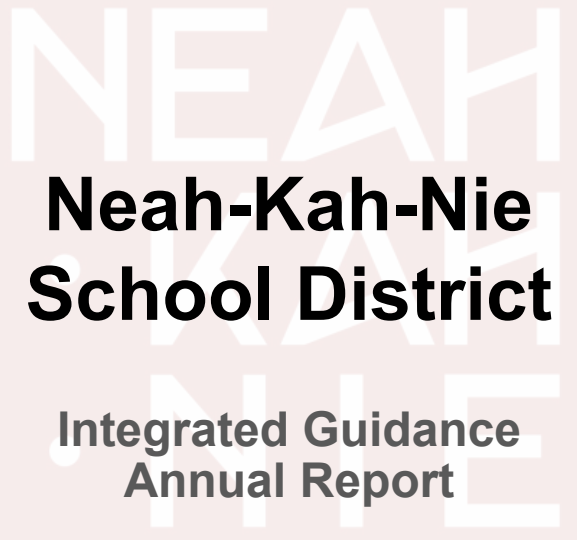


The background of the central text area features a large, light pink watermark of the school district's logo, which consists of the words "NEAH", "KAH", and "NIE" stacked vertically in a stylized font.

Neah-Kah-Nie School District

**Integrated Guidance
Annual Report**



Integrated Guidance



ODE is operationally integrating six^ programs and district responsibilities:

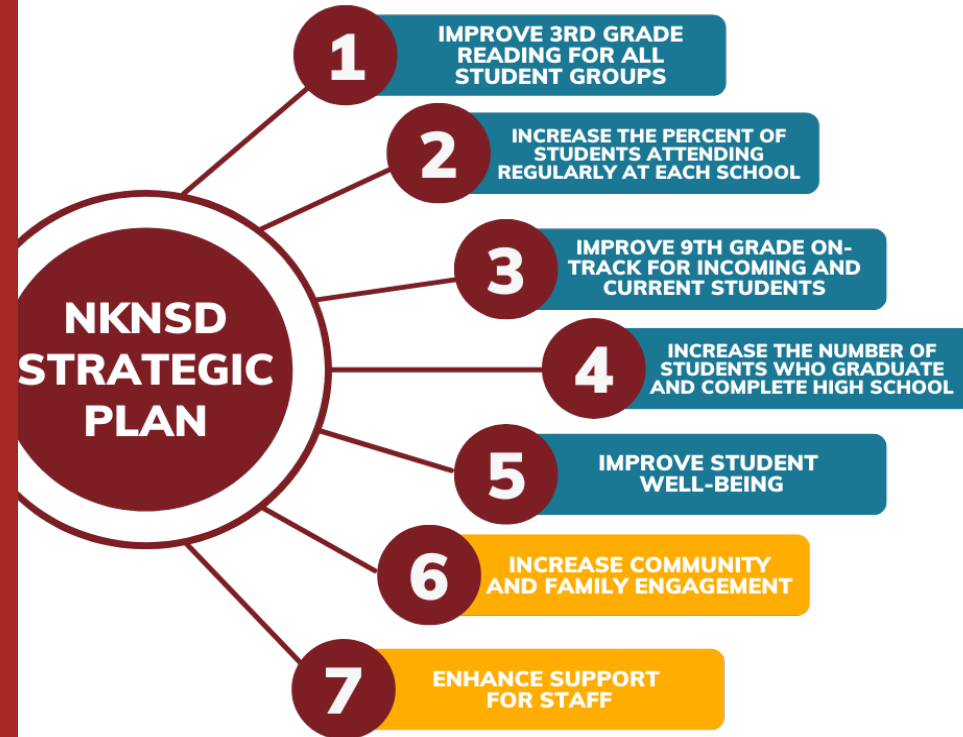
- **High School Success (HSS)***
- **Student Investment Account (SIA)***
- **Career and Technical Education - Perkins V (CTE)***
- **Continuous Improvement Planning (CIP)****
- **Every Day Matters (EDM)**
- **Early Indicator and Intervention Systems (EIS)***
- **^Early Literacy Success Grant (to be included in 25-27 IG Plan)**

***denotes funds NKN receives directly**

****denotes funds received through county consortium**

- 23-25 IG Plan created at the start of the last biennium.
- The current/new plan now aligns with new strategic plan

