

# Administration Reports

## April 2014

### Focus for April – Student Progress

#### AC Houghton Elementary

Student Progress Report – A.C. Houghton Kindergarten

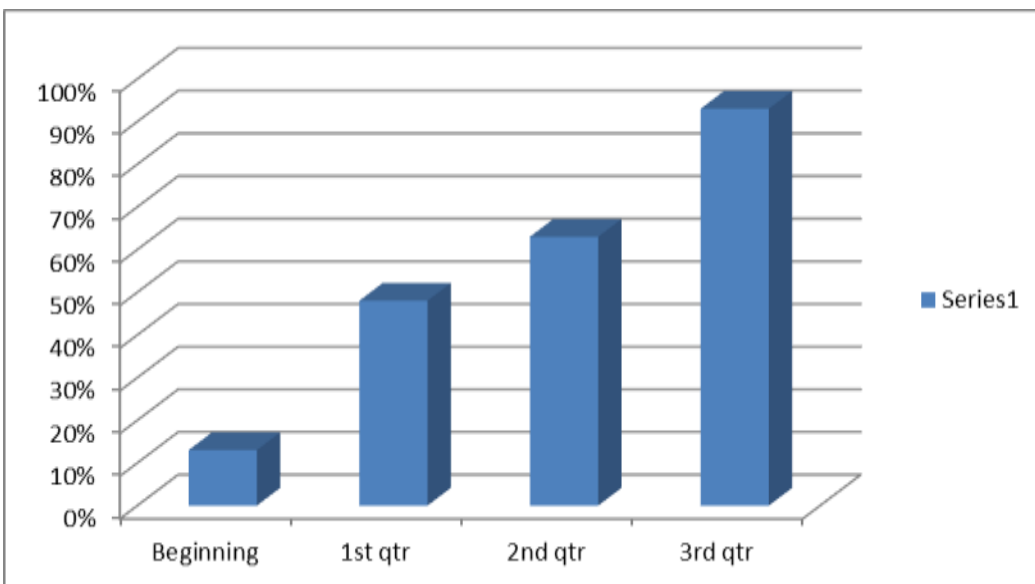
(Written by the K-Team)

Student C came into kindergarten with little English and beginning kindergarten abilities. She had been worked with at home so she had some skills.

- Upper case letters – 11 out of 26
- Lower case letters – 5 out of 26
- Numbers – Could recognize numbers to 9 and counted to 19 in Spanish.

She was bright, eager to learn, and she worked hard so she began to pick up skills rapidly.

Beginning	13%
1st qtr	48%
2nd qtr	63%
3rd qtr	93%



Student C was tested recently and now is at 93% of the skills aligned with the Common Core State Standards. She 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 1<sup>st</sup> grade team)

Students' grades are determined by their developmental levels. These levels are set by the CCSS, district first grade cohort, and ACH first grade team. First grade collects work samples in math (Saxon unit tests, timed math facts, number writing, EasyCBM scores), reading (Reading Mastery level, fluency scores, high frequency words, and EasyCBM), and writing (independent writing samples with no assistance and spelling inventory) quarterly and places them in student assessment folders. Additional samples of work are collected and saved in student intervention folders for those students in the intervention group (lowest 20% of first grade).

Student 'A' is a student who showed average to high growth this school year. He started the school year in our intervention group. However, as the year has gone by, Student 'A' has exited intervention. He has even made enough progress we have moved him to the high skills group. In math he was just below grade level at the beginning of the year. Through intervention and skills practice he has grown significantly.

In writing Student 'A' went from below grade level in writing in the beginning of the school year to meeting grade level. He has worked very hard to achieve this higher level of learning. The following chart demonstrates the progress Student 'A' has made over throughout this school year.

Grading Period	Writing Sample Score	Writing Scores on 4 point scale
Fall (1)	5	2
Fall (2)	9	1
Winter (1)	10	2
Winter (2)	10	2
Spring (1)	14	3
Spring (2)	12	3

Student 'A' in reading made the most growth of all his subjects of study. He was below grade level to start the school year. He came to intervention to fine tune his skills. After he acquired the basic skills needed to read, he advanced in his reading progress very quickly. The following chart demonstrates the progress he has made this school year.

