

Administration Reports

April 2013

FOCUS – OAKS Tests & Plans for Students Not Making Benchmark.

AC. Houghton Elementary

Student Progress Report – A.C. Houghton Kindergarten

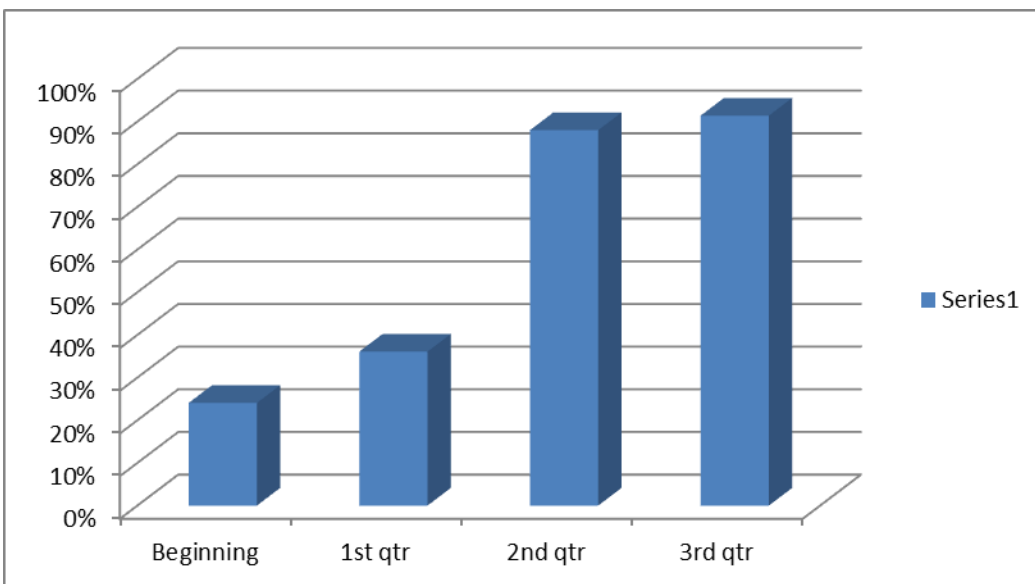
(Written by the K-Team)

Student M came into kindergarten with beginning kindergarten abilities. He had older siblings who worked with him so he had some skills.

- Upper case letters – 8 out of 26
- Lower case letters – 5 out of 26
- Numbers – Could recognize numbers to 20 and counted to 39.

He was bright and eager to learn, so he began to pick up skills rapidly.

Beginning	24%
1st qtr	36%
2nd qtr	88%
3rd qtr	91%



Student M was tested recently and now is at 91% of the skills aligned with the Common Core State Standards. He is also reading!

Student Report - A.C. Houghton Kindergarten

Work samples are collected for each student and placed in a file with their assessments. Examples of student work in writing and math are collected each quarter to showcase their progress. Additional examples are saved if the student is being referred for special services and their progress needs to be monitored more closely.

A.C. Houghton First Grade

(Written by the 1st grade team)

1. *Discussed our students and their progress so far. We selected two students from our grade level that we will share their progress with the school board members at their April meeting.*
 - *We selected Manny because of his tremendous growth that is reflected in his MAPs scores in both reading and math. He began the year in the Tier 2 Reading Intervention Block and now is in the second highest Reading Block group. His knowledge base has expanded through ELL instruction and First Grade Intervention. At the beginning of the year he seemed to be a student who would need to repeat the First Grade but now his grades reflect that he is going to be ready to move on to Second Grade.*
 - *Aylin was the second student that the grade level felt demonstrated tremendous growth this year. According to MAPs she has made a year and a half's growth in 6 months in reading. Wow!*
2. *First Grade Intervention*
 - *Brenda has taught our students reading all year long. Some of the standards that she has focused her lessons on have been nursery rhymes, rhyming words, dolch high frequency words, and story sequencing.*
 - *Gail has taught our students writing all year long. She comes up with all kinds of fun themes that students are excited to write about. Her focus has been to teach them how to write good sentences and she has taught them many other writing skills.*
 - *Barb has taught our students math all year long. Her focus has been on counting, number sense, less than and greater than, what number comes next or before or between, number writing, two digit addition, and place value.*
 - *Franca has taught vocabulary and language development through science and social studies.*
 - *RTI has given our students confidence. Evidence of their learning is showing up in their core subjects*

