



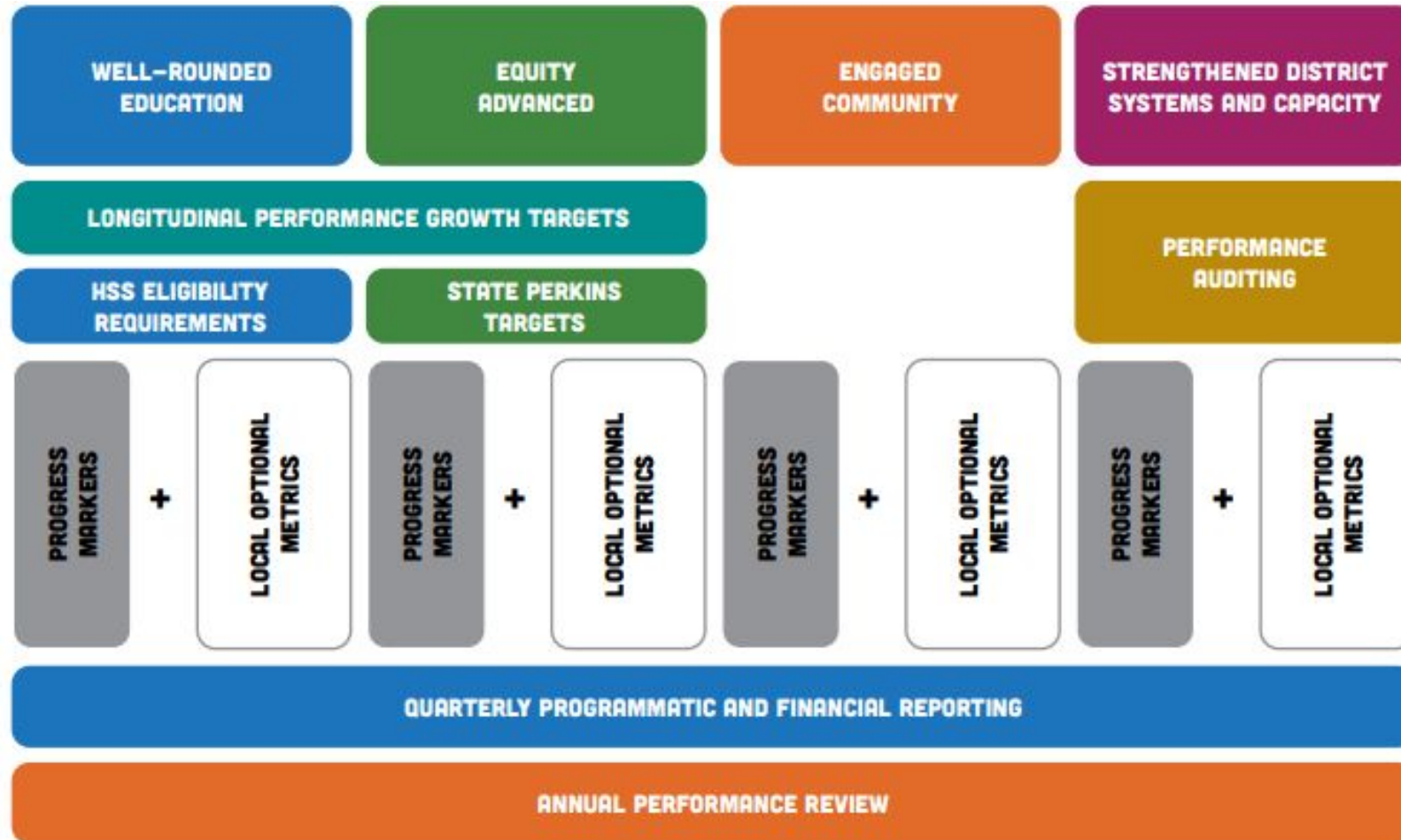
24-25 Integrated Programs Annual Report Presentation

Yamhill Carlton School District

Annual Reporting Requirements

- ODE's annual report consists of three narrative questions
- Throughout the year, grant recipients have been asked to report expenditures, 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 Requirements

- Recipients are required by statute to:
 - review their own progress on an annual basis through an annual progress report and financial audit
 - present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
 - and post the report to the district website.