Grading Period	Words Per Minute	Accuracy
Fall	28 WPM	77%
Winter	45 WPM	96%
Spring	84 WPM	98%

### A.C. Houghton Second Grade

(Written by the 2<sup>nd</sup> 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 given Math time. In Language Arts, we use our grade-level quarterly assessments and weekly assessments to determine student progress and needs. The assessments include: Fluency, comprehension, spelling and EasyCBM 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 has made great growth this year. She is now very close to being on grade-level in all subject areas. In our EasyCBM common core Math she went from getting 56% correct to getting 84% correct. This is an end of the year test. This year alone, she went from 20 words per minute to 61 words per minutes which is a 41 word growth in her passage fluency. We are asking for them to read 90-100 words by the end of the year and we believe she will make that target. For writing she has been working very hard to get her writing to have a beginning, middle, and end. She went from getting all twos to now getting threes. Many of our students have made outstanding growth this year. Several of our students have already achieved more than a year's growth in their STAR Reading assessment. The students are making steady growth in fluency, math and writing.

A. C. Houghton Elementary Third Grade  
Written by the 3<sup>rd</sup> Grade team

### Student Growth

This school year the students and teachers have been working diligently to improve skills. The third grade teachers have seen great growth in academics among the students. While we could write about many of our students we have selected two to focus on. Student A is a student who has worked hard to improve his reading skills. At the beginning of the year he started with 57 correct words per minute when given a passage fluency test. At this point of the year he is reading 106 words per minute with 100% accuracy. He has been receiving intervention help using the program Read Naturally during the third grade RTI period. Using *easy CBM*, Student A has improved in Vocabulary. At the beginning of the year he scored 65% correct and now has increased his score to 85% correct midyear. With the extra help from Ms. Drake and Mrs. Pullen in his Reading Block his reading group has moved from below third grade level to at grade level. Also he has made strides in Math. Using *easyCBM* tests he started the year with 58% on his fall assessment and is now at 78%. He continues to make improvements in both Math and Reading.

Student B is another student who has shown great growth in reading passage fluency using the Read Naturally program. He started the school year reading 29 correct words per minute. Mid-year he is now able to read 93 words per minute. He has made a growth of 64 more words per minute.

These two students plus our other third grade students are preparing for the OAKs Tests in reading and math. These tests will begin in three weeks. Students have been receiving focused teaching both in their homerooms and in their Reading Block classrooms. The teachers are making sure the students are learning the standards so that they can be successful on the tests. Our lowest 20% in reading have been attending interventions in RTI. Many of our students who did not pass the fall OAKs tests have been meeting with Mrs. Deb Sherman for the Afterschool Program for the past several months. All of this effort is to help students pass the Third Grade tests and to be successful both now and for future.

### Heppner Elementary & Heppner High School

Greetings Board Members,

It is a privilege to report the recent happenings of Heppner Schools.

With the first round of OAKS testing recently completed, Heppner students are once again showing positive RIT growth and good overall results on the OAKS Testing. In this month's

report I have included a 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 first round progress there is still some work that needs done, so we have slightly adjusted our daily schedule(s) at HES to accommodate students who have not yet met their benchmark with additional intervention time 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 at HHS.

Benchmark Boost Fridays will also be used to help students with strategies for test taking and additional practice in content areas for continued 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 this spring.

Success Stories:

- 6<sup>th</sup> grade Reading - all but one student met or exceeded during the first round for 96%.
- An 8<sup>th</sup> grade student who has been on an IEP met her math OAKS for the second consecutive year.
- For Reading: 8 of 10 IEP students in Read180 increased their OAKS scores.

