



23-24 Integrated Programs Annual Report Presentation

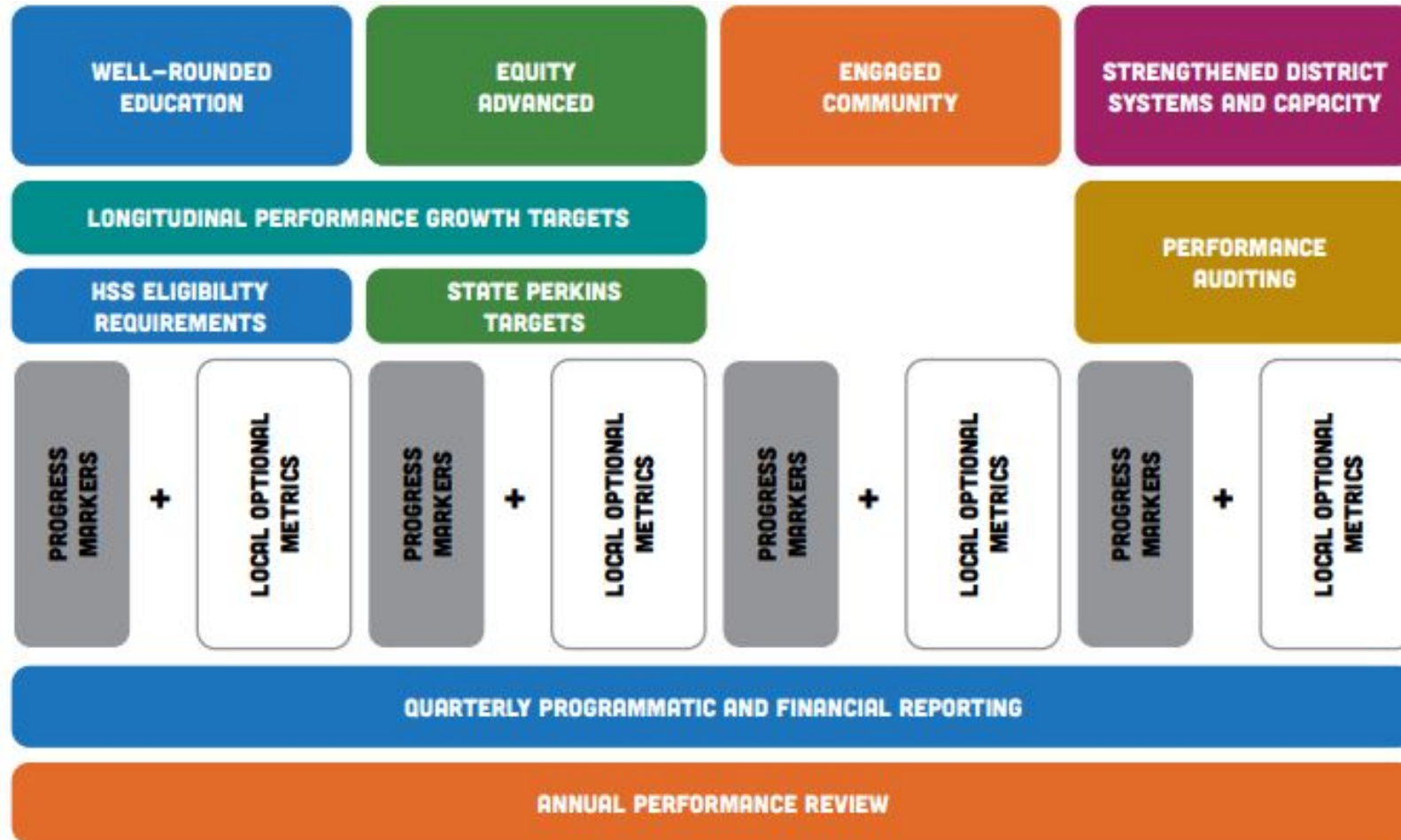
Clatskanie School District

October 14, 2024

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 Performance Growth Targets (LPGT) Longitudinal/Local Optional Metrics (LOM)?

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

- The percentage of student completing high school in 4 years and 5 years has increased.
- CMHS met the 2023-24 LPGT targets for four and five year cohort graduation.
- There was an increase in the percentage of CES and CMHS students attending school regularly.
- There was an increase of the percentage of third grade students meeting ELA proficiency standards and CES met the 2023-24 LGPT target for 3rd grade ELA proficiency.

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.

- In the 2023-24 school year we experienced a slight decrease in the percentage of 9th grade students who were on track to graduate.
- Last school year we hired a brand new school counselor, principal, and our 9th grade on track support person transferred into a new position.
- There has been a significant amount of change in our 9 grade success program.
- This year CMHS is revamping the 9 grade success program to provide targeted support to freshman to support the completion of courses.

