



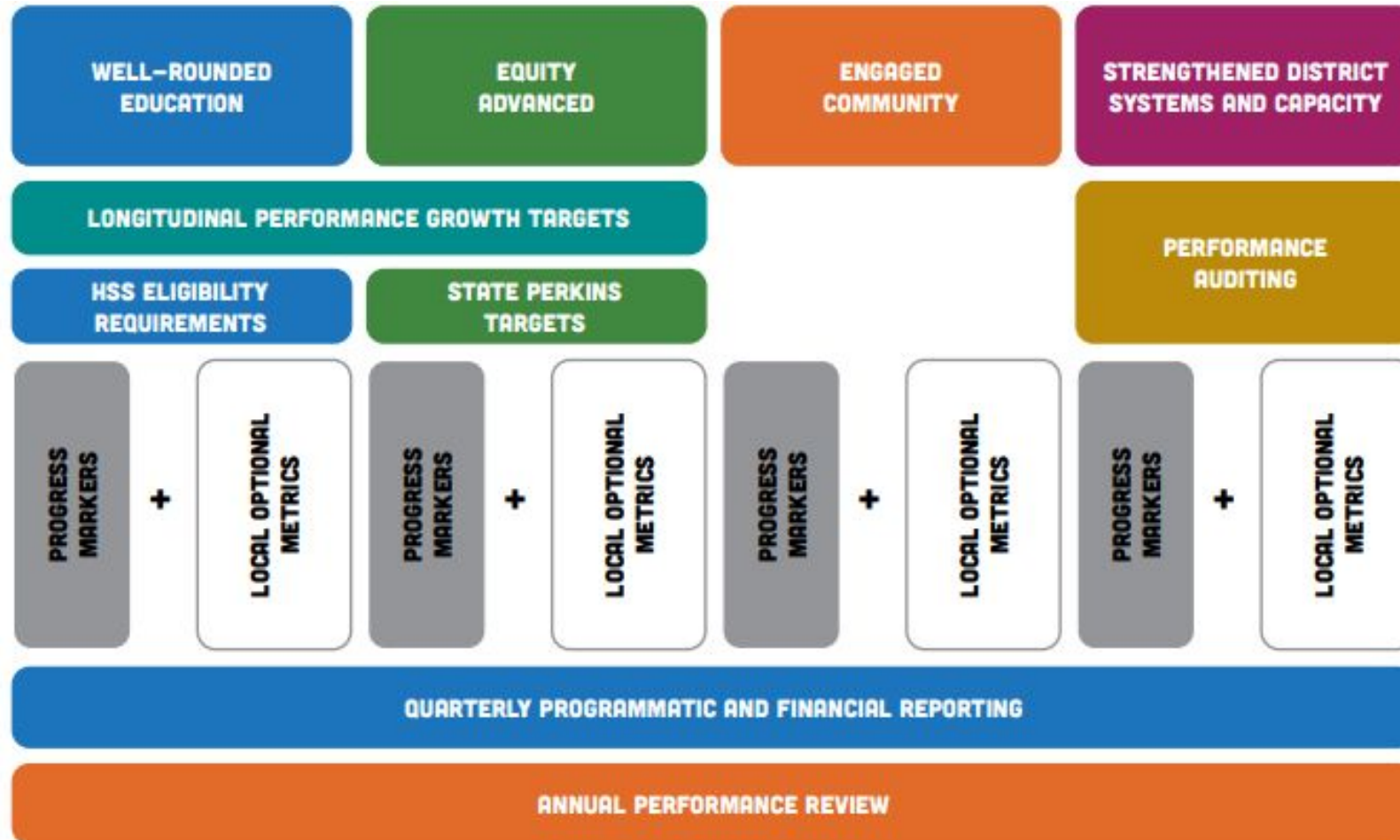
25-26 Integrated Programs Annual Report Presentation

Yamhill Carlton 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 and report on progress markers which will help inform overall progress on the 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).
- 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 continue implementing our Integrated Plan and working toward our Longitudinal Performance Growth Targets (LPGTs), we are encouraged by measurable gains in key indicators of student success, particularly student attendance and ninth-grade on-track rates.

Student attendance has improved, signaling stronger student engagement and connection to school. Our continued focus on creating welcoming, safe, supportive, and relationship-centered learning environments is helping establish the conditions students need to attend regularly, develop a sense of belonging, and engage meaningfully in their learning.

We have also seen measurable improvement in the percentage of ninth-grade students who are on track to graduate. This is an especially important indicator because success during the first year of high school is closely connected to students' ability to remain on pace toward graduation. By identifying barriers early, monitoring student progress, and providing timely interventions and supports, we are strengthening students' pathways to long-term success.

Our four-year graduation rate also remains strong and has now edged above the Oregon average. This progress reflects the impact of coordinated efforts to engage students, address barriers, and provide the supports they need to meet graduation requirements.

Taken together, improvements in attendance and ninth-grade on-track rates, along with a strong graduation rate, demonstrate positive momentum in our continued work. We remain committed to strengthening welcoming, inclusive, and supportive schools. At the same time, this progress positions us to sharpen our focus on the next critical area of improvement: increasing academic achievement for all students across the district.

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 continued to strive for progress toward Outcome A—improving academic student achievement—we recognize several ongoing challenges that affect our ability to fully measure and sustain that progress. Staff capacity remains an area of concern, particularly as we continue to onboard new teachers and instructional assistants who require training, coaching, and ongoing support to effectively implement our instructional systems, processes, and resources.

In addition, the relatively low level of student participation in the state assessment makes it difficult to obtain a complete and accurate picture of student achievement and progress toward our Longitudinal Performance Growth Targets (LPGTs). This limited participation also presents challenges in evaluating the effectiveness of our instructional efforts, identifying areas of need, and determining the extent to which we are closing achievement gaps between focal populations and the general student population.