

Pendleton School District

Fall Update 2025



In the 2024-25 school year, the district implemented Year Two of a 4-year Integrated Plan that aligns the common goals and requirements of nine state and federal initiatives into a roadmap for improving learning conditions for students and educators while reducing burdensome administrative processes. Simultaneously we engaged our stakeholders in assessing progress and submitted a Plan Update for the 2025-27 biennium. This document serves as our required annual report to the community and summarizes the district's Outcomes, Strategies and Activities for the next two years, dependent on funding. Please reach out to the Superintendent with any questions.

2024-25 Annual Report on the Integrated Plan

Progress: In 2024-25 we continued to build on the successes from our 2023-24 school year to make our Outcomes A and C a reality. Although academic progress grew and disparities receded overall, our biggest wins are the remarkable progress by our Native American population who are bucking historical trends to outperform the state average graduation rate and meet or nearly meet our district averages in core subjects. We credit this to the hard work not only of our students and their families, but also years of partnership, professional learning and sustaining systems of support. Likewise, over the course of last year we were able to begin turning the tide of disruptive behaviors in support of Outcome B. By implementing Tier III Behavior Support Classrooms in K-5 buildings and through partnership with community counseling and therapeutic services we have made significant progress in supporting our mental health behavior students with targeted instructional needs and behavior modification skills.

Challenges: Although it is ticking up, our regular attender rates continue to limit our academic performance. Students who are not here do not have the opportunity to benefit from our instruction and services. We continue to work on strategies to improve attendance in our schools by creating a welcoming, safe, and supportive environment. The district also worked with the county over the course of 24-25 to reestablish consequences for truancy after other avenues have been exhausted. Attendance is the lynch pin to all of our Outcomes and will continue to be a major area of focus.

Performance:

Longitudinal Performance Growth Targets set in 2022-23 established annual growth goals for All Students and Combined Focal Groups to determine over time if our systems and interventions are achieving not just individual student growth but collective growth across the district in 5 Common Measures. The most recent data provided by ODE, from 2023-24, shows not only that we met or exceeded all of our targets, but also caps 3-years of trend data showing steady growth across the measures. Notably we had significant gains for all of our high school measures, particularly for focal groups. We credit this student growth to our strategies and activities (investments) in developing systems and ensuring specialists are available to provide supplemental instructional and behavioral support to students and teachers across the district. As our 2024-25 school year data becomes available we will continue refining and focusing our work for this current year.

2023-24: Common Measures <i>All Student/Focal Group Student %</i>	Targets	Actual	Statewide Performance
Four-year Graduation	81 / 71	82.8 / 75	83.08 / 77.41
Five-year Completion	82 / 72	84.8 / 81	87.81 / 83.26
Ninth Grade On-Track	80 / 66	84.9 / 79.7	85.26 / 80.01
Third Grade Reading	31 / 20.5	34 / 23	39.49 / 29.94
Regular Attenders	60 / 45	59.9 / 51.5	66.02 / 60.63

Pendleton School District: 2025-2027 Integrated Plan Snapshot

As we enter into a new biennium, our Plan Update now includes Early Literacy Success and overall funding for the initiatives has fallen statewide. Our budget was built on preliminary estimates in the Spring 2025, which will require some adjustments as part of our Quarter 1 reporting later this Fall.

Initiative: 2025-26	Preliminary Estimate	Final Allocation
Student Investment Account	\$2,901,206.91	TBD
High School Success	\$752,224.21	TBD
Early Indicator & Intervention Systems	\$8,482.65	TBD
Early Literacy Success	\$229,188.42	TBD

Our intended Outcomes and the Strategies to help us achieve them are:

A. Increase academic achievement and reduce academic disparities for our focal groups identified through our needs assessment (Students who experience disability, Emerging Bilingual and English Learning students, Native American students, students experiencing economic disadvantage, Latinx)

- ★ Develop and implement a robust system for monitoring and improving ninth grade on track for graduation
- ★ Reduce class sizes K-3 to promote evidence based practices for Early literacy and Numeracy (3rd grade reading)
- ★ Refine and implement systems to monitor and promote regular school attendance
- ★ Provide affordable and accessible credit recovery and acquisition opportunities
- ★ Increase instruction and social emotional support for focal groups through intervention specialists, additional instructional assistants, behavior support specialists, special education teachers and other personnel.

B. Ensure a climate and culture of safety and wellbeing for all students.

- ★ Establish and implement a comprehensive system of support for behavioral health and wellbeing
- ★ Utilize intervention specialists & Counselors to provide ongoing job embedded professional development and coaching through a culturally responsive multi-tiered system of support to strengthen educator proficiency on Social and Emotional Learning and Trauma Informed Instruction.
- ★ Improve school safety through key partnerships and investments in staff, programs and professional development.
- ★ Collaborate with culturally specific community-based organizations to provide wraparound services and support to students through youth mentoring and advocacy.

C. Enhance and expand innovating and emerging practices in education to better meet the needs of students historically marginalized in educational institutions.

- ★ Build a consistent community informed approach and aligned pathway between middle school, high school and higher education to promote college enrollment.
- ★ Identify and expand existing and promising practices to support culturally responsive practices, promote early literacy and instruction for our focal groups.
- ★ Develop and implement a system to support and expand enrollment of underserved students into advanced and CTE coursework and career related learning opportunities.

D. Early Literacy Outcome: Aligning interventions and instructional practice resulting in improved literacy outcomes for K-3 students.

- ★ Provide professional development, coaching and collaboration time for effective phonics instruction to all Early Literacy Instructors.
- ★ Enhance and expand existing early literacy curriculum

Initiative dollars supplement other district sources by funding activities that specifically align with our Integrated Plan strategies. Investments for the upcoming biennium include staff and programming investments to provide a well-rounded education, offer individualized and targeted support and/or reduce class size, and partnerships that provide extra support for our students and families.

Access the full plan and grant agreement on our website or district office.

For questions or comments, please contact Superintendent Michelle Jensen at mjensen@pendletonsd.org or 541-276-6711.