



Morrow County School District

Fall Update 2025

During 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 the learning conditions for students and educators. We also engaged our stakeholders in assessing progress and submitted a Plan Update for the 2025-27 biennium. This document is both the required annual report to the community and a summary of the district's Outcomes, Strategies and Activities for the next two years, dependent on funding. Please reach out to the Director of Educational Services, Dr. Marie Shimer, with any questions.

2024-25 Annual Report on the Integrated Plan

Progress: The three major themes that tie much of last year's work together are Communication, Professional Learning, and Student Options. Each contributed to supporting our plan outcomes.

Communicating with stakeholders: We started the year by introducing families to a new two-way app that integrates with our student information system to provide easy access to their students' class information, attendance and teacher communication. Informed families are engaged families who partner in supporting their students' academic success (Strategy B1). The app also helped deliver a community survey which our bond advisory committee used to develop bond goals for an ultimately successful vote. The community's priorities aligned with Outcomes C (Increase academic achievement and reduce disparities) and D (Strengthen CTE program participation & workforce training opportunities), both of which are dependent on safe and effective instructional spaces. Through this process we learned how committed our communities are to supporting their local schools; it is up to us as leaders of a consolidated district to maintain unity while celebrating and engaging each community. For example we partnered with other regional districts and the ESD to maintain sports coverage after our regional newspaper could no longer afford to retain a sports writer. In small towns like the three that we serve, high school athletics is an important connection between the school and community.

Staff-Driven Professional Learning: Last year we implemented the teacher-driven professional learning plan developed by our instructional coaches and administration with staff input, proving that the wisdom really is in the room. Although not specifically designed to align with our Integrated Plan, teachers identified topics that matched Outcomes A, B & C and associated strategies. Internal staff including instructional coaches and our student resource officer led or coordinated professional learning for licensed and classified staff on:

- Classroom Management and behavior support for both licensed and classified staff,
- Math interventions and diagnostic practices
- Expanding our mentor/mentee programming
- Effective and culturally-responsive assessment and grading practices
- Support for the technical aspects of our gradebook program.
- The I Love You Guys protocols and other safety and behavior issues.

Elementary teams continue their focus on implementing the Science of Reading with Rhonda Fritz from EOU and are making plans for additional training that aligns with fluency and phonics. Secondary staff worked closely with academic coaches and building admin around grading equity and alignment. This

year Riverside and Irrigon Jr/Sr High Schools will continue working with IMESD and other partners on implementing Multi-Tiered Systems of Support (MTSS) and/or monitoring Freshmen On-Track.

Student Options: In support of Outcomes A and D, we continued to offer our Virtual Learning Program as a resource for families who either come from a non-traditional setting or need options outside of the traditional school. We also launched free 2x/week GED Prep classes for Spanish-speakers, aged 16-21, to equip them with a credential that will help them in their next steps. We are hopeful that we can maintain these activities with current staffing limitations. All three of our high schools are now offering multiple CTE pathways ranging from Agriculture, Manufacturing, and Business. We also continued to pay for early college credits both through dual credit and direct enrollment with either EOU or BMCC. Morrow County students begin building plans for their next steps as freshmen and we are deeply committed to providing them with individualized tools and opportunities to explore their futures.

Challenges: We identified two barriers to achieving our academic-oriented Outcomes (A & C). First, the student growth we see through our iReady diagnostics is not translating to the state testing environment, demoralizing for staff and students. We continue to focus on: continued professional learning; programs like Kindergarten Jumpstart; refinement of our intervention systems; and strategies to help students prepare for the state assessments to better reflect their learning. Although the emphasis on state testing took a back seat during the pandemic, we need to revisit with staff, students and families the importance of these assessments and their role holding the district and schools accountable. This includes reminding for some and reframing for others their purpose, which is measuring how well we taught the standards, and how that differs from other diagnostic tools which are designed to provide actionable, individualized student feedback for instructional decision-making at the classroom level.

More confounding is the ongoing fiscal uncertainty. Last year we learned one of our buildings is fundamentally unsound, requiring cost-prohibitive and substantial work just to be safe. Luckily, our communities supported a bond measure but solving this problem consumed much of our limited time and financial reserves. To help the district remain fiscally stable and prepared for emergencies, our Superintendent has adopted a "Needs v. Want Gate" for all spending decisions. However, the unpredictable and last minute funding from the state limits the support we offer to realize our outcomes and growth targets in the shadow of pandemic learning loss. One of our Summer Learning grant funds, for example, was cut by \$70,000 in the last week of June. When funded we fill every spot we can afford to offer, but last-minute legislative decisions leave us scrambling to secure staff and connect with families. The stability that was supposed to be a feature of the legislatively-funded Student Success Act initiatives has been anything but and is further destabilized by inflation and growing PERS liabilities. The need is there and we can only hope the funding will be, too, in the coming years.

