

# Principal & Director Reports

## April 2012

### AC. Houghton Elementary

#### State of Oaks Assessment Report

After the second round of Oaks State assessment, our third-grade average test score for reading is 211 which is the same for all three grades in Morrow County schools. The state average for reading is 212. For math, our third-graders averages 212 which is one point above the district average of 211 and three points above the state average which is 209.

In the classroom, third-grade teachers are focusing their intervention times on weak reading trait and math strand current results. In our master schedule, we have specific intervention times used for this purpose which allows for this effort and for learning extensions for those students who have already passed.

Currently, 65% of their grade students have passed the new benchmark in reading at 211 and 55% of students have passed any state benchmark in math at 212. The paragraph below is from Kelly Phillips, our Bobcat afterschool program teacher, as to student improvement efforts.

“Of the students that attended the Bobcat Program, we made a total gain of 182 in Reading and 252 in math. Our largest gains were as follows; C. A. made an 18 point gain in reading moving him from a Does Not Meet to Exceeds. T. B. made a 20 point gain in math. L. J. made a 16 point gain in Reading. A. E. made a 16 point gain in Math and A. M. made a 14 point gain in Math. There were 12 students that did not pass in Fall that passed the 2nd cycle in both Math and Reading. Of the students that have not passed the OAKS, 3 students are within 3 points of achieving 211 in Reading and 10 students are within 3 points of achieving 212 in Math. All students that have not met the required RIT scores are attending the Bobcat program.(with the exception of L.) We have made group sizes smaller and will focus more intensely on student weaknesses and test taking strategies.”

### Heppner Elementary School

It is a privilege to report the recent happenings of Heppner Elementary School. April has arrived and our enrollment at HES is currently 187 students and our current attendance percentage for the 2011/2012 school year is 96.7%. As always we will continue to promote the importance of regular attendance to the students and parents of Heppner Elementary School.

With the second round of OAKS testing complete, HES is again showing positive RIT growth and good results on OAKS Testing. In this month's report I have included the following summary of where we are currently at with our success rates/percentages and how we plan to help support our remaining students who have not yet met their benchmark goals.

### HES OAKS Update

Heppner Elementary improved their OAKS scores in all areas between the first and second testing windows.

### \*\*\*Reading

3<sup>rd</sup> from 58% to 76%; an 18% improvement

4<sup>th</sup> from 75% to 91%; a 16% improvement

5<sup>th</sup> from 65% to 74%; a 9% improvement

6<sup>th</sup> from 57% to 71%; a 14% improvement

### \*\*\*Math

3<sup>rd</sup> from 12% to 60%; a 48% improvement

4<sup>th</sup> from 65% to 86%; a 21% improvement

5<sup>th</sup> from 56% to 68%; a 12% improvement

6<sup>th</sup> from 46% to 68%; a 22% improvement

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

Benchmark Boost Fridays will be used to help students with strategies for test taking, practice in content areas and OAKS practice. Time will also be set aside for SuccessMaker and Study Island between now and the third round of testing.

#### Success Stories:

- A 6<sup>th</sup> grade student who has been on an IEP since 2<sup>nd</sup> grade met her math OAKS **for the first time, ever!** While she had been within just a couple of points on several past attempts she was elated to finally meet.
- So many individual improvements...hard to name them all.

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

## **Heppner High School**

### **Nuts and Bolts-**

School is going well with many things happening over the next couple of months as spring is upon us. The State FFA convention was held in Hermiston over the start of Spring Break and our students had a great deal of success while being in attendance. I am proud to report that Zech Hintz has been elected as the State FFA Treasurer, the first student from Heppner to hold such an office since resurrecting our program six years ago. This really is an amazing feat and our teacher, Mrs. Dickenson along with Zech and his progress should be congratulated. Our annual Mustang Mop Up will be held on May 17<sup>th</sup>. If you would like to join us for either work or lunch, please let me know. Spring sports are going well and our participation numbers are high.

### **HHS 236 Plan-**

Heppner Jr/Sr High School has just finished the second window testing. The following is our % meet or exceed from each class.

#### **Math**

7<sup>th</sup> - 60%, 10 students have not passed. All of these are in math extension and 6 of them are within two points of passing the 7<sup>th</sup> grade benchmark. They are working on Successmaker while having direct instruction on the standards from their math teacher. Each student that has not met has accountability with each staff member. Our data wall and communication as a staff have given these students 360 degree responsibility.

