



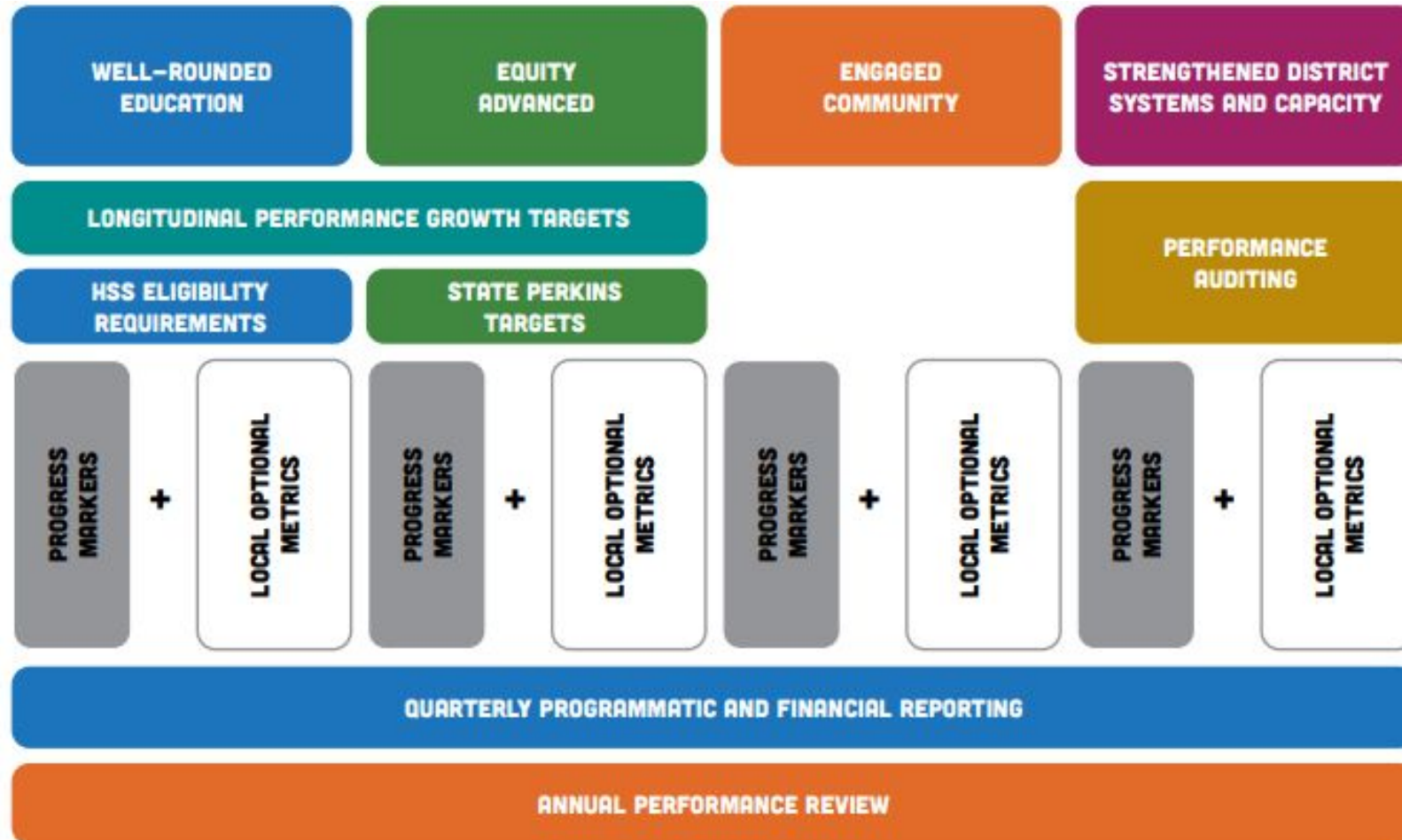
23-24 Integrated Programs Annual Report Presentation

Yamhill-Carlton School District

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions (Optional inclusion of Progress Markers)
- Each quarter, throughout the year, grant recipients have been asked to report expenditures, answer three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

Summary of Integrated Programs Performance Measures



Annual Report Narrative #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)?

As we review our progress markers and overall reflection on the implementation of our plan, we can clearly see that our efforts have contributed to both the outcomes and strategies of our Integrated Plan, as well as our Longitudinal Performance Growth Targets (LPGT). While our strategies have led to progress in several key areas, we acknowledge that further work is still required.

One of the most significant outcomes we've seen progress in is improving academic student achievement, particularly in the area of high school graduation. The 4-year graduation rate saw a notable increase of 19% from the previous year, which directly contributed to meeting our LPGT goal for graduation outcomes. This increase is attributed to our strategic implementation of the J Term schedule, which provided students with additional opportunities to recover credits and stay on track academically. Utilization of systems and processes to examine student data at the high school was also a contributing factor. These efforts align with our strategy to improve academic performance and reduce barriers to graduation, which is clearly reflected in the progress we made in our graduation rates.

Annual Report Narrative #1 continued...

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)?

Additionally, progress was made towards our outcome to increase student sense of safety, wellbeing, and belonging within the district. The increase of 5% for regular attenders is a significant increase towards meeting our LPGT goal for regular attenders, and points to an increased sense of safety, wellbeing, and belonging. The implementation of SEL curriculums, staff professional development efforts, and fencing and camera upgrades were also components that aligned with our outcome focus on improving student well-being, safety, and a sense of belonging.

The 9th grade on track LPGT has shown progress, with a 2% increase in the percentage of students on track to graduate compared to last year. While we did not meet our LPGT by 2%, we exceeded the state average by 7%. This represents a positive trend and signals that our data analysis and intervention strategies, J Term schedule, class size reduction efforts, and focused 9th grade advisory efforts are beginning to have a measurable impact. This progress is directly tied to our outcome to improve academic student achievement, and strategies of supporting students early in their academic careers to increase the likelihood of them staying on track throughout high school.

Annual Report Narrative #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?

One of the key challenges we've faced in implementing our Integrated Program is related to staff capacity, particularly with the addition of new teachers and instructional assistants.

The extensive training and ongoing support required for all staff, especially new hires, to familiarize themselves with and effectively implement new systems, processes, and instructional resources has placed significant strain on time and resources. As a result, this has hindered our progress toward achieving the desired outcome of improved academic achievement for students. Furthermore, we have not yet been able to close the achievement gap between all students and our focal students, particularly in 3rd grade ELA and the regular attender metric. This has impacted progress towards our academic improvement outcome. In our efforts to enhance student safety, well-being, and sense of belonging, we've encountered challenges in consistently implementing SEL curriculum and in applying culturally affirming, trauma-informed practices.