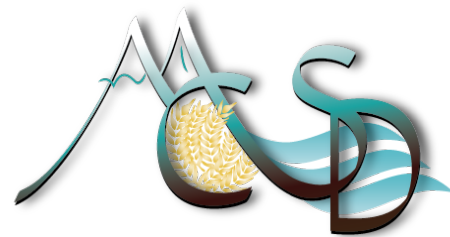


Morrow County School District

2026 Fall Update



The purpose of this update is to both look back and forward. 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: In 2025-26 the district continued its steady increase in K-2 Attendance—over 20% since 2021-22—which we attribute to our work in developing pre-school programming that is embedded in elementary schools as well as Summer Jumpstart. These have helped build productive relationships and learning partnerships with parents, increasing school readiness and supporting our Early Literacy Outcome. At the same time our staff have been working with EOU's Reading Clinic to streamline and ensure fidelity to the instructional materials we use to align with the Science of Reading, including professional learning on effective interventions and progress monitoring systems for our high dosage tutors. Over the summer, students worked with these newly-trained tutors in small groups as part of the Summer Recreation programs in Boardman and Irrigon. Our partnership with EOU will continue in 2026-27 and expand to include trauma-formed instructional practices. Although our iReady interim tests have shown growth, the effects of our work that begin for students in preschool aren't measured via our Oregon State Assessment Performance Growth Target in Reading until the end of their 3rd grade year. Based on preliminary results we anticipate that 2025-26 districtwide reading achievement will moderately increase by 3% from 2024-25.

Challenges: Although the district and community have worked together since the inception of the Student Success Act to put the wraparound supports and strategies in place to support Outcome B, we continue to experience challenges around K-12 Regular Attendance. Some of the barriers to attendance are outside of the district's control, including the remoteness of some of our students who can't get to school if they miss the bus or a lack of local medical services requiring a full-day travel to appointments. Our administrative team kicked off this upcoming year by partnering with the IMESD to strengthen attendance and behavioral systems to further our progress on this outcome. The district is also proud of the strategies we have implemented and maintained to support Outcome C: Increase academic achievement and reduce disparities for focal groups in all communities. Since establishing this goal, our focal groups have often outperformed our "all student" groups in various indicators. However, we have seen that even while our K-6 interim tests show growth, this isn't always reflected in our OSAS

achievement. Despite these assessment results in the lower grades students are accelerating their performance and graduating at record-breaking rates, which is reflected in our high school-level performance metrics. We continue to work on bringing educators across our three distinct communities together to align standards, materials and practices to ensure instruction is focused and effective but a lack of available collaborative time for digging deeper into planning and using data to monitor progress limits forward progress. In 2026-27 we are proceeding with caution before rehiring instructional coaching positions to ensure funding remains stable. This, along with possible additional time crunches due to the Executive Order on Instructional Time, may become setbacks to the strategies we have been implementing for several years.

Performance Growth Target Snapshot

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 Achievement and Career & Workforce

Common Measures <i>All Student/Focal Groups</i>	23-24 Actual	23-24 State	24-25 Actual	24-25 State
Four-year Graduation	>95/>95	83.08/ 77.41	>95/>95	83
Five-year Completion	>95/>95	87.81/ 83.26	>95/>95	84.1
Ninth Grade On-Track	89/85.7	85.26/ 80.01	90.3/89.9	84.7
Third Grade Reading	23.5/16	39.49/ 29.94	22.4/8.7	40.3
K-12 Regular Attenders	61.7/58.6	66.02/ 60.63	64.6/62.8	66.5
K-2 Regular Attenders	64.8/60.5	68.9	71.2/67.9	70.7
8th Grade Math	14.8/9.5	26.4	14.8/9.5	28.9

Readiness. New targets based on the performance of similar districts have been set through the 2029-30 school year in accordance with the Accountability Act. The Table below provides performance for the most recent 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 that our high school metrics will continue to be very strong with slower to moderate growth in the other metrics.

2026-27 Integrated Plan & Allocations

The district continues to work toward the following Outcomes:

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

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

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

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

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

Initiative	2026-27 Allocation
Student Investment Account	\$2,612,571.43
High School Success	\$768,098.68
Early Indicator & Intervention Systems	\$9,615.02
Early Literacy Success + High Dosage Tutoring Supplement	\$196,983.99 + \$82,013.10