



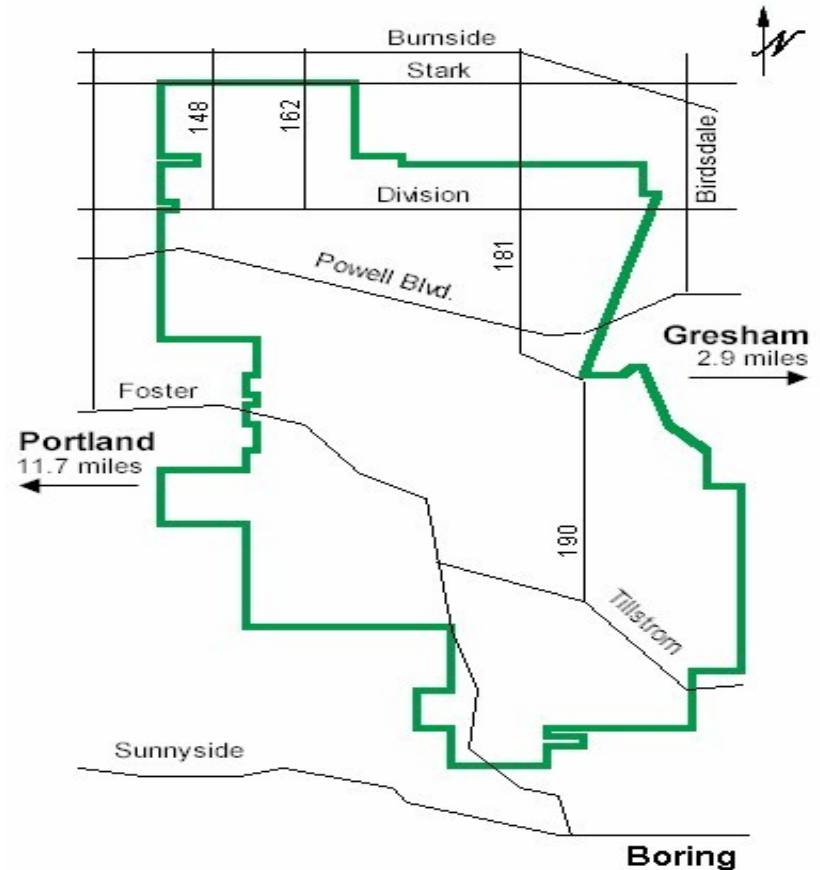
School Efficiency and Quality Advisory Council

Presentation by:

