



## **Three Rivers School District**

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October 11, 2010

To: The Three Rivers School District Board of Directors  
From: Peter Maluk

Below is an outline describing the actions Three Rivers School District has to follow due to its placement in **Year 1 of Title 1 District Improvement**. I have included a chart listing the progressive sanctions and actions that would need to be taken if the district remains in this status beyond year 1. Also there is a draft of a letter that needs to be sent to all TRSD parents regarding this placement.

Please be reminded that the AYP percentage has been raised this year to 70% Meet/Exceed in math and language arts and will go up 10% each year after until 2013-2014 when 100% of students are expected to meet.

At this time, No Child Left Behind is due to be revised but the legislature has not taken any significant action so we can expect to be held to these expectations at least through 2011-2012 and possibly beyond.

ODE identifies any district not meeting AYP in the same category (i.e., English/language arts; mathematics; attendance at the elementary and middle levels; graduation at the high school level) at all three grade spans (elementary, middle and high schools) for two consecutive years for Title I District Improvement status.

Under NCLB, at the beginning the school year immediately following two years of a district not meeting AYP, the district moves into Title I Improvement Status.

Year	ODE Requirements	ODE Options	District Requirements	District Options
1	<p>Notify all parents with students attending the district that the district is in improvement status</p> <p>Offer assistance to district staff</p>	<p>Respond to requests for technical assistance directly or through the statewide system of support for schools and districts in improvement status</p>	<p>Set aside at least 10% of total district Title I funding for staff development targeting identified needs</p> <p>Revise Continuous Improvement Plan (CIP) within 90 days of notification of status (see X. Continuous Improvement Plan Revisions for Districts in Improvement)</p> <p>Implement the revised CIP as soon as reasonable but not later than the first day of school for the year following identification</p>	<p>Request technical assistance with planning and implementation of improvement efforts</p> <p>Request an external review of instructional practices in district schools</p> <p>Request a measure of alignment of district curriculum to state standards and assessments</p> <p>Request placement of an external facilitator to assist with coordination of efforts</p>
2	<p>Offer assistance 1 to district staff</p>	<p>Designate the district as in corrective action status (see year 3 information)</p>	<p>Set aside at least 10% of total district Title I funding for staff development targeting identified needs</p> <p>Implement the planned strategies targeting changes in student achievement as outlined in the revised CIP</p> <p>Continuously monitor strategies toward improvement for both implementation and impact</p>	<p>Request technical assistance with planning and implementation of improvement efforts</p> <p>Request an external review of instructional practices in district schools</p> <p>Request a measure of alignment of district curriculum to state standards and assessments</p> <p>Request placement of an external facilitator to assist with coordination of efforts</p>

<p>3</p>	<p>Designate the district as in corrective action status          Negotiate with district staff to determine an appropriate response by ODE and partners to move the district from corrective action          Notify all parents with students attending the district that ODE will be involved in improvement of the district</p>		<p>Set aside at least 10% of total district Title I funding for staff development targeting identified needs          Continuously monitor strategies toward improvement for both implementation and impact</p>	<p>Negotiate with ODE staff to determine an appropriate response by ODE and partners to move the district from corrective action</p>
<p>4</p>	<p>ODE, in cooperation with its many partners, must take at least one of the following actions:          Conduct an external review of instructional practices in district schools          Institute a new curriculum based upon research and the results of a measure of alignment of district curriculum to state standards and assessments          Replace relevant district personnel          Arrange for alternative governance of schools          Appoint a trustee for the district          Abolish or restructure the district          Require district choice</p>		<p>Set aside at least 10% of total district Title I funding for staff development targeting identified needs          Comply with actions agreed upon in negotiations with ODE</p>	

**Oregon Department of Education  
District Not Making Adequate Yearly Progress (AYP)  
Letter to Parents**

Date: October 20, 2010

Dear Three Rivers School District Parent/Guardian:

The No *Child Left Behind Act of 2001 (NCLB)* requires all states to create their own high academic standards or what a child should know and be able to do for all grades in reading/language arts and mathematics. Each school and district must improve each year until all students meet these standards. This yearly improvement in school performance is called Adequate Yearly Progress (AYP).

The Oregon Department of Education established a minimum percentage of students who must meet or exceed academic proficiency standards on required statewide tests. Each year the target is raised. This year 70% of all students are expected to meet or exceed state targeted goals on reading/language arts and math. The goal is that all (100%) students will meet or exceed these academic proficiency requirements by the 2013-2014 school year.

NCLB also requires that the Oregon Department of Education annually review the performance of each district that receives funds under Title I of the NCLB Act. If a district's academic performance is lower than the state's required level, the district will be identified as not making AYP

For the 2010-11 school year, the Three Rivers School District has been identified as not making AYP and is classified as being in Title 1 District Improvement-Year 1. A district with this classification has the responsibility to:

- consult with parents and school staff when developing the District Improvement Plan to identify and address the specific reasons for low student achievement. This plan explains how the district will use Title I and other funds to improve Title I schools;
- reserve at least ten percent of their annual Title I allocation to provide professional development for teachers and administrators;
- select and implement a scientifically-based curriculum; and
- provide technical assistance to schools identified as Title I schools in school improvement.

Here are some suggestions to help you work with your school and district to support improvements:

- I. Learn more about the new NCLB requirements. Become aware of strategies to improve student academic achievement. Additional

information and resources are available from the Oregon Department of Education (<http://www.ode.state.or.us/search/page?id=576>) and the US Department of Education ([www.ed.gov](http://www.ed.gov)) websites.

2. Talk with district staff about our District Improvement Plan to help students meet state standards in reading and mathematics.
3. Support and reinforce your child's good study habits and review their homework and test results.
4. If you are a parent of an eligible student who attends a low-performing Title I school, ask about School Choice options to transfer your child to a better performing public school in the district, if available.
6. Visit your child's school and volunteer.

District staff members are working diligently to ensure that every child meets high academic standards in a safe and caring learning environment.

The district is very proud of the success all its schools had during the 2009-2010 based on the Oregon School Report Card ratings. Two of our three high schools, one middle school and two of our elementary schools received Outstanding ratings and all the rest of our schools were rated Satisfactory.

We encourage you to contact the district office for further information on any of these requirements and to find out how you can become involved in the district's improvement efforts.