8<sup>th</sup> - 80%, 8 students have not passed. All of these students are in math extension and 6 of them are within three points of passing the 8<sup>th</sup> grade benchmark. They are working on Successmaker while having direct instruction on the standards from their math teacher.

10<sup>th</sup> - 72%, 8 students have not passed, but this number represents only the fall testing window. We have not tested them twice this year. Any student that is beyond a year's growth- which is defined by 6 RIT points is enrolled in extension.

11<sup>th</sup> - 85%, 5 students have not met the high school standard of 236. 4 of the 5 have a good chance of passing during the third testing window in May. All 5 of these students are in extension where review, practice, and assessment of each standard are being re-taught. Due to them not needing to pass with a 236 to graduate and once becoming seniors next year their test scores are not accounted for on our state report card- hence they will not be in extension next year.

12<sup>th</sup> - 85%, 4 students have not met. Seniors do not need to pass this test in order to graduate. They will not test again this year.

#### **Reading**

7<sup>th</sup> - 82%, 5 students have not met. All are in extension using corrective reading curriculum along with Read 180 if they have special needs.

8<sup>th</sup>- 84%, 5 students have not met. All are in extension using corrective reading curriculum along with Read 180 if they have special needs

10<sup>th</sup>- 94%, 2 students have not met. These two students are on an IEP and are utilizing Read 180 computer help to boost their knowledge and skills. Interesting since the start of the year, these two students have gained almost an entire year of growth.

11<sup>th</sup>- 86%, 5 students have not met. These students are in extension working on reading work samples as a way to boost their knowledge and skills so they are able to pass the OAKS test, but in case they do not, the work samples are preparing them for that option of meeting the essential skills.

12<sup>th</sup>- 97%, 1 student has not passed. Corrective reading and work samples are what this student is working on to close the gap before the last testing window. She is working on submitting a work sample that can pass as well before the last testing window.

### **Writing**

11<sup>th</sup>- 73%, 6 students have not met after taking the test as sophomores last year. They will take the exam again this spring. Once we get scores back, we will move to place students that have not met the standard into a writing work sample class to meet the essential skills.

### **Friday Interventions**

We still are offering to parents and students the option to come to Friday Intervention. We have had spotty attendance due to transportation issues along with what I believe to be a flippant attitude by some that it does not matter. Our intervention teacher along with myself have made repeated phone calls to parents about the seriousness of their child's progress and their attendance. We will keep trying!

### **Success Story**

There are many success stories here at HHS. I could tell you about the special needs students that have gained over one year of growth in both math and reading to date, or the student that jumped 19 RIT points in reading, or the student that jumped 16 RIT points in math from the first window to the second. There are many of these great successes this year to report. The addition of Read 180 and Successmaker is making a huge difference!

### **Irrigon Elementary School**

#### **Second Round of OAKS Tests**

As of now Irrigon Elementary School has finished their second round of OAKS tests. The results go as follows:

Fourth Grade:

Math 63% Meeting or Exceeding the OAKS

Reading 56% Meeting or Exceeding the OAKS

Fifth Grade:

Math 52% Meeting or Exceeding the OAKS

Reading 32% Meeting or Exceeding the OAKS

Sixth Grade:

Math 36% Meeting or Exceeding the OAKS

Reading 26% Meeting or Exceeding the OAKS

### **Until the Last OAKS Test-**

Until the last OAKS test, we are putting our instruction into over drive. For this last round of our After School Program, and with support from the district office, I have hired two more teachers and place three classified aides to help in the After School Program. This is a total of five teachers and three aides.

We now have two teachers working with the 6<sup>th</sup> grade students and one aide. Every child who did not pass one or two OAKS tests was invited to come to the program after school. We did the same for the 5<sup>th</sup> graders as well. The fourth grade with higher percentages only has one teacher and one aide. Here are some highlights and concerns of our second OAKS results.

The Fourth grade Reading scores are tied with the 4<sup>th</sup> grade State average in Reading, however the 4<sup>th</sup> grade Math scores are 56%. This is 12% higher than the State average of 44%. Our 4<sup>th</sup> grade is going strong. Yeah!

The Fifth grade Reading scores are at 52%; the district's average score is 52% as well. We are watching our 5<sup>th</sup> grade closely. In Math the OAKS is at 32% passing. The State is at 58%. We are putting more focus instruction in Math 5<sup>th</sup> grade.