A.C. Houghton Second Grade

(Written by the 2nd grade team)

The second grade team at AC Houghton collects and scores collaboratively student writing samples. We score their writing samples using the Oregon State Writing Scoring Rubric. At the completion of each writing sample scoring we develop strategies and goals to improve student writing. In math we collaboratively break student math assessments into strands, target areas of need and provide focused instruction during our grade-level intervention times. In Language Arts, we use our grade-level quarterly assessments to determine student progress and needs. The assessments include; Fluency, comprehension, spelling and MAP scores. Developing and reviewing these student work samples for the past few years has provided our second grade team with valuable knowledge to appropriately assist our students in their advancement.

One of our second grade students came to us in the 2011-2012 school year with limited English. He spoke and wrote primarily in Spanish. He is now on grade-level in all subject areas. This year alone, he has made an 11 point growth in his MAP Math score, a 16 point growth in his MAP Reading score and a 35 wpm growth in his fluency. Many of our students have made outstanding growth this year. Several of our students have already achieved more than a years growth in their STAR Reading assessment. The students are making steady growth in fluency, math and spelling assessments.

A.C. Houghton Third Grade

(Written by the 3rd grade team)

3rd Grade~ Rysdam Student Growth

This year has been quite the year for learning and student growth. I have several students that have made great growth in their academics and academic confidence. One student in particular pops out in my mind when I think of student growth. This specific student came into my room reading at a mid-kindergarten level, could not write more than two-three sentences, and was going to start a special math program called touch math. He also lacked confidence that he 'could' do anything he wanted to do, plus much more. I told him that failure was not a choice and not going to college was also not a choice. We worked very hard the first quarter of this year building his academic confidence and installing the 'want to learn' in him. The last two quarters we have put him to work at applying what he has learned as a student so far. This specific student has several learning disabilities and has to see a lesson multiple different ways (audio, visual, hands on, and application) to really gain the whole concept or skill being taught.

This student's reading is now at 1.1-2.1 grade level and is taking Accelerated Reader reading assessments. He, also, is learning to express his ideas about a writing topic on paper. This last quarter he not only created a 5 paragraph report about the Oregon Trail, but he, also, gave a speech/reading his report in front of the class and parents. I did not want to give him up during my math time and put him on the touch math program. I wanted to give him grade level math and teach him to look at the math clues (numbers, symbols, vocabulary words) to figure out the math problems. He currently works independently on his daily math assignments and is doing great on them. This student has been working all year at trying to earn his swirly ball set and this week he earned them. He had to do 100 non-stop triple ball bounces without losing control of them. This student has, also gained a lot of self-confidence and now has the mindset that he 'can' do everything if he tries hard and does not give up. He tells me that when I get old, he can be my doctor. Therefore, he also has the mindset that he is going to college and will be a successful and important person to the community.

Throughout the year this student has faced many academic struggles and still does, but he is learning to deal with them. I hope to see even more growth in his reading, writing, and math before the year is over. I hope he will always hold his head high and believe in himself, no matter what challenge he is faced with. Once again, as I look at individual student growth, this specific student comes to mind.

Kaira Rysdam

In reading, I have two students who have moved up 2 reading groups this year. They started in Reading Mastery, Reading Naturally, and working on phonetic patterns to being able to work in a literature and chapter book program. Both of these students showed growth on the Easy CBM reading test from fall to late winter. In fact, one of the students was at the top of the normal range for the winter score, and the other student scored in the exceeds normal range value for winter testing. Both boys have also increased their AR reading ranges and comprehension averages for testing. One of the students increased his reading comprehension by 16.4% for the average. Third grade teachers have the expectation that students read at home every day for at least 30 minutes as part of their homework, and parents are involved as they have been asked to monitor and sign off on their reading at home. We really appreciate and value our parent involvement for reading at home!!