Annual Report Questions

Ident... # 🔒	Annual Response Question 🔒	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection 🔒
AR1	<p>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)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>The percentage of student completing high school in 4 years and 5 years has increased. CMHS met the 2023-24 LPGT targets for four and five year cohort graduation. There was an increase in the percentage of CES and CMHS students attending school regularly. There was an increase of the percentage of third grade students meeting ELA proficiency standards and CES met the 2023-24 LGPT target for 3rd grade ELA proficiency.</p>	
AR2	<p>Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?</p> <p>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>In the 2023-24 school year we experienced a slight decrease in the percentage of 9th grade students who were on track to graduate. Last school year we hired a brand new school counselor, principal, and our 9th grade on track support person transferred into a new position. There has been a significant amount of change in our 9 grade success program. This year CMHS is revamping the 9 grade success program to provide targeted support to freshman to support the completion of courses.</p>	
AR3	<p>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.</p>		

Progress Markers 1

Progr... Marker Ident... #	Progress Marker	2023-24 Q1 Progress (7/1/23-9/30/23)	2023-24 Q2 Progress (10/1/23-12/31/23)	2023-24 Q3 Progress (1/1/24-3/31/24)	2023-24 Q4 Progress (4/1/24-6/30/24)	2024-25 Q1 Progress (7/1/24-9/30/24)
	- Start to See: Early signs of progress (3-6 months)					
PM1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.	Low	Medium	Medium	Medium	Medium
PM2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.	Low	Medium	Medium	Medium	Medium
PM3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.	Low	Medium	Medium	Medium	Medium
PM4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.	Low	Medium	Medium	High	High

Progress Markers 2

Progr... Marker Ident... #	Progress Marker	2023-24 Q1 Progress (7/1/23-9/30/23)	2023-24 Q2 Progress (10/1/23-12/31/23)	2023-24 Q3 Progress (1/1/24-3/31/24)	2023-24 Q4 Progress (4/1/24-6/30/24)	2024-25 Q1 Progress (7/1/24-9/30/24)
	- Gaining Traction: Intermediate Changes (6-18 months)					
PM5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.	Low	Medium	Medium	High	High
PM6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	Medium	Medium	Medium	Medium	Medium
PM7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.	Low	Medium	Medium	Medium	Medium
PM8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.	Low	Medium	Medium	High	High
PM9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.	Medium	Medium	Medium	Firmly in place	Firmly in place
PM10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.	Low	Medium	Medium	Medium	Medium

Progress Markers 3

- Profound Progress: Substantial and Significant Changes (18 months+)						
PM11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.	Low	Medium	Medium	Medium	Medium
PM12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.	Medium	Medium	High	High	High
PM13	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	Medium	Medium	Medium
PM14	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.	Low	High	High	High	High
PM15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.	Low	Medium	Medium	High	High

Progress Markers 4

Progr... Marker Ident... #	Progress Marker	2023-24 Q1 Progress (7/1/23-9/30/23)	2023-24 Q2 Progress (10/1/23-12/31/23)	2023-24 Q3 Progress (1/1/24-3/31/24)	2023-24 Q4 Progress (4/1/24-6/30/24)	2024-25 Q1 Progress (7/1/24-9/30/24)
	<p>- Overall Reflection: Narrative Response</p> <p>For the following questions, please type your narrative response directly, ignoring the drop-down options.</p>					
OR1	Please share any highlights that provide additional context about the changes you have noted in your progress marker ratings above	This year we have streamlined our K-12 parent communication processes. We have initiated a science and math adoption process K-12. Although financial transparency was marked low, we have seen an improvement in communication with staff and the community with regard to how grant funds are being allocated throughout the system.	We have increased our active communication with families. We offered 2 additional evening activities with high family attendance. We have improved our system for tracking grants. The CSD School Board has a better understanding of the various ODE grants and updates are shared frequently at board meetings.	We have held a budget 101 session to inform our community of our funding resources.	We held a science fair this spring that was very well attended by families and community members. The event was held in collaboration with several business partners.	This year we offered suicide prevention and awareness to all staff during our preservice. We are implemented an advisory in grades 7-12 which include Erin's Law and Ad's Act Lessons.
OR2	Please share other changes you've observed outside of the progress markers; for example, any observable changes made toward your outcomes when or if they don't correspond to the progress markers.	Our elementary and middle/high school staff are working with one another. They are beginning to develop a framework that is K-12 instead of K-6 and 7-12.	Our Math and Science adoptions are in the pilot phase. We have also begun a review of our intervention materials and will be selected a universal screener in the coming month. The AVID elective has been implemented in grades 8, 9, and 10.	We have entered into a partnership with Lower Columbia College to offer a running start program for juniors and seniors for the 2024-25 school year.	We have grown our CTE program to include an automotive program.	This school year we are seeking an increased focus on instructional strategies in the classroom settings. Additionally we have implemented a cell phone ban which has helped improve student engagement in the classroom.
OR3	Please share any lessons learned, constructive or critical, over this quarter, including anything surprising that has occurred that might be valuable for other leaders in your region or state leaders to understand.	We have a new Superintendent, Middle/High School principal, and business manager who are learning the school community. There are several processes and procedures that are not currently in place, but we are making strides to implement systems at the building and central office level.	We have created a better system to document spending for grants in order to help navigate what funds are being spent where. This has significantly helped with tracking professional development for staff members since most PD is funded through grants. Additionally we were able to partner with NWRES D to access NREN funds to support our new teacher mentor program.	We recently learned about a change in property tax revenue that was not planned for and rarely happens. I am working closely with our budget manager, ODE, and the county to determine the overall impact to the district for the 2024-25 school year.	We continue to bargain with our OSEA partners and are concerned about what the implications of the contract increases will have on programs for students.	We will be mediating with our OSEA partners on October 7th and are still awaiting the impact of the bargaining process on our finances.