The Sixth grade is our greatest challenge and concern. Fourteen are SPED and seven are ESL. For Reading 36% have passed the OAKS, and in Math 26% have passed. This is why we now have two teachers and an aide working with 6<sup>th</sup> graders in the After School program. We have invited 120 students to the After School program. Only about 10 students are doing other interventions at home getting more help at home in Math, Reading and homework. During the day many of these students get more English intervention in a second Reading block and during the Language Arts block. We have started another half-hour intervention using more of Study Island with 5<sup>th</sup> and 6<sup>th</sup> graders in Math. On April 30<sup>th</sup> we begin to do our last OAKS test with 4<sup>th</sup> graders and then the rest of the school. The sixth grade will be last to test, After School instruction will go until the last test is done.

### **Highlights**

Here are some highlights. Student 6<sup>th</sup> grade boy, he is ESL, in the fifth grade he scored a 222 in math, he did not meet. Now, he scored a 228, he met and grew 6 points. Sixth grader girl got a 215 in Reading, did not meet. Now, she scored a 227 and met in the 6<sup>th</sup> grade. Some are growing, and showing it. As the State raised the bar in order to pass, so we are working harder to meet the new demands.

Our attention is on every child who has not met one or both State tests. ESL children have just finished doing the ELPA assessment of the State as well. Just before the spring break, our entire school just completed our district Writing Assessment to be scored by the ESD. This small rest before our next final academic push was needed.

## **English Second Language Program ESL**

Most of the schools in the district have finished doing the ELPA test. This is the English Language Proficiency Test given by law to every identified ESL student in the district and the State. Just two schools remain to be tested and will be done by the middle of April. Last year we made all our Annual Measurable Achievement Objectives through this test and the results of our OAKS test for our ESL students. To remind you, we were the biggest district in the State of Oregon to make all our AMAOs. As the bar is raised up again this year, we hope to do well with our new expectations.

### **Irrigon High School**

We have just completed our second round of testing before break and have shown better than average growth in our two areas of focus, ELL and SpEd in the areas of reading and mathematics scores. Our building PLC meetings continue to work at analyzing the data from our OAKS testing. Staff, through the content areas and advisory classes, reviews OAKS scores with students to develop plans and strategies based on particular strand data. Rather than waiting for OAKS scores, staff have also met regularly with each other when they notice a particular student is struggling to discuss strategies to help provide interventions such as changing a student's schedule to get them into a smaller class or a class that has additional staff/peer support. We have also worked hard at communicating with parents through phone calls about the opportunities/interventions that are available for their students, and will use the latest round of testing as a focal point at our upcoming parent-teacher conferences.

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 their growth towards the benchmark levels. In fact, we have exited nine seniors from this class after they benchmarked which makes room for other students to be placed into this program. Additionally we have about two dozen students, who although not all have benchmarked, have improved from 8-15 points growth in either reading or mathematics. Priority is given to juniors followed by the sophomores who are to be placed into the vacated positions.

These are the additional support for students who are not meeting standard that are offered during the regular school day:

1. READ 180
2. Successmaker
3. Kahn Academy
4. Separate classes for reading and writing at the middle school level
5. Peer Tutoring

These are available support systems for students outside of the regular school day:

1. Focused Friday Interventions in both reading and mathematics
2. Teacher led tutoring after school on Mondays (mathematics) and Wednesdays (Language Arts) until 4:00
3. Peer tutoring after school through our peer tutoring program.
4. Study Island
5. Individual teacher support before and after school

## Riverside High School

Things are going well at Riverside High School. I'm happy to report that after our second round of OAKS there are good things happening. I'm including a synopsis of our Reading and Math scores after second round. Focused conversations are taking place on how to continue to improve scores across the board.

### Highlighting reading scores:

- |                           |                       |
|---------------------------|-----------------------|
| 1. 7 <sup>th</sup> grade  | 80% have met standard |
| 2. 8 <sup>th</sup> grade  | 42% have met          |
| 3. 10 <sup>th</sup> grade | 52% have met          |
| 4. 11 <sup>th</sup> grade | 72% have met          |

### Highlights for Math scores:

- |                           |     |
|---------------------------|-----|
| 1. 7 <sup>th</sup> grade  | 59% |
| 2. 8 <sup>th</sup> grade  | 34% |
| 3. 10 <sup>th</sup> grade | 46% |
| 4. 11 <sup>th</sup> grade | 62% |

The Riverside staff is working diligently on our focused target groups. The initial process in understanding how to plan is to dig into the data. Attached please find a copy of the charts that were developed to help plan the support for student's not meeting standard.

