



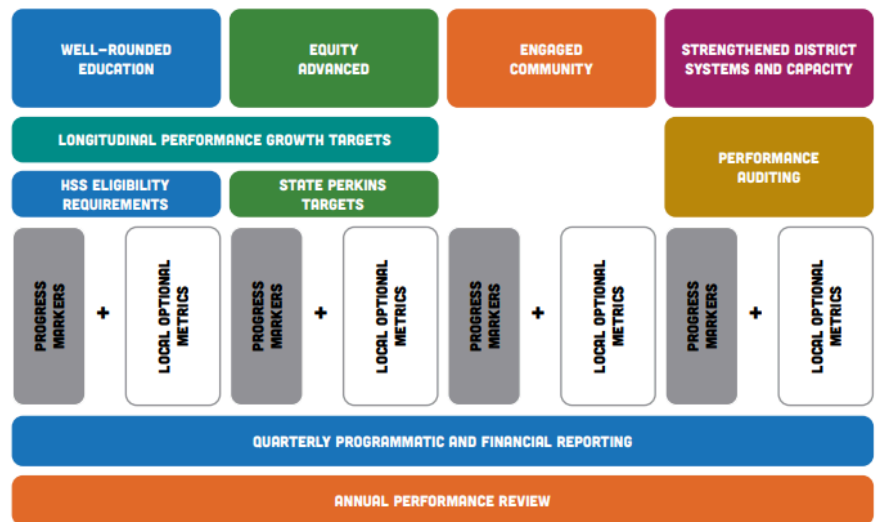
# Annual Report for Integrated Guidance 2024-2025

## September 11, 2025

### Background

Integrated Guidance is an effort by the Oregon Department of Education to strategically combine the application and reporting requirements for multiple funds that support public schools. For the 2023 - 2025 biennium, these funds included High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds. Reporting on spending and progress markers occurs quarterly. This Annual Report for 2024–2025 marks the conclusion of our district’s 2023–2025 Integrated Guidance funding.

Districts are required by statute to review progress and present an annual report in the form of three narrative responses. The report must be presented to the school board and posted to the district website. Because we are in year 2 of the biennium, we are also reviewing actual metric rates compared to previously created Longitudinal Performance Growth Targets (LPGTs).



### Oregon Department of Education - 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.

As we review our work and reflect on the implementation of our Integrated Guidance Plan, our district team recognizes that progress on our performance goals is advancing the Outcomes and Strategies outlined in the 2023–2025 plan.

One outcome where we have seen progress is “All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.” We invested in this outcome by using Integrated Guidance funds, which include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds.

In the area of CTE, Corvallis School District designed an industry-standard culinary space at CVHS, providing students with hands-on, career-aligned experience. This fall, students will also benefit from a new industry-standard health occupations learning space, expanding opportunities in high-demand fields. We also continue to offer middle school students STEM electives to spark curiosity in science, technology, engineering, and math. In our elementary schools, we increased partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students.

To ensure all students are ready for college or career, we implemented a college and career learning software system to support students and parents in knowing how to read transcripts, develop and engage with individual or personal education plans, and have resources to track their progress toward graduation. We continue to host a college and career fair for 11th graders and support all high school students with work-based learning career center specialists at each high school.

**Oregon Department of Education - 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.

The outcome where we are experiencing barriers, challenges, and impediments to progress is, “Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, or sexual orientation) does not predict or predetermine success in school.”

Our equity work spans more than a decade and has become deeply ingrained in the educational experience we provide our students and families. In the past biennium, we have implemented an instructional materials adoption process that vets instructional materials against our Racial Educational Equity Policy and aspects of our 5D+ evaluation system focused on culturally relevant instruction. We hired equity coaches to support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings. We improved systems that support data collection and analysis to inform equity-based decision-making. And we provided professional learning for teachers on mitigating bias and expanding college-level opportunities for all students.

But those achievements, and our plans for the next biennium in the area of equitable systems, are challenged by a presidential administration that does not recognize the value of equity and inclusion and is withholding federal funding that is critical to the success of this work. Our most significant barrier to equity and inclusion work in our district will be detrimental decisions made by the federal government and the U.S. Department of Education.

**Oregon Department of Education - Question 3.**

Review actual metric rates compared to previously created LPGT 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 current progress. Include specific metrics and target types in your reflection.

