

[Logo here or delete]



23-24 Integrated Programs Annual Report Presentation

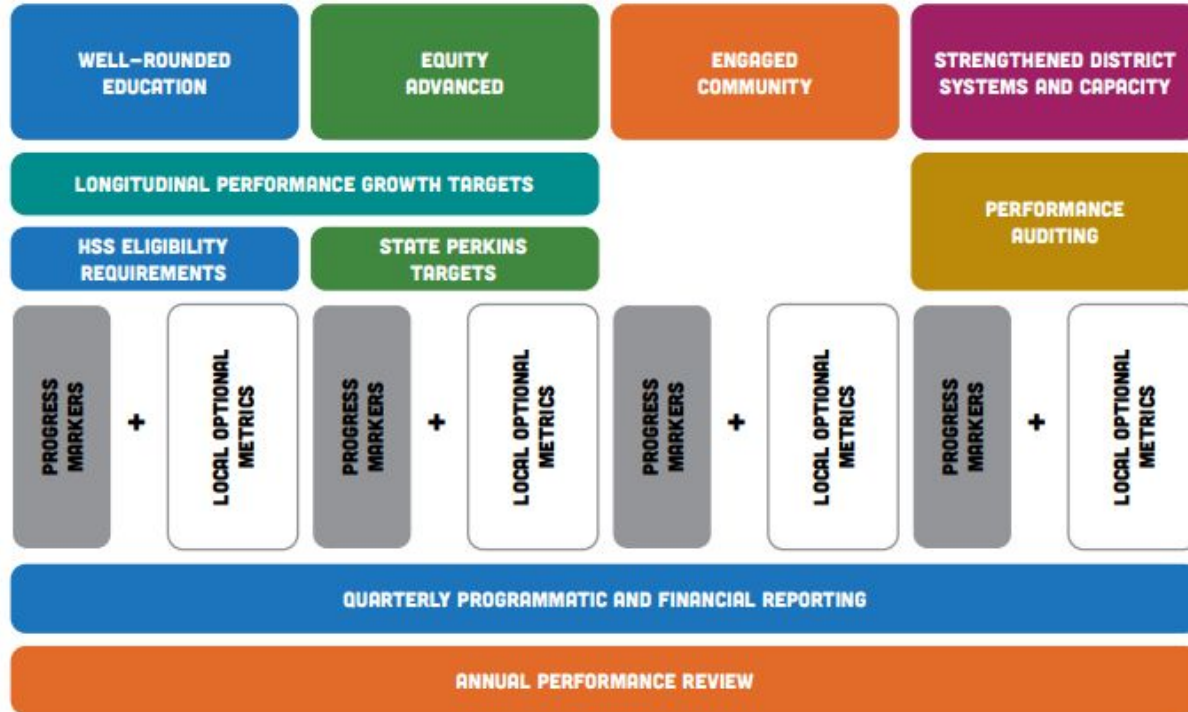
Corbett School District

Annual Reporting Requirements



- ODE's annual report consists of two narrative questions
- 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.

Looking over our progress markers, we are pleased to see progress in a number of outcomes, especially in our high school. Our 4-year graduation rate climbed from 91% to 95% for all students. We also hit our target for 9th Grade OnTrack, with 95% of all 9th graders finishing the year on track to graduate. We're especially proud that we closed the OnTrack gap for some of our focal groups, with 95% of SPED students and 95% of students experiencing poverty ending the year on track to graduate in four years. District-wide, we also saw a positive jump in regular attendance, increasing from 61% in the 22-23 school year to 68% for all students.

At Corbett we have strategically invested to build a safe and welcoming environment where every student feels a sense of belonging and can thrive. Our increased focus on counseling has been instrumental, allowing us to provide essential mental and emotional support across all grade levels.

At the high school level, we can see clear benefits in our investment in high school success. By assigning dedicated staff to monitor attendance and build strong relationships with students, we have been able to offer targeted support to those who need it most, helping them navigate both personal and academic challenges without slipping through the cracks. Additionally, our investment in expanding CTE courses and our close partnership with Mt. Hood Community College—where students can continue along a CTE pathway—have allowed us to better meet the needs of students eager to build successful careers in the trades.

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.

A review of our data highlights a significant challenge in improving 3rd-grade reading proficiency. For the 2023-24 school year, 32% of 3rd-grade students in our district met state grade-level expectations—a troubling 8% decrease from the previous year. While it should be noted, our K-5 participation in the ELA state test did not meet the state participation targets of 94.5%, 90% of Corbett students K-5 did participate in the ELA state test in 2022-2023 and 89% of Corbett students K-5 did participate in the ELA state test in 2023-2024. Our data underscores the urgent need for focused efforts to address literacy instruction.

We understand the vital role of strong literacy instruction in shaping students' futures. As outlined in Oregon's Early Literacy Framework, "The significance of literacy cannot be overstated; it has been described as a social determinant of health, with literacy deficits leading to lifetime impacts" (Oregon Department of Education, 2023). To support this priority, over the past two years, K-5 teachers at Corbett have participated in LETRS training. This comprehensive program delves into the Science of Reading, providing essential knowledge and skills to teach literacy effectively and intervene when students struggle to meet grade-level reading expectations.

While most of our K-5 staff at Corbett Grade School have successfully completed the LETRS training, none of the staff at CAPS have completed it yet. As a result, students at CAPS do not currently have access to the High Dosage Tutoring interventions available at the grade school. To address literacy gaps across our district, we need support in creating and implementing a plan to ensure that all K-5 teachers receive full LETRS training.

Additionally, as teachers apply the best practices from LETRS training and work to implement a new standards-aligned, evidence-based curriculum, progress has been slow. One significant challenge is the need for teachers to have more time to engage in effective coaching as they learn to systematically apply new reading strategies. Another challenge is finding sufficient instructional minutes to fully implement the new curriculum. Teachers would also benefit from greater support in using formative assessment data to deliver timely, in-class Tier 2 interventions and tracking student progress.

Upon reviewing our current LPGT, we recognize the absence of targets specifically addressing literacy. As we plan and refine our strategies for 2025-27, it would be highly beneficial to establish specific and measurable longitudinal performance growth targets focused on literacy.

These targets would empower educators to develop and implement a clear theory of action to guide professional learning, coaching, data utilization, and grade-level meetings. This structured approach would support teachers in their ongoing efforts to engage in continuous improvement and deepen their practices around literacy instruction.