



Pendleton School District

2026 Fall Update

The purpose of this update is to both look forward and backwards. We will reflect on our district's progress on Year 1 of our biennial update to the Integrated Plan, which is a compilation of the goals and activities we have designed to meet the aspirations of Oregon's Student Success Act (SSA) and related initiatives. In the Summer of 2025 the Governor signed the legislature's Accountability Bill (SB141) which builds on the SSA to further leverage and direct state funds and priorities. In the year ahead, the district will balance implementing the final year of our Integrated Plan with new components from the Accountability Bill. As partners in this work, students, staff, parents and community members can expect the following:

- Planning will begin for a broader **Unified Grant Application**, encompassing additional funding sources and requirements, to replace our Integrated Plan in the next biennium.
- There will be a heightened emphasis on an expanded set of **Performance Growth Targets** which will trigger ODE intervention if not met for two years.
- In the Fall, Winter & Spring, we will present K-8 student growth on short **Interim Tests** that measure discrete skills in Reading and Math to support instructional decision-making and earlier interventions in student learning gaps.

2025-26 Annual Report on the Integrated Plan

Progress: We've made progress in our desired outcome of increasing academic achievement and reducing academic disparities for our focal groups. Our regular 9th grade on track team meetings are firmly in place; the right data is reviewed, the right staff are at the table, and assignments are made and followed through on. As a result, we've seen a steady increase in our 9th grade track numbers of the past few years. We're also providing no cost credit retrieval opportunities for all students during the summer and throughout the school year and implementing systems to encourage attendance. Each school has an attendance team who meet bi-monthly to review the most recent attendance data and take action to assist those most in need. We try to balance our approach to support students near or at the 90% level and still support and motivate those well below 90% to improve their attendance. The other outcome we feel we've been successful at addressing is in aligning intervention and instructional practices to improve K-3 literacy. Although it's too early to make any assumptions about the data, we've provided teachers with more targeted and aligned professional development and co-designed an action plan for 2026-27 that provides classroom-based coaching EOU clinicians. We also continued working on our third outcome, ensuring a climate and culture of safety and wellbeing for all students. Addressing the root causes of chronic absenteeism through our attendance initiatives touches on this work and helped the district reinvigorate important collaborations, including: resurrecting the School Safety Team, strengthening counseling through our student-based health center and partnering with community organizations like Yellowhawk, COPES and Community Counseling Solutions.

Challenges: One of the barriers we identified to supporting our academic outcome (A) is aligning our grades 6-12 education experience for all students. There is a great need to align the instructional scope and sequence and the courses offered between our middle and high school, requiring additional time and leadership to support collaborative teacher planning, instructional guidance and fidelity to curriculum. There has been a lack of time and guidance in leading teachers, adjusting schedules and reviewing curriculum to create a more seamless system between the schools. This includes offering middle school electives that introduce students to the elective and CTE pathway opportunities that exist at the high school level. The middle school developed a new quarter-schedule schedule for this year to increase opportunities for students to try more CTE/elective possibilities. The high school added student engagement nights and incentive programs for Hawthorne students, updated their course catalog and continued supporting postsecondary

planning through YouScience, ASPIRE and our Next Step Navigator. This work supports Outcome C, meeting the needs of historically marginalized students through college and career readiness and strengthening literacy and culturally responsive learning. 2025-26 provided significant learning opportunities in this area through a flood of state reviews and, including: High School Success Eligibility, Civil Rights, Accreditation and services for English Learners.

Performance Growth Target Snapshot

Common Measures <i>All Student/Focal Groups</i>	23-24 Actual	23-24 State	24-25 Actual	24-25 State
Four-year Graduation	82.8/77.3	83.1/77.4	91/85.2	83
Five-year Completion	84.8/81	87.8/83.3	87.6/84.4	84.1
Ninth Grade On-Track	84.9/79.7	85.3/80	89.2/85.3	84.7
Third Grade Reading	33.8/21.1	39.5/29.9	27.3/20.9	40.3
K-12 Regular Attenders	59.9/51.5	66/60.6	67.4/60.9	66.5
K-2 Regular Attenders	60.5/52.5	68.9	73.4/67.1	70.7
Eighth Grade Math	20.2/12.4	26.4	29.9/23.2	28.9
Fifth Grade Science	40.9/29.1	30.6	48.7/38.6	30.4

Beginning this year, the district will be measured using 8 statewide metrics, up from five. The new measures are K-2 Regular Attendance, 8th grade Math and 5th Grade Science Achievement. New targets based on the performance of similar districts have been set through 2029-30 in accordance with the Accountability Act. The adjacent table provides performance for the last two years of ODE-validated data compared to the State of Oregon. The first number represents *All Students* followed by students who represent *Combined Focal Groups* (students experiencing disabilities, poverty, homelessness, or foster care and students of color).

Although official data for 2025-26 won't be available for several months, we anticipate steady growth in our metrics, particularly our attendance & ninth grade on-track measures.

2026-27 Integrated Plan Outcomes and Allocations

The district continues to work toward the following Outcomes:

Early Literacy: Align interventions & instructional practices resulting in improved literacy outcomes for K-3 students.

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)

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

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

Initiative	2026-27 Allocation
Student Investment Account	\$2,969,255.09
High School Success	\$ 768,367.76
Early Indicator & Intervention Systems	\$ 10,792.19
Early Literacy Success	\$ 236,180.81
Federal School Improvement	\$198,854.59

Allocated funds have increased by almost \$296,000 in the second year of this biennium.

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.