HES OAKS 2013-2014 – 1<sup>st</sup> Round Results;

**READING**

Grade	HES Meets	HES Exceeds	<b>HES Total</b>	<i>State</i>
3 <sup>rd</sup>	45%	17%	<b>62%</b>	55%
4 <sup>th</sup>	51%	32%	<b>83%</b>	63%
5 <sup>th</sup>	39%	29%	<b>68%</b>	59%
6 <sup>th</sup>	91%	5%	<b>96%</b>	56%

HES OAKS 2013-2014 – 1<sup>st</sup> Round Results continued;

**MATH**

Grade	HES Meets	HES Exceeds	<b>HES Total</b>	<i>State</i>
-------	-----------	-------------	------------------	--------------

3 <sup>rd</sup>	21%	21%	<b>42%</b>	35%
4 <sup>th</sup>	31%	40%	<b>71%</b>	44%
5 <sup>th</sup>	36%	21%	<b>57%</b>	43%
6 <sup>th</sup>	50%	9%	<b>59%</b>	43%

Science

Grade	HES Meet	HES Exceed	<b>HES Total</b>	State
5 <sup>th</sup>	61%	11%	<b>72%</b>	62%

Work still needs to be done and we will set aside some time in April and May to have additional intervention time on Fridays as well as looking at their individual weaknesses for intervention support within our classrooms.

Writing work samples have been completed/scored for grades 3-6 and will be sent off soon for a second score. Teachers are also continuing to give practice 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 School**

**Irrigon Elementary School April Board Report**

At Irrigon Elementary, we are gearing up for our second round of OAKS testing. 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 our Easy CBM progress monitoring assessments. With this information we’ve been identifying students who need additional time and support in reading and math. These assessments in conjunction with our PLC and RTI meetings allow us to quickly identify students in need of support. The meetings serve as a check and balance system so that no child 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. Most students at risk were given support in our after school program. 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. We've even started implementing a Problem Solving Team meeting (RTI process) for students that have been exposed to multiple interventions and still

After our first round of OAKS testing, IES students performed as shown below. Their passage rates from their best scores from last year are shown as well.

Percentage of students meeting the benchmark	This year's 6 <sup>th</sup> graders		This year's 5 <sup>th</sup> graders		This year's 4 <sup>th</sup> 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>
<b>Reading</b>	56%	40%	62%	37%	76%	66%
<b>Math</b>	51%	43%	50%	17%	76%	43%

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.

Instructionally we have implemented Intervention curriculum for all students that are at risk according to the Easy CBM progress monitoring assessments. Please see board reports from November and December for specific information regarding the curriculum.

Additionally, students have the opportunity to submit work samples for Reading, Math, Science and Speaking. These are completed in the classroom with the support of the classroom teacher. These work samples are then scored and logged for the student on the Data Warehouse website.

# Irrigon Jr./Sr. High School April 2014 Board Report

## Work Samples

Students in 7<sup>th</sup> - 12<sup>th</sup> grades are required to annually complete the following:

-2 Math, 2 Reading, 2 Writing, 1 Science, 1 Speech

Teachers instruct students on how to complete work samples and some samples have been scored officially outside of the building. This not only meets our district and state requirements but students may use passing work samples as a method of passing their essential skills requirement for graduation.

## Upcoming OAKS Schedule

### Science OAKS

- April 14- April 17
- 8<sup>th</sup> Grades, 9-12 Grades

### Math OAKS

- April 21- April 24
- 7-8<sup>th</sup> Grades, 9-12 Grades

### Reading OAKS

- April 28- May 1
- 7-8<sup>th</sup> Grades, 9-12 Grades

\*7<sup>th</sup>/8<sup>th</sup> Grades have only completed one round of OAKS testing.

\*9-12

Grades have completed two rounds of OAKS testing.

