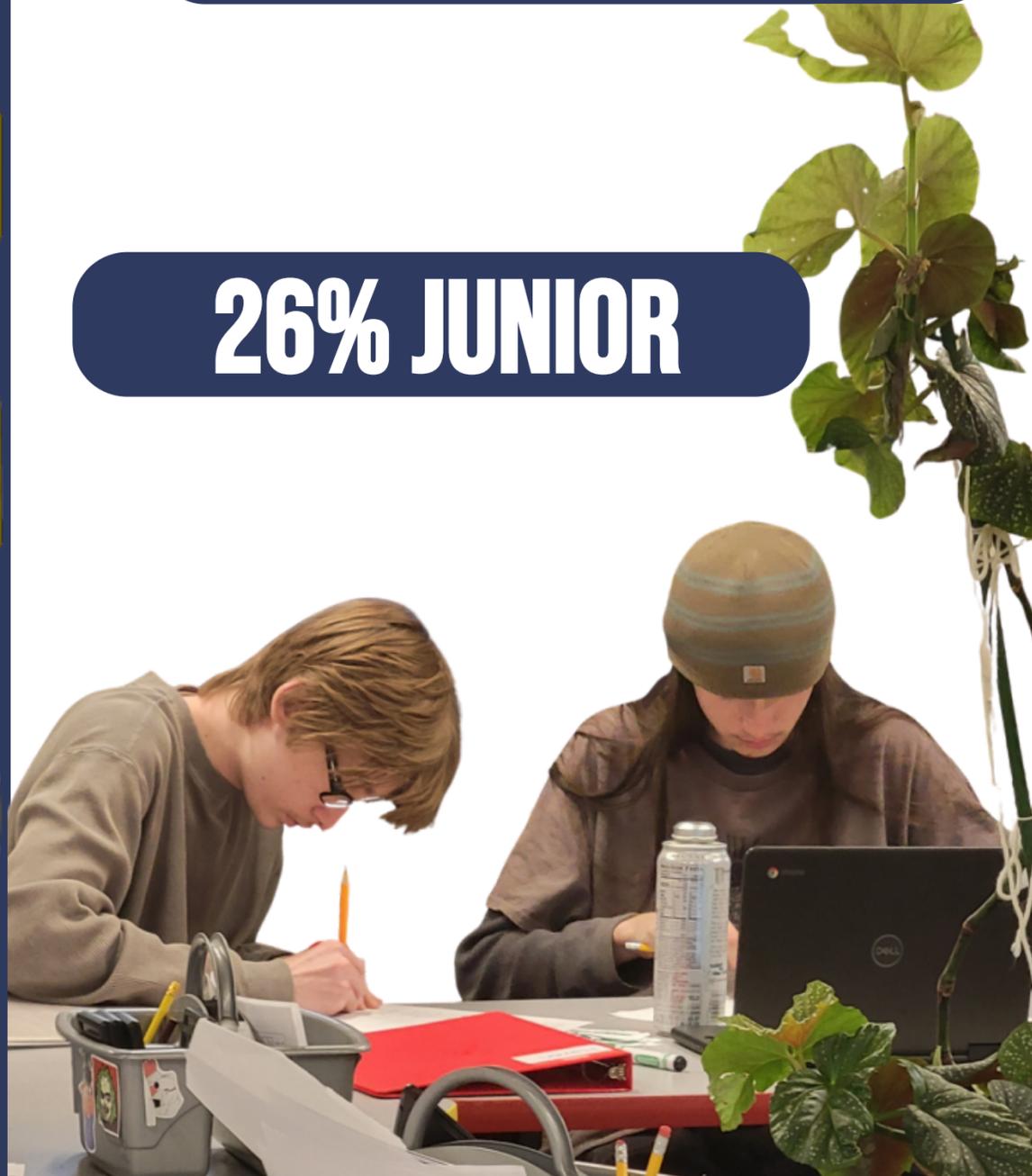
GRADE LEVEL BREAKDOWN

21% FRESHMAN

26% JUNIOR

16% SOPHOMORE

40% SENIOR



GRADUATION RATE

2023-2024 reported for 2024-2025
42.86% on time graduation
76.67% 5-year graduation rate

