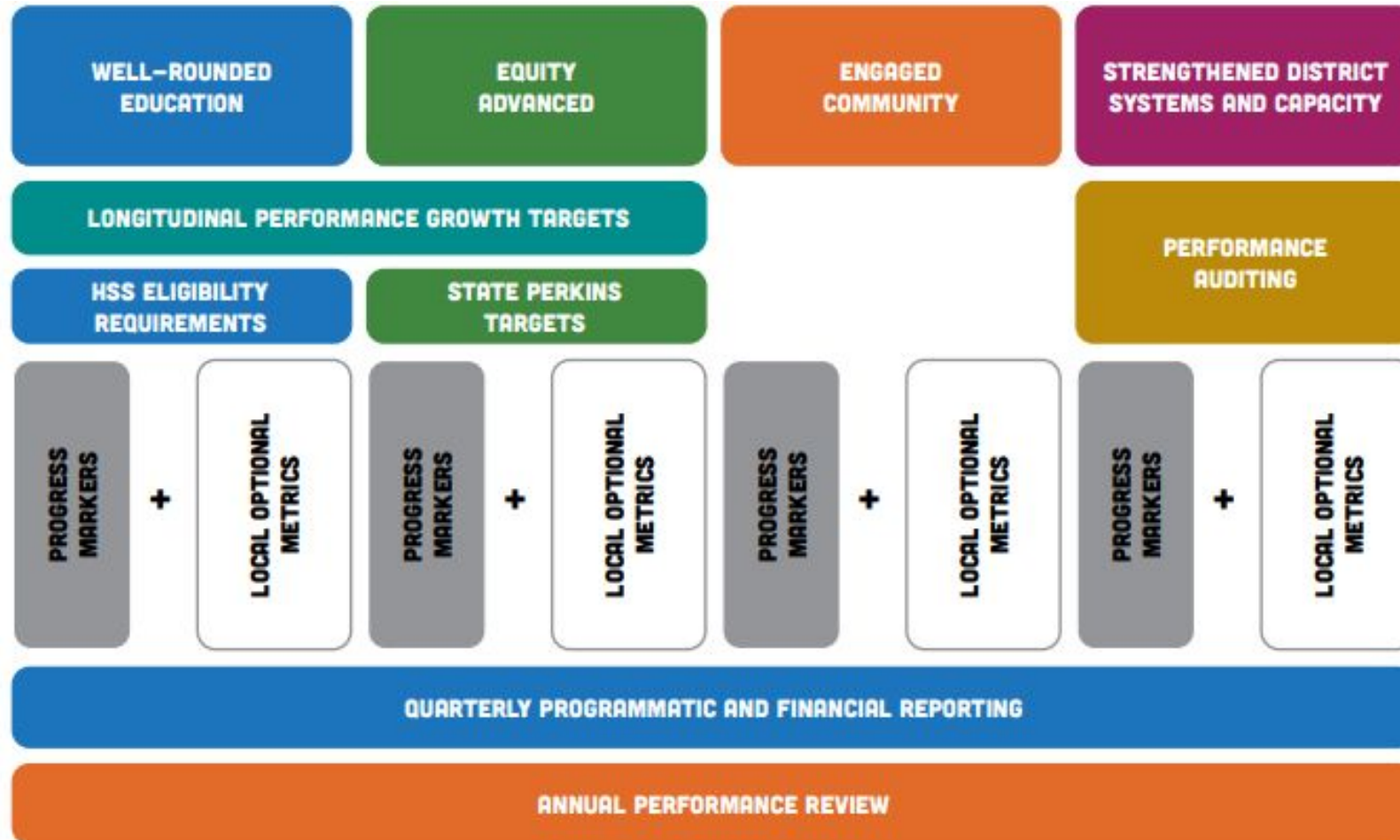


Annual Reporting Requirements

- 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.

- **Data-Driven Decision Making**
 - Strong data team with full access to student data
 - Informed, targeted interventions for student subgroups
 - Monthly attendance tracking supports early identification and response
- **Professional Development & Collaboration**
 - Weekly PD aligns instructions with district goals
 - Focus on UDL, curriculum, and best practices
 - Cross-site collaboration builds consistency and shared growth

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.

- **Stakeholder Engagement**
 - Improved family communication via ParentSquare
 - Strategic Plan shared in visual format – positively embraced
 - Regular surveys gather feedback from families, staff, students
- **Student Voice & Leadership**
 - Expanded student leadership opportunities
 - Student input shaping school culture and decision-making
 - Continued efforts to broaden representation

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.

- **Strategic Resource Allocation**
 - Focused investments despite financial constraints
 - Adoption of Synergy to improve data systems and student support
- **Ongoing Evaluation & Alignment**
 - Annual plan audits and progress monitoring
 - Data from assessments and surveys drive continuous improvement

Annual Report Narrative #1 (FULL RESPONSE)

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.