Heppner Elementary & Heppner High School

With the latest round of OAKS testing complete, Heppner students are once again showing positive RIT growth and good overall results on OAKS Testing. In this month's report I have included the following summary of how we plan to help support our remaining students who have not yet met their benchmark goals.

While we are happy with the progress there is still work needing to be done, so we are adjusting our daily schedule(s) to accommodate all students who have not yet met their benchmark with additional intervention during the regular school day. We are also utilizing SuccessMaker and Read 180, on a daily basis in addition to regular core content classes (double dipping) in reading, writing and math.

Benchmark Boost Fridays will also be used to help students with strategies for test taking, practice in content areas and for additional OAKS preparation. Time will also be set aside at HHS for additional extension class opportunities for intervention support prior to the final round of testing.

Success Stories from HHS:

- A 7th grade student who has been on an IEP since 2nd grade met her math OAKS for the second consecutive year in a row.
- All but two of our HHS students on IEP's have either passed or made gains in state math assessments. The two that did drop, only dropped by 1 & 2 points respectively.
- For Reading: Nine of Eleven IEP students in Read180 increased their OAKS scores.

HES OAKS 2012-2013 - Preliminary Results;

READING

Grade	HES Meets	HES Exceeds	HES Total	State
3 rd	57%	13%	70%	54%
4 th	48%	28%	76%	65%
5 th	64%	18%	82%	58%
6 th	38%	28%	60%	54%

HES OAKS 2012-2013 - Preliminary Results continued;

MATH

Grade	HES Meets	HES Exceeds	HES Total	State
3 rd	33%	10%	43%	34%
4 th	48%	28%	76%	43%
5 th	55%	27%	82%	41%
6 th	28%	34%	63%	41%

Science

Grade	HES Meet	HES Exceed	HES Total	State
5 th	50%	18%	68%	59%

Work still needs to be done across the board. We are utilizing SuccessMaker as well as Study Island for extra intervention opportunities to help increase scores. We will set aside some time in April to have additional intervention time on Fridays as well as looking at individual weak areas for intervention within our classrooms.

Writing work samples have been completed for grades 3-6 and have been sent to the ESD for a second score. Teachers are continuing to give practice/sample opportunities in math problem solving and science.

I would like to end this month's report by again thanking each of you for your support of Heppner Schools, and for your commitment to all students of the Morrow County School District.

Irrigon Elementary

At Irrigon Elementary, we just finished our first round of OAKS testing. This year, the number of available opportunities for students in grades 3-8 was reduced from 3 to 2, and as a school, we opted to wait until spring to take our first OAKS tests. We will begin our second round with any students who did not pass on their first attempt at the end of this month.

Teachers at IES have been taking a deeper look at student assessment data with the help of multiple assessments (EasyCBM, common teacher-created tests, and OAKS), and identifying student who need additional time and support in reading and math. We have a tool available to us that allows us to compare any two assessments side-by-side and look at changes within the group of students that took the assessments. This printout is an example (with names removed) of what that comparison looks like.

Specifically, this is a comparison between the best Reading OAKS score our 6th grade students achieved last year and the score they received on their first attempt this year.