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)?

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

As we reflect on the implementation of our Integrated Plan, it is clear that our efforts have contributed meaningfully to both the outcomes and strategies outlined in the plan, as well as to our Longitudinal Performance Growth Targets (LPGTs).

This is perhaps most apparent in Outcome A: Improve academic student achievement. Our intentional focus on data-driven decision making has enabled data teams across the district to access timely, actionable student data. These teams are leveraging this data to directly support instruction and interventions, particularly for our focal student populations. A targeted approach has helped to ensure that emerging bilingual students are appropriately enrolled in credit-bearing courses that align with graduation requirements, promoting equitable access to academic success.

Additionally, our commitment to student-centered environments has been supported through trauma-informed and social-emotional learning (SEL) practices. We have prioritized safe, brave, and welcoming classrooms where staff actively foster a culture of care, connection, and relationship-building. Programs such as CharacterStrong and Wayfinder have further supported this work, enhancing student engagement and sense of belonging.

Community voice and collaboration remain integral through the continued work of the Supporting All Students committee, ensuring our strategies reflect shared priorities and lived experiences across stakeholder groups.

These collective efforts have contributed to measurable progress in key performance indicators, including increases in regular attenders, third-grade ELA proficiency, and four-year graduation rates. We are encouraged by this momentum and remain committed to continuous improvement as we work toward achieving our long-term performance targets.

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?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

While we have made tremendous progress toward achieving Outcome A—to improve academic student achievement—we continue to face challenges related to staff capacity that limit our ability to accelerate and sustain success. The addition of new teachers and instructional assistants has created a significant demand for training and ongoing support. Ensuring that all staff, especially new hires, are well-versed in and capable of effectively implementing new instructional systems, processes, and resources has placed a considerable strain on both time and resources. This limitation is impacting our ability to close the achievement gap between focal populations and the general student body, particularly in the areas of regular attendance, English Language Arts, mathematics, and four-year graduation rates.

Staff capacity has also presented challenges related to Outcome B, which focuses on increasing students' sense of safety, wellbeing, and belonging. Although we have made improvements to facilities, such as adding fencing and increasing the number of security cameras, we are still experiencing issues with ensuring that these systems are fully operational and repaired in a timely manner when they are not. These ongoing challenges are affecting our ability to maintain a safe and secure environment, which is essential for supporting student wellbeing. The compounding effect of these capacity-related issues continues to slow progress and hinder full implementation of our planned strategies.

Annual Report Narrative #3

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.

While our 5-year completion percentage increased by 13% for the 2023-24 cohort, we are still 5.5% below meeting our baseline target. We believe that our intervention efforts will lead to continued growth in this metric in the coming years.

Our 4-year graduation rate has remained above the state average, exceeding our stretch target by 10%. This success is largely attributed to strategic use of data systems at the high school level. Specifically, the implementation of the "Tigers On Track" metrics within the Oregon Data Suite, which has empowered staff to closely monitor student performance and growth.

This data-driven approach has had a direct and measurable impact on our 9th Grade On-Track LPGT, which increased by 3% compared to the previous year. Not only does this surpass the state average, but it also meets our stretch target, indicating a positive trajectory. Key contributing factors include improved data systems and analysis practices, targeted interventions, reduced class sizes, and strengthened 9th grade advisory support.

In the area of third-grade English Language Arts (ELA), proficiency increased by 5%, surpassing our stretch target by nearly one percent. This reflects the effectiveness of our strategies to reduce class size, and to utilize data systems and processes for effective interventions.

The percentage of regular attenders increased by 2%, just missing our baseline target by a half of a percent. This suggests improvements in school climate, and is supported by the continued implementation of Social and Emotional Learning (SEL) curricula and sustained investments in professional development and staffing focused on student safety, wellbeing, and belonging.