



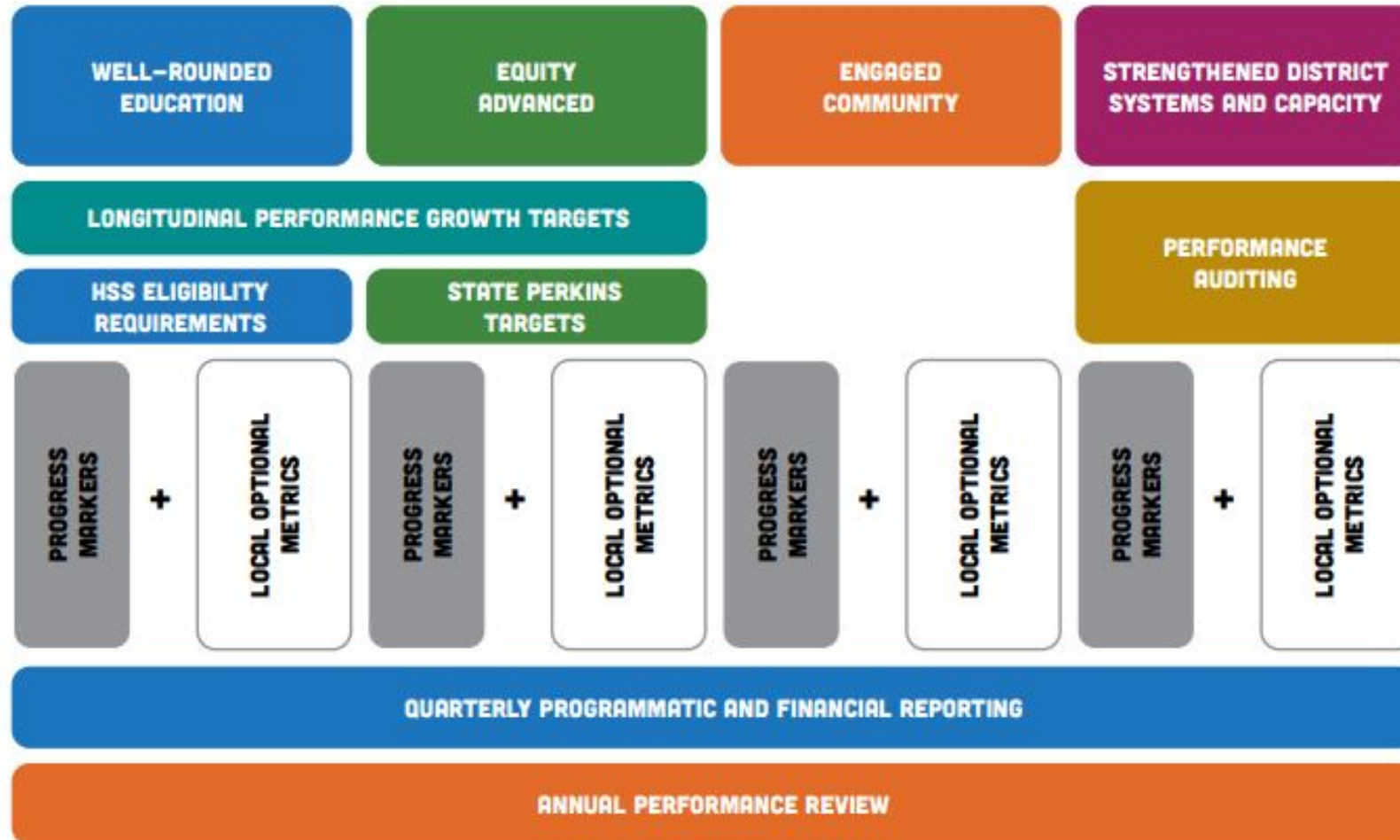
25-26 Integrated Programs Annual Report Presentation

Bethany Scovil
Communications & Community Engagement Coordinator

Annual Reporting Requirements

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



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.

Creswell School District has made significant progress implementing a comprehensive early literacy system to ensure students are prepared for reading success by third grade. The district continued its Kids in Transition to School (KITS) program to help incoming kindergarten students build foundational literacy and self-regulation skills before entering school. Throughout the school year, students received tiered literacy supports through evidence-based core instruction, i-Ready diagnostics, reading specialists, and the Intergenerational Reading Collaboration (IRC), ensuring interventions were matched to student needs. Building strong literacy skills in the early grades establishes the foundation for success throughout a student's educational journey, allowing students to transition from learning to read to reading to learn as they progress through middle school and high school. This foundation supports achievement across all content areas, strengthens critical thinking and communication skills, and prepares students for college, career, and life after graduation. Together, these coordinated efforts demonstrate strong implementation of the district's early literacy strategies and provide a continuum of support that strengthens student success through graduation.

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 attendance continues to present a significant barrier to consistent participation in interventions and instructional programming. During the 2025-26 school year, a smaller cohort of primary students experienced higher rates of illness, resulting in increased absences that limited access to classroom instruction, intervention services, and enrichment opportunities. Early literacy development relies on consistent, high-quality instruction, so these interruptions have a significant impact on students' opportunities to fully benefit from the supports available. Continued partnership with families to promote regular attendance, along with targeted intervention and extended learning opportunities, will remain an important focus as we work to ensure all students have equitable access to literacy instruction and achieve grade-level reading proficiency needed for long-term academic success.

While we have worked diligently to identify and implement evidence-based strategies to improve student attendance, additional opportunities to learn from other districts and access resources or promising practices related to attendance engagement and reducing chronic absenteeism would strengthen our efforts. In particular, opportunities to collaborate with districts of similar size and demographics could provide valuable insight into strategies that have demonstrated success in addressing attendance challenges and could complement the promising practices we are already implementing.