We begin by looking at the column on the right. It orders students by the change in their “rank”. For instance, if a student moved from the 38th best

OAKS Reading [Best 11-12]

Grade	6	
Exceeds	7	- 52.6 %
Meets	34	
Nearly meets	16	
Does not meet	14	- 47.4 %
No Score	7	

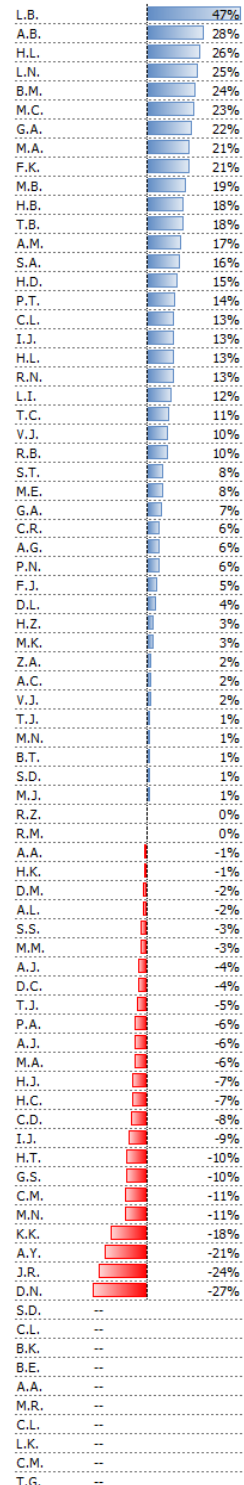
J.R.	240	Exceeds
D.L.	233	
H.K.	233	
M.A.	232	
P.N.	232	
G.S.	230	
K.K.	230	
V.J.	229	Meets
A.C.	228	
M.M.	228	
M.K.	226	
R.B.	226	
V.J.	226	
H.C.	225	
H.Z.	225	
M.E.	225	
R.M.	225	
S.T.	225	
T.B.	225	
A.L.	224	
D.M.	224	
H.J.	224	
H.B.	224	
M.J.	224	
S.D.	224	
B.T.	223	
I.J.	223	
M.N.	223	
R.N.	223	
A.A.	222	
F.K.	222	
L.N.	222	
L.B.	222	
M.A.	222	
M.N.	222	
S.A.	222	
T.C.	222	
A.J.	221	
D.C.	221	
H.L.	221	
I.J.	221	
A.G.	220	Nearly meets
C.R.	220	
P.A.	220	
S.S.	220	
C.M.	219	
A.A.	218	
H.L.	218	
P.T.	218	
Z.A.	218	
C.D.	217	
H.T.	217	
B.M.	216	
D.N.	216	
R.Z.	215	
A.M.	214	
L.I.	214	
G.A.	213	Does not meet
H.D.	213	
A.Y.	212	
C.L.	212	
F.J.	212	
A.J.	211	
A.B.	211	
T.J.	211	
M.C.	209	
B.E.	208	
M.B.	207	
T.J.	204	
C.L.	202	
G.A.	202	
B.K.	0	No Score
C.L.	0	
C.M.	0	
L.K.	0	
M.R.	0	
S.D.	0	
T.G.	0	

OAKS Reading [Best 12-13]

Grade	6	
Exceeds	4	- 43.6 %
Meets	30	
Nearly meets	26	
Does not meet	13	- 56.4 %
No Score	5	

L.B.	243	Exceeds
T.G.	243	
D.L.	237	
P.N.	237	
H.K.	235	Meets
L.N.	234	
T.B.	234	
H.B.	233	
J.R.	233	
F.K.	232	
M.A.	232	
M.A.	232	
R.B.	232	
V.J.	232	
V.J.	232	
A.C.	231	
H.L.	230	
M.E.	230	
R.N.	230	
S.A.	230	
S.T.	230	
C.M.	229	
M.M.	229	
M.K.	229	
G.S.	228	
H.Z.	228	
H.L.	228	
I.J.	228	
T.C.	228	
B.M.	227	
L.K.	227	
R.M.	227	
M.J.	226	
S.D.	226	
A.L.	225	Nearly meets
B.T.	225	
D.M.	225	
K.K.	225	
P.T.	225	
A.G.	224	
C.R.	224	
H.C.	224	
M.N.	224	
A.A.	223	
A.B.	223	
C.L.	223	
G.A.	223	
H.J.	223	
A.M.	222	
D.C.	221	
I.J.	221	
A.J.	220	
H.D.	220	
L.I.	220	
M.N.	220	
S.S.	220	
Z.A.	220	
M.C.	219	
P.A.	219	
C.L.	218	
C.M.	216	Does not meet
R.Z.	216	
C.D.	215	
F.J.	215	
M.B.	215	
H.T.	214	
T.J.	212	
A.J.	210	
M.R.	209	
D.N.	206	
G.A.	205	
A.Y.	204	
T.J.	202	
A.A.	0	No Score
B.E.	0	
B.K.	0	
C.L.	0	
S.D.	0	

