



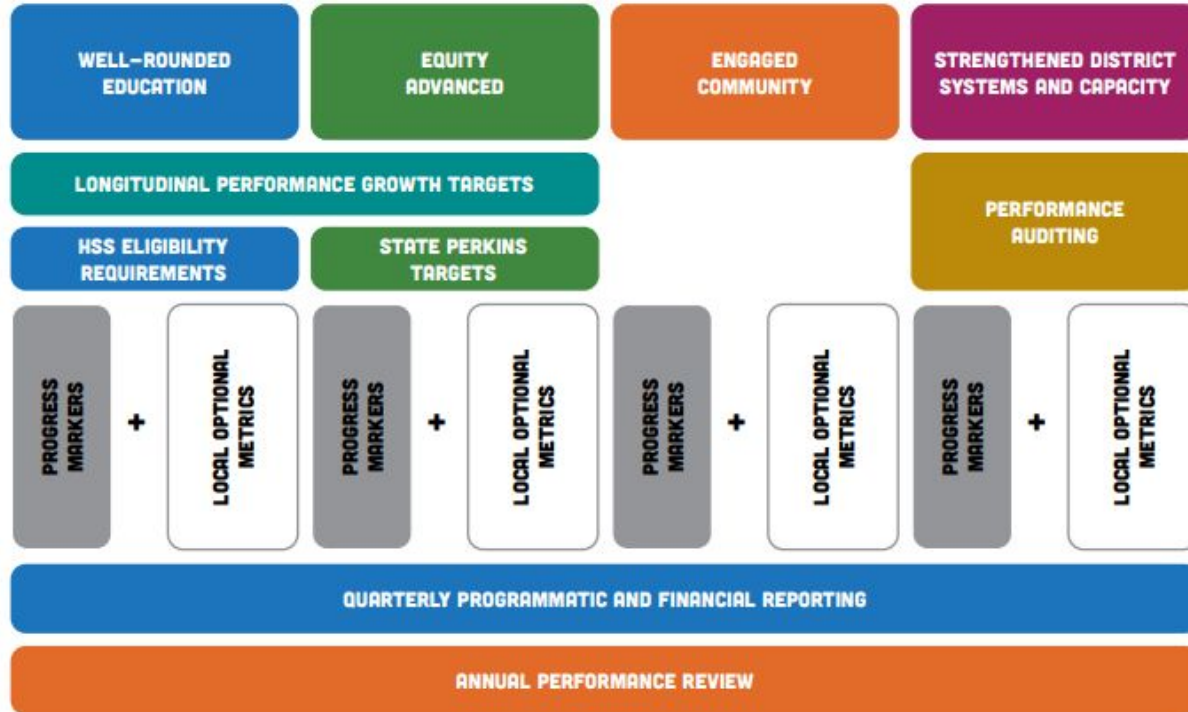
25-26 Integrated Programs Annual Report Presentation

Gresham-Barlow School District

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 and report on progress markers which will help inform overall progress on the 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)

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.

Instructional Alignment & Student Growth

- **Literacy Framework Implementation:** The K-12 literacy team guided high-dosage early literacy tutoring and aligned instructional strategies, strengthening implementation of both Early and Adolescent Literacy Frameworks. Internal data shows trending increases in student growth outcomes.
- **Curriculum & Gap-Closing PD:** Cross-departmental collaboration between Teaching & Learning (including Emerging Multilingual Learner specialists) and Student Support Services established systematic professional development for reading and math, driving targeted progress toward closing achievement gaps.

Systemic Equity & Interest-Holders Engagement

- **Interest-Holder Focus Groups:** Qualitative assessments from interest-holder focus groups provided key evaluation data, forming the baseline for the district's 3- to 5-year inclusion plan.
- **Equitable MTSS Integration:** Insights from interest-holder feedback are being integrated directly into Multi-Tiered System of Supports (MTSS) frameworks to advance equitable outcomes in attendance, academics, and behavior.

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.

Key Systemic Barrier: Post-Pandemic Attendance Recovery

- **Historical vs. Current Trends:** Pre-pandemic (2018–2019), 79% of students were on track for regular attendance (attending >90% of school days). Over the past two school years, that metric stalled at 66%, reflecting broader national trends in post-pandemic chronic absenteeism.
- **Initial Impact & Stagnation:** While early grant-funded interventions yielded localized improvements two years ago, overall attendance rates have leveled off, signaling that initial recovery strategies are no longer sufficient to address evolving student and family needs.

Strategic Pivot & Action Plan

- **Alignment with Current Research:** To address these persistent impediments, the district is actively adjusting planned grant activities to align with emerging post-pandemic research and evidence-based promising practices.
- **Targeted MTSS Re-alignment:** Attendance interventions are being restructured within our Multi-Tiered System of Supports (MTSS) framework to enhance intentionality on inclusive and welcoming classrooms, expand/refine data-driven additional support teams, and strengthen direct family engagement.