

Tigard-Tualatin 2023-24 Integrated Programs Annual Report

This Integrated Programs Annual Report Questions aims to help grantees organize narrative responses to questions prior to submitting their Annual Report via SmartSheet.

Annual Report Questions	
Question	Context/Guidance
<p>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)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>Data teams at all levels demonstrate a collaborative effort in reviewing, analyzing, and making data-informed decisions regarding students’ academic and behavioral progress.</p> <p>We were able to move from a medium to a high rating on annual progress reported to ODE by addressing stagnant progress in decision-making related to data review. Using our equitable decision-making protocol, we analyzed quantitative data and supplemented it with qualitative data gathered through interviews with focal groups and staff who support our students.</p> <p>As a result, we identified a district-wide focus on our Multilingual Learners of English and reinforced a common emphasis on discourse and active engagement strategies across our PreK-12 system. By becoming more intentional and active in using data for decision-making, we are now positioned to concentrate on instructional strategies that the district will collaboratively implement across the PreK-12 system.</p>

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.

The barriers and challenges we continue to face stem from the high expectations for services without adequate funding to support general operations. This lack of resources makes it increasingly difficult to achieve the holistic vision of education that serves all students equitably, particularly those furthest from justice. Budget constraints, which are common across many school districts, create systemic inequities that limit our ability to meet the comprehensive needs of students, families, and staff.

While we strive to be strategic and innovative, the absence of clear and sustainable funding streams for building and maintaining the necessary infrastructures leaves us relying on fragmented solutions. This challenge extends beyond operational logistics and impacts our ability to fully implement equity-centered practices, including robust restorative processes, culturally responsive teaching, and adequate support for multilingual learners and students with disabilities. Without the resources to match our vision, there is a risk of perpetuating the very inequities we aim to dismantle.

Addressing these challenges requires collective advocacy for equitable funding that aligns with the expectations placed on districts. Additionally, it necessitates a commitment to innovative practices to bridge gaps in the short term while working toward long-term, sustainable solutions. Ultimately, we need the support and investment to transform a fragmented vision into a cohesive system where every student is seen, valued, and fully supported.