Grade	6	
Exceeds	3 less	
Meets	4 less	
Nearly meets	10 more	
Does not meet	1 less	
No Score	2 less	



score to the 2nd best score in their grade, that student would show a large positive gain and be listed toward the top of the column. If a student did well last year but very poorly this year, they would fall to the bottom. We then look at the middle column and make sure that students that do not meet also have the support they need. These comparisons allow us to quickly identify students in need of support. They also ensure that no student is overlooked.

Students who are identified as those in need of support are placed in Title I Language Arts and/or Title I Math, SPED, or ELL depending on their needs. Some students are also given support after school. Students who are receiving additional support are closely monitored within their support classes. Students who make strong gains are exited and students who don't make growth are provided additional or more intensive interventions and strategies.

After our first round of OAKS testing, IES students performed as shown below. Their passage rates from their best scores (out of 3 opportunities) from last year are shown as well. These numbers appear lower than what ODE reports because unlike ODE, we are counting students who did not take or finish their OAKS tests as non-passing students. ODE does not count them at all. Additionally, we have noticed that even though fewer students have made benchmark, more students have higher scores. If a student who only just passed last year gained 4 points, they would no longer be passing. In most cases, the passing score increases by 5 points in the 4th through 6th grades.

Percentage of students meeting the benchmark	This year's 6 th graders		This year's 5 th graders		This year's 4 th graders	
	<i>Last year best</i>	<i>This year first attempt</i>	<i>Last year best</i>	<i>This year first attempt</i>	<i>Last year best</i>	<i>This year first attempt</i>
Reading	52.6 %	43.6 %	64.5 %	41.9 %	61.7 %	53.3 %
Math	44.9 %	35.9 %	59.7 %	30.6 %	73.3 %	35.0 %

Although we expect our scores to increase, it is apparent that there is still a need for continuous improvement in the instruction we provide our students. We will continue to engage in RTI and PLC professional development opportunities.

Irrigon High School

We have just completed our second round of testing before spring break. Our reading scores continue to climb and we currently have 50-55% meeting benchmark at the junior high level and 64-76% of our sophomores and juniors already meeting the high school reading benchmark. A lot of this growth and success is a result of our interventions programs. Since we are limited to the number of students who are able to be in our intervention programs such as Read 180 with our SpEd population having the highest priority, we do an excellent job of tracking student growth toward the benchmark levels. So far this year, we have exited 14 high school and 2 junior high students from the Read 180 program. As students exit, priority is given to juniors followed by the sophomores who are to be placed into the vacated positions. We also provide double language arts classes (reading and writing) at the middle school level.

In regards to our OAKS math scores, after the winter testing window, the high school level has 44% of the sophomores already passing the state benchmark and 63% of our juniors passing. We continue to target

these two grades specifically with our math interventions program (Kahn Academy) as passing this test will be a graduation requirement for them. So far this year, we have had 11 students exit this class whose seats are filled up with other students who have not yet met the benchmark. Our biggest area of concern centers on our junior math scores. At the moment, we only have 20% of the 7th grade and 24% of the 8th grade meeting benchmark. Because we can only test 7th and 8th grade students twice, it is more difficult to gauge how far they have come since the first testing round. Since we were aware at the beginning of the year that our junior high students struggled in math so at that time we created more sections in an effort to keep class sizes down and help improve student learning. The average junior high math class is 16 students. We also recruited and encouraged high school students to become tutors throughout the school, especially in math. Nine out of our twenty-one student-tutors help in our math classes. (Our tutor club also provides peer tutoring regularly after school as well.) We are not satisfied with our first round of test scores, so we added a junior high math interventions class at the semester with the same structure and program as its successful high school counterpart. To date, we have had 3 junior high students exit this class by increasing their math performance. Clearly, we have a long ways to go and will continue to seek out and develop other strategies to improve student learning through our district and building level PLCs, GEAR-UP, and continued professional development opportunities through the IMESD.

