

Administration Reports

January 2013

FOCUS – 236 PLANS & AFTER SCHOOL PROGRAMS

AC. Houghton Elementary

All students not meeting their target RIT score in reading, math or both have been invited to attend the after-school program. In the after-school program students rotate weekly. They rotate through three core classes; Language Arts, Math and computers. In Language Arts the students spend half of their time engaging in skill building activities and half their time reading AR books and taking AR tests with support from staff. In math the students spend half their time working on vocabulary and number sense activities and the other half of the time on skill building in the problem solving and areas of weakness as indicated by teachers and OAKS data. In computers the students engage in Study Island and Success Maker with small group instruction as needed.

Summer School Plan

Students are invited to attend summer school based on OAKS test results in reading and math. Students are also invited to participate based on migrant status through the ESD. Teachers provide input on migrant students classroom status, and this information is given to the summer school teachers. The actual classroom instruction is programmed based on the testing data from OAKS, input from classroom teachers, and the pre-testing done at the beginning of summer school. Emphasis is placed on vocabulary and story comprehension in reading, and problem solving skills in math with an additional focus in a specific skill area (example: fractions - starting with identification of, equivalent, and even reducing fractions). Study Island is an important resource in third grade work as the students are individually assigned based on areas of need from OAKS testing data. Each student can work at an individual pace with support from the teacher and aide. AR reading and testing is monitored with goals set and progress reviewed with students daily. Included in the lessons are direct instruction in learning reading skills and strategies, reading and enjoying chapter books with activities, learning how to solve math problems with a direct instruction hands-on approach, and enjoying a science center theme each week which includes reading and solving problems. Usually teachers have acquired a large variety of materials to choose from, whether from school series or personal purchase, so the design of the lesson can be made to fit the needs of the kids in the summer school time frame.

Heppner Elementary & Heppner High School

With the end of the first semester coming to a close the Heppner Staff and I will be working in our building level PLC's planning and strategizing on how to improve our 236 plan(s) to best meet the needs of students as we continue to prepare for not only OAKS, but also the Common Core/Smarter Balance initiative that we will soon be accountable for. This month's report is a summary of our current 236 plan(s) and how it correlates with our Rtl (Response

to Intervention) plan to ensure that all students are meeting their benchmarks goals and showing adequate annual growth.

We currently use the Three Tier Pyramid Response to Intervention as a decision making tool designed to allow for early and effective responses to our student's learning and behavioral difficulties, while providing them with a level of instructional support matched to their level of need using teacher data and assessment results for evaluating the effectiveness of our instructional practices and student learning. RtI relies on evidence-based instructional practices and frequent progress monitoring to provide the assessment data necessary to make decisions about student progress and the need (if any) for more additional support and more intensive interventions that support our 236 plan like Benchmark Boost Friday's. This step of the plan is also known as; Tier 2-supplemental support and Tier 3-intensive interventions. The pyramid model is intended to reduce unnecessary referrals to special education by ensuring that all children in the general education setting (Tier 1) have access to high quality curriculum and instruction that are taught with fidelity, and that each student receives a level of instruction matched to their level of need. This model is not intended to replace special education and its procedural safeguards, but rather through the Friday Benchmark Boost component of our 236 plan in Heppner, provide students who are struggling, with additional opportunities to learn and show the necessary growth to meet grade level benchmark goals before the end of each school year.

Tier 1 Core Program components that are currently in place to help ensure that all students are meeting the mark in regards to our 236 plan include; Reading Mastery (with ability grouping), HEROES Reading Program, Saxon Math, DIBELS, MAPS, Easy CBM, educational assistant support/help in the classroom, parent volunteer help/support in the classroom, HHS TA help/support in classroom, "lunch bunch" study halls, and "after school" study halls just to name a few.

Tier 2 Supplemental Program components of the plan include; Title I Services, Success Maker, Read Naturally, Read 180, Bal-A-Vis-X, Bring Up Grades (BUG), Benchmark Boost opportunities, COLT Tracks, and C.O.L.T. Intervention Time. It is under the Tier 2 component of our buildings RtI/236 plan where students receive extra additional supports and are required to attend Benchmark Boost Fridays to close the gap between their benchmark goals and end of the first semester progress towards those goals. Benchmark Boost is a structured Friday program that provides extra focus in reading and math for students who have not yet met their grade level benchmark or are not on track to meet them by the end of the year. Summer School is then strongly recommended after the third round OAKS results are known for any students who have not yet met grade level benchmarks or shown adequate growth.