2024-2025 reported 2025-2026
68% on time graduation
33% 5-year graduation rate

2026



PROJECT BASED LEARNING

Hands-On & Cross Curricular

Real World Issues

Public Displays & Presentations



Whole
Staff
PBL Trained





25 - 26 INITIATIVES



Dual Enrollment

First year offering this
4 students enrolled

Employability Skills

Embedded in
EVERY class

Internships

Students getting connections in the community & paid for their time

Attendance Data Team

SOREN data team focused on attendance



SOUTHERN OREGON CAREER CENTER



Armadillo students
are 75% of the
MA Program



1 year: certified phlebotomist

2 year: certified medical assistant

IN THE COMMUNITY

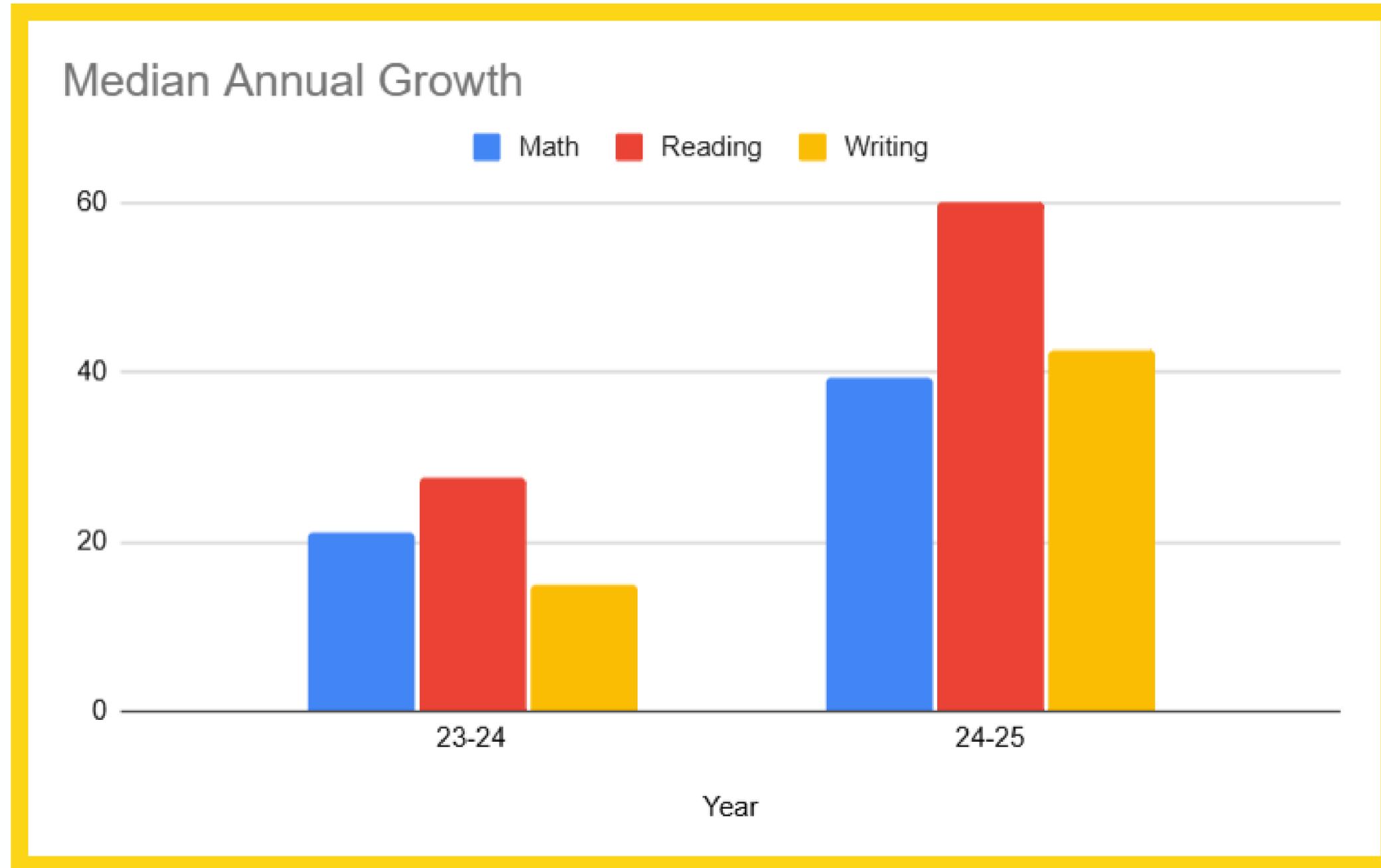


CONSTRUCTION PROGRAMMING

- INDUSTRY SPEAKER
- STUDENT PANEL
- COMMUNITY
- SOESD

A collage of images showing students in a classroom setting, engaged in various activities. The text "CONSTRUCTION PROGRAMMING" is prominently displayed, along with "INDUSTRY SPEAKER", "STUDENT PANEL", "COMMUNITY", and "SOESD".

FOCUS ON THE GROWTH



MISCONCEPTION CORRECTION CAMPAIGN

MISCONCEPTION

Students at that school must have done something to be sent there.

CORRECTION

Armadillo is a school of choice. Students choose us for our individual, hands-on learning, and our small class sizes.

“They treat you like you’re an actual person”
-Current Student



Misconception: Armadillo students underperform academically

Correction: Majority of students who attend Armadillo were disengaged at their previous school - Armadillo may be the first school where they feel engaged in academics!

“Armadillo is so flexible and feels more like a community. I don’t feel like I’m coming to school every day, but I am.”
-Current student

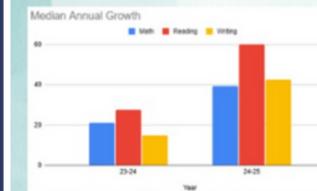
What we hear:

Test scores show lower academics, so my student can't be successful there

The Truth:

Armadillo student growth is above average!

We focus on critical thinking skills through project-based learning and individualized attention in each class. We only want students to be better than their previous self & continually ask for self-reflection and self-assessment to build confidence & academic success.



What we hear:

The academics are too easy & not challenging students

The Truth:

Learning is “easier” when class sizes are small & students receive individualized instruction and attention. Armadillo focuses on critical thinking skills instead of memorization of facts.

We don't offer AP courses, but we do offer dual enrollment in Rogue Community College courses AND certificate programming through SOESD career center.

Misconception: Charter schools are expensive

Correction:

Armadillo is a public school & FREE to attend for all 9-12 students!

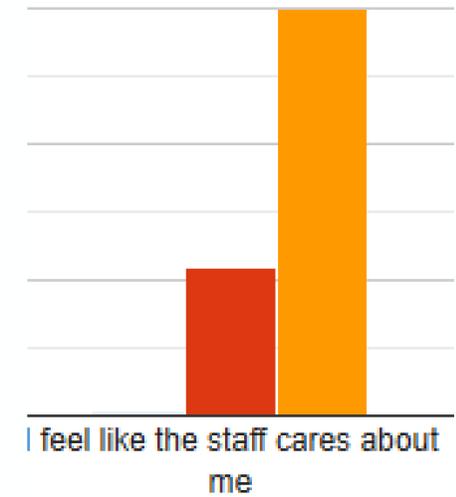
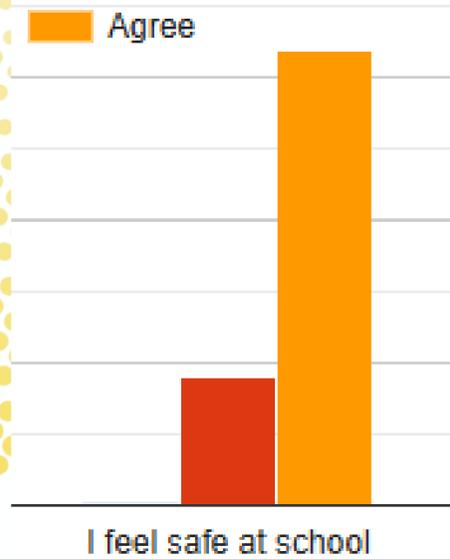