Riverside High School

Below are the current OAKS results for our juniors and seniors.

	Math	Reading	Writing
11 th Grade	49%	60%	
12 th Grade		86%	84%

12th grade students are taking a Work Keys test monthly offered through the district office. So far this year we have had 4 students meet the state requirement.

Starting April 5, every Friday in April, seniors not meeting the reading requirement will be provided an opportunity to do official work samples.

In writing, there are 10 students that have not met this requirement. They have all taken the state writing test in January and are awaiting the results. In the meantime, they are working on official work samples in their L.A. classes.

11th grade students have also been given the opportunities to take the Work Keys. Thus far 2 have met standard using this method. Those juniors not yet meeting the standard will continue to test monthly in both reading and math.

Highlights:

We are seeing that Read 180 is moving students in the right direction. This year we have had several students show significant growth in both their lexile and OAKS scores. One student improved 10 points since the first round of testing in the fall. Students are feeling more confident and share they are having fun learning.

Support:

The following interventions have been developed at Riverside for students not meeting benchmark:

Reading:

- Students are identified who are below benchmark and not on-track to meet the required reading benchmark for graduation are placed into a Language Arts Lab or Read 180 class
- Read 180 provides targeted reading instruction.
- Language Arts lab classes are designed to give below-benchmark students additional instruction time and support for the teaching and practice of the necessary Language Arts skills.
- Instruct below-benchmark students on the functions and skills required to complete and pass reading work samples.
- Members of the class of 2013, who have not met the high school graduation benchmark for reading, are currently enrolled in Scholastic's READ 180 reading and writing intervention.

Writing:

- We are providing focused practice on writing across the curriculum areas
- Lab classes provide additional support and writing practice
- We have developed a school wide system to identify ways to focus on conventions
- Submitting work samples in Expository, Persuasive, Narrative writing styles
- PLCs for collaboration on targeted Tier I interventions in the classroom

Sam Boardman Elementary School

First round of OAKS just completed.

We opted not to test students in the fall as the recommended strategy is to delay the first round of OAKs until after students experienced more third grade instruction. We used MAP (Measures of Academic Progress) assessments to help identify which students to invite to our After School program. After School interventions that help students develop basic skills have included: Bal-A-Viz-X, Success Maker, Study Island and Read Naturally.

Sam Boardman just completed the first round of OAKS. In math our initial scores are promising. Our average scale score is 208, which is the same as the district and only one point behind the State. In reading, our preliminary results are not as strong as we had hoped. Our average scale score is 209, two points behind the district, and four points behind the State.

Teachers are providing solid instruction, research-based interventions and supports. Yet overall, the entering base-line MAP average for this group of third grade students is lower than in the past three years. These preliminary scores have given us an opportunity to ponder the benefits of a bonfide OrRTI school-wide reading system with 110 minutes of uninterrupted reading block and prescribed scientifically based interventions. We are also pondering the role of Reading Mastery in our core program.

At the beginning of the year 55 students were identified for the After School Program and after the first round of OAKS, 12 students had passed reading and eight students passed the math benchmark! Several students stand out as making exceptional progress! Anai, Humberto, Adrian, and Leonardo started in the 30th percentile in the MAP assessment. All four are second language learners and yet they passed their OAKs in reading the first round!

Parents have already received individual student reports on the results of OAKS. These reports gave specific strand data. Spring conferences will give parents and teachers an opportunity to address specific individual needs.