Tier 3 Intensive Program components that support our 236 plan include; Special Education, "one on one" specialized instruction, Title I Services, Success Maker, Read 180, along with Required Friday Benchmark Boost and Summer School.

We continually seek opportunities to increase partnerships with all stakeholders for continued improvement of our District 236 plan and to provide the necessary programs, learning opportunities, and interventions to facilitate our 236 plan.

I would like to end by again thanking each of you for your support of Heppner Elementary School, and your commitment to all students of the Morrow County School District.

Irrigon Elementary School

Our 236 plan is a comprehensive effort designed to make sure we are helping all of our students reach benchmark. Many of our interventions occur throughout the school day in the form of Title I Math and Language Arts pull-out groups, ELL groups, and programs such as SuccessMaker in the SpEd classroom.

Because ODE has limited elementary students to only two opportunities to take the OAKS test this year, IES has opted not to administer any OAKS tests until early spring. Instead, we are using a set of tests called EasyCBM (Curriculum-Based Measures) designed by the University of Oregon to indicate where our students are at in Math and Reading.

Each of our students took reading and math tests in the fall and will take another round of EasyCBM math and reading tests beginning next week. Students who score below benchmark on those tests (and/or those who are not showing growth since this fall) will be identified and given additional support in Title pullout groups. Students who are placed in these groups are given smaller progress monitoring tests every three weeks to make sure that the instruction and support we are providing is helping them grow academically. Even though we have not administered any OAKS tests yet, we are confident that our structured, systematic approach to providing support to each student who needs it will have a large overall impact. The EasyCBM data indicates that we are making great strides with many of our students.

Students are also identified for our afterschool program when they need additional support.

Our afterschool program is designed to make sure that our students understand the lessons they received in the classroom by providing them with additional hour of time and support.

Two assistants, 1 teacher, and two high school tutors are available to help the 30 students who are in the afterschool program. Afterschool staff receives a printout before each afterschool session listing exactly what is taught in each classroom so they are prepared to help reinforce the lesson for each student in the afterschool program.

After our first round of OAKS, we will determine which students are still below benchmark and provide them with intensive support if they are not already receiving Title or SpEd services. We will have approximately 8 weeks to provide that intense instruction before we will test them a second time in OAKS.

Students who are still significantly below benchmark after the second round of testing will be required to attend summer school, where we will design a program for those students who are still that far behind.

Irrigon High School

Our 236 plan consists of two parts – a focus on OAKS scores and middle school accountability. In regards to OAKS, most of our interventions occur within the regular school day through READ 180, Successmaker, and Kahn Academy programs. At the start of second semester, we will be adding a high school writing extensions class for any senior who has not met the writing benchmark for graduation. This class will also include a few juniors as well. At the middle school level we will be adding a math interventions class in addition to our regular math classes. Part of our summer school program for the middle school also includes individualized instruction for those who have not met benchmark or met the Oregon growth model.

The other part our 236 plan affects primarily the middle school in regards to failing classes. (HS students have the option of either retaking the class the following year or through our computer based credit recovery program after school or during summer school). Middle school students who fail any core class (reading, writing, math, social studies, or science) will be required to attend after school and/or summer school to make-up those classes which will run daily until 4:00. Our intent is to help keep students on track academically and from having to play 'catch-up' later on in high school. Middle school students are also able to take advantage of the tutorial bus from IES at 4:15 if needed.

Again, both parts of this plan are designed to help students close the achievement gap and stay on track to meet the high school graduation requirements.

