

# Administration Reports

November 2017

## SBE/WRE/ACH/IES/HES

### **MCSD Elementary School Board Reports: iReady Benchmark Testing and Progress Monitoring**

iReady is the benchmark test and progress monitoring tool recently adopted by MCSD. When using the test for math last year staff saw clear alignment to state standards, stronger depth of information, and better ease of use and access. We were excited to adopt the iReady tool for reading as well in order to better use our data aligned to Common Core State Standards.

The iReady exam is a computer adaptive test fully aligned to Common Core State Standards. Each child starts at a baseline. As they answer questions correctly or not, the test then gives them new questions based on standards from a lower level or a higher level. When students have finished, the test has determined which grade level Common Core Standards they have mastered as well as what standards they should work on next to make appropriate progress.

In Morrow County School District, all students in grades kinder through sixth take the iReady Reading and iReady Math benchmarks. Each student takes the full test three times in the year: once in the fall, winter, and spring. Students receiving intervention services also take the much shorter iReady progress monitor test for reading and/or math in between benchmark periods. Depending on a student's need and level, they may take the progress monitor test only once between benchmarks or once each month between benchmarks.

The data from the iReady tests, both benchmarks and progress monitoring, is vital in making instructional decisions for the school, each grade level, classrooms, and individual students. Teams meet together weekly to discuss this data along with information from other classroom assessments in the professional learning process (PLC).

Grade levels also use iReady data in the Response to intervention (Rti) process. Three times each year the grade level focuses on data collected for the entire grade and uses it to make broad instructional decisions in order to address the unique needs of the specific groups. Additionally, every six to eight weeks, the teachers meet and look at the iReady data for specific students who are not showing sufficient progress on the iReady benchmark and/or progress monitor tool.

Along with providing clear correlation to the Common Core State Standards, iReady also provides guidelines to demonstrate a year or greater growth for each student. iReady additionally demonstrates a student's growth not only overall but within each strand for both reading and math. Finally, iReady also shows which students are below grade level, how far below they are, and what skills they need to develop in order to achieve proficiency.

Teachers frequently use the data for a variety of conversations. The most important are conferences and report cards where teachers share the iReady reports with parents and families. Teachers are able to communicate the information with parents in both English and Spanish. There is a broad report specifically written for parents as well as in-depth reports with more information if parents would like to see it.

Transitioning to a new district assessment, is a challenge. However, teachers and parents are appreciating iReady for its depth of information and ease of use. As a result, data is used more often and more effectively.

## Riverside Jr/Sr High School

We have worked hard to reach our goal that all students graduate, and we have put a lot of supports in place to help students achieve this goal. Last year we were able to work with our Freshman and last year's class finished with 92.5% of them being on track to graduate, this is an increase of 14.5% from the prior year. We are currently using the same methods as last year to track freshman. The vice principal will meet with each freshman once a month to review grades and attendance. During these meetings supports will be put in place as needed, such as study halls, parent meetings or credit recovery. Our graduation rate also increased during the 15-16 school year and was 82.1%, which is an increase of 5.4% from the 14-15 school year. This is the latest data from ODE, as it will take them a full year to collect the data for the 16-17 graduates. For seniors, the principal and counselor will meet with each student once a month to monitor grades and attendance. Seniors that are still needing to meeting essential skills in reading, writing and math are provided opportunities to complete work samples and take the Work Keys test. All students at Riverside also meet with their advisor once a week. During advisory they are looking at grades, attendance as well as working on their senior portfolio documents. We will continue to communicate with students and parents regarding progress of our students to ensure they are on track to graduate.

### **Irrigon Jr/Sr High School**

Wow, the first quarter has already come to an end, and November is upon us. Things have been busy here at Irrigon Jr/Sr High School over the past month. During October, our sophomores participated in the PSAT. We would like to thank the SAGE Center for allowing us to use their facility as a testing site. We were able to bus students to their facility to take the test in a quiet and secure environment, while not disrupting the schedule and normal daily routines for other students. At the time of writing this report our FFA group is currently on their trip to FFA National Convention, while also visiting the surrounding area. We look to provide photos and an overview of their trip upon their return to Irrigon. On October 2<sup>nd</sup>, and following up with the full district day on October 20<sup>th</sup>, our building leadership team was able to work with Steve Ventura on finding ways to engage students and improve our instruction. One of the ideas our leadership team agreed to attempt was a Student Focus Group. Steve provided a list of over 20 questions to use for the focus group, and our leadership team selected 5 of them to use. Provided as an attachment to this report is the PowerPoint presentation that we created for the district professional development day. The full results will be used by the leadership team to direct the focus of our professional development in the school.