Where will we go from here?

PLC teams will continue to use CFA's and now the OAKS strand data to identify weak areas and plan lessons and interventions to address these areas.

Students who have not met in reading and/or math will continue to access interventions both during the school day and through extended day opportunities:

- During the school day—Breakfast homework club, grade level RTI time, Title 1-A small group pull-out support and Success Maker.
- After School –Bal-A-Viz-X, Study Island, Read Naturally, and Success Maker.
- Friday School—mini lessons with hands-on learning opportunities.

Of the 55 students identified for supports, only 12 students have not accessed After School and/or Friday School. These parents have received their second “236 Letter” and are aware of potential ramifications. Six of the 21 students are making progress as outlined in their IEP goals.

All students who have not yet met or exceeded benchmark standards in reading and/or math will be invited to summer school. Students who pass their benchmark during the second round of OAKS can opt out of summer school by parent request.

Windy River Elementary

1. **Work Sample Collections:** Windy River Elementary teachers collect work samples of all students in Writing, Math Problem Solving, Speech, and Science. These work samples are picked as random samples of students' work. I allocate teachers time on work-days to input this data into Mastery In Motion a database which houses the student's scores on those work samples. Depending on the quality of the work and the time of year when a student best shows their ability, the teacher can input this information from the beginning of the year to the end of the school year. This information can be used as another measure of a student's ability for passing to the next grade, for determination of special services, or to see if a student has made progress in certain skills of academic measurement.
2. **Final Round of OAKS:** Our final round of OAKS tests starts in the middle of April. Then we are testing Special Education, students on 504's, or individualized testing for students who need certain accommodations to achieve best results. The last week of April regular classes will start testing their final OAKS tests if they have not passed it previously. The fourth grade will start on April 29, fifth grade on May 6th and the sixth grade will start on May 14th. May 20, 21, & 22 will be the final make-up completion dates for students needing to finish their last tests in OAKS Reading and Math.
3. **Final Academic Stretch:** On our final academic stretch on head towards our OAKS tests, we are focusing on Reading, and Vocabulary instruction. We are one month still in teaching our After School program with students attending and focusing on benchmarks where students show the need. The office is tightening on school attendance to make sure those students who need the most help are coming to school and getting extra support.

1. **State ELPA tests:** All schools, but one, are finished testing the State mandated English Language Proficiency Test. There were some glitches on the start, but the problem was with the State test not our district. For now, we are compliant with having tested every identified ESL student in our district.
2. **New ESL District Plan:** This month the ESL director and several teachers have to make a new ESL District Plan. Every district in the state of Oregon has to submit new plans of their programs. This is because we are changing systems which the State had to comply with under NCLB to the Achievement Compacts. This new plan will have administrative review and be given out to all who need to know. Ten years ago, the director prepared a plan that has led our district to good results. With new goals ahead of us, we will make a plan to get us where we want to go.

Assistant Superintendent Report

MCSO Work Sample/Essential Skill Expectations for 2012-13 School Year

Beginning in 2008-09 (OAR 581- 022- 0615) established that all students in grades 3–8 and high school must implement at least one local performance assessment per year. Local performance assessments evaluate the application of students’ knowledge and skills. Work samples that are scored with the official state scoring guides are an approved local performance assessment

In January 2007, the State Board adopted essential skills as a requirement for graduation. Beginning in 2012, students must demonstrate proficiency in identified essential skills to receive a high school diploma.