Riverside High School

Jr high will start its virtual afterschool tutoring program Monday-Thursday Jan 14, 2013 from 3:00-4:00

Friday school will begin Feb. 1, 2013 from 8:00-12:00

- Our focus is to work with students that have not met the OAKS standards
- Students struggling in class and earning at least one "F"
- Students failing a core class will be allowed to attend this program as part of the Riverside Accountability Program
- All other students are welcomed to participate as well
- All students will be using IPAD's and computers
- Students will be work on Khan Academy, Success Maker and Study Island
- Parents will be contacted and encouraged to send their struggling student to the program.
- Along with a Certified teacher, GEAR Up will be providing a tutor for this hour

High School will begin Friday School on February 1, 2013 from 8:00-12:00.

Eastern Oregon University Education Students along with GEAR UP Tutors will oversee Friday School. They will be under the direct supervision of administration and Riverside Content Teachers.

They will be asked to develop a student learning plan for those students not meeting state standards. The focus is reading/writing/ Math.

We will also have the PLATO Lab open from 8:00-10:00 a.m. on Fridays.

Summer School 2013

- Jr high students with failing grades and not meeting OAKS standards will be required to attend or be retained.
- June summer session will run from June 11-28. Classes will be offered from 8:00-12:00.
- Jr high students will focus on Reading/Writing/Math/Science

H.S. Plato Classes will be offered from 8:00-12:00

During the day:

These are the interventions I mentioned last month which coincide with this month's report as well.

- We have selected a group of struggling readers second semester to be a part of our Read 180 class. These students will be provided direct instruction, Read 180 Curriculum and Computer time working specifically on reading skills.
- Students are identified who are below benchmark and not on-track to meet the required reading benchmark for graduation and provide focused instruction for these students.
- Students not meeting the state reading test have been allowed to take the Work Keys Test monthly. This is an acceptable test to meet the required
- They are provided additional support for below-benchmark students by placing them in an additional Language Arts class, Language Arts Lab, which 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.
- Non-benchmark students have the opportunity to create locally assessed reading work samples using the narrative and expository work samples created by the ESD. Students must pass both work samples. Passing reading work samples will be used to fulfill the reading graduation requirements for the class of 2013 and beyond.
- There are 47 seniors this year at Riverside.
 - Met Reading – 42 * 5 not met – Next Work Keys Jan 8th.
 - Met Writing – 19 passed state
 - 11 met Writing by way of Work Sample
 - So 30 have met the Writing for graduation
 - One student is a 5th year senior
 - 16 students doing work samples – of the 16, 9 have one work sample done.
- In addition, L.A. teachers provide students focused support before school, at lunch and afterschool as well as many Friday's. Teachers volunteer countless hours to provide opportunities to struggling students.
- We are also using Read 180 to help improve reading as well as teaching reading and writing strategies either one on one or in small groups that will help improve the students' test scores and help them to graduate. Mrs. King has study skills classes that are directed at providing the students with help in math, reading, and writing. We are having discussions with the parents of students who are not making enough growth to pass test scores as to alternative means to meet the essential skills and what the options are if the student does not pass their essential skills. We are also providing the parents and students with ideas and strategies to improve their essential skills and get them to graduation.

Sam Boardman Elementary School

MONITOR Beginning in kindergarten, we monitor progress using a variety of assessments.

- Weekly progress – Saxon Math and Reading Mastery skill review
- Common Formative Assessments (CFAs) – Grade level teams use teacher created assessments to monitor progress as it relates to instruction toward Common Core
- Quarterly (trimester or semester) – DIBELS, STAR, writing samples, ELD unit exams. DIBELS, STAR, MAPS and OAKS give us a comparison past our school and curriculum to measure basic skills
- Annually—ELPA measures students’ progress in English Language Proficiency.

INTERVENE PLC Teams meet every week to review CFAs and/or universal screenings, to monitor the progress of all students and to determine which students need supportive interventions. Our school provides a variety of interventions.

