



24-25 Integrated Programs Annual Report Presentation

Estacada School District

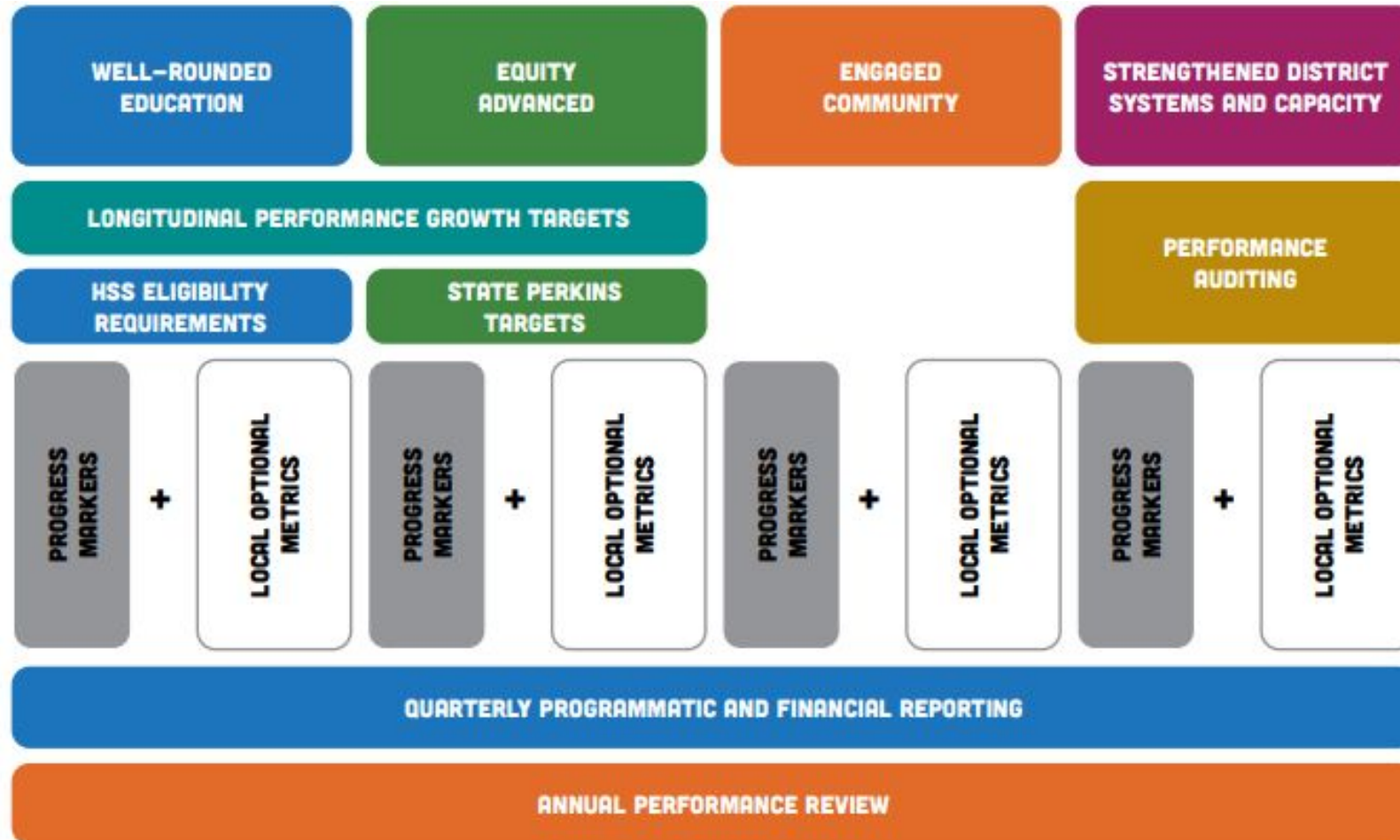
10/8/25

Jennifer Behrman

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.

As we review our progress markers and reflect on plan implementation, we see clear alignment between our work and the Outcomes and Strategies in our plan, as well as with our Longitudinal Performance Growth Targets (LPGT) and Local Optional Metrics (LOM).

One area where we have seen notable progress is in K–3 literacy. Our intentional focus on researched based strategies, the adoption of targeted curriculum, and the consistent delivery of professional development and supports have made a measurable difference. These efforts have strengthened instructional practices across classrooms, resulting in higher-quality literacy instruction and improved student outcomes. Teachers are reporting that students are entering each new grade level more prepared, with stronger reading and writing skills, which supports both short-term progress markers and our long-term growth targets.

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 area where we continue to experience challenges is attendance. While we have established strong teams and systems to address this issue, we are still struggling to help families fully understand the importance of consistent, daily attendance at the level students need to be successful. This remains a barrier to progress toward our Outcomes and Strategies, as attendance directly impacts student learning and growth. Additional support in engaging families and reinforcing the connection between attendance and achievement would strengthen our efforts and help us move closer to our targets. This is directly linked to student achievement.

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.

Progress markers	On Track to Meet LPGT- 2024-25
4 year Graduation	Yes- Goal 87% at 89%
5 year Graduation	Yes- Goal 90% at 91%
9th Grade On Track	Yes- Goal 68% at 75%
3rd Grade L.A. Proficiency	Yes- Goal 36% at 36% (79% Participation Rate)
Attendance	No-Goal 74.8% at 65%