We developed a form call the student monitor sheet. This form indicates current and prior interventions student have been aligned with in the past. This helped us determine next steps. In our RTI model for example, if Tier I strategies are in place but student continues to have difficulty, then we move student to tier II interventions and so on. The chart below depicts students in the nearly met and low OAKS Scores. The purpose of this process is to provide a clear sense of progress monitoring. Our intent is to keep providing appropriate interventions based on individual need. The conversations in our weekly PLC's are centered on what adjustments need to be made to move our students from the LOW category to the Nearly Met and Nearly Met to MET.

Teachers are working diligently at developing individualized plans that provide specific support for students in their struggling areas.

Some Additional support for students not meeting standard:

6. Lab Classes in reading
7. Integrated Math and Science Classes
8. Counselor Intervention
9. Focused Afterschool –Friday Interventions
10. Before School support
11. Many teachers work with students on a one to one basis

7<sup>th</sup> grade Students not meeting **Reading** benchmark – as of second round:  
80% have met or exceeded!

Need **229** to meet standard

1. G, E 222
2. L, L 223
3. B, Ad 223
4. H, R 223
5. MI, O 224
6. C, J 225
7. R, J 225
8. Z, A 226
9. R, V 227
10. P, M 228
11. M, C 228

11

**Range 222-228 Nearly Met**

1. A, A 214
2. O, L 214
3. M, P 216
4. O, R 216
5. M, P 217
6. M, A 219
7. LN -220
8. C, J 221

8

**Range 214-221**



## Sam Boardman Elementary School

### Current Performance Level after the second round of OAKS:

3 <sup>rd</sup> Grade - Reading				
	Avg SS 2011*	Student Count	Scale Score	% Meet or Exc
State	211	33,677	212	58%
MCSD	211	158	211	63%
SBE	208	72	211	57%

3 <sup>rd</sup> Grade - Math				
	Avg SS 2011*	Student Count	Scale Score	% Meet or Exc
State	207	27,934	209	37%
MCSD	210	158	211	48%
SBE	208	72	210	39%

\*Average Scale Score at this Time Last Year

### Much to Celebrate!

In Reading, SBE's current scale score is the same as MCSD and within one point of the State. SBE's percentage of students meeting or exceeding in Reading is the same as MCSD, and within one percentage point of the State's average! (Our average scale score is three points ahead of last year without retesting students who have met or exceeded!)

In Math, SBE's current scale score is one point higher than the State, and one point behind MCSD. The percentage of students meeting or exceeding in Math is two percentage points above the State average! (Our average scale score is two points ahead of last year without retesting students who have met or exceeded!)

From the first round of OAKS to the second round...17 students made 12 or more points growth in math, seven students made 12 or more points growth in reading, and one student made 13 points growth in both reading and in math!

***Excellent results! Especially when you take into consideration that 42% of our third grade students at SBE are second language learners!***

**R. H.** grew 20 points in Math; he attended Friday School. **D. E.** grew 17 points in math, and he jumped four reading groups. He has been attending After School and participating in Title 1-A small group support. **R. C.** grew 20 points in Math; he attends After School and has learned much using Success Maker. **H. P.** gained 12 points in Math; she has reduced test anxiety with the practice and support provided by private tutor, After School and Title 1-A. **S. G.** made 15 points progress in Reading, and he's improved a full grade level in his independent reading level. **A. L.** made 13 points progress in Reading and her independent reading level increased by one and a half grade levels!

### Where will we go from here?

PLC teams will continue to use OAKS information, strand data and CFA's 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, Success Maker, Tune-In-To-Reading.
- After School –Bal-A-Viz-X, Study Island, Read Naturally, PLATO, Success Maker.

- Friday School—mini lessons with hands-on learning opportunities and/or language development.

All but 21 students have either met or exceeded their OAKS benchmark, or are within a typical growth range of three points, or have already made their growth target. Of these 21 students, only four students have not accessed After School and/or Friday School support. These parents have received their second “236 Letter” and are aware of potential ramifications. Four of the 21 students are held to 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 third round of OAKS can opt out of summer school by parent request.

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

### **Windy River Elementary**

Windy River started the second round of OAKS testing just before Spring break. At this time, only one fourth grade class, several special education students and the sixth grade Title One students have tested.

