



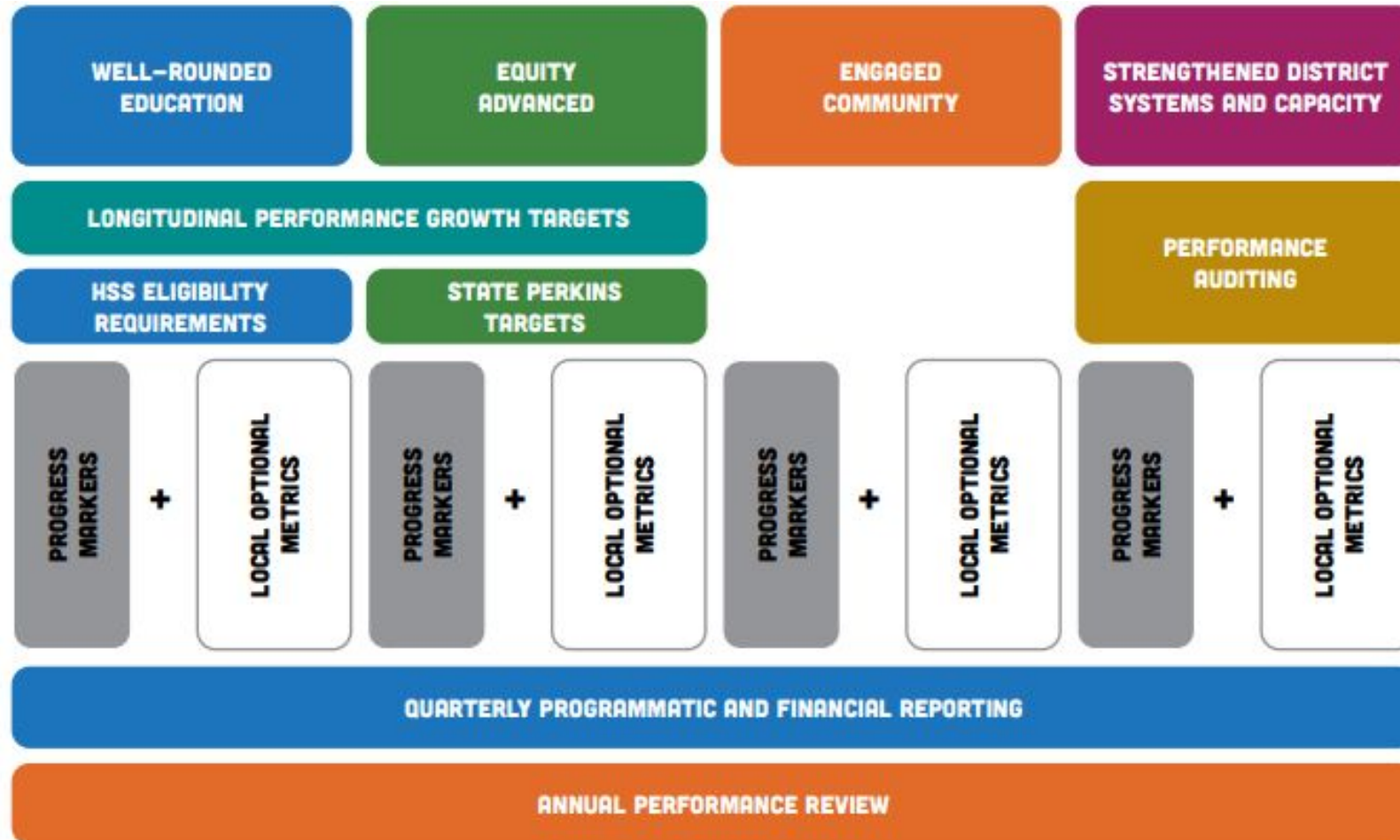
24-25 Integrated Programs Annual Report Presentation

Clatskanie School District 6J

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions (Optional inclusion of Progress Markers)
- 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.

Our progress toward Outcomes is most evident in literacy and student engagement work, which align directly to our LPGT targets in 3rd grade ELA proficiency and regular attendance.

For example, the adoption of new literacy materials, early math interventions, and the implementation of advisory that embeds Erin's Law and Adi's Act lessons have strengthened culturally responsive practices and student well-being. These shifts also support our long-term graduation and on-track goals by addressing root causes of absenteeism and disengagement early. The increased family engagement through Coffee and Talk sessions and improved K–12 instructional alignment show movement toward building sustainable systems that will contribute to higher achievement in our outcome measures.

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.

One significant challenge has been in sustaining improvements in regular attendance, which remains below our long-term targets (67.2% in 2023–24 compared to the target of 70.2%). Despite staff and student goal-setting activities, chronic absenteeism continues to impede progress toward both academic and graduation-related outcomes. Additionally, bargaining outcomes and unexpected financial shifts (such as property tax revenue changes) have created uncertainty around program funding, which can slow implementation of new instructional strategies. We would benefit from state and regional support in identifying effective attendance interventions, as well as guidance on balancing fiscal pressures with maintaining equitable student supports.

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.

We do not yet have 2024–25 results for our LPGTs/LOMs; however, current activities are positioned to support growth in the identified targets. For example, in 3rd grade ELA proficiency, our actual for 2023–24 was 48.0%, slightly under the 48.6% target, but our trajectory is upward compared to the five-year average of 43%. Continued implementation of new literacy materials and targeted interventions should help us close this gap. In regular attendance, the 2023–24 actual was 67.2%, narrowly below target, but our increased focus on culturally responsive engagement and schoolwide attendance campaigns is expected to improve outcomes in 2024–25. Finally, our four-year graduation rate dipped to 59.1% in 2022–23 but rebounded to 79.2% in 2023–24, showing strong progress toward the 81.2% target for 2024–25. Moving forward, we plan to sustain this momentum by strengthening CTE pathways, Running Start partnerships, implementation of the Clatskanie Virtual Academy and early interventions to keep students engaged through high school completion.