Reflecting on plan implementation and our progress markers, it's clear that our actions are directly contributing to the Outcomes and Strategies outlined in our Strategic Plan, as well as to our Longitudinal Performance Growth Targets (LPGT) and Local Optional Metrics (LOM). One area where we've seen meaningful progress is in our data-driven decision-making—an outcome that supports academic achievement, reduces disparities, and enhances student opportunities.

Our work began with a comprehensive needs assessment and an in-depth student achievement data dive. From that, we developed a plan that prioritized resources for maximum student impact. Five key themes emerged, each supported by specific objectives and outcomes that guide our implementation and evaluation. We built structures to regularly review multiple data sources—formative and summative assessments, annual surveys, and ongoing progress monitoring—to inform instructional and operational decisions.

A significant success has been the development of a strong, collaborative data team with full access to relevant student data. This access allows for well-informed, real-time interventions. Our team meets regularly to analyze benchmark data, PLC outputs, mid-cycle reviews, and input from specialist meetings that focus on student subgroups such as SPED, ELD, low-income, and minority students. Monthly attendance tracking further supports our efforts to identify trends and intervene early, helping address one of our LOMs: chronic absenteeism.

Professional development time on Wednesdays has been instrumental in aligning instruction with district goals. These sessions promote collaboration across grade-level and content-area teams, with a focus on UDL, instructional rigor, and curriculum alignment. Cross-site collaboration allows staff to share successful practices and support continuous growth. These structures are intentionally aligned to LPGTs and reinforce a cycle of improvement across the system.

We've also prioritized authentic stakeholder engagement. ParentSquare has improved our communication with families, and our consistent communication cadence has helped build transparency and trust. We've shared our finalized Strategic Plan as a visual, user-friendly document with families, staff, board members, and the broader community. It has been positively received and helps keep our collective focus clear and shared.

We've made strides in increasing student voice, providing more leadership opportunities and involving students in decisions that impact school culture and community. These efforts are ongoing, and we recognize the need to expand this work further to ensure representation across all grade levels.

Despite financial constraints, the district has remained strategic in its resource allocation. We continue to prioritize initiatives that support student learning and staff development. A notable investment this year was the adoption of Synergy as our new student information system. This will further strengthen our data systems, improve efficiency, and help staff better support student needs—directly contributing to the success of our plan.

Overall, our implementation efforts demonstrate meaningful progress toward the Outcomes and Strategies identified in our plan. By building collaborative structures, using data to drive decisions, engaging stakeholders, and remaining focused on equity and impact, we are moving closer to achieving our performance targets. Our team is committed to annual reflection, data audits, and revisions to ensure we remain responsive and adaptive to the evolving needs of our students and community.

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.

- **Student Voice & Leadership**
 - Progress at elementary level with student leadership teams
 - Need for broader, more inclusive student engagement across all grades
 - Limited structures to consistently elevate student voice in decision-making
- **Targeted Family Engagement**
 - General communication improved via ParentSquare
 - Need for focused meetings with specific parent groups (SPED, ELD, underserved families)
 - Time and staffing stretched thin due to overlapping grant/reporting requirements
- **Support Needed**
 - Streamlining of state/regional reporting expectations
 - Additional training and resources for equity-centered family engagement
 - Flexibility to prioritize relationship-building over compliance tasks

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.

- **Curriculum & Collaboration**
 - New Curriculum rollout highlighted need for collaboration time
 - PD and staff planning time positively impact student outcomes
 - Barriers remain due to limited time and competing initiatives
- **Equity Lens & Responsiveness**
 - Data use is strong, but action steps are limited by capacity
 - Need for more resources to respond meaningfully to subgroup needs
 - Holistic approach (academics + SEL + voice) is in progress, but not yet fully realized

Annual Report Narrative #2(FULL RESPONSE)

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.

While we've made considerable progress toward many of the Outcomes and Strategies outlined in our Strategic Plan, we continue to face challenges—particularly around expanding student voice and family engagement in meaningful, system-wide ways. One key outcome where barriers have emerged is in fully elevating student agency and increasing participation in decision-making processes across all levels.

We've made promising strides, including the establishment of an elementary student leadership team that allows students to interact with school leaders, share their perspectives, and contribute to shaping school culture. This early exposure to leadership has the potential to yield long-term impact as students move through our K–12 system. However, scaling this work and ensuring that all students—especially those from historically underserved populations—have access to similar leadership opportunities remains a challenge. We are still working to build the structures and capacity needed to consistently engage student voice in authentic and inclusive ways, especially at the secondary level.