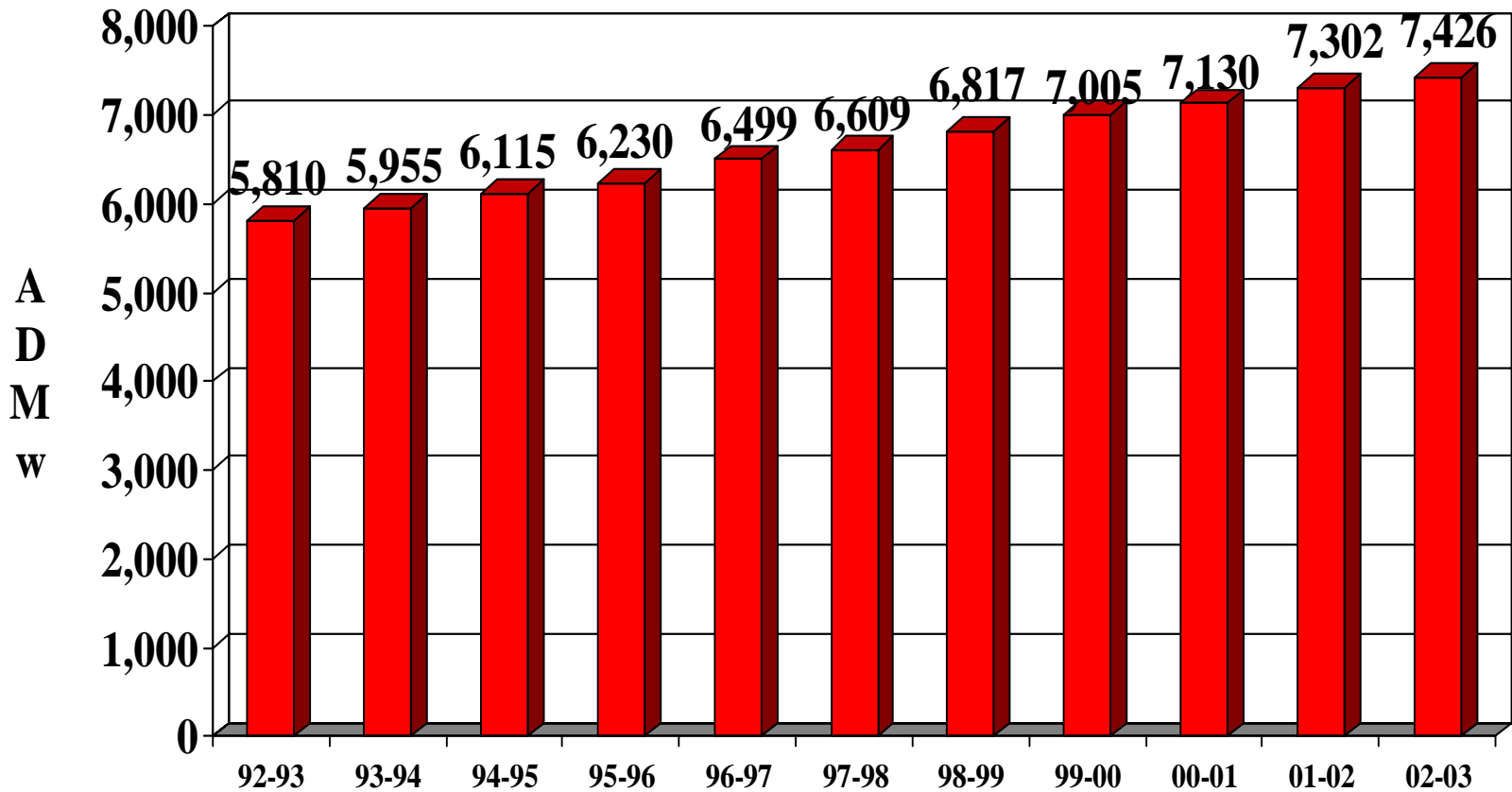
Centennial School District
February 10, 2004