Ashland Chronicle
Article



WHY WE MATTER

“I HAVE YET TO EXPERIENCE A TRULY BAD DAY HERE”



**“There are less people,
so I’m less anxious”**

**“I had no faith in myself till I moved to
Armadillo, now I believe I can graduate on time”**

**“The students and staff are unlike anything I’ve
seen, everyone is ready and happy to help and
it just makes this place feel like home”**

**“AT ARMADILLO, STUDENTS ARE NOT LEFT BEHIND, THEY ARE GIVEN
THE OPPORTUNITY, GUIDANCE, AND RESPECT THEY NEED TO
GROW!!!”**

**“ ACCS CARES SO MUCH ABOUT EVERY
STUDENT NO MATTER WHAT BACKGROUND
OR SKILL LEVEL, THEY BELIEVE EVERY
STUDENT IS CAPABLE OF FINISHING
SCHOOLING AND LEARNING THE SKILLS
THEY NEED FOR THE REST OF THEIR LIFE
AND THAT IS VERY SPECIAL”**

“THE BEST THINGS ABOUT ARMADILLO
ARE THE INTANGIBLE THINGS”



Phoenix-Talent Rising Academy

JAB Report

Joint Administrative-Board Meeting

Jan. 22, 2026



We are The Phoenix





School Structure



- **2 Teachers, 1 IA/Office Manager, 1 Administrator**
- **Class Breakdown**
 - K-5th Grade (Mrs. Macias-Valdez)
 - 6th-8th Grade (Mrs. Harley)
- **Physical Elements**
 - Classroom/Office at OHES
 - In-person weekly activities for all grades, optional
 - Field trips for all grades, optional
- **Virtual Elements**
 - Online direct instruction (K-5)
 - Online, web-based classes (6-8)
 - Online supplementary programs (i-Ready, etc.) (K-8)
 - Online intervention groups (K-8)



Enrollment Numbers

as of 1/20/26



Kinder	3	17	35
1st Grade	2		
2nd Grade	3		
3rd Grade	3		
4th Grade	2		
5th Grade	4	18	
6th Grade	8		
7th Grade	5		
8th Grade	5		



Enrollment Context



- Enrollment - 9/6/22: 23 students
- Enrollment - 11/17/22: 30 students
- Enrollment - 6/13/23: 54 students

- Enrollment - 9/5/23: 24 students
- Enrollment - 11/15/23: 33 students
- Enrollment - 6/11/24: 55 students

- Enrollment - 9/5/24: 21 students
- Enrollment - 11/15/24: 27 students
- Enrollment - 6/1/25: 43 students

- Enrollment - 9/2/25: 20 students
- Enrollment - 1/20/26: 35 students
- Enrollment - 6/1/26: ??

The trends we typically see are:

- 1) Higher elementary enrollment at BOY.
- 2) Influx points at end of Q1, Winter Break, end of S1, and Spring Break.
- 3) Higher middle school enrollment by EOY.



Why Do Families Choose Phoenix-Talent Rising Academy?



- Want to Homeschool Their Student(s)
 - Travel/Lifestyle
 - Flexible Schedule (for families and students)
 - Curricular Choices and Flexibility
- Social/Behavioral Challenges
- Health Concerns
 - Physical, Mental, and Emotional



Elementary Program



- Teacher provides live, grade-level, direct instruction via Google Meet, daily.
- Teacher provides optional STEAM classes with social time in-person, weekly.
- Teacher/IA provides intervention support, online or in-person, as needed.
- Teacher provides one-on-one support for parents and students online, as needed.
- Teacher follows same pacing schedule and instructional goals/standards as in-person elementary schools.
- Students have access to PE, Music, and the Media Center at district elementary schools.



Elementary Program

cont.



- Blend of teacher-created content and parent-delivered support:
- Teacher creates and supports core instruction using the same curriculum as our in-person elementary schools:
 - Reading - Amplify
 - Math - Ready Math
 - Science
 - Art & Science projects - in-person STEAM class, optional
- Teacher offers supplemental instruction to parents for implementation:
 - Social Studies
 - Health/Physical Education
 - Art



Middle School Program



- Teacher meets with the whole class online, once per week.
- Teacher meets with each student individually online or in-person, once per week.
- Teacher provides optional academic support/social time/art time in-person, twice per week.
- Teacher provides one-on-one support by appointment or during drop-in Office Hours online, daily.
- Students have access to extracurricular sports and activities through Talent Middle School.



Middle School Program cont.



- All direct instruction provided via Edmentum online courses.
- Teacher grades assignments and authorizes tests within Edmentum.
- Students take the same seven classes per semester as in-person middle school.
 - 5 core classes, year-long, online: Math, Language Arts, Science, Social Studies, PE/Health
 - 1 elective, semester-long, online except for:
 - Hands-on in-person elective offered through our partnership with Talent Maker City
 - 1 Advisory class, year-long, includes online meetings with teacher, incorporates SEL (Wayfinder) lessons



At-A-Glance Profile



OREGON AT-A-GLANCE SCHOOL PROFILE Phoenix-Talent Rising Academy

PRINCIPAL: Aaron Santi | GRADES: K-8 | 215 N Rose St, Phoenix 97535 | 541-535-3353



Students We Serve



DEMOGRAPHICS

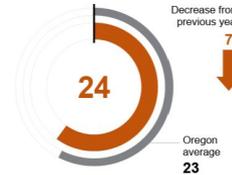
American Indian/Alaska Native	Students: 0%	Teachers: 0%
Asian	Students: 0%	Teachers: 0%
Black/African American	Students: 0%	Teachers: 0%
Hispanic/Latino	Students: 25%	Teachers: 0%
Multiracial	Students: 2%	Teachers: 0%
Native Hawaiian/Pacific Islander	Students: 7%	Teachers: 0%
White	Students: 66%	Teachers: 100%
* Ever English Learners	2	Languages Spoken
* Students with Disabilities	90%	70%
	Required Childhood Vaccinations	Students Experiencing Poverty

*<10 students or data unavailable

School Environment

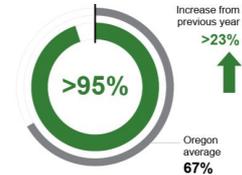
CLASS SIZE

Median class size.