## Irrigon Junior/Senior High School, 2013-2014

### Percentage of Students Meets or Exceeds

Grade	Reading	Mathematics	Science	Writing
Grade 7	58%	37%	N/A	N/A
Grade 8	46%	37%	32%	N/A
High School	80%	51%	58%	N/A

## Preparing for the OAKS Test

Currently our students in math, reading and science have several opportunities to prepare for OAKS. These include, but are not limited to:

- 5<sup>th</sup> Avenue Interventions
- Read 180 Interventions
- Easy CBM Benchmark and Monitoring
- Explicit teaching of test-taking strategies and skills in classes.
- Teacher led reviews of content area strands and test specifications with aligned student practice problems.
- Math Intervention and Prep classes

## Student Success Stories

Utilizing the Read 180 program for a reading and writing intervention we have been able to exit out 4 out of 16 students who have now passed their OAKS test in the first or second round of testing this year.

A senior student in Reading this year went from a 221 (proficient at 5<sup>th</sup> grade) to a 237, which 236 passes high school this year!

Highlights in math include 3 students who increased their scores by two grade levels or more to pass the OAKS test on the first round of testing.



## **Riverside High School**

Riverside Jr/Sr High schools students and staff have been working hard this year to pass OAKS tests in all areas.

Currently we have 62 seniors, of these we have 89% who have finished their reading requirements; 94% have finished math, and 91% writing. Students that still need to meet any of these categories are in lab classes that focus on building skills specifically for passing the tests or essential skills work samples.

OAKS pass rates for the rest of the grades:

Grade	Reading	Math	Science
7 <sup>th</sup>	62%	55%	N/A
8 <sup>th</sup>	34%	52%	51%
9 <sup>th</sup>	68%	30%	N/A
10 <sup>th</sup>	74%	40%	44%
11 <sup>th</sup>	88%	61%	62%

Students that need extra support to get to their benchmark level are invited to after school tutorials in math and reading. Additionally, our most at-risk students have been put into lab classes for reading and math support. We also offer Read 180 for our ELL and special education students.

Junior high students not meeting benchmark by the end of the school year will be invited to summer school to work on building their reading, writing, and math skills.

Highlights:

At the beginning of the school year we had close to 20 seniors that still needed to pass their writing essential skills. Ms. Brown volunteered to take this group and work with them and all but 6 have completed their writing requirements to this point. Mrs. Shane also volunteered to give up one of her regular math classes and take all the seniors needing math credit / essential skills and work with them. We started the year with 30 students needing to still pass their math essential skills and are now down to 4.

## **Sam Boardman Elementary School**

Although kindergarten, first and second grade students are not required to complete work samples (the state scoring guides do not extend to the lower grades) all of the teachers at SBE work with students to teach them the skills they will need to be successful on their work samples in the third grade.

For instance, earlier this year each of our second grade students wrote about one of 4 topics and their stories were then published in a hard cover book that parents could purchase as a memento from the class. Our teachers are actively teaching students to speak clearly, so

identify letters and words with specific sounds, and to create complete thoughts. Those basic skills will transfer to writing and speaking in the older grades.

Our teachers are also integrating science into the language arts time. The common core directs schools to embed non-fiction literature into the reading and writing curriculum, and teaching scientific concepts is an effective way to meet that standard. Our teachers are also stretching the math concepts into real-world problem solving examples to help prepare students for the demands of the work samples and the common core state standards.

At Sam Boardman Elementary, our third grade students are working hard to complete work samples in writing, speaking, science, and math. For writing, the last 9 weeks we are focused on persuasive writing. We will have an assessment that will allow for the student to pick a prompt from 4 possible ideas and write about it.

For speaking, 3<sup>rd</sup> grade students will be focusing on the topic of animals. We are integrating our science standards as well by having students learning about life cycles in science, and third grade teachers will also be integrating a typed report into the assignment, which helps students meet their writing standards. Additionally in science, 3<sup>rd</sup> grade students will be creating a science inquiry work sample based on the 3 states of matter. In math, third grade students will be completing a math problem solving work sample as well to demonstrate their abilities in algebraic relationships, geometry, measurement, calculations and estimations, and statistics and probability.

