

Umatilla 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 the outcomes and 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

From the beginning of the Student Investment Account funding in our schools, the district made a conscious decision to utilize these funds in ways that would put the meat on the bones of our barebones staffing, including: adding specialists, reducing class sizes, offering additional electives and generally finding creative ways to let the classroom teachers teach. Although the strategies have shifted slightly, the progress that we made in Umatilla last year towards achieving our Outcomes still boils down to training and supporting our staff. In our community paraprofessionals are honored as valuable assets; they provide essential support to teachers in addressing diverse learning needs (Outcome A & B) leading to improved classroom management and a more inclusive learning environment. Their expertise not only benefits students directly but they support our after-school and parent engagement programming, enhancing the climate and culture of our buildings (Outcome C). Ensuring they have the training they need to support students and teachers and build their own confidence as professionals is one of our highest priorities.

Another aspect of professional learning that we focused on last year is reinforcing the skills and camaraderie of our newest teachers through formal and informal time together with their mentors. This year we are adding more in-district coaching support for our teachers and students. These updated strategies are the natural evolution of the "grow-our-own" culture that we have been working on for several years. The reality is that our staff have lots of places they could go to work and probably earn more money, but we know the retention of the caring adults in our schools who have built relationships with students and their families is key to our students' success. Cultivating a workplace where our staff feel supported and know they are making a difference is working for us and our community.

Challenges

One of our biggest challenges is articulating success in the short-term for long-term goals and targets that are not inclusive of the multiple variables and complexities that impact student performance. We are careful about how we communicate progress, or setbacks, so that our staff and community don't lose patience with aspirational goals that are worth striving for but require consistent, sustainable foundation-building strategies that take years to show results. This work is made up of incremental gains best captured by student-level diagnostics. Our staff see both the daily struggles that our students

overcome and the major disruptors, like the pandemic, and they show up everyday to keep moving the ball forward. Last, we operate at capacity so any additional work, even wonderful opportunities like managing a bond project, is a trade-off. We are grateful to our staff and community for the temporary inconveniences necessary to build new instructional spaces for our students.

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 still reflects the pandemic's impact but also recovery. For example:

Closing the Achievement Gap: Combined focal groups (Students with Disabilities or Experiencing Poverty, English Learners and Students of Color) exceeded local targets and beat the state average in 4-year Graduation and Regular Attender rates. However, even as overall student performance increased in Five-Year Completion and Third Grade Reading, the achievement gap widened as measured by SBAC. SBAC scores are not an accurate measure of learning in Umatilla as we do not emphasize SBAC and instead focus on MAP testing and data).

Completing High School: Pandemic disruptions hit the Class of 2023, whose freshmen and sophomore years were interrupted, especially hard. They posted the lowest on-time graduation rates in four years, often because their families needed support with childcare or wage-earning. We have found it difficult to compete with the workforce but have had some success helping students complete a credential during a fifth-year and beyond by providing flexible opportunities to continue earning credit. Even though we are meeting our benchmark for all students and just barely missed for combined focal groups for Ninth Grade On-Track, performance has been slowly falling since 2021-22. This year we are adding support at the middle and high school to reverse this trend. Our on-time graduation rate, however, has not suffered posting 12-13% gains over the prior year, beating the state average.

Reducing Chronic Absenteeism: Likewise, our Regular Attenders rate increased over the prior year and met our targets. Since being at school is a prerequisite for learning, we think this is very promising and will continue to pursue every avenue possible to promote attendance.

Supporting Early Literacy: Last, even though our focus has been on our MAPS diagnostic, our Third Grade Reading scores jumped by over 10% for both all All Students and Combined Focal Groups, This is a credit to our paraprofessional and licensed staff who have invested in themselves through professional learning in the Science of Reading and trauma-informed practices.

2023-24: Common Measures <i>All Student/Focal Group Student %</i>	Targets	Actual <i>Met Not Met</i>	Statewide Performance
Four-year Graduation: % earning a regular or modified diploma within 4 years of entering high school.	85.7/85	89.5/89.4	83.08 / 77.41
Five-year Completion: % earning a regular, modified extended or adult hs diploma, or GED w/in 5 years	87.5/87.5	81.6/78	87.81 / 83.26
Ninth Grade On-Track: % earning at least ¼ of required credits by the end of summer following 9th grade.	80.10/80.10	80.9/79.8	85.26 / 80.01
Third Grade Reading: % proficient on statewide English Language Assessments. NOTE: MAP data for 3rd grade reflects	20.10/20.10	23.4/18.8	39.49 / 29.94

31% meeting (61st-80th percentile) or exceeding (above 81st percentile) with another 26% in the average performance range (41-60th percentile).			
Regular Attenders*: % attending more than 90% of their enrolled school days.	61.5/61.5	65.8/63.9	66.02 / 60.63

2025-27 Integrated Plan Snapshot

As we enter into a new biennium, our Plan Update now includes Early Literacy Success and Federal School Improvement funding. Our budget, built on preliminary estimates in the Spring 2025, shows a slight increase but may require some adjustments after final allocations are received later this Fall.

Initiative: 2025-26	Preliminary Estimate
Student Investment Account	\$1,546,738.91
High School Success	\$434,824.91
Early Indicator & Intervention Systems	\$4,138.26
Early Literacy Success	\$110,452.23
Federal School Improvement	\$61,404.59

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

Early Literacy Outcome: Aligning interventions and instructional practice will result in improved literacy outcomes for PK-3 students.

- ❖ Provide ongoing training and professional learning support for all PreK-3 staff to achieve the Early Literacy Framework.
- ❖ Maintain a preK-3 Multi-Tiered System of Support (MTSS) to support literacy skill development.
- ❖ Maintain updated instructional resources and relevant interventions.
- ❖ Support students and families through at-home literacy learning opportunities and training.

Students in grades K-12 will meet their growth goals in MAPS for math, reading and language usage.

- ❖ Maintain a K-12 Multi-Tiered System of Support (MTSS) to support student needs.
- ❖ Maintain updated instructional resources and relevant interventions.
- ❖ Provide ongoing training and professional learning support for all PreK-12 staff.
- ❖ Support students and families through extended learning with a contextualized STEAM focus

Umatilla High School will continue 4 year graduation rates for each and every student group.

- ❖ Students in grades K-8 will set and monitor growth goals in MAPS to accelerate learning and prepare for high school
- ❖ Students in grades K-8 will form strong attendance habits through partnerships with student and parent leadership
- ❖ Students in grades 9-12 will have buy-in for their attendance
- ❖ Students in grades 9-12 will have voice and choice in course offerings

Safe (emotionally and physically) learning spaces will be supported.

- ❖ Continue community partnerships such as the Umatilla Police Department and other law enforcement agencies
- ❖ Maintain secure facilities, including classroom and school cameras and secure entry vestibules
- ❖ Continue mental health supports for students
- ❖ Support mental health services in extended programming to increase access to services for students and families