Tigard-Tualatin 2025-26 EOY Integrated Programs Annual Report

This Integrated Programs Annual Report Questions template aims to help grantees organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Annual Report Questions	
Question	**Context/Guidance**
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.	In 2025-26 we saw gains in our Performance Growth Targets (PGTs) in 3rd grade reading. We devoted consistent time to professional development on evidence based practices in literacy. 2025-26 was the first year of implementation of our new adopted literacy curriculum, CKLA and Caminos by Amplify. We saw a 3% gain in our 8th grade math PGT in 2025-26. TTSD will continue our work on standards alignment and our focus on refining our math habits and practices to ensure that every student engages meaningfully in mathematics. In high school, our emphasis on better serving our multilingual learners and all students through improved instruction, co-teaching, standards-based grading, and transition systems is strengthening pathways for students to stay on track to graduate. Our 9th Grade Success (9GS) teams use intentional scheduling, grading practices, and individualized pathways to directly support our PGTs for 9th Grade On-Track, and four and five year graduation rates. These practices provide our students with more consistent support systems, more consistent instructional expectations, and early interventions that are essential for focal groups of students. We have also built new systems to improve attendance and belonging, both of which

	are tied to PGTs and local indicators. Establishing a district attendance team, expanding newcomer welcome systems, and launching a districtwide climate and culture survey represent important progress markers. These efforts align with our regular attenders target and our goal for students to report feeling connected, valued, and engaged in school. Taken together, these moves demonstrate that TTSD is aligning system strategies with performance targets in ways that are already showing measurable gains.

	Our district Continuous Improvement Plan implementation is not only helping us progress toward PGTs in reading, math, attendance, graduation, and on-track indicators, but it is also creating the infrastructure to sustain equity-focused practices across the system.

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 are encouraged by our progress, TTSD continues to face barriers that limit our ability to fully meet outcomes and PGTs. The most pressing challenge remains resource constraints. Funding to resource staffing to meet the needs of students is a challenge. A second challenge is inconsistent fidelity across sites. Systems Health Checks and data reviews highlight variability in Tier I instruction, uneven co-teaching practices, and gaps in newcomer welcome systems. These inconsistencies directly impact focal student outcomes, limiting progress toward our 2025–26 PGT targets in 3rd grade reading (36.8% focal group), 9th Grade On-Track (84.8% focal group), and graduation (83.9% focal group). Moving forward, TTSD is addressing these barriers by improving and aligning our MTSS systems and embedding quality assurances such as quarterly data reviews, climate and culture surveys, and family feedback loops to monitor fidelity and accountability. We are also leveraging innovative practices such as participatory decision-making, affinity and alliance leadership, and peer mentorship to strengthen belonging and

	engagement in the short term. However, to fully realize our equity-centered strategies and meet the ambitious PGTs set for 2025–26, TTSD requires collective advocacy for equitable funding and aligned investment that turns fragmented efforts into a cohesive system where every student is seen, valued, and supported.