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. ODE's most recent data (2023-24) is indicative of post-pandemic complexities that show up in the results of our "Combined Focal Groups" who were disproportionately impacted by COVID closures. ODE's 2023-24 District Report Card describes our 2023-24 demographics as 59% Hispanic/Latino, 43% Ever English Learners, 41% Students Experiencing Poverty and 17% Students with Disabilities. The data echoes this truth with students who finished school at the end of the

pandemic continuing their upward trend (4-Year Graduation and 5-Year Completion have been improving and remain over 95% since 2019-20) and the students who started school or were still in elementary school during the pandemic trending in the opposite direction. Specifically, the 9th Grade On-Track measures were at a high of 94% for All Students and 93% for Combined Focal Groups in 2018-19 and have decreased every year since. This year high school staff members are participating in professional learning to improve on-track status and refine secondary systems of monitoring and interventions, led by our instructional coaches and supported by our wraparound services. CTE program participation (Outcome D), along with 9th grade on-track status, is a significant predictor of graduation, so we will continue to promote CTE and workforce training opportunities.

Likewise, 3rd grade reading performance has been decreasing since a high of 37% for All Students and 23.3% for Focal Groups in 2018-19. Worse, the opportunity gap is widening, underscoring our concerns mentioned in the Challenges section.

Regular attendance has dropped off a cliff since a high of 81.81/75.21 in 2016-17 for All Students/Focal Group. The steepest slide (20%) happened during the height of the pandemic in 2021-22 when students were working to support their families, caring for siblings while parents worked and generally not able or willing to prioritize school attendance. Our Outcome B strategies have helped regular attendance bounce back slightly, closing the opportunity gap and bringing us closer to state averages. We are hopeful that continuing these wraparound strategies, committing to professional learning and improving two-way communication with families will solidify an upward trajectory.

2023-24: Common Measures <i>All Student/Focal Group Student %</i>	Targets	Actual	Statewide
Four-year Graduation: % earning a regular or modified diploma within 4 years of entering high school.	>95/ 94	>95 >95	83.08/ 77.41
Five-year Completion: % earning a regular, modified extended or adult hs diploma, or GED w/in 5 years	>95/ 94	>95 >95	87.81/ 83.26
Ninth Grade On-Track: % earning at least ¼ of required credits by the end of summer following 9th grade.	91.56/ 91.56	89 / 85.7	85.26/ 80.01
Third Grade Reading: % proficient on statewide English Language Assessments.	28.4/ 12.5	23.5 / 16	39.49/ 29.94
Regular Attenders*: % attending more than 90% of their enrolled school days.	67.6/ 67.6	61.7 / 58.6	66.02/ 60.63

2025-27 Integrated Plan Snapshot

Initiative: 2025-26	Preliminary Estimate
Student Investment Account	\$2,655,797.82
High School Success	\$764,172.45
Early Indicator & Intervention Systems	\$6,619.80
Early Literacy Success	\$195,942.57

As we enter into a new biennium, our Plan Update now includes Early Literacy Success. Our budget was built on preliminary estimates in the Spring 2025, which will be adjusted after final allocations are released at the end of September.

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

Early Lit Outcome: Increase academic achievement in Pre-K through 3rd grade early literacy and reduce disparities for our focal groups in all communities.

- ❖ Pre-K through 3rd grade Summer jumpstart programs targeted at each transition year to support student movement to new grades/buildings.
- ❖ Staff at Pre-K through 3rd grade levels using data and evaluation tools to ensure that student academic and social emotional needs are being met.
- ❖ Participation in regional professional development opportunities for all levels of staff Pre-K through 3rd grade focused on science of reading strategies.

Outcome A: Maintain graduation rates of 93% across all demographic groups.

- ❖ 9th grade on-track will remain in alignment with graduation rates/goals of 93% or higher.
- ❖ Expanding alternative learning settings such as our virtual school to support students not comfortable or successful in traditional settings.
- ❖ +1 math course offerings as an option for students that traditionally struggle in math.
- ❖ Refine systems to track and monitor students progress both through advisory and MTSS team meetings.

Outcome B: Provide comprehensive CARE/Wraparound support through school nursing, mental health counseling, SRO in all communities.

- ❖ Conferences, individual family meetings throughout the year emphasizing the importance of attendance and support options.
- ❖ CARE/Wraparound staff working with building administration to identify student needs; work with families to support removing barriers to school attendance.
- ❖ Academic & Mental health counselors assigned to each school building to work individually and in small group settings with students.
- ❖ Continue to strengthen after school / Friday school, and summer school opportunities (enrichment and support programs)
- ❖ Provide SEL lessons in small group / whole class settings across all grade levels

Outcome C: Increase academic achievement and reduce disparities for our focal groups in all communities.

- ❖ Summer jumpstart programs targeted at each transition year to support student movement to new grades/buildings.
- ❖ Staff at all grade levels using data and evaluation tools to ensure that student academic and social emotional needs are being met.
- ❖ Instructional coaches work with teachers across grade levels on strong instructional practices and adoption of core curriculum.
- ❖ Participation in regional professional development opportunities for all levels of staff
- ❖ Maintain small class sizes / offer comprehensive PE and music programs in elementary buildings

Outcome D: Continue to strengthen CTE program participation and workforce training opportunities.

- ❖ All students will complete at least two classes aligned to their career pathway their junior/senior year. (CTE courses, internships, or college credit opportunities). Done in collaboration with POM workforce coordinator.
- ❖ All students will work with their advisor and academic counselor to develop a personalized plan for graduation that includes pathway and/or advanced courses.
- ❖ Administrators and counselors will hold parent sessions to help parents learn about early college and CTE opportunities for their students.