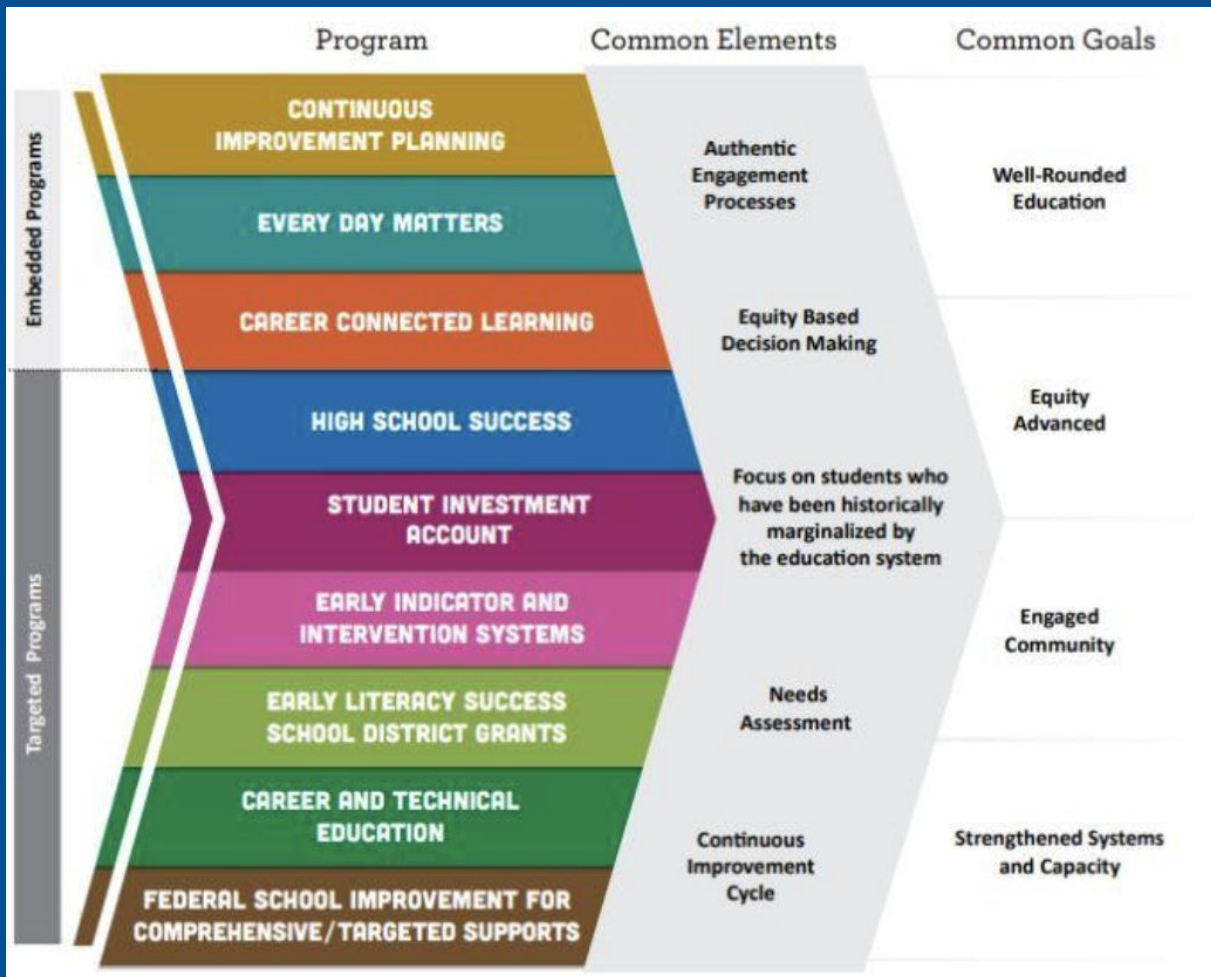


2025-2026 Integrated Programs Annual & Accountability Reports

North Clackamas School District
October 8, 2026



Integrated Programs



Annual reporting requirements for the Student Investment Account

SIA recipients are required by statute to:

- Review progress on an annual basis through an annual progress report and financial audit
- Present annual report to their governing board at an open meeting with opportunity for public comment
- Post the report to the district or charter school website

Nine programs with common elements and common goals

SIA Funding for 2025-2026

2025-2026 SIA Allocation: \$16,080,935.94

Expenditures Specific to the Student Investment Account:

Line Item Budgeted	Budget
Class size/Caseload reduction	\$7,088,500.00
Supporting behavioral & mental health needs	\$5,331,501.00
Ongoing & meaningful community engagement	\$841,540.00
Provide a well-rounded, equitable education	\$1,257,821.00
Increase academic achievement of students while reducing barriers and academic disparities for focal student groups	\$1,061,573.94
Indirect charges	\$500,000
Eligible Charter Schools*-(Cascade Heights & Clackamas Middle College) less the 2.5% Indirect Charge NCSD charges per contract	\$188,728.37 (CH) \$257,513.27 (CMC)

**Per state requirements, school districts must report on eligible charter schools within their boundaries. In North Clackamas, the district serves as a pass-through for SIA funding for two district-sponsored charter schools, Cascade Heights and Clackamas Middle College (CMC). Their allocations are reported separately and are not included in NCSD's overall SIA allocation total. Milwaukie Academy of the Arts, however, is fully included in NCSD's SIA plan and budget; therefore, its allocation is included in the district's overall SIA allocation.*



Annual Report Question #1

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

Strengthening the Conditions for Student Success

- SIA investments support literacy, English Language Development, dual language & targeted academic supports
- Disaggregated data + Plan Do Study Act cycles firmly in place
- Data teams increasingly consistent across grade levels
- More consistent use of assessment data to identify interventions
- Progress Marker 13: Low → Medium
- Progress Marker 14: Medium → High
- Growth targets have not yet improved at the level we expect

Next Step → Evaluate impact and adjust strategies based on student outcomes.

Annual Report Question #1

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

Progress Marker #	Progress Marker	2025-2026 Q2 Progress	2025-2026 Q4/Annual Progress
PM 13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.	Low	Medium
PM 14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.	Medium	High

Annual Report Question #2

Discuss at least one Outcome where you have experienced barriers or challenges in implementation.

Community Engagement: Challenge & Opportunity

- Strong community partnerships exist across schools and departments
- Partnerships and resources are not always connected districtwide
- Families, students, and staff may be unaware of available resources and opportunities
- Continue two-way communication
- Opportunity to systematize access to partnerships and resources
- Explore innovative approaches that respond to evolving community needs
- Goal: equitable access, regardless of school, department, or individual connections

Next Step → Move from strong individual partnerships to a more connected, equitable system of access.



SB 141 Update

Oregon's School District Accountability Update

SB 141 (2025)

- Passed by the 2025 Oregon Legislature to renew the state's school accountability system
- Requires 7 specific Performance Growth Targets, plus one locally selected metric, for every district
- Districts set five-year and one-year growth targets
- Aligned to the Student Investment Account longitudinal targets with a few additional targets, which include the local metric

SB 141 INTERIM TESTS

What districts must do, grades K–8

Source: ODE Interim Tests page & FAQ; OAR 581-003-3035

1

Select

an ELA and math interim test from the State Board–approved list: i-Ready, MAP Growth, Smarter Balanced (ICAs/IABs), or STAR

2

Administer

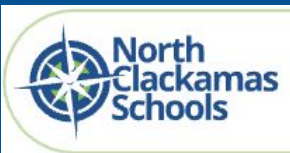
the tests three times per year (fall, winter, spring). The state summative test cannot count as the third

3

Review

the data at least 3x per year with each school's administrators and at a public board meeting with the superintendent

NCSD: STAR for Elementary; grades 1 - 5 and MAP Growth for MS grades 6-8



Interim Tests: Reporting to the Board

After each administration, results are presented and discussed in a public board meeting. No set dates, format, or board vote required.

Fall 3–6 wks after school starts	Winter 3–6 wks after winter break	Spring 3–6 wks after spring break
Board review	Board review	Board review

Suggested testing windows (2–3 weeks each); set locally.