REGULAR ATTENDERS

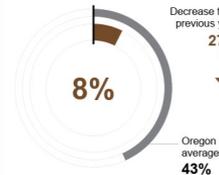
Students who attended more than 90% of their enrolled school days.



Academic Success

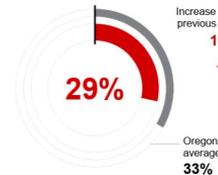
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



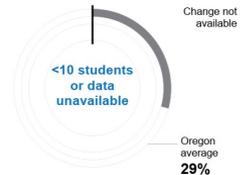
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Thank you for viewing our school report card. In this report card you will see many strengths as well as some areas where we have opportunities for improvement. As a school we are going to continue to focus on improving math performance in general with our students. We are designing and implementing targeted, individualized intervention programs for these students to meet this goal. Additionally, while our attendance has been near the top of our district schools, we are working diligently to continue to boost attendance rates.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

The physical, mental, and emotional safety of our students is a top priority for our school. As a largely online school we devote a great deal of time and training with our students in how to be good "digital citizens." This includes formal programs led by our teachers, along with daily informal discussions and reminders about appropriate online etiquette and best practices for treating others well in an online environment. We are also implementing a new social/emotional learning curriculum called Wayfinder to help support our students' emotional and mental health and wellness.



i-Ready Reading Diagnostic



Overall Placement

Students Assessed/Total: 25/27



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



⊕ Not assessed (due to grade or domain exempted)



i-Ready Math Diagnostic



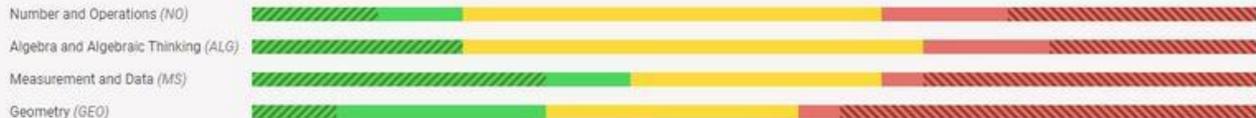
Overall Placement

Students Assessed/Total: 24/27



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain





School Goals 2025-26



- **Build Community and Sense of Place & Belonging**
 - In-Person Opportunities
 - Field Trips
 - Socializing Opportunities
 - Family Engagement and Empowerment
- **Attendance**
 - Meet State and District Attendance Goals
 - Personalize and Individualize Attendance Support
 - All Staff Members Involved
- **Math Achievement**
 - Alignment with District Goals and Tools
 - Measured through i-Ready Diagnostics and Smarter Balanced assessments.

Questions?





When Systems Align, Students Thrive



Coherence Through Collaboration



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Guided by Inclusive
Learning Communities

04 You're Included

The Board's Seat at the
Table



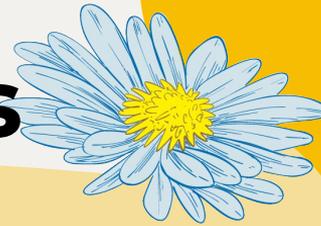
01

Data Updates

Demographics & Goal Target Trends



Demographics



TES	PES	OHES
→ 354 Students	→ 315 Students	→ 286 Students
→ 39% BIPOC	→ 58% BIPOC	→ 38% BIPOC
→ 11% LEP	→ 30% LEP	→ 6% LEP
→ 15% SpEd	→ 27% SpEd	→ 17% SpEd
→ 5% Migrant	→ 20% Migrant	→ 2% Migrant
→ 1% MKV	→ 10% MKV	→ 4% MKV





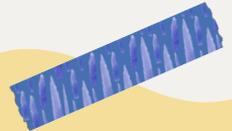
Orchard Hill Elementary School



	Reading SBAC	Math SBAC	Attendance
21/22	31%	27%	86%
22/23	36%	27%	68%
23/24	37%	25%	70%
24/25	49%	35%	71%
Current Trend iReady	43%	30%	68%



80-55-45





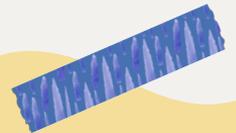
Phoenix Elementary School



	Reading SBAC	Math SBAC	Attendance
21/22	21%	14%	61%
22/23	27%	11%	61%
23/24	25%	23%	68%
24/25	22%	24%	74%
Current Trend iReady	%	%	89%



