



Scio School District

24-25 Integrated Programs Annual Report Presentation

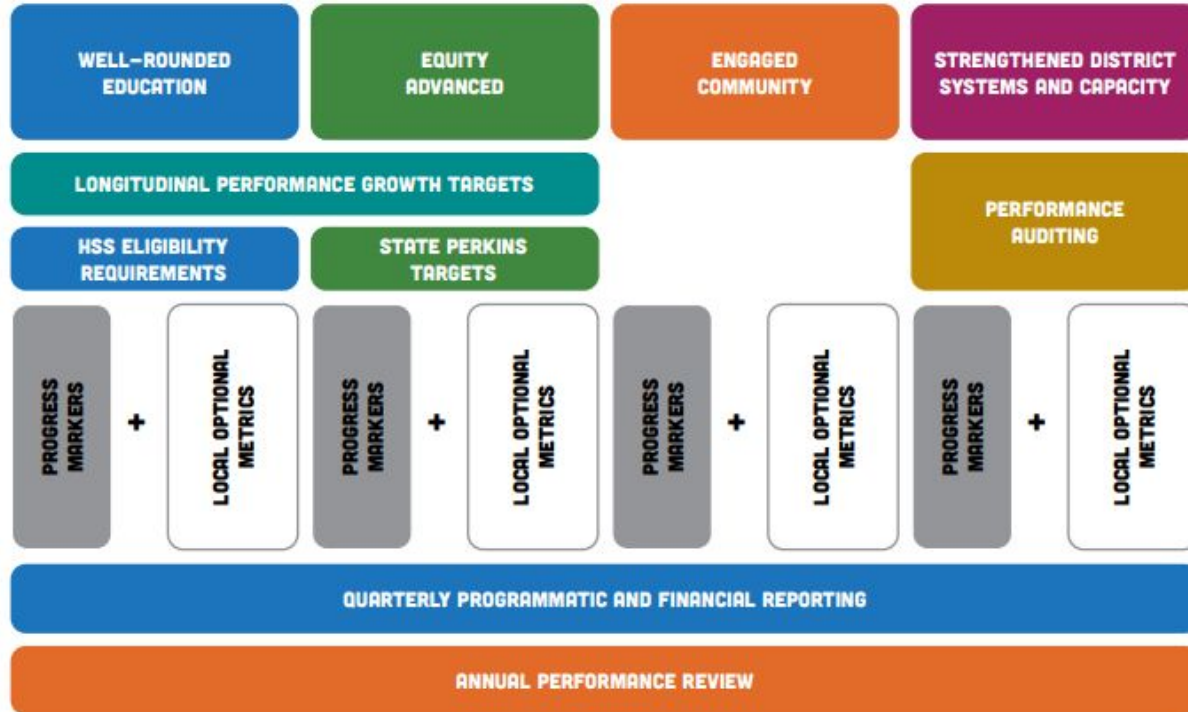
September 18, 2025 Board Report

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



Integrated Programs Annual Report Requirements

Recipients are required by statute to:

- Review their own progress on an annual basis.
- Present their annual report to their governing board at an open meeting.
- Post the report to the district website.

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.

Scio has strengthened communication and collaboration by actively engaging parents, students, and the community through initiatives such as the Logger Collective, which identifies essential skills and traits for post-high school success, and the Positive Climate Committee, which meets quarterly to review policies, ensure safety, and promote an inclusive and engaging school environment. The addition of student representatives on the school board further amplifies student voice and involvement in governance.

In response to decreased regular attendance rates, Scio recognizes that student engagement, voice, and community collaboration can be powerful influences, and looks forward to seeing future gains in this area as a result of these efforts. Collectively, these initiatives have fostered stronger partnerships, improved alignment with postsecondary readiness, and built a more connected and responsive school 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.

During the 2024–25 school year, a leadership transition and the redistribution of responsibilities created challenges within the elementary reading program. Despite these circumstances, overall English Language Arts proficiency increased by 2%, with more students meeting state grade-level expectations. However, third grade did not meet its ambitious target.

To address these challenges, the district is leveraging the Summer School Grant and Early Literacy Grant to strengthen MTSS systems and structures. Moving forward, a Literacy Leadership Team will focus on implementing protocols and evidence-based strategies grounded in the science of reading. Efforts will also emphasize expanded assessment and progress monitoring, alongside comprehensive professional development for all staff.

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.

The 9th grade on-track-to-graduate rate exceeded the LPG target by 6%, driven by a stronger focus on course scheduling, counselor oversight, and the continued support of the High School Success Coordinator.

While the on-time graduation rate remained steady, the five-year completion rate increased by 3% and surpassed the LPG target significantly. Moving forward, the district will continue to expand partnerships with Santiam Service Integration, the ESD-provided family support liaison, and other outside supports, while strengthening its counseling and behavior support teams under the guidance of the district-level behavior consultant. In addition, efforts will continue to prioritize student, parent, and community engagement to support ongoing success.