- Before-school “Homework Club”.
- In-school teacher interventions within the regular classroom (small group, 1:1 tutorial).
- School-wide 30 minutes of RTI time is provided each grade level for teachers to skill group students and prepare lessons to target defined skills, and enrichment activities for students who have mastered the skill-set.
- Computer assisted remedial tutorials through whole-class computer lab.
- Title 1 small group pull-out offers direct instruction, language development and/or computer assisted interventions.
- Computer assisted remedial tutorials as a pull-out: *Edmark* (sight word reading program), *Success Maker* (adaptive reading and math), *Read Naturally* (reading fluency).
- *Bal-A-Viz-X* (integrating balance, auditory, visual and motor coordination).
- After School Program provides opportunities to reinforce newly acquired skills through *Read Naturally*, *Success Maker*, *Study Island*, and *Bal-A-Viz-X* as well as 1:1 and small group tutorial.
- Friday School Program targets low strands and deficit skills through small group and hands-on instruction. This year we have two four-day camps. Our first camp in February has a strand devoted to language development in preparation for ELPA. Our second camp in April has a focus on bolstering skills and test taking strategies in preparation for OAKS.
- Student specific tutorial.

COMMUNICATE Communication with parents is comprised of two elements: information about grade level expectations and to inform when children are not making adequate progress.

- Open House—Introduce Common Core State Standards for specific grade levels.
- SBE Web Site—supports and strategies for families.
- Family Information Night—Information on Common Core Standards, how to read assessments, how to access supports on SBE web page and Title supports.
- Family Math Night—Written list of math objectives with supports and strategies at each grade level.
- Report cards with grade level indicators.
- Parent Teacher Conferences.
- MAPs, OAKS, DIBELS—Individual student profile reports for parents.
- Parent Teacher meetings to plan strategies, supports and interventions. A two-page NCR form documents conferences and outlines interventions the teacher will provide as well as those provided by the parent. An appointment is set for a follow-up meeting.
- Letters informing parents of pull-out programs within the school day, as well as notices letting parents know when students have been dismissed from the pull-out.

- Information letters seeking permission for After School, Friday School and Summer School.
- Notice letters are sent home in February and again in April to all third grade students below benchmark informing parents of the interventions available to their child and the potential retention consequences.
- Parent meeting with principal and teacher regarding retention.

Windy River Elementary

Windy River Elementary started the After School program in the middle of September. All ELL and SPED students who did not reach the OAKS benchmark tests started out by attending the first round of WRE After School program from the middle of September to November 1. They were being front loaded with the new grade level OAKS standards in Reading and Math. At the same time, starting in October for more support for students needing Home Work help, we started the After School Homework program which lasted all the way to Winter break.

WRE took our first OAKS assessments in November and the After School program took a break until after the tests were over. From that student data we formed groups of students needing to be attending our Second OAKS benchmark After School program which started January 7th, 2013.

This second After School Benchmark OAKS program focuses on two days of Reading and two days of Math. It starts at 3:30 and ends at 5 p.m. Transportation home is provided. From the new data from the OAKS tests taken, we focus on standards where the students showed the most need. Three certified teachers, one for each grade teach the classes. The students get a meal in a sack and then they are escorted to their different classes. The Homework after school children go with a classified aid to the library to work on classroom work. This program will last until the end of April just before the start of our last OAKS school assessment.

Summer School will be our final 236 intervention for students, who did not pass the final OAKS tests done in May, 2013. Students who did not meet in their OAKS Math or Reading will have to attend the Summer School session for at least 80% of the time. The school can also avail to parents to get work from Study Island if students have to travel and not physically attend WRE site summer school. Students will have to show the work they finished in order to move on to the next grade.

Other interventions are provided during school time for students needing more help to pass the OAKS. These interventions can be: Title I Reading, English Language Development, and specific grade level interventions that all class teachers have for 45 minutes each day.

Assistant Superintendent Report

Oregon's Early Learning Initiative

Oregon's education system is in a stage of reform: Our public education system has expanded its reach to encompass student learning from Pre-school through age 20. Through **Achievement Compacts** the state is requiring a greater level of collaboration, utilization of student data and increased outcome accountability for school districts, public funded pre-schools, and post secondary schools.