80-30-30





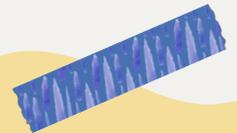
Talent Elementary School



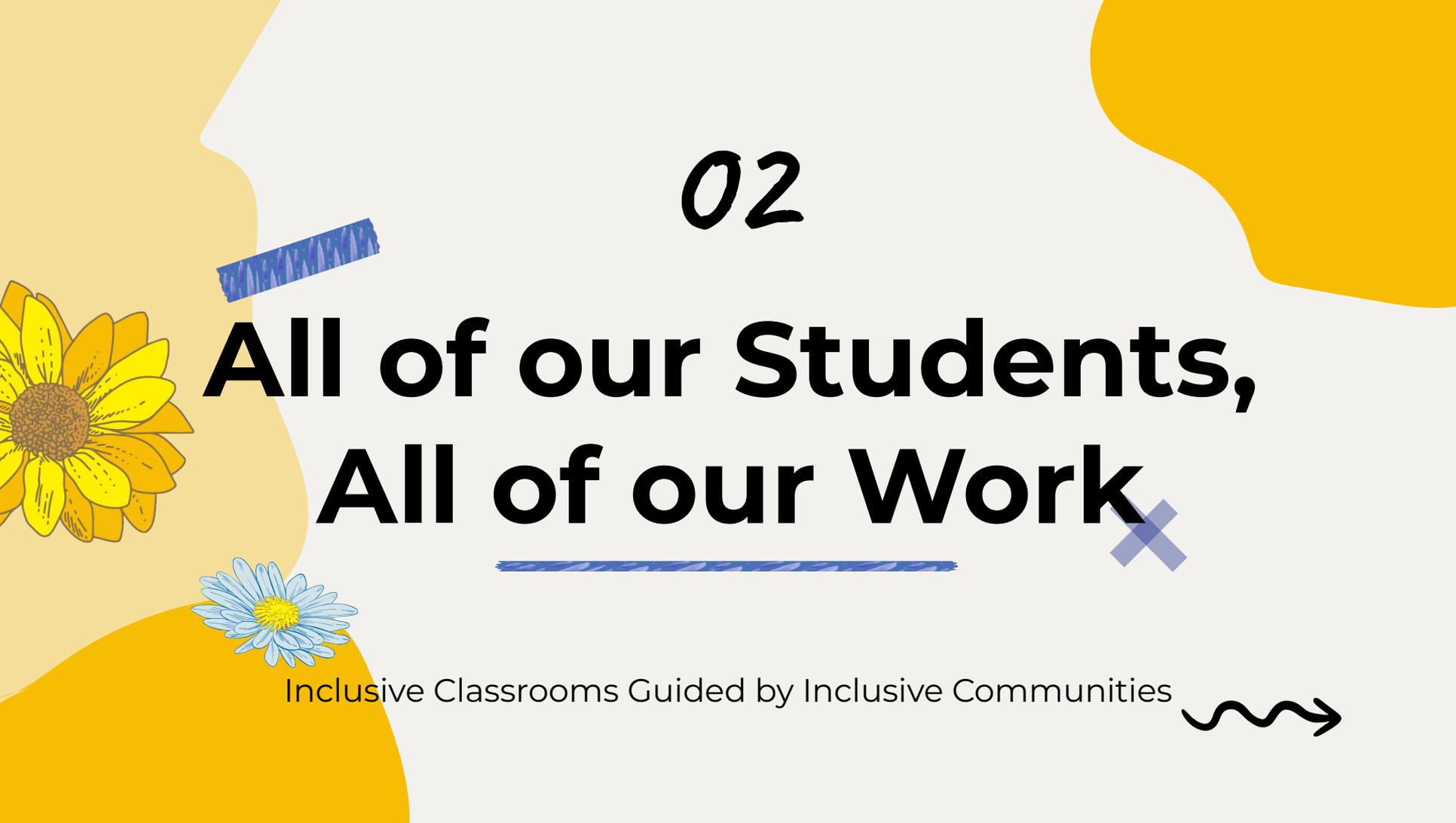
	Reading SBAC	Math SBAC	Attendance
21/22	37%	31%	77%
22/23	37%	31%	68%
23/24	38%	31%	75%
24/25	42%	42%	78%
Current Trend iReady	%	%	85%



85-55-55



02



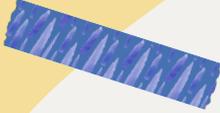
All of our Students, All of our Work



Inclusive Classrooms Guided by Inclusive Communities



All Means All



District PLCs



Inclusion



Family Engagement





BROOKES
PUBLISHING CO.

We will know that
INCLUSIVE EDUCATION
has really become
EMBEDDED IN OUR CULTURE
when the term becomes obsolete.



From Choosing Outcomes and Accommodations for Children, Third Edition, by Michael F. Giangreco et al.



Inclusion Outcomes



Positive Peer Models

*Access to Grade-level
Content*

*Belonging =
Better Attendance*



District Wide PLC Teams

- Weekly Virtual Meetings on Tuesdays
- Common Practices
 - ◆ Unit Planning (LA & Math)
 - ◆ Pacing Updates
 - ◆ Assessment Administration
- Reflective, Professional Practitioners
- District-wide Core Review



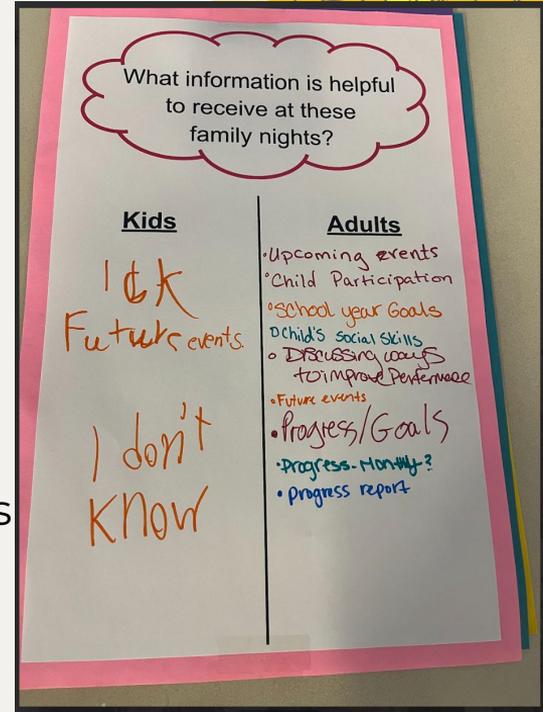
Family Engagement

The (now predictable) Framework

- ★ Connection Building
- ★ Data Transparency
- ★ Capacity Building
- ★ Goal Setting

Refining Steps

- Integration of Curriculum in Family Nights
- Attendance Focus
- Family Learning Walks (to come!)



