

Assistant Superintendent Report – September 2012

Oregon's Elementary and Secondary Education Act (ESEA) Flexibility Waiver is designed to ensure that each student that graduates from an Oregon high school is college, career, and citizen ready. This waiver provides Oregon with the flexibility it needs to press forward with implementation of reforms, while giving schools room to grow.

Under the leadership of the Governor In 2011-2012, the Oregon legislature approved many changes and proposals the will in essence shifts to our school system: They are as follows:

1. Create a PK-20 education system
2. Create the Oregon Investment Board-
3. Implement our states 40-40-20 goal
4. Differentiate recognition, accountability, and support to K-12 educational institutions through a new state report card model with an emphasis that is tight on outcomes and loose on means.
5. Create Achievement Compacts for publicly funded educational institutions and ensure that indicators such OAKS scores, attendance and On track Indicators, graduation projections as well as establishing college and Career ready expectations in our school system.

As mentioned, Oregon's ESEA waiver included the states need to create accountability by identifying schools that deserve to recognition and those that need support. Our new state report card has few changes for the fall of 2012...It shall be redesigned for the fall of 2013. It is expected to be aligned with achievement compacts and it will incorporate measures of college and career readiness outcomes. A final focus will be that it will emphasize student growth towards standard including performance of subgroups.

The state has created an annual rating system for all title schools:

1. Priority school- *Very low achievement or graduation, low growth and low subgroup growth,*
2. Focus school- ***Low achievement or graduation, low to moderate growth, below average subgroup growth,***
3. Other title school- *Approximately 80%, not in need of intervention*
4. Model School- *High achievement or graduation, and High Growth schools*

The primary weighting in identifying Model, Focus, and Priority schools is based on calculations connected to Students achievement on reading, math, and graduation rates for High Schools: These data points created achievement ratings, growth ratings, subgroup growth rating, graduation rating and subgroup graduation Ratings for High Schools.

Based on the Criteria mentioned above Irrigon Elementary School was identified as a Focus School:

-The ESEA Flexibility Waiver requires schools to notify parents/guardians of children in Title I Focus schools of the option to transfer their child to higher-performing schools. This means a parent or guardian may choose to send their child to a higher-performing school that is able and has space. However the **transportation costs will not be covered by the school district.**

Expectations of Focus Schools are as follows:

1. Understand and utilizing resources from Continuous Improvement network (Coaches, model school information, State and regional school support)
2. Complete self evaluation using Customized Planning Process Tool (CPPT) (Sept. Deadline)

3. Complete a Comprehensive Achievement Plan of improvement developed collaboratively by the district, school staff and community members. This plan must include evidence based interventions, targeted school improvement goals, ODE must approve of the plan (O
4. Site Review teams- School Appraisal Team (SAT) will visit the school during November through February to complete an externally directed deeper diagnosis- They will meet with School Support Team
5. The school will adjust their CAP as necessary

Low achievement, low to moderate growth, below average subgroup growth,

2011-2012	ACH	3rd Grade	Reading	67 %	Math	79%
2011-2012	IES	4th Grade	Reading	69 %	Math	66%
2011-2012	IES	5th Grade	Reading	56 %	Math	48%
2011-2012	IES	6th Grade	Reading	44 %	Math	47%