To support Oregon's Early Learning Initiatives Morrow County School District is involved in the following:

- 1. SBE and Kindergarten teacher Michelle Raible has been highly involved in the collaboration and creation of Kindergarten Readiness Assessment that was piloted this school year: Developed jointly with Head Start programs and school districts throughout Umatilla, Morrow, Union County. In the 2013-2014 school year all elementary schools will utilize Kinder Readiness Assessment and use data to support student learning and share the data with Pre-school programs. Data is used by schools as a base-line for kinder readiness, class placement and to assess needs for the school year. Head Start preschools complete the same assessments on exiting students and give our elementary schools the information so we don't have to assess those students. Head starts use kinder readiness assessment data for their own program improvement.**
- 2. SBE, ACH, and HES offer a variety of family learning nights around reading, math, parenting, We will continue to offer programs that support this cause and while keeping our states P-20 learning initiatives in mind we will extend special invitations to preschool parents. Most reading nights offer books to children that attend.**
- 3. MCSD plans to collaborate more deeply with our ESD, Head Starts, Public Health and wellness agencies through the Morrow County Early Childhood Committee (MCECC)- A focus in our collaborative efforts will be the following:**
 - Establish and utilize a childhood and family needs assessment for Pre school and kinder age students**
 - Establish and/or utilize a Morrow County community referral form for families that need academic, social, and health care support**
 - As space in elementary buildings allows partner with behavior, health and wellness agencies to allow them meeting and work locations within our building to streamline family and child support**
 - Potentially utilize a Universal Pre-School referral form for all agencies to utilize**
- 4. Our district has had a long relationship of collaboration in allowing classroom space in our elementary schools to Umatilla Morrow Head Start, IMESD Migrant Head Start, IMESD (ECIC) Early Childhood Intervention Classroom- We will look to deepen our collaborative efforts by meeting more often better understand each organizations mission/vision, share student data, agree on mutual goals related to achievement compact outcomes, share curriculum knowledge and instructional strategies. Also, we will allow more access into kinder teacher classrooms and focus the conversation around curriculum standards kinder students need to know.**
- 5. Our district received a Pre-school and school district planning grant to support our efforts to streamline the education and family support process in our county. We will work with IMESD, LICC, private pre school providers, to further our joint goals and mission. With grant funds our district plans to purchase and pilot a Ready for Kinder Curriculum. The READY! program is focused on helping parents support their children to become ready for school from birth to kindergarten. The program is accredited by the National Children's Reading Foundation. We will**

use this to support families in school and those involved in private and public pre school programs in our county.

The governor believes that preventing and solving education deficits early will be cheaper and more effective than waiting until kindergarten- Read the information below to give you a historical perspective:

In a Nut Shell: The Vision for Oregon Future:

- 1. Ensure all children are:**
 - *Ready for Kindergarten*
 - *Ready to read in 1st grade*
 - *Reading at grade-level in 3rd grade*
- 2. Integrate resources and services statewide.**
- 3. Children raised in stable and attached families.**

In 2011 Senate Bill 909 created the Oregon Education Investment Board (OEIB) and outlined specific charges such as:

1. Develop an **education investment strategy** to improve defined learning outcomes from early childhood through public schools, colleges and universities.
2. Hire a **Chief Education Officer** to oversee the unified public education system.
3. Establish a **statewide student database**, from early childhood through higher education, that encourages accountability for outcomes, and provides better information for policy-makers, educators, students and their families to ensure progress along the entire educational path.
4. Establish an **Early Learning Council** to streamline and strengthen early childhood services to at-risk youth to ensure all children are ready to learn when they enter kindergarten.

In September of 2011 the Early Learning Council was established:

The Early Learning Council is charged with developing an aligned early learning system for at-risk young children and their families. The overarching goal is that young children enter school ready to learn, are reading in first grade, and are reading at grade level by the end of third grade.

In March 2012, HB 4165 (Early Learning Bill) put in motion the Early Learning Council process for better coordinating state services for children ages 0-6

The goal of this bill is to streamline early childhood programs and add accountability measures to ensure more kids arrive at school with the skills and support they need to succeed.

HB 4165 Streamlines Administration, Policy, and Planning

- Eliminates the Oregon Commission on Children and Families and the Oregon Commission on Childcare, transferring the programs and responsibilities to the Early Learning Council.
- Designates the Council as the state Advisory Council on ELC as defined in the Head Start Act. Replaces Early Childhood Matters Council (and three subcommittees) created by Kulongoski Executive Order.
- Replaces the Juvenile Crime Prevention Committee and Juvenile Justice Advisory Committee with one single body – Youth Development Council - for non-school programs targeting youth.
- Eliminates requirements on counties to form or operate local commissions and removes state obligations to fund County Commissions on Children and Families.