We also recognize a similar challenge in the area of family engagement. While general communication with families has improved significantly through platforms like ParentSquare, we have not yet developed strong systems for hosting targeted meetings for specific parent groups. We believe that deeper, more focused engagement—especially with families of students from marginalized or underserved groups—is essential to achieving equity within our system. These meetings could allow us to better understand their needs, gather more actionable feedback, and collaborate on solutions that address barriers to student success. However, limited time and competing priorities—particularly around complex and overlapping grant/reporting requirements—make it difficult to prioritize and execute these kinds of targeted engagements consistently.

Additional regional or state-level support in this area would be especially valuable. For example, streamlined reporting expectations or flexibility in how certain requirements are met could free up time and resources to allow district staff to prioritize deeper relationship-building with families. Similarly, training and tools focused on equity-centered parent engagement strategies—especially those that support inclusive, culturally responsive communication—would be helpful as we strive to meet the needs of our entire school community.

Moreover, while we are committed to monitoring data through an equity lens, identifying gaps and opportunities for improvement, acting on that data often requires more time, professional learning, and resources than we currently have. We are working to ensure that student voice, social-emotional supports, and academic rigor are integrated holistically into our programs, and we are seeing improvements in key indicators like Freshman On Track and Graduation Rates. Yet, without the consistent ability to slow down, collaborate deeply, and reflect on subgroup needs through authentic engagement, it is challenging to fully close those gaps or to design interventions that are truly responsive and inclusive.

Lastly, our experience with curriculum implementation has further highlighted the importance of dedicated time for collaboration and professional development. When staff are given time to learn, plan, and work together, the impact on student outcomes is clear. But again, time remains a limited resource, often constrained by administrative demands and fragmented initiatives.

In summary, while our district is making steady progress in many areas, we continue to encounter barriers in expanding student voice and implementing deeper, more targeted family engagement. Support at the state or regional level—whether through training, streamlined requirements, or increased flexibility—would help us build the structures necessary to address these challenges and make even greater progress toward our equity-centered outcomes.

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.

Creswell School District has seen a mix of progress and ongoing challenges across priority outcomes. The data suggests promising gains in some key areas while also highlighting opportunities for strategic adjustment.

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.

Four-Year Cohort Graduation

We've made solid progress toward both our baseline and gap-closing targets for four-year graduation. The current rate for **all students** is **88.34%**, up from a baseline of **86.20%**, exceeding the annual growth target by **4.3%**. For **focal group students**, we've seen more significant gains—from **79.60%** to **86.4%**, an impressive **9.7%** increase. This shows our equity-focused interventions, SEL supports, and targeted graduation planning are having a positive impact. Continued investment in relationship-building, credit recovery, and progress monitoring will remain central.

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.

Five-Year Cohort Completion

In contrast, our **five-year completion rate** dropped slightly for all students from the baseline of **89.20%** to **86.4%** (a **-3.5%** variance). While focal groups saw modest growth (up **4.0%**), this metric signals a need to further investigate the causes of delayed completions. Moving forward, we may need to enhance supports for students requiring extended timelines, such as alternative credit pathways, individualized graduation plans, and improved re-engagement efforts.

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.

9th Grade On-Track

This is one of our strongest performing metrics. All student performance rose from the baseline of **77.62%** to **92.73%**, a **+15.1%** gain, far surpassing the target. Focal group students also increased from **72.87%** to **85.94%** (+13.1%). These results suggest that efforts like focused 9th-grade transition programs, consistent academic monitoring, and increased access to student supports are yielding results. We will continue to build on this momentum with stronger academic counseling and proactive attendance strategies.

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.

3rd Grade ELA Proficiency

This remains a challenge area. The overall proficiency rate is **46.5%**, just marginally above the baseline of **46.00%**. Although focal group students grew slightly (+0.9%), performance is still below target at **36.99%**. These scores reflect the lingering impact of disrupted early literacy instruction and signal the need for greater coherence between Tier 1 instruction and targeted interventions. Shifts include more embedded coaching, use of diagnostic literacy screeners, and alignment of PD to early reading standards and UDL principles.

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.

Regular Attenders

Attendance continues to be a stubborn barrier to success. Our current regular attender rate is **75.8%**, below the baseline of **77.66%**, with a **-4.0%** change. Focal groups are at **71.0%**, a **-2.9%** change. These trends suggest a need to deepen partnerships with families, increase attendance incentives, and refine our early warning systems. We plan to adjust strategy here by integrating more attendance outreach into student success planning and increasing community agency collaboration.

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.

Shifts in Strategy Moving Forward

- **Deeper engagement with focal families and students** to better understand attendance and literacy challenges.
- **More focused support for students requiring extended time to graduate**, with an emphasis on alternative pathways.
- **Literacy-specific coaching and training** to address persistent gaps in early reading interventions.
- **Use of Synergy SIS** to streamline progress monitoring and provide timely data for interventions
- **Continued investment in student voice, SEL, and family communication** to sustain positive gains in on-track indicators and graduation rates.