



LINCOLN COUNTY SCHOOL DISTRICT

25-26 Integrated Programs Annual Presentation

Lincoln County School District

Annual Grant Target Requirements

- ODE sets annual targets for For Year Cohort Graduation, Five Year Cohort Graduation, 9th Grade On-Track, 3rd Grade ELA Proficiency, and Regular Attenders
- Throughout the year, grant recipients will report expenditures, answer implementation questions, and identify progress towards goals.
- Additional local metrics will be added soon. Currently, LCSD uses Accadience, iReady, and SBAC interim assessments as local 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 LGPM: Four Year Cohort

Four Year Cohort: 89%

23-24 Rate: 82.1%

Strategy for Improvement: More oversight for online learning options. LCSD will also continue the use of Professional Learning Communities and AVID instructional strategies.

Annual LGPM: Five Year Cohort

Five Year Cohort: 89.6%

23-24 Rate: 85.3%

Strategy for Improvement: Continued individualized tracking and support for students who return to complete their high school diploma.



Annual LGPM: 9th Grade on Track

9th Grade on Track: 93.5%

23-24 Rate: 87.1%

24-25 Rate: 85.9%

Strategy for Improvement: Utilize homeroom time for connections. Identify skill deficits through PLC process to be addressed during success courses or other interventions. Support families of 9th grade students through MTSS process.



Annual LGPM: 3rd Grade ELA Proficiency

Four Year Cohort: 39.20%

23-24 Rate: 32%

24-25 Rate: 30.5% (K-5) 29.7% (3rd)

*44% of 4th graders entered 25-26 at 44% proficiency on a local metric.

Strategy for Improvement: All classrooms are using Enhanced Core Reading Instruction (K-2) and Explicit Phonics Instruction 3-6. Students take three benchmark assessments per year and follow a progress monitoring schedule based on their tiered instructional needs.



Annual LGPM: Regular Attenders

Regular Attenders: 58.9%

23-24	59.7%
24-25	62.2% (K-5)
	62.2% (6-8)
	61.7 (9-12)

*Current: 67.6% (K-12)

Strategy for Improvement: All buildings are specific attendance teams. LCSD is participating in a state-wide attendance improvement cohort to learn best practices and collaborate with educators across the state around attendance improvement.



Improvement Status 25-26

Celebrations:

Waldport Middle, Taft 7-12, Newport Middle and Newport High School ALL exited Targeted Improvement Status

Newport High recognized as a Promising Practices District for its work in improvement status with students in multiple groups - especially students experiencing homelessness.

Improvements:

Toledo Elementary, Toledo Junior/Senior High School, Eddyville Charter and Siletz Valley Charter, and *Compass have all remained in or entered Targeted Improvement Status

Improvement Status Next Steps

Schools meet with local teams to make targeted improvement plans

Specialists in targeted areas (special education, English Language Development, Early Literacy, etc.)

Additional specialists, community partners, care teams, social workers, etc. are included in ongoing discussions around student achievement (Indian Education, homeless liaisons, etc.)

ODE will issue funds to all schools in Targeted or Comprehensive Improvement Status for the 26-27 school year.

Questions?

