

# Phoenix School - IP Annual Report 23-25

Identifier #	Annual Response Question	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection
1 AR1	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.	We celebrated an increased percentage of high school completers in June of 2024. Students and their families or support networks displayed deep pride in the achievements reached. We saw more students earn dual credit with Umpqua Community College. The number of students who received employment skills coaching and held paid work positions exceeded set goals. Student achievement in English as indicated on the Oregon state student assessment showed significant improvement. Our professional learning teams were essential in identifying and solving barriers to attendance issues particularly through applying an equity lens. The percentage of undergraduate students who plan to return to Phoenix, a school of choice, is near total. The percentage of staff planning to return also shows improvement over the previous school year. Among the more intangible evidence of school improvement and student engagement is the distinct sense of a more positive school climate. Stricter standards were expected of students this year and stricter standards for teachers. The increase in structure and expectations schoolwide was met with resistance at first - as we expected. However, by Q4, that structure and targeted supports and interventions made possible by integrated grant funds was paying off in improved student behavior and achievement. Student pride in themselves and their school was obvious.	The 2024-25 school year at Phoenix Charter School was a year of many changes. New administration held teachers and students more accountable for appropriate behaviors, greater attendance, credits toward graduation, and academic growth. The fruits of our improvement programs showed dramatic growth in the percentage of students on track to graduate with 10th grade increasing by 22%, 11th grade by 28% and 12th grade by 21%. The number of graduates in 2025 exceeded the number in 2023 by 15 students, an increase of 175%. A modest increase of 2.2% in attendance in the biennium is attributed to the grant-funded programs that conducted outreach and relationship building. Student behaviors showed a marked improvement with credit to our Safety and Wellness team. Our most reliable measure of academic improvement is from our LOM using Star 360 assessments since it shows cohort improvement over the 2023 - 2025 biennium. In reading, the cohort group started from 13% at or above to 49% at or above - a phenomenal 270% improvement. In math, the achievement grew from 4% to 17% - a 325% increase. We attribute these gains to the extra staff hired for classroom support, the relationship building done by our Safety and Wellness program, and the higher standards teachers and students were held to. We are grateful for the extra support made possible by the IG grants.
2 AR2	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.	At the end of Q4, we experienced serious staffing changes. Our principal resigned and our dean of students was promoted to fill that position. Our Board of Directors hired a new executive director of our partnering non-profit organization. We ended the year with a new leadership team. Though we are optimistic these changes will be for the best and will spark growth, such significant changes are creating anxiety and uncertainty among the staff. The new leaders have plans to connect with staff, students, families, and community partners over the summer. Our tech CTE program struggled in Q4. We failed to get our tech courses to a satisfactory level of implementation. The greatest obstacle was the lack of cooperation between the two staff members assigned to the program. Neither of those staff members will return in the fall so we plan to rebuild our CTE opportunities with a functional team, expanded areas of study, greater admin support, and staff development opportunities.	The biggest challenge we faced this year was the lack of support from our charter sponsor, Roseburg Public Schools. When we met to report progress to them, their attitude was dismissive. They would express complaints about our former leadership team and would not give credit for the improvements made in the 2024-25 school year. In May of 2025, the Roseburg Board denied our renewal request for future operation. We are diligently seeking sponsorship from another district but in the meantime, we have to shut down operations. With the likelihood of nonrenewal hanging over our head, morale was very low, yet our staff were still able to implement programs that resulted in academic, attendance, and graduation rate improvements. Another area with which we struggled was in our CTE program. Although our career learning opportunities, work force training, and work experience offerings enriched student future employment, we struggled to maintain viable classroom CTE courses. Our computer and construction programs lost staff members, and no qualified teachers applied to fill the gaps.
3 AR3	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.		Our metrics showed growth in all areas as described in AR1 above. We are very proud of our staff and students for that improvement. However, Roseburg Public Schools hired a consultant to recommend whether or not to honor our charter renewal request. Her report acknowledged that data from SY 24-25 would not be included in the assessment. Only data from the 2020-2024 school years would count. She recommended non-renewal, and the Roseburg district followed her advice. Phoenix Charter School no longer exists. However, we are not without hope that we will be able to re-open after a year to explore unique programs we could include based on the needs of local youth, we are formulating a vision of what we could become. We recognize that what we implemented with our grants in the biennium 2023-25 achieved significant gains across our metric rates. We want to build on that success. There are plans to restructure our charter school to include latchkey activities before and after school for students of all ages. We envision enrichment activities in music and graphic arts as well as serving as advisors to connect students with the social services they need. At this time, we cannot apply for public school opportunities, but we will be back. This Phoenix will rise from the ashes@.