NKN IG Plan 23-25





Measuring Success



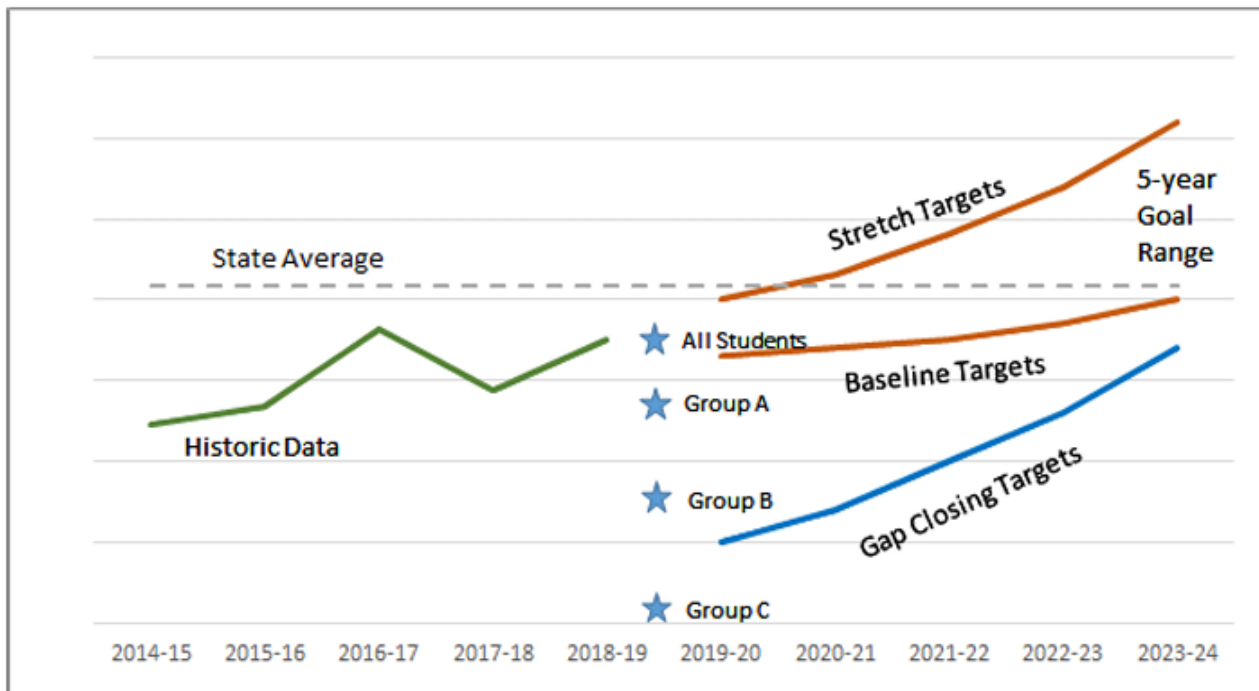
Longitudinal Performance Growth Targets (LPGTs)



The LPGTs set baseline and growth targets for student performance for the following metrics:

- **3rd grade reading**
- **Regular attendance**
- **9th grade on track**
- **4 year graduation rates**
- **5 year completion rates**

Longitudinal Performance Growth Targets



Gap Closing Targets = Combined Focal Group

Combined Focal Group includes:



- **Students Navigating Poverty (OAR as of Dec. 2022)**
- **Students Navigating Homelessness**
- **Students Navigating Foster Care**
- **Migrant Students**
- **Students with Disabilities**
- **Emerging Bilingual Students**
- **Recently Arrived**
- **Students with Experience of Incarceration or Detention**
- **American Indian/Alaska Native Students**
- **Black/ African American Students**
- **Hispanic/Latina/o/x Students**
- **Native Hawaiian /Pacific Islander Students**
- **Asian Students**
- **Multiracial Students**
- **Nonbinary Students**

4-year Graduation Rate for NKNSD: The percentage of students earning a regular or modified diploma within four years.



Four-Year Cohort Graduation Rate	Starting Point (5-year avg.)	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	86.60%	87.02%	87.44%	87.86%	88.28%	89.00%
Stretch Target: All Students		87.68%	88.76%	89.84%	90.92%	92.00%
Gap Closing Target: All Focal Group Students	79.10%	80.10%	81.10%	82.00%	83.00%	84.00%

Data 24-25

Baseline Target: All Students		78.0%
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**Did not meet goal.
Data calculated internally.**



5-year Completion Rate for NKNSD: The percentage of students earning a regular, modified, extended, or a GED within five years.