District Boundaries

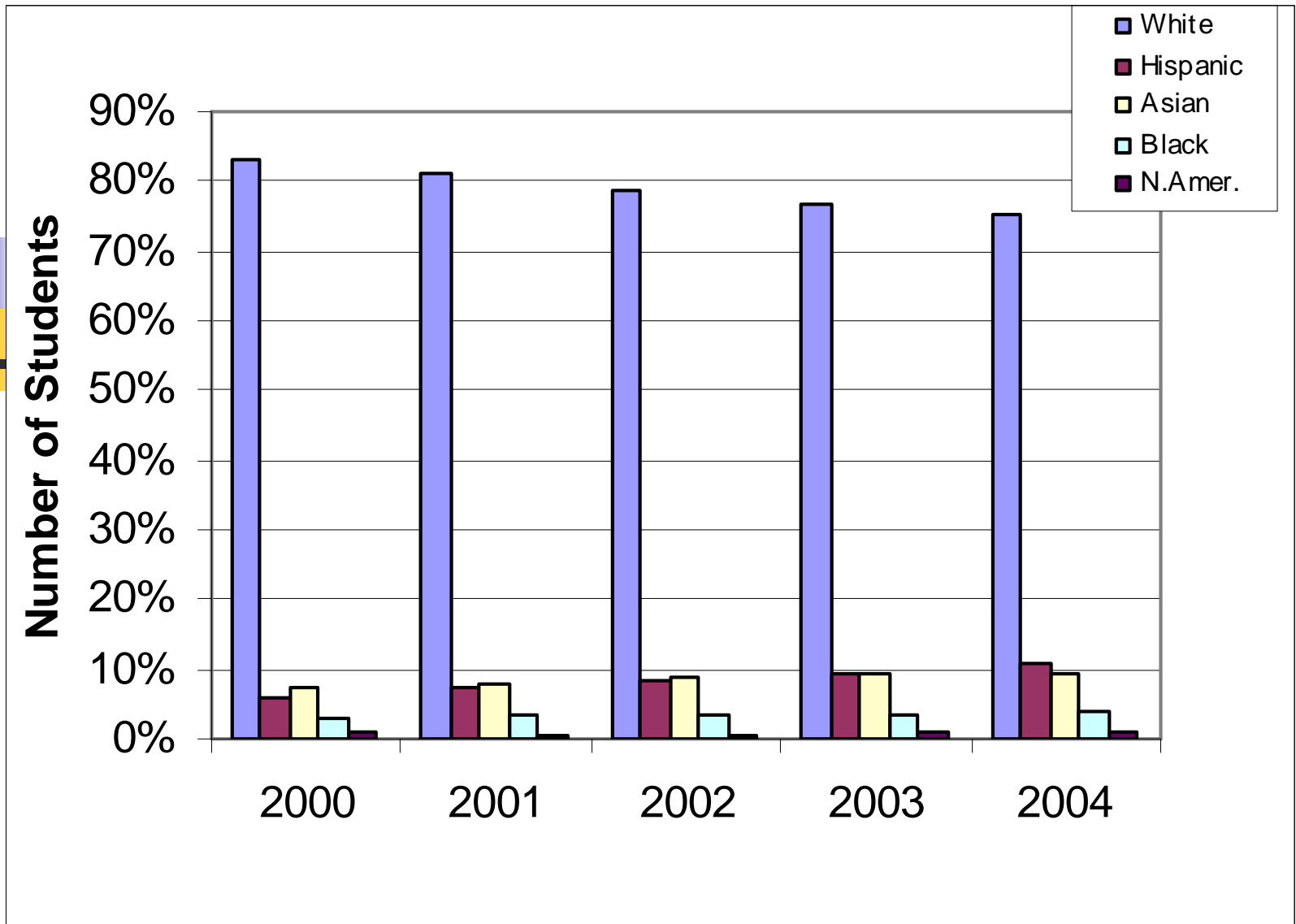
- Centennial School District encompasses 21 square miles with SE Stark on the North, 190th on the East, 139th on the West and to almost Damascus on the South.



