2025-26 Integrated Programs Annual Report Template

This Integrated Programs Annual Report Questions template aims to help grantees organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Annual Report Questions	
Question	**Context/Guidance**
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.	During the 2025–2026 school year, Glendale School District served 271 enrolled students with an Average Daily Membership (ADM) of 238. Overall, the district met most of its growth targets and demonstrated positive gains in several key student outcome areas. Attendance remains a district strength, particularly at the elementary level. K-2 Attendance: 92% Elementary Attendance: 91% Districtwide K-12 Attendance: 89% These rates reflect strong engagement among younger students and the success of family partnerships and attendance support systems. While overall attendance remains positive, 12th-grade attendance at 78% continues to be a concern and has been identified as a priority area for improvement. Increasing engagement and attendance among seniors will remain a focus in the coming year. Glendale demonstrated growth in literacy while identifying areas requiring additional support.3rd Grade Reading: Increased by 4 percentage points to 30% proficiency, showing progress toward improving early literacy outcomes. 8th Grade Math: Remains a significant concern at 4.1% proficiency, highlighting the need for intensified instructional support and intervention. To address mathematics performance, Glendale School District will implement Math 180 intervention programming during the 2026–2027 school year to provide targeted support for struggling learners and accelerate growth in mathematics achievement.Glendale School District is meeting most of its established growth targets and continues to make positive progress in

	attendance, student engagement, on-track indicators, and graduation outcomes. The district's strongest areas include elementary attendance, 9th-grade on-track performance, and graduation rate growth. While these accomplishments are encouraging, there remains substantial opportunity for growth in reading and mathematics achievement across all grade levels. Improving academic performance to meet or exceed state averages will continue to be a primary focus through enhanced instructional practices, targeted interventions, data-informed decision-making, and expanded student supports during the 2026–2027 school
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 the Glendale School District has experienced significant barriers to implementation is Outcome A: Improve Early Literacy and Academic Achievement through MTSS and evidence-based instruction. While the district has implemented a science-based reading program and provided professional development opportunities, several challenges have impacted progress. The most significant barrier has been staff turnover during the 2025–2026 school year, which disrupted continuity in instructional practices and limited the long-term impact of professional learning. New staff members required onboarding and training, making it difficult to maintain consistent implementation of intervention strategies across classrooms. Additionally, the district's small size and limited staffing capacity have created challenges in providing targeted interventions and coaching support. Teachers often serve multiple roles, limiting the time available for data analysis, progress monitoring, and collaborative planning. Student attendance also continues to be a challenge, particularly in secondary grades, where chronic absenteeism reduces the effectiveness of academic interventions and impacts student growth. Academic data highlights the need for continued support. While

	Grade 3 reading proficiency increased by 4 percentage points to 30%, achievement remains below desired levels. Secoond: Eighth-grade mathematics performance remains a significant concern at 4.1% proficiency. In response, the district will implement Math 180 intervention programming and continue strengthening MTSS systems; however, additional technical assistance related to intervention implementation, progress monitoring, and effective instructional practices would support more successful outcomes.The district would benefit from support in the areas of: • Sustaining evidence-based instructional practices despite staff turnover. • Building staff capacity in MTSS implementation and data-driven decision making. • Developing effective intervention systems for mathematics, particularly at the middle school level. • Identifying strategies to improve student attendance and engagement, especially in secondary grades. • Accessing coaching and professional learning opportunities tailored to the needs of small, rural districts. Despite these challenges, the district remains committed to improving student outcomes through continuous improvement processes, targeted interventions, and strategic use of available resources.