



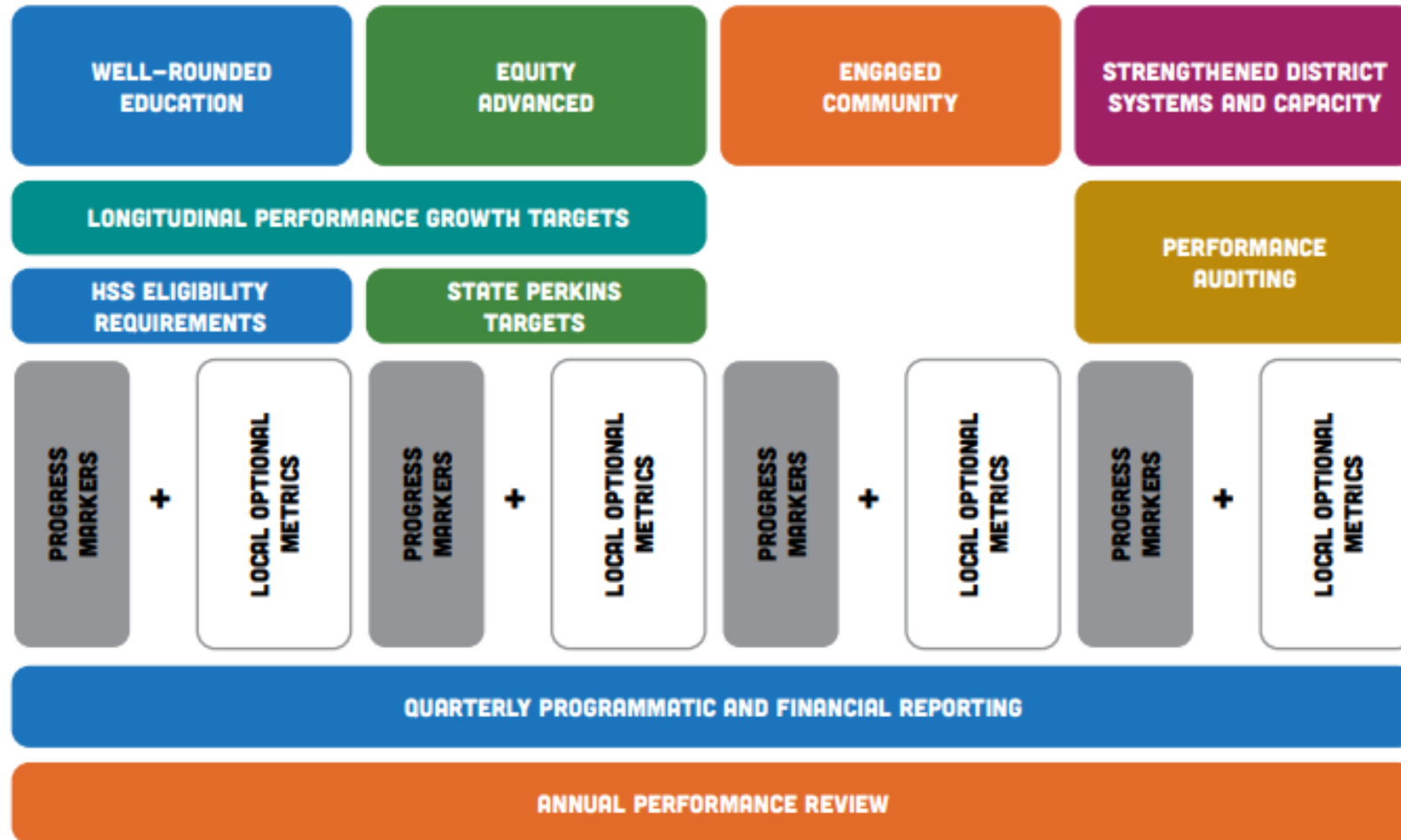
24-25 Integrated Programs Annual Report Presentation

Scappoose School District

Annual Reporting Requirements

- ODE's annual report consists of two 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



SIA Annual Report Requirements

- SIA 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 or charter school website.
- If grantee set LPGTs and LOM:
 - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
 - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)

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.

- **Progress Toward Outcomes and LPGTs/LOMs**
- This year, the district made strong progress on **Outcome E: Data teams meet frequently to review data that inform school decisions.**
Investments in the Student Information and Assessment Specialist and Academic Interventionists strengthened how we track and respond to student needs. Class-size reductions and coaching support improved the quality of interventions and instruction. These actions are reflected in key metrics: **3rd Grade ELA Proficiency** target was 53.4% and actuals were 60%, and **9th Grade On-Track** remained strong at 93.2%, exceeding the goal of 90.2%. Our focus on data use and targeted support continues to drive academic growth across schools.

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.

- **Barriers and Challenges**
- Progress on **Outcome A: Students have a sense of belonging at school** has been slowed by staffing and service capacity. Despite adding a **Behavior TOSA, Family Liaison**, and expanded **Mental Health Wraparound Services**, recruitment of qualified professionals and coordination with outside providers remain difficult. Increasing student mental-health needs have outpaced available support. The district continues to seek workforce and partnership solutions to sustain this critical work around belonging and well-being.

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.

- **Reflection on Metrics and Future Shifts**
- Data show improvement in **early literacy** and **on-track indicators**, but **attendance** remains below target.
3rd Grade ELA exceeded the target of toward 53.4%, and **9th Grade On-Track** exceeded the goal of 90.2%. These gains stem from literacy specialists, reduced class sizes, and stronger data teams.
However, **Regular Attenders** remains at 75% versus the 81.0% target. Next steps include enhancing **family engagement** and **attendance team coordination** to address barriers to consistent participation while maintaining academic momentum.