03

Hitting The Target

Staying focused on Systems



DILT

**District ELA
Implementation
Leadership Team**



Standards of Practice

Phonemic Awareness
Phonological Awareness (K-1)
Phonics
Tricky Words
Fluency
Background Knowledge
Explicit Vocabulary Routines
Grammar
Writing

MTSS Handbook

ORTII, Core Instruction, T2, T3, DBI

Professional Development

Inservice, Core Review, Subject Specific
Trainings

MILT

Math Implementation
Leadership Team



Standards of Practice

Purposeful Questions & Student Discourse

Building Teacher Capacity

Teachers learning from teachers

Professional Development

Engagement, Essential Skills, Assessments

Targeted PD & Feedback

- Focused use of early release Wednesday
- Continual PD from ORTII
- Observation feedback focused on engagement strategies

Lesson objective and/or Standard:
 Written - Stated throughout lesson (Number of times): _____ Students can state the objective:
 Is adopted curriculum being used at the time of the classroom visit? _____

Teacher	Date	Time	Observer		
Engagement <small>Students' opportunities to respond and practice</small>		Feedback <small>Teacher provides productive specific feedback</small>			
Individual - one or two students at a time, while others watch/listen:		SEL +	SEL -	Academic	
All students are working/responding - Independently Choral (oral): Written: Kinesthetic:		SEL +	SEL -	Academic	
In Pairs (e.g. A/B) - Short -Clearly structured: yes no	In Pairs (e.g. A/B) - Long (Indicate Time) -Clearly structured: yes no	Classroom Map			
In Small Groups - Short -Clearly structured: yes no	In Small Groups - Long (Indicate Time) -Clearly structured: yes no				

Opportunities for students to respond:

Notes (Sample questions asked/comments/responses/quotes):'

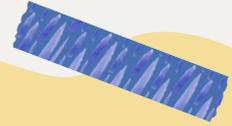
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04

You're Included!

All means you too!





“Trust grows when people are welcomed into the process, not just the outcome.”

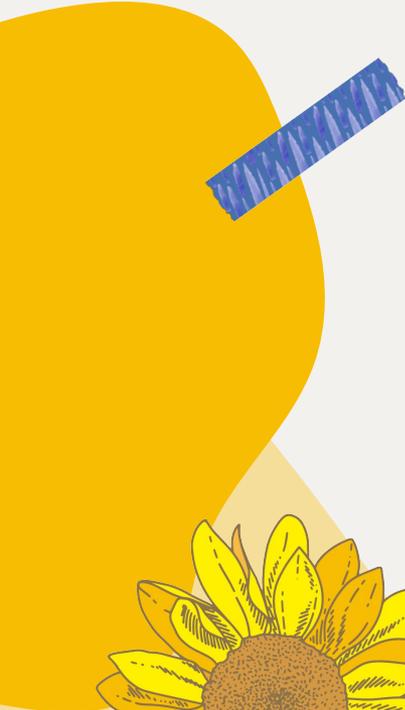


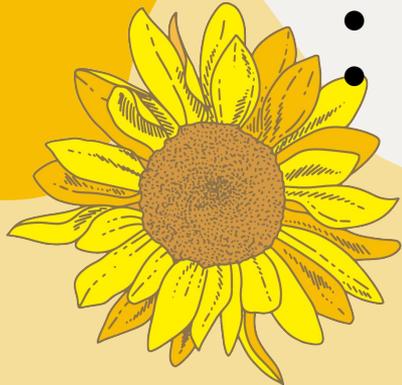
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Feel Free to Join

- 
- Instructional Events (Wednesday PD, inservice, etc)
 - PLC Meetings (every Tuesday)
 - Core Review (3x per year)
 - Instructional walkthroughs
 - Family Learning Walks





THANK YOU!!!!!!



“Leadership is not about being in charge. It is about taking care of those in your charge.”



—Simon Sinek



TALENT MIDDLE SCHOOL

JAB Presentation

January 22, 2026

BEGINNING WITH HOPE

To know I believe 
in them and their potential.

I hope every student feels included
and builds confidence to take risks, grow,
and stand up for themselves and others.

That they have hope —
and if not, that they
can learn to 

I hope our scholars
find their trusted person...
staff or student... to remind
them that they are NOT
alone on their journey!

I hope
our students
feel safe enough
to be themselves,
take risks, and
grow!

I hope students
know they are capable
of doing hard things.

... they belong
... they are loved
... they feel safe

A GREAT DAY TO BE A BULLDOG!



STUDENT DEMOGRAPHICS

Current Enrollment: 491 (486 in 24-25)

39% Hispanic

50% White

6% Multiracial

1% American Indian/Alaska Native

1% Black/African American

<1% Asian

1% Native Hawaiian/Pacific Islander

~22% ELL

~19% students
receiving Special
Education services

>95% free/reduced
lunch

EVERY CHILD DESERVES
A CHAMPION,
AN ADULT WHO WILL
NEVER GIVE UP ON THEM,
WHO UNDERSTANDS THE
POWER OF CONNECTION,
AND INSISTS THAT THEY
BECOME THE BEST THAT
THEY CAN POSSIBLY BE.