1. Each School is to complete State required work samples in grades 3-High School.
2. Each student in grades 3-High School will complete State 1-Math Work sample.
3. Each Student in grades 3- 6 will complete 3- Writing work samples (fall, Winter, Spring). Grades 7-High School complete at least 1 per year. We have asked our DART team and Administrators to agree to give at least one common/benchmark writing work sample in the spring (Date not established). We agreed to send that writing benchmark to get double scored. We will send it to IMESD to be double scored.
4. Each student in grades 3-High School will complete State 1-Speaking work sample.
5. Each student in grades 3-High School will complete State 1-Science work sample.
6. This year we have asked each school scheduled/calendared their own work sample dates.
7. As an essential skill requirement: High Schools will be responsible for supporting students that need to graduate by demonstrating reading and or writing proficiency. They will identify students that have not passed OAKS reading and/or OAKs writing and allow them opportunities to show proficiency by completing various Reading and/or writing work Samples:

Must pass 2 Reading Work Samples; at least one informational reading selection (the second reading selection may either be informational or literary)

Must pass 2 Writing Work Samples; one must be in either expository or persuasive mode, the other may be in any of the four approved modes; expository, persuasive, narrative (personal), narrative (fictional)

All high Schools will offer seniors lab classes to support students passing by work samples, allow multiple opportunities to take Reading OAKS, State writing exam, work keys, allowable essential skill exams, etc.

8. As part of our End of Year Check out we agreed having teachers update work sample results into Willamette ESD toolbox- MIM (no longer an option).
9. We will use state rubrics and scoring guides for work samples.
10. Our district is developing a web page that has a pool of work sample resources for 3rd grade-High School level in writing and math. We will also web pages that have state resources such as rubrics, essential skill documents, updated graduation requirements.
11. This year we asked our DART coordinators and principals to help us collect writing, math, speaking-listening work samples to create our district work sample +
12. pool-Information will be housed on Teacher resource web page.

Management's Discussion and Analysis

Financial Highlights

There has not been a final ruling on the funding amount; however, all indications are that it will be \$6.55B with some type of PERS relief.

Future Financial Planning

In the short term the district is planning the following expenditures:

1. 2 Ford Focus vehicles – Heppner will receive a car (they have not had a car for over a year) and the DO will use one for courier.
2. Maintenance is planning a purchase of a lift to reduce future rental costs and will be looking at purchasing a tractor with a backhoe attachment for future projects.
3. We will also be getting quotes for taking down the Lexington building that will include asbestos abatement and demolition.

Current Financial Issues and Concerns

The district is anticipating that we will see increased rates for most expenditures over the next year. This will include transportation, property insurance, and other services. We are planning for these increases in the upcoming budget process.

Maintenance

The district is working with Energy Trust of Oregon to try to qualify for some HVAC control work at both Irrigon Elementary School and Windy River Elementary to help address our energy consumption at those schools.

We are working with the Intermountain ESD to develop a plan for Heppner High School HVAC system. We are hoping to have a project plan completed prior to the end of May and work started on the project the start of next fiscal year.

We are completing the bid process for new lights at Heppner High School in the cafeteria and gym. We are anticipating this project will be completed prior to the end of this fiscal year.

The boiler work at Windy River was completed during spring break and we expect everything to be back up and running within a week. We are waiting to charge the system until the sealant is fully dry.

Other project within in the district:

1. Riverside High School – we have received two quotes on the reworking of the alarm system; however, we are still trying to get one additional quote from Tyco. The next step will be to ensure that the scope of work or design of the alarm system meets the requirements of local entities (fire, police, etc). The main issue being that we have a system that identifies the location within the building of the incident and one panel that receives and monitors the information.
2. Irrigon Elementary School – the drainage project is complete and the final cost was \$100,228.32 which was approximately \$5,000 over the original bid; however, this was due to the expansion of the drain field base on the amount of water that initially was accumulated in the system.
3. Heppner Elementary had a sewage issue and certain bathrooms were not draining. Kelly Fox worked with the City of Heppner to help find a cleanout under the playground. During spring break work was started at Heppner Elementary and we found out we had multiple sewer lines from the one bathroom. A contractor has been hired to complete the project and we are anticipating the project to be completed by the first week of April.
4. The district will be looking at preventative maintenance software to help guide maintenance plans in the future. The goal is to have monthly, quarterly, and annual checklists for schools to complete to ensure we are keeping our equipment in the best possible condition to reduce costs for replacement equipment.