HB 4165 Promotes Outcomes Based on Collaboration, Competition, and Local Creativity

Rather than a state-mandated administrative structure imposed on every county, the ELC will establish a request-for-proposals process for “Accountability Hubs” to convene and coordinate early learning services in a defined area. Administrative costs will be limited to 15 percent, with an effort to reduce overlapping structures at all levels. The new system moves away from planning and process and will:

- Require broad-based local oversight, including elected officials and community members.
- Require documented participation from government and non-government partners and providers, including counties and health care providers.
- Determine the “region” or area of service based on feedback from and collaboration of the respondents. In some areas, this may be based on participation by one or more county governments, in others by, for example, a nonprofit organization, university, tribe, or faith-based organization.
- Feature a provider-neutral RFP process focused on a coordinated system committed to outcomes for at-risk and underserved children and families.
- Set standards that communities are then empowered to meet in ways they deem best.

HB 4165 Indicates No Changes to Head Start

This legislation makes no changes to Head Start and Early Head Start, which together serve 14,000 of the estimated 108,000 children under age six at-risk in Oregon. Oregon has a parallel program, Oregon Pre Kindergarten, which also remains unchanged. Instead, HB 4165 will:

- Keep Oregon aligned with federal rules for Head Start.
- Include Head Start programs in the list of programs shown as participating in a locally coordinated system (consistent with federal requirements and existing statute).
- Direct the state to adopt Head Start standards and align with Common Core State Standards for K-12 education.

HB 4165 Indicates No Changes to Early Intervention/Early Childhood Special Education

The ELC and State Interagency Council on EI/ECSE are directed to engage in a joint planning process for these important services to students with special needs, and will report back prior to the 2013 legislative session.

HB 4165 Promotes Consistent Screening and Readiness

- Directs the ELC to work with the Oregon Health Authority, counties, the Department of Education, and communities to select screening tools for use in all settings serving children. Screening is already required by statute; this bill designates the ELC as the lead.
- Directs the state to implement a Kindergarten Readiness Assessment to determine how many children are prepared for school and can hold early childhood programs accountable.

HB 4165 Promotes Incentives for Quality and Tools for Parent Choice in Childcare

Directs the Childcare Division to implement a Tiered Quality Rating Improvement System – similar to a rating system for hotels – for childcare settings. This provides an incentive for providers to improve and provides parents with a way to evaluate settings for their children based on quality. This was a key requirement of the recent “Race to the Top” grant process and is a leading national practice.

In December of 2012 Oregon Received a 20 million dollar federal “Race to the Top” grant. The function of the grant is support Oregon’s Early Learning System

RACE TO THE TOP

Oregon was awarded *Race to the Top* funds, which will fund the following over four years:

- **Tiered Quality Rating Improvement System**
 - Gives families clear, practical information to make informed choices about where to send their children and what they need to be ready for kindergarten.
- **Early Childhood Workforce**
 - Provides professional development to support early childhood educators.
- **Family and Community Access**
 - Helps families better support young children in the home, and provides easy-to-access community services. Will engage with more training, mentorship, and professional development.
- **Enhance the TQRIS Data System**
 - Enhances and connects data systems to capture quality information for delivery.
- **Kindergarten Assessment**
 - Aligns statewide Early Learning Framework with K-12 Common Core standards to promote success in learning. Identifies children who may need additional support.

COMMUNITY BASED COORDINATORS OF EARLY LEARNING SERVICES (HUBS)

HB 4165 directs the Early Learning Council to implement and oversee a system that coordinates the delivery of early learning services to communities. The workgroup is charged with delivering an outcome-focused, locally designed system. Included in the timeline is a presentation to the ELC on January 9th for recommendations to meet the February report to the legislature. This is best understood as an Early Learning corollary to Coordinated Care Organizations (CCO's). The Community Based Coordinators of Early Learning Services work group membership includes:

TIERED QUALITY RATING AND IMPROVEMENT SYSTEM (TQRIS)

A quality rating and improvement system is a system-wide approach to communicate a level of quality in early learning programs. The TQRIS will integrate coaching and professional development in creating quality programs. A large-scale field test begins January 2013 with statewide implementation in 2014. This is a key component of Race to the Top (RTT) work.