## **Windy River Elementary**

### **Report on School/ Student Progress:**

1. **Student Work Samples:** Every teacher has started to collect the Math, Reading, and Writing work samples of all of their students. There are several work samples for the subjects to be collected and saved. All teachers have been trained by our DART person, Mrs. Boor, on how to put in the scores of the work samples into our Data Warehouse system. By the end of May, the last work samples will be put into our system.
2. **Last OAKS Assessment:** on April 28 starts our last OAKS test. Then we will keep testing all the way until May 22<sup>nd</sup>. The last week will take up students who need more time to finish well. Everything we do is to help our students pass OAKS. Everything.
3. **Students Not Meeting OAKS Benchmarks:** in the event that a student does not meet his or her OAKS Math/Reading benchmark tests, they will have to attend our 236 Summer School in the month of June. If a student is going to be out of town or state, they will have to finish Math/ Reading packets of learning where ever they may be. Some parents have the ability to provide tutoring for their child at home. This too will be acceptable for student's getting ready for next year. In some cases, the OAKS scores, and many other assessments, and parent/ teacher discussions can be used to determine a student's placement for the following year.
4. **Two Student Success Stories:** Boy; 4<sup>th</sup> grade; A.R. A.R. is low and he has been in ESL and has been going to Title for the entire year. His Easy CBM scores have shown

remarkable improvement. All his assessments show good steady growth in Reading. Then there is a second student, A.E. who also is a 4<sup>th</sup> grader. He came to us from another state. He was two years behind. We took him and put him into doing Tier III interventions in Reading. Well, he has grown a lot. He is still behind one year, but he is catching up. The years of past moving and educational disruptions are over. He has been attending school every day, and he is learning. He is not a candidate for special education. He is catching up. This is the good work of our Title program and RTI.

**Sincerely submitted,  
Joel R. Chavez, Principal**

## **Management's Discussion and Analysis**

### **Financial Highlights**

There have been no significant changes or highlights to the district financials. There will be a new calculation for poverty in the ADM formula; however, the district is not expecting to see any significant changes to the overall funding. The initial estimates have been sent by the State of Oregon and the district is looking to receive approximately \$370,000 over what was budgeted in 2013-14. The increase is nearly completely attributed to the 49/51 payment system of the state (2013-14 we receive 49% and 2014-15 we receive 51% of the budget).

### **Future Financial Planning**

We will be starting the preliminary budget process over the next few months to help in the actual budget that will be started in March. The emphasis over the next few months will be on staffing and maintenance related items.

### **Financial Issues and Concerns**

No issues to report on at this time.

### **Other**

E-Rate continues the legislative process within the walls of Washington DC and Dirk Dirksen has continued the discussion with Senator Merkley, during his recent trip to Eastern Oregon. Currently, there is no estimated time of resolution.

The cell tower project near Irrigon High is still moving forward and the lawyers are discussing the finer points of the contract. Currently, there is no estimated time of resolution.

### **Maintenance**

The district has been working with the town of Lexington to develop a plan for taking down the old school building. The first step will be abatement and then trying to identify anyone or company that might be interested in purchasing.

The district just extended the agreement with IMAC (old high school in Irrigon) through 2020 – neither party made changes to the existing agreement.

The district received a check from Energy Trust of Oregon in the amount of \$12,113 that covered nearly all of the expense (we spent \$13,148) of completing the retro-commissioning project at Windy River and Irrigon Elementary School.

The district has also purchased a new preventative maintenance and work-order system thru the Intermountain ESD. The first year costs will be reimbursed to the school by the ESD. The district will also be contracting with a vendor to complete a full inventory of the school's mechanical systems and build our preventative maintenance schedules.

The district has continued to work with Energy Trust of Oregon to look for ways the schools can be more energy efficient. The next big steps will be to complete an analysis of our HVAC controls and look/evaluate options for our aging ventilators and boilers.

### **Injury Reports**

Continue to work with a few employees with ongoing claims.

IHS - none

ACH - none

IES - none

RHS - none

SBE – employee injured finger – needed stitches (no lost work)

WRE – none

HHS - none

HES - none