Five-Year Cohort Completion	Starting Point (5-year avg.)	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	91.40%	91.40%	91.50%	91.50%	91.60%	92.00%
Stretch Target: All Students		92.12%	92.84%	93.56%	94.28%	95.00%
Gap Closing Target: All Focal Group Students	86.30%	87.00%	87.70%	88.40%	89.10%	89.80%

Data 24-25

Baseline Target: All Students		89.0%
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**Did not meet goal.
Data calculated internally.**



9th Grade On-Track Rate for NKNSD: The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

9th Grade On-Track	Starting Point (5-year avg.)	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	78.20%	79.96%	81.72%	83.48%	85.24%	87.00%
Stretch Target: All Students		81.56%	84.92%	88.28%	91.64%	95.00%
Gap Closing Target: All Focal Group Students	71.50%	74.00%	76.50%	79.00%	81.50%	84.00%

Data 24-25

Baseline Target: All Students		83.0%
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**Surpassed goal.
Data from ODE.**

3rd Grade ELA Rate for NKNSD: The percentage of students proficient on state English Language Arts assessments in 3rd grade.



3rd Grade ELA Proficiency	Starting Point (5-year avg.)	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	45.96%	48%	50%	52%	54%	56.00%
Stretch Target: All Students		49.40%	52.80%	56.20%	59.60%	63.00%
Gap Closing Target: All Focal Group Students	33.82%	37.20%	40.60%	44.00%	47.40%	50.80%

Data 24-25

Baseline Target: All Students		51.0%
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**Surpassed goal.
Data from OSAS.**

Regular Attender Rate for NKNSD: The percentage of students attending more than 90 percent of their enrolled school days.



Regular Attenders	Starting Point (21-22 actual)	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	50.15%	56.00%	59.00%	62.00%	65.00%	68.00%
Stretch Target: All Students		58.00%	63.00%	68.00%	73.00%	78.00%
Gap Closing Target: All Focal Group Students	36.06%	54.00%	57.25%	60.50%	63.75%	67.00%

Data 24-25

Baseline Target: All Students	62.0%
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**Surpassed goal.
Data from ODE.**



Annual Reporting Questions



Question 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."

- Implementation of our Integrated Guidance plan continues to strengthen both academic and student well-being outcomes. One clear area of progress is our focus on early literacy. Teachers who completed LETRS training are applying Science of Reading practices in daily instruction, and benchmark assessments show consistent growth in foundational reading skills. This work is supported by our adoption of updated curriculum and dedicated intervention time, which align directly with our literacy LPGTs.
- We have also advanced our Outcome related to student belonging and family engagement. School events such as cultural nights, family literacy nights, and academic showcases have grown in both participation and impact. These strategies contribute to improved attendance and student connection.
- In addition, tutoring, enrichment in music and PE, access to expanded options in high school, and expanded access to counseling have helped ensure that the needs of the whole child are addressed. Collectively, these efforts show how our plan implementation is producing meaningful progress toward our stated Outcomes and performance targets.



Question 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 of our most persistent barriers has been improving student attendance. While targeted interventions have led to incremental gains, chronic absenteeism continues to impact our ability to meet academic growth goals. We are strengthening our data systems to better track trends, providing more timely communication with families, and pairing attendance monitoring with supportive outreach. Even with these steps, challenges such as transportation, family health, and economic pressures remain obstacles for many of our students.
- We have also encountered barriers in meeting our Outcome of increasing family and community engagement. Participation is growing, but equitable access is still a challenge. Language differences, work schedules, and limited childcare options have reduced some families' ability to fully engage with schools. In response, we are working to implement a new communication tool that can be used district-wide that includes translation services as well as improved access to information.



Question 3:
"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."

- Early Literacy and Attendance are bright spots. After large gains in 2023–24, both continue to surpass targets in 2024–25, suggesting sustained systems-level improvements (LETRS training, literacy interventions, family outreach, and attendance “nudges”).
- 9th Grade On-Track is now consistently outperforming targets, a positive leading indicator for eventual graduation rates.
- Graduation rates (4-year and 5-year) continue to underperform targets. While 5-year completion is closer, both metrics highlight the need for stronger secondary-level interventions, especially to maintain momentum after 9th grade.
- NKN is making clear progress in early grades (literacy, attendance) and transition years (9th grade on-track), but outcomes are not yet carrying fully through to graduation. While front-end supports are effective, additional back-end strategies—credit recovery, targeted mentoring, expanded CTE/college pathways—are needed to translate early success into long-term completion.



Questions?