- RITA PIERSON





DIGGING INTO THE DATA

IREADY SCORES

Fall Diagnostic:

- For the Fall Diagnostic, 27% of our students were at or above grade level in Reading

Overall Placement

Students Assessed/Total: 462/491



- For the Fall Diagnostic, 14% of our students were at or above grade level in Math

Overall Placement

Students Assessed/Total: 458/491



ZOOMING IN ON 8TH GRADE

Connecting to our Strategic plan and 8th Grade Math:

Fall Diagnostic (2024-2025 School Year): 5% at or above grade level

Fall Diagnostic (current year): 12% at or above grade level

ATTENDANCE

% Present

90-100

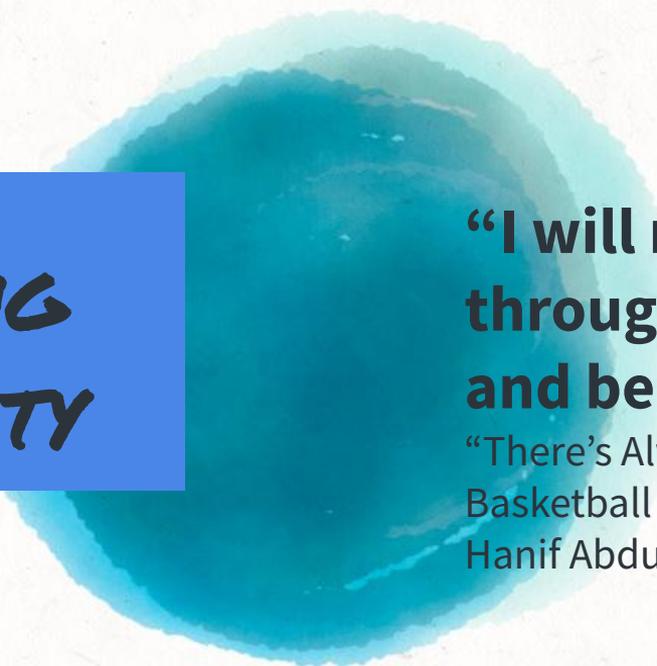
73% of students

80-89

20% of students

<80

7% of students



**SUPPORTING
OUR REALITY**

**“I will not let you move
through this..school...
and be forgotten”**

“There’s Always This Year: On
Basketball and Ascension
Hanif Abdurraqib

OUR SCHOOL COUNSELORS: SUPPORTING THE WHOLE STUDENT

Tier 1 Support

- ▶ Homeroom SEL lessons
- ▶ Culture, history, and heritage month lessons
- ▶ Overall systems/supports around academics



Tier 2 and 3 Support

- ▶ Small Group Support
- ▶ Academic Workshops
- ▶ Crisis Support
- ▶ Skill Building

Other

Programs/Interventions:

- ▶ Sources of Strength
- ▶ First Gen College Day
- ▶ W. E. B.

Focus on instructional moves...

- ▶ District adopted curriculum
- ▶ Observations and Intentional Feedback
- ▶ Building up our instructional leaders to support teaching teams
- ▶ More intentionality around math intervention within our Bulldog Block classes
- ▶ Focus on writing and foundational reading skills
- ▶ Building motivation around grades/attendance

... to increase student learning.

TMS DAILY SCHEDULE

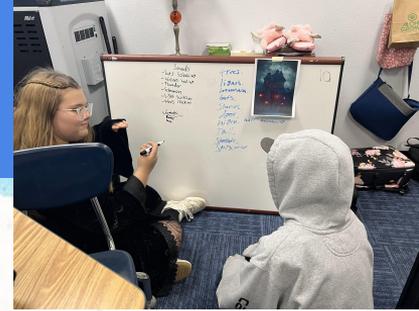


- 8 classes over a two-day rotation
- 5 core subject classes (Math, ELA, Science, Social Studies, Health/PE)
- 3 enrichment/support/specialty classes
- Math and ELA meet every day, all other classes meet every other day

TMS DAILY SCHEDULE

A FOCUS ON MATH + LITERACY:

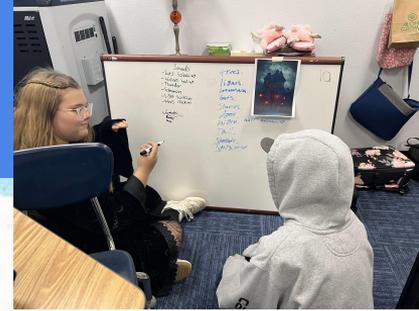
- Students are receiving 60 minutes of math and 60 minutes of ELA each day.
- 233 Students currently enrolled in a Bulldog Block math intervention class which meets every other day.
- New addition of Algebra 1 class at TMS.



TMS DAILY SCHEDULE

ENRICHMENT:

- Art, Advanced Art
- Band, Choir & Music
- Career and Technical Exploration
- Community Leadership -Community 101
- Ecology and Culture (Part of our TWI)
- Beginning Spanish
- Yearbook
- Advanced PE
- STEM





CLUBS AND EXTRACURRICULARS



111 kids in band this year

23 students in our new Choir program!

Some of the Events/Highlights this Year:

- Band Concerts
- Varsity Band and Choir Festivals
- 16 middle school students doing Winter Guard. Can't compete but will performing at high school games
- Rogue Valley Symphony work with our students
- All District Band Concert
- Parades
- General music collaboration with CTE to make instruments

TALENT MIDDLE SCHOOL ATHLETICS

- Reposted and filled all 25 TMS coaching positions for this school year
- Continued to offer seven sports to all TMS, PTRA, and homeschooled students within district boundaries
- Registered 150 athletes for at least one sport
 - 25 3-sport athletes (2 will play 4 sports!)
 - No-cut policy across all programs
- Maintained partnerships with local athletics groups: Southern Oregon Runners, Rogue Valley Volleyball Club, and Manny's Basketball Leagues
- Received grant funding from the Dave Kitchell Endowment Fund and support from Figaro's Pizza in Phoenix.