The fourth grade results so far in reading and math: (29 students)

- In reading, I have 5 students who have made double digit growth and one student made 22 points growth and 3 students made 6 to 9 points growth.
- In math, I have 4 students who have made double digit growth and one student made 18 points growth and 5 students made 6 to 9 points growth.

The sixth grade results in reading and math: (15 students)

- In reading, I have one student that made an eleven point growth and 2 students made 7 points growth.
- In math, I have 5 students that made double digit growth with the highest being 11 points and 3 students have made 6 to 9 points growth.

For the students not making benchmark, WRE provides several educational opportunities. Each grade has reading and math intervention time build into the schedule. Each grade provides a Friday school opportunity working on the lowest standards in reading and math based on the previous OAKS. In the afterschool program there are two different programs: the 5<sup>th</sup> grade provides help on the standards based on OAKS and the last common formative assessments; and the 4<sup>th</sup> and 6<sup>th</sup> grades provide homework help with Success Maker and/or Study Island for extra help.

## **Morrow Education Center**

At this time at MEC we are still conducting our second round of OAKS testing. For OAKS reading and math, many of our students have struggled, but we are seeing improvements as we use READ180 to aid in reading development and one-on-one tutoring to aid in math comprehension. In addition, when students struggle on specific tests, we can make sure that the subject they are struggling in is the subject that they are working on to gain credit as well. That way the help we are able to provide students serves a dual purpose as they “beef up” their skills in preparation for the last round of testing. We still have 2 test opportunities available for some students and we are looking forward to seeing improvement as those scores come in.

As of this week, here is where MEC students are at:

### **OAKS Math**

7<sup>th</sup> grade: 0 of 5 at benchmark, 3 within 5 points.

8<sup>th</sup> grade: 1 of 6 at benchmark, 3 have not attended regularly enough to have tested yet.

11<sup>th</sup> grade: 1 of 10 at benchmark, 5 within 6 points.

12<sup>th</sup> grade: 5 of 18 at benchmark, 2 within 6 points, 4 have not attended enough to test yet.

### **OAKS Reading**

7<sup>th</sup> grade: 3 of 5 at benchmark

8<sup>th</sup> grade: 1 of 6 at benchmark, 1 has not attended regularly enough to have tested yet.

11<sup>th</sup> grade: 5 of 10 at benchmark, the remaining 5 are within 6 points.

12<sup>th</sup> grade: 9 of 18 at benchmark, 3 within 6 points, 1 has passed via Work Keys.

### **OAKS Writing**

11<sup>th</sup> grade: 1 of 10 at benchmark, 3 are within 6 points, 2 did not test due to absence.

Since we have added progress monitoring at MEC and have ironed out a few of the wrinkles with distance learning through HHS, we have seen a very visible increase in the amount of work our students are completing each week. We hope that by giving students and families regular feedback that we will see students push through and work hard through the end of the school year so they can get back on track to graduate.

## **Management’s Discussion and Analysis**

### **Financial Highlights**

The district is continuing to see changes on the financial front specifically from the 2010-11 state reforecast of state school fund grant. The areas below highlight the issues we have knowledge of since the last meeting:

1. The updated estimate from the 2010-11 school year shows the school district was over paid approximately \$136,000 which will be taken out of our SSF payments in the next couple of months.
2. We are anticipating that the forest fees will be retained one additional year which is approximately \$65,000
3. We are also anticipating small school grant for one additional year for approximately \$100,000.

## **Future Financial Planning**

The district is budgeting as if the local option levy is going to pass and in the event that the levy does not pass we will simply not spend the money budgeted (this was recommended process by Oregon Department of Revenue).

We are not anticipating any decrease of state funding in the 2012-13 fiscal year.

The district is also planning a flat budget in 2012-13.

Based on continued public input about the plans for the district office in Lexington we will be accumulating a cost analysis over the next 6 months to determine the true operating cost for the building and anticipated expenditures to maintain the structure.

## **Current Financial Issues and Concerns**

Currently, the district is still evaluating the classified employee reductions and continuing to evaluate the reduction plan for licensed staff in the 2012-13 fiscal year.

Based on initial projections the district has met the goal of reducing our overall budget by \$1.35M.

## **Maintenance**

Due to the amount of unanticipated expenditures in the current fiscal year the district maintenance is freezing all projects and will only be completing items that are needed. There continues to be unanticipated expenses that are being evaluated on how and when to handle (i.e. which fiscal year and extent of the fixes):

1. ACH cooling system needs to be recharged.
2. RHS gym floor
3. IES parking lot pond
4. IES playground drainage