**Specific Metrics**

Note: Grantees who set LPGTs in the 2023 application cycle are expected to review the 2023-24 LPGTs, the 2023-24 actual metrics, and the 2023-24 difference.

	<b>Group</b>	<b>2023-24 LPGT</b>	<b>2023-24 Actual</b>	<b>2023-24 Difference</b>
<b>9th Grade On Track</b>	Baseline Target: All Students	85.00%	87.80%	2.80%
	Stretch Target: All Students	87.00%	87.80%	0.80%
	Gap-Closing Target: All Focal Group Students	80.20%	81.90%	1.70%
	Difference Between Baseline and Gap-Closing	4.80%	5.95%	
	<b>Group</b>	<b>2023-24 LPGT</b>	<b>2023-24 Actual</b>	<b>2023-24 Difference</b>
<b>3rd Grade ELA Proficiency</b>	Baseline Target: All Students	39.00%	51.30%	12.30%
	Stretch Target: All Students	49.00%	51.30%	2.30%
	Gap-Closing Target: All Focal Group Students	22.00%	37.10%	15.10%
	Difference Between Baseline and Gap-Closing	17.00%	14.16%	
	<b>Group</b>	<b>2023-24 LPGT</b>	<b>2023-24 Actual</b>	<b>2023-24 Difference</b>
<b>Regular Attenders</b>	Baseline Target: All Students	62.00%	69.60%	7.60%
	Stretch Target: All Students	64.00%	69.60%	5.60%
	Gap-Closing Target: All Focal Group Students	46.20%	63.40%	17.20%

	Difference Between Baseline and Gap-Closing	15.80%	6.19%	
	<b>Group</b>	<b>2023-24 LPGT</b>	<b>2023-24 Actual</b>	<b>2023-24 Difference</b>
<b>Four-Year Cohort Graduation</b> Cohort includes students who were first-time ninth graders in 2019-20 graduating in 2022-23	Baseline Target: All Students	90.60%	86.60%	-4.00%
	Stretch Target: All Students	91.40%	86.60%	-4.80%
	Gap-Closing Target: All Focal Group Students	85.50%	78.10%	-7.40%
	Difference Between Baseline and Gap-Closing	5.10%	8.51%	
	<b>Group</b>	<b>2023-24 LPGT</b>	<b>2023-24 Actual</b>	<b>2023-24 Difference</b>
<b>Five-Year Cohort Completion</b> Cohort Includes students who were first-time ninth graders in 2018-19, finishing in 2022-23.	Baseline Target: All Students	>95%	94.10%	
	Stretch Target: All Students	>95%	94.10%	
	Gap-Closing Target: All Focal Group Students	92.80%	90.90%	-1.90%
	Difference Between Baseline and Gap-Closing		3.20%	

### 9th Grade On Track

In 2023–24, we saw growth for all students and focal group students in this metric. To improve 9th grade student engagement at high school, our schools adopted new math instructional materials and funded access to engaging summer learning opportunities, including credit recovery and an Algebra math mindset camp. Our school data teams worked diligently to analyze student outcomes with attention to focal groups. We will continue this work into the next academic year.

### 3rd Grade ELA Proficiency

Our third-grade students grew in reading proficiency by 12% in 2023-24. More critically, our focal group students grew by 15%. This progress reflects the impact of effective curriculum and instruction, the use of culturally relevant practices, and ongoing professional development. The Early Literacy Grant has started to make an impact on reading instruction for students in kindergarten through third grade so we hope to continue this growth.

### Regular Attenders

Our regular attender rate increased in 2023-24 by 7.60% for all students and 17.20% for focal group students. We will maintain course on our work in this area that includes better engagement strategies at all grade levels, welcoming and inclusive school environments, and intentional work to engage families in understanding how important each day of school is for overall success.

**Four-year Cohort Graduation**

Although our graduation rate declined by 4% for all students and 7.40% for focal group students, we will continue with our work to broaden high school curricular options in CTE to support more students, offer a Senior seminar course to support graduating seniors with post-secondary planning, and maintain our Grad Coaches at each high school to lead data teams and refine intervention systems.

**Five-Year Cohort Completion**

Our five-year completion rate remains high, even though we had a dip of 1.90% for focal group students. We will continue to offer summer school credit recovery options for our students who need that opportunity to complete their credits in the summer.