In concentrating on goal number 1 for student growth, our focus has primarily been on graduation rate and 9<sup>th</sup> grade on track percentage. While we saw a slight, but significant decrease in our 9<sup>th</sup> grade on track percent, 87.9%, down from 92.5%, while we are still above the state and like school average we are looking at ways to address the decrease. To highlight some of the efforts we have made to support student graduation rate, we have focused on essential skill completion and addressing credit deficient students at the end of their Junior year. Parents are sent a letter from the counselor and principal addressing the remaining requirements each student will have entering their senior year, to ensure graduation. Those students are scheduled into the appropriate courses to support the completion of their requirements. Throughout the year, the counselor and school administration check on the progress of students meeting those requirements. If students are not on pace, a parent meeting is requested. At the parent meeting, plans for completion are discussed, and a progress monitoring schedule is put into place. Communication is continued throughout this process to ensure all parties are aware of student progress. To support completion of the essential skill requirements, we have a 3 pronged approach. Students that need reading and writing work samples are placed in a specific language arts class to ensure that those students are receiving the adequate instruction and opportunities to complete the needed work samples. If they are in need of math work samples, they are placed in a math class, and the teacher is informed of the needed amount of work samples to be completed during the class for that student. The second prong, is the use of an essential skill specialist. Through our WSU-Gear Up funds last year, and in part through the ESD and Measure 98 funds this year, we have been able to utilize an employee to meet specifically with students that need a little extra one on one support to complete their work samples. This person provides extra instructional support, motivation, and a quiet environment for students to work, and complete their work samples. The last prong we utilize is the work keys test. At this time, it is unknown how long we will be able to use the current test to meet the requirements for math and reading. As long as this option is available, we will have a staff member trained to provide this test to our students. Through these three measures, we have been able to support all of our students completing their essential skills portion of the graduation requirement. To support academic achievement of all students, our schedule allows for a 40-minute advisory period, twice a week. During this time, students are provided a weekly grade print out, and provided the time during the school day to work on missing work, take or re-take assessments, and get additional assistance from their teachers. In addition to the normal school year academic supports, our 9<sup>th</sup> grade students have a specialized summer school opportunity, to reclaim credit in their core classes. Last summer, 31 semester credits were assigned during the 9<sup>th</sup> grade summer school session, and the students completed 28 or the 31 semester credits.

Overall, we are proud of the work that our staff is accomplishing, but we understand that there is still a lot of hard work to do as we continue to strive to improve upon our results.

### **Heppner Jr/Sr High School**

At Heppner Jr/Sr High School we are continually working to reach our goal that all students graduate and we have put a lot of different types of academic support in place to help our students achieve this goal. Through our advisory and senior transitions classes, we are able to help students track and monitor their progress as they work through their high school career at HJSHS. With this system in place we have maintained high "freshmen on track" to graduate percentages and high graduation rates during the past several years at HJSHS.

We also hold grade level conferences with parents and students starting in Junior High that focus on where they currently are and where they need to be by the end of their senior year. During these conferences we discuss supports that are offered at HJSHS such as; academic Friday opportunities, study skills and tutorial class options, parent meetings, and credit recovery options. This conference format has allowed more meaningful conversations with students, parents and teachers as our students' progress from one grade level to the next. Focusing on the end result of graduation from high school has really made the conference process a more worthwhile use of conference time.

For seniors, our senior transitions teacher (Mrs. Payne) meets daily with students to help monitor grades and attendance. Seniors that are still needing to meeting essential skills in reading, writing and math are provided opportunities to complete work samples and/or take the Work Keys test. As always we will continue to communicate with students and parents regarding student progress to ensure they are on track to graduate.

Have a great month!

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

#### **MCSD – Maintenance & Facilities Update – November 2017**

McKinstry will verify the Phase II Project work after all remaining items have been addressed. The Heppner Jr/Sr High School Boiler Project is complete with a few issues that they are in the process of resolving. The AC Houghton Elementary Boiler Replacement Project is complete.

The Irrigon Elementary School Modular Building Project is moving along and on schedule. The building arrived a couple of weeks ago, has been placed on the footings and is in the process of being “buttoned up” with the interior work currently being addressed. Data lines, electrical and masonry work are the next steps with this project.

The Irrigon High School Press Box Project is still in progress and nearing completion.

The Riverside High School Track Project is also nearing completion, but we are still waiting for some follow-up seal coating work that needs to be addressed before the lines can be painted.

Tremco Roofing has assessed the roofs of each building in the district and has submitted the final numbers for the scope of work over the next six years. The District Maintenance Staff, District Directors, Business Managers and Superintendent Dirksen will review and we may also have Tremco do a follow-up presentation to the Board in the near future.

Sykes Real Estate will be handling the sale of the three lot properties for the District that are located near Heppner Elementary School, if approved.

### **Financial Report Talking Points:**

- Building expenditures are on track
- District will see current year tax collections starting in November
- Currently working on updating 2017-18 Estimate of Membership and Revenue, which will give us updated collections from ODE in February. 2018-19 Estimate of Membership and Revenue is now open.

### **Incident/Accident Report**

DATE	SCHOOL	INCIDENT
10/11/17	WRE	During a home visit, employee was punctured by dog toenail. No medical attention needed.