KINDERGARTEN READINESS ASSESSMENT

The Kindergarten Readiness Assessment will help align standards with K-12 in school readiness and targeted instruction. HB 4165 directed the Early Learning Council and Department of Education to design and implement a Kindergarten Readiness Assessment for statewide rollout in Fall 2013 for a baseline measurement.

The composite assessment includes measures in early literacy, early math, social emotional development and self-regulation. In Fall of 2012, 16 schools volunteered to pilot the program. Process evaluation by the Ford Foundation is being reviewed jointly with the Department of Education and work is happening to transition process to ODE to work with districts. Kindergarten Readiness is currently a measure on School District Achievement Compacts.

In a Nutshell: The Oregon's Early Learning System:

1. Early identification & risk assessment
2. All children have early learning opportunities
3. Coordinated & integrated support ("Hubs")
 - **Use of Family Resource Management**
 - **Consistent approach**

4. Outcome focus
 - **Service contracts**
 - **Kindergarten readiness assessment**
 - **Screening**
5. Integrated data system
6. Consolidate governance structures
7. Parental access and transparency
 - **TQRIS**
8. Trained and supported workforce

Management's Discussion and Analysis

Financial Highlights

The Morrow County School District did receive the following Community Service Fees from County windmill projects. The County was gracious enough to donate these funds to the school and we plan to use the money for capital projects (IES drainage issue) and technology:

1. Willow Creek Energy - \$17,696.21
2. Caithness Shepard Flats - \$45,209.50

These funds were donated to the School District by the County (didn't have to give us the funds by law), thus, don't meet the definition of local revenues under ORS 327.013 and are not a reduction of state school funds.

Future Financial Planning

There are no significant changes from the previous months report for the district. The district has continues to see significant unexpected expenditures which has put the Maintenance Department in a "necessary" expenditures only mode. We will continue to purchase necessary supplies and cleaning; however, projects will be limited to only necessities.

Current Financial Issues and Concerns

The most significant financial concern is funding our ongoing equipment failures and dilapidation in our schools. The district is in the unique situation of having a significant number of buildings (10 buildings in total) for number of students we have in the district, thus, we need to maintain/keep running 10 systems. Due to the fact that over the past several years the maintenance budget was continually reduced to fund school operations we are now seeing the effects of not updating/maintaining the equipment. We are working with Oregon Department of Energy, Ameresco, and Johnson Controls to find different options for our most significant energy issues. However, this will not address our need to maintain other building issues: roofing, painting, mechanical, HVAC, etc. The district will need to continue to develop a long term maintenance program and start updating as funding is made available.

Maintenance

The district is planning to increase the capital outlay fund in 2013-14 by \$100,000, to improve school facilities, which have been dilapidating over the past several years.

The bus barn in Heppner has been temporarily fixed for the winter and the plan will be to remove the structure this spring/summer. We have electricity back to the shed so the Midco buses can be plugged in during winter.

We are still working with vendors to give us estimated costs on the fire alarms at Riverside High School. The issue with the current proposals is that not all vendors bid on completing the same scope of work. Once the scope of work discrepancies is resolved we will be moving forward with the project.

We have finalized the interagency agreement with the County for the Irrigon Elementary School drainage issue and will plan to start work on the project in the next few weeks.

We have met with another engineering company to evaluate the district office structural costs and expect to have a better idea of the issues and estimated costs to fix the issues by the February meeting.

Jan Huddleston is still working with Oregon Department of Energy, Ameresco, and Johnson Controls in evaluating the building energy consumption and projects that can be completed by the district. We are looking at different options to fund some of the more urgent issues: Heppner High HVAC and retro-commissioning of Irrigon Elementary School and/or Windy River. The retro-commissioning would be resetting the HVAC controls to the initial standards to reduce the energy consumption at these schools.