

2025-26 Integrated Programs Annual Report

Annual Response Question #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.

AR1 Response

We have seen encouraging indicators connected to this work. Preliminary 2025–26 data show Grade 3 ELA proficiency among students with scores increased from the 2024–25 starting point of 42.5% to 55.2%. Districtwide state assessment participation was 51.2%; however, participation data must be interpreted in the context of Oregon's statewide assessment opt-out system, which affects participation across grade levels and has an especially significant impact among high school and OpenEd students. Participation in our district-operated brick-and-mortar elementary and middle schools was substantially higher. Accordingly, we review assessment results and participation by school, program, grade level, and student group rather than relying solely on districtwide aggregates. The proficiency results therefore provide one useful indicator, alongside local assessment and other student performance data, that our continued focus on literacy instruction, intervention, professional learning, and targeted support is moving in the direction established by our plan.

Annual Response Question #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.

AR2 Response

A second challenge is ensuring that districtwide data are interpreted in ways that accurately reflect the students and programs being evaluated. Scappoose serves a substantial number of students through OpenEd in addition to students attending district-operated brick-and-mortar schools. Oregon's statewide assessment opt-out system affects participation across grade levels, with particularly significant effects among high school and OpenEd students. As a result, districtwide participation rates can look substantially different from participation within individual schools and

programs. The district therefore increasingly examines achievement and participation data by school, program, grade level, and student group rather than relying exclusively on districtwide aggregates. This provides a more accurate understanding of student performance and allows us to better identify areas of strength, areas requiring additional support, and the effectiveness of specific strategies in our Integrated Plan.

As we move into the second year of the plan, our focus will be on strengthening attendance and engagement systems where chronic absenteeism is affecting students' access to instruction and progress toward graduation; continuing to strengthen literacy, mathematics, and differentiated academic supports; and refining how we use multiple sources of state and local data to monitor the effectiveness of our strategies. Support around effective secondary attendance and engagement practices, as well as approaches for evaluating outcomes across differing instructional models, would be beneficial as we continue implementation.