Guardrails

- Suppress groups under ~10 students; show >95% / <5%
- Never used to judge or compare individual teachers
- Don't compare across different tests or to OSAS

Minimum elements for each board report	
1	Test context: name, subject, grades, window
2	Participation: number and % of students tested
3	Summary of results using the test's own performance levels
4	Growth fall → winter → spring (same test only)
5	Disaggregated results by student group, privacy-protected
6	Key observations and action steps

Source: ODE Interim Test Implementation Guide (May 2026), pp. 9–20 & Appendix B sample board report



Interim Tests: Family Communication

ODE materials do not require telling parents which test we use. ODE recommends clear, accessible communication:

Start of year

Share testing windows, why interim tests matter, and when results will be available

Home language

Plan for visuals, interpreters, or translated documents

Results

Help families interpret strengths, growth areas, and limits; interim tests are one measure among many

Partnership

Invite families to share context about their student and co-create learning goals

Parent questions about opting out

Opt-out does not apply. The Student Assessment Bill of Rights (ORS 329.479) covers the statewide summative tests only.

Exemptions may apply. Under OAR 581-021-0009, for disability or religious beliefs: the parent submits a written request with reasons and a proposed alternative activity; school staff decide. Discuss accommodations first.

Performance Growth Targets (PGTs)

PGT Definitions

1. **K-2 Attendance (*new*)** – percent of students attending 90% or more of school days.
2. **K-12 Attendance** – percent of students attending 90% or more of school days.
3. **3rd Grade ELA** – percent of students scoring at a level 3 or higher on the OSAS ELA summative test.
4. **8th Grade Math (*new*)** – percent of students scoring at a level 3 or 4 on the OSAS Math summative test.
5. **9th Grade On-Track** – percent of students earning at least 6 credits in their 9th grade year.
6. **4-Year Graduation** – percent of students within the 9th grade cohort that graduate in 4 years.
7. **5-Year Completers** – percent of students within the 9th grade cohort that graduate in 5 years.

Approved Local Metrics*

1. 5th Grade Science Achievement
2. Academic Growth**
3. Career and Workforce Readiness
4. Multilingual Proficiency
5. Postsecondary Readiness

**Align to investments and district goals.*

***ODE has not established measurement or baselines yet.*

Career and Workforce Readiness

ODE Definition

“Career and Workforce Readiness” means the composite total of CTE Participants and CTE Concentrators. It is a weighted composite of Career and Technical Education (CTE) student participants and concentrators.

What does that mean?

The sum of students earning at least .50 CTE credit and students earning 2 or more credits in a CTE pathway, compared to the total student population at the high school.

How is it measured?

Weighting Logic: The count of concentrators is weighted to give districts more credit for students concentrating in a CTE pathway.

Composite score, NOT a percentage: 0-400

A score of 400 would mean ALL students were concentrators.

SB 141: NCSD Targets

Submitted, not finalized

Oregon's Required Metrics				
Metric	5-Year Target		Average Annual Change	
	NCSD All Students	NCSD Focal Students	NCSD All Students	NCSD Focal Students
K-2nd Grade Attendance	77.2%	73.9%	.8%	1.2%
K-12th Grade Attendance	70.6%	70.6%	.4%	1.1%
3rd Grade English Language Arts	57%	49%	+2.8%	+4.3%
8th Grade Math	38.8%	38.8%	+2.1%	+3.4%
9th Grade On-Track	89.1%	92%	+.12%	+1.2%
4-Year Graduation	89.6%	89.6%	+.3%	+1.1%
5-Year Completers	92.5%	92.5%	+.6%	+1.1%
Local Metric				
Career & Workforce Ready	+149.9	+142.6	+2% gain in composite growth	+3% gain in composite growth

Why Career & Workforce Ready?

Our local metric choice is grounded in our theory of action.

OUR EVIDENCE

98%

of CTE concentrators
graduate from high
school

IF

we invest in opening access to CTE programs of study so more students can become concentrators,

THEN

Career & Workforce Ready becomes a conduit to higher high school graduation rates and more relevant, real-world learning experiences,

SO THAT

our vision comes to life: ***we create environments where students are inspired to be creative and critical thinkers as they prepare for success in life, college, and career.***

Questions?



Thank You