IMPACT CLUB

LIFE ART

SCAVENGER HUNT

BRAIN BOWL

BOYS AND GIRLS CLUB

PIRATES TO RAIDERS



**STUDENT AFFINITY
GROUPS**

BSU, LSU, QSA,

OBOB

TRIO

TALENT MAKER CITY

RV MENTOR CIRCLES



**OTHER THINGS TO
HIGHLIGHT**

▶ Family Engagement

- Registration
- Family Meetings
- Positive Phone Calls and Postcards
- Latino Family Nights
- Newsletters
- Student-led Conferences
- Parent Volunteers

▶ MTSS/SST

▶ ASAP

▶ Attendance Team and new Attendance System



Join us for
lunchtime
activities

Guest Speaking
in our leadership
class



**THANK YOU
FOR YOUR
SUPPORT!**

Check Ins

Presence at
events

Champions of
our schools



BELIEF IN HOPE

PHS

2025-2026

Phoenix High School

JAB

REPORT



WHAT DOES EQUITY IN EDUCATION MEAN TO YOU?

take a few seconds to write your thoughts on the card in front of you

PHASES OF THE WORK

- Phase 1 (2022–2023): Belonging, stability, and access
- Phase 2 (2023–2025): Alignment, systems, adult capacity
- Phase 3 (2025–2027): Implementation and refinement

DISTRICT-ALIGNED STRATEGIC PRIORITIES

Attendance & Engagement

On-track progress / Graduation

Instructional Coherence

Clear Alignment to District Strategic Plan

STUDENT ENGAGEMENT, VOICE & BELONGING

Student Leadership

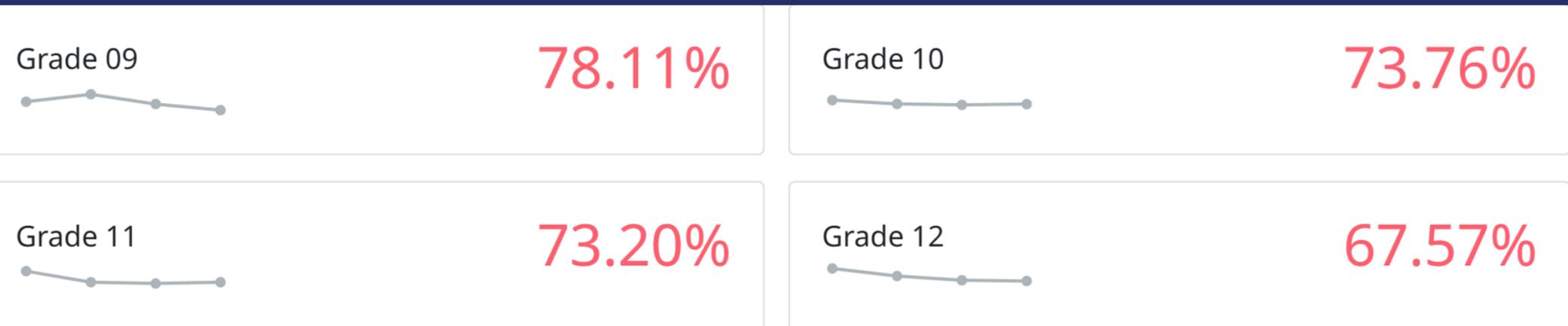
School Spirit

Student Choice & Ownership

ATTENDANCE: CURRENT STATE & SYSTEM RESPONSES

Attendance Goal:

Eighty-five percent of students will attend 90% or more of each school year



			Regular					
			Attendees	Total	Regular Attendees	Total		
Current	73.36% Level 1	▲ 0.29%	493	672	2025-2026	73.47% Level 1 ▲ 11.97%	493	671
30 days	73.07% Level 1	▼ 1.82%	491	672	2024-2025	61.50% Level 1 ▼ 1.53%	417	678
60 days	74.89% Level 1	▼ 4.84%	501	669	2023-2024	63.03% Level 1 ▼ 8.43%	416	660
90 days	79.73% Level 1		527	661	2022-2023	71.46% Level 1 ▼ 20.30%	323	452
					2021-2022	91.76% Level 4	601	655

ON- TRACK GRADUATION DATA

the signal

9th Grade

Every student at the completion of ninth grade will have six or more credits

End of Quarter 1

177 Students

On-Track: 92%

Wednesday School
Grad Coach Check In
Spring Break School

ON-TRACK GRADUATION DATA

the signal

12th Grade

Ninety-six percent of all students will graduate on time with a regular or modified diploma within four years of starting high school.

End of Quarter 1

150 Students

On-Track: 91%

Wednesday School
Spring Break School
Credit Retrieval
ASAP

Parent Meetings
Grad Coach Check In
Honor Roll

RESPONSE TO THE SIGNAL

correction

Utilizing all available graduation pathways & supports

Earlier Tier 2 intervention thresholds

Coordinated Intervention Structures

System Learning

MUTI-TIERED SYSTEM OF SUPPORT

Tier 1 – Core Instruction

Tier 2 – Targeted, Time-bound Supports

Tier 3 – Intensive Supports

Emphasis on Early intervention

INSTRUCTIONAL COHERENCE: ANCHORS OF LEARNING



1. Rigor & Relevance
2. Engagement
3. Behaving to Learn
4. Celebrating Success
5. Adult Learning
6. Family Engagement

Collective Efficacy

INSTRUCTIONAL PLAYBOOK

High Leverage Strategies

Student Discourse

SLOP Strategies

Writing Across the Curriculum

Formative Checks (Exit Tickets)

ADULT CAPACITY

Coaching

Student Outcomes	Culture of Coaching	Equitable Practices	Curriculum
Data & Data Protocols	Menu of Coaching Options	High Leverage Practices	Curriculum Mapping
MTSS System Support	Transformational Coaching	PD Plan & Implementation	Curriculum Adoption Support
Assessment Alignment	Sharing “the Work”	Learning Anchors	Curriculum Resource Access
Student Outcome Team Launch	Sharing Classroom Magic	SIOP/ CM Deliverables	Guaranteed & Viable Curriculum and Assessments
	New Teacher Support		Standards & Learning Targets

WHAT DOES THIS MEAN FOR STUDENTS?

Predictability

Earlier Support

Clear Expectations

Increased student voice & choice

ON-GOING CHALLENGE

Adult Capacity
Implementation

WHAT'S NEXT

Refinement

Monitoring

Alignment

...clear continuation of the last few years of work

BOARD SUPPORT

Curiosity

Policy Aligned Support

Continued Presence