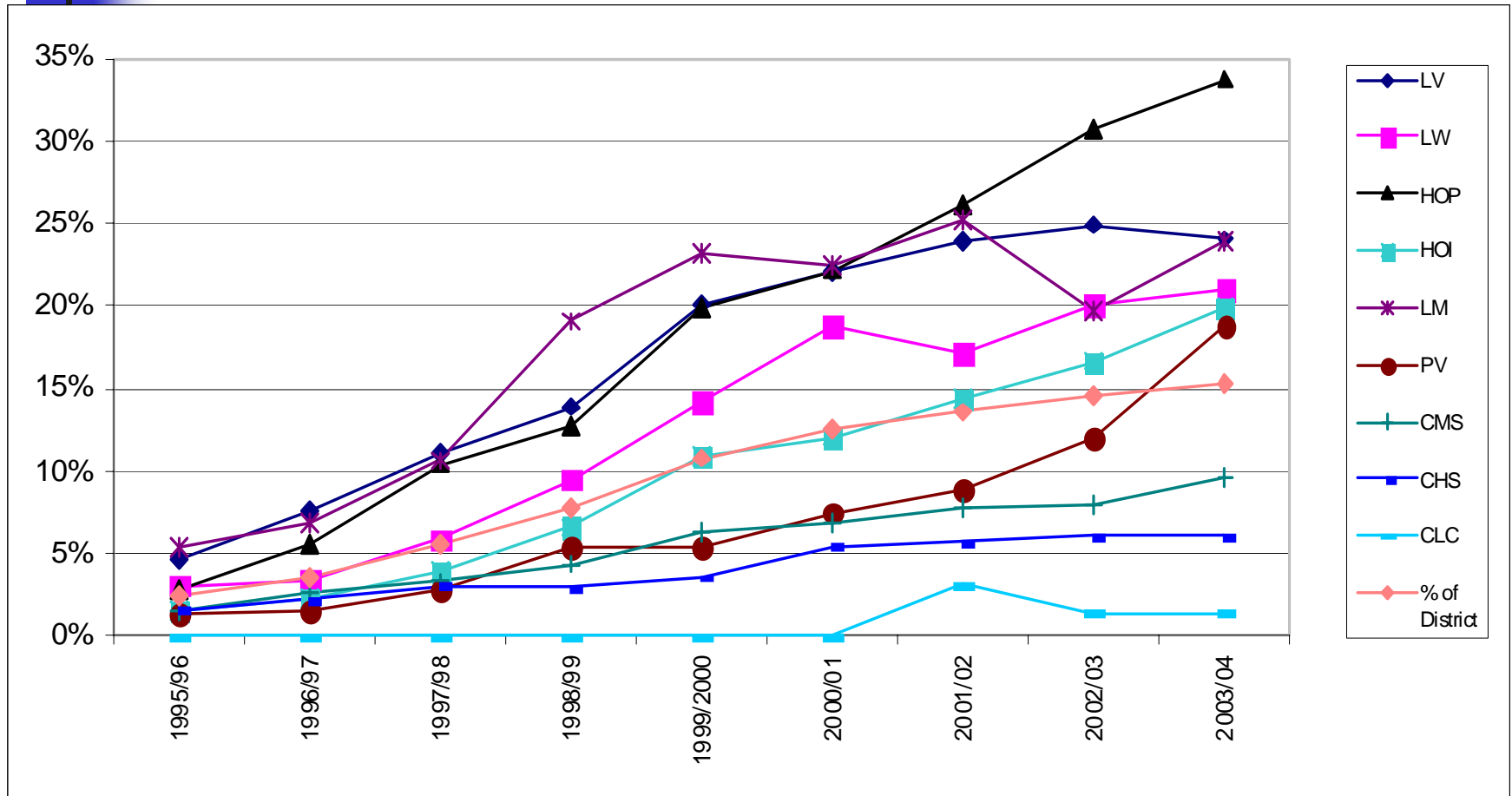
Enrollment History



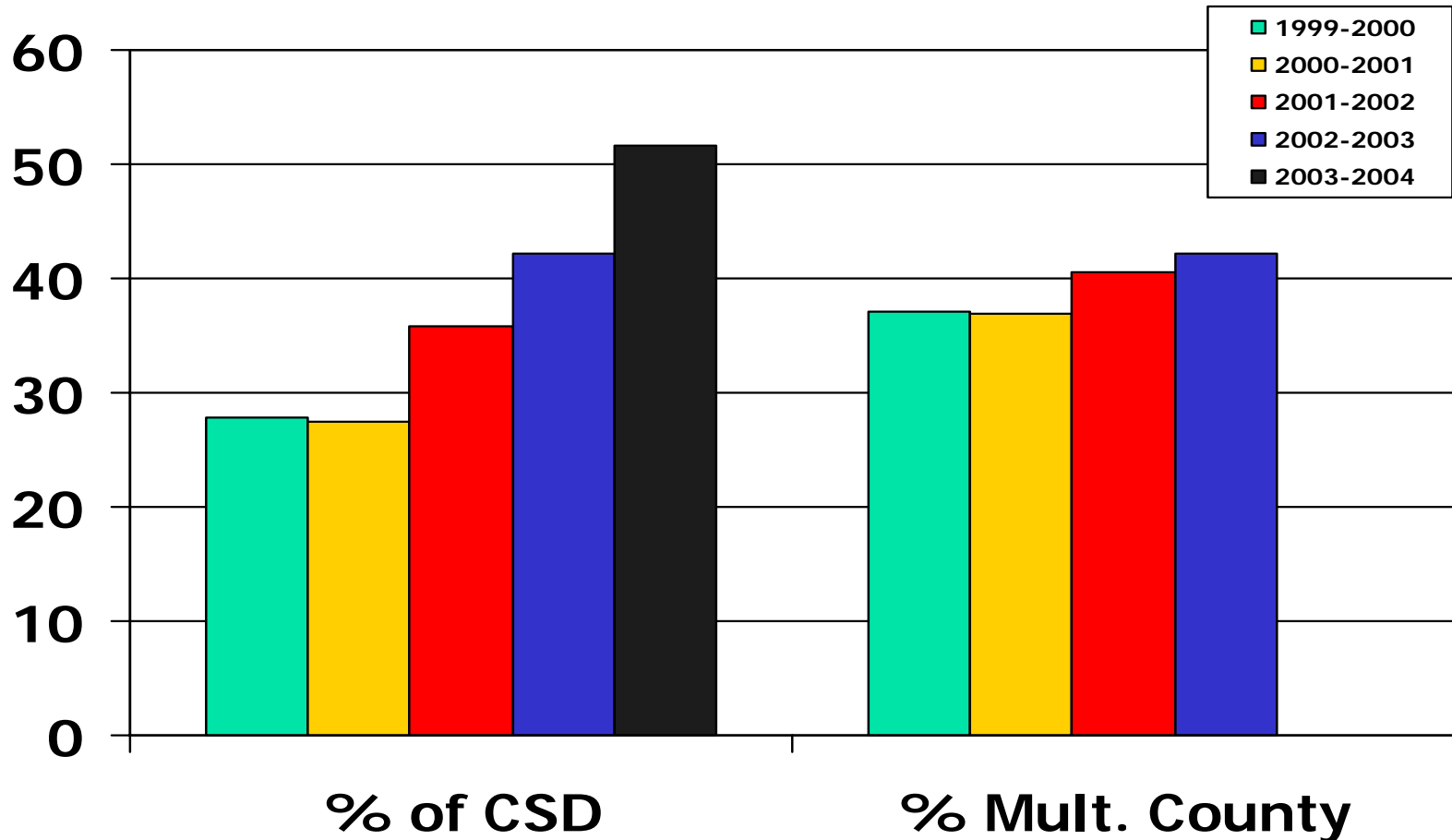
Changing Ethnicity



ELL Student Percentage by Building



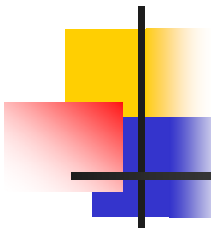
Percentage Increase of Students on Free and Reduced Lunch September 1999 to January 2004



District Priorities for 2003-2004



- Challenge all K-12 students represented in Centennial's diverse population to **achieve academic growth and excellence**.
- Ensure **a safe and respectful educational environment**.
- Provide tools, strategies and resources necessary to enhance **student success**.
- Emphasize **family involvement** in each child's education.



Challenge all K-12 students represented in Centennial's diverse population to achieve
ACADEMIC GROWTH AND
EXCELLENCE by:

- Helping all students reach or exceed state standards;
- Continuing literacy as a clear and active focus; and
- Making mathematics a clear and active focus.



Ensure A SAFE AND RESPECTFUL EDUCATIONAL ENVIRONMENT by:

- Teaching students the character skills necessary to get along with peers and adults in a diverse world; and
- Enhancing building climate by making teaching more enjoyable for staff and learning more rewarding for students.



**Provide tools, strategies and resources
necessary to enhance **STUDENT
SUCCESS** by:**

- Driving the successful completion of the bond projects;
- Focusing the use of technology toward student learning; and
- Continuing emphasis on staff professional growth and recognition of success.



Emphasize **FAMILY INVOLVEMENT** in each child's education by:

- Providing clear and consistent communication from the district and school to parents;
- Motivating and assisting parents/families to be active partners in their child's education; and
- Increasing the use of adult volunteers.

Key Issues and Unique Circumstances



- Growth of the district
- Changing demographics
- Meet effectively the needs of ALL students
- Raise the achievement level of ALL students
- Provide quality of education with unstable and inadequate resources



Budget History

- Centennial's budget has not kept pace with enrollment growth and inflation since 1990 and the implementation of Measure 5.
- The District has made budget reductions in tempo with changes in our funding levels.
- Major cuts were made in 1995-1996 and in 2002-2003.
- Total cuts in 2002-2003 amounted to \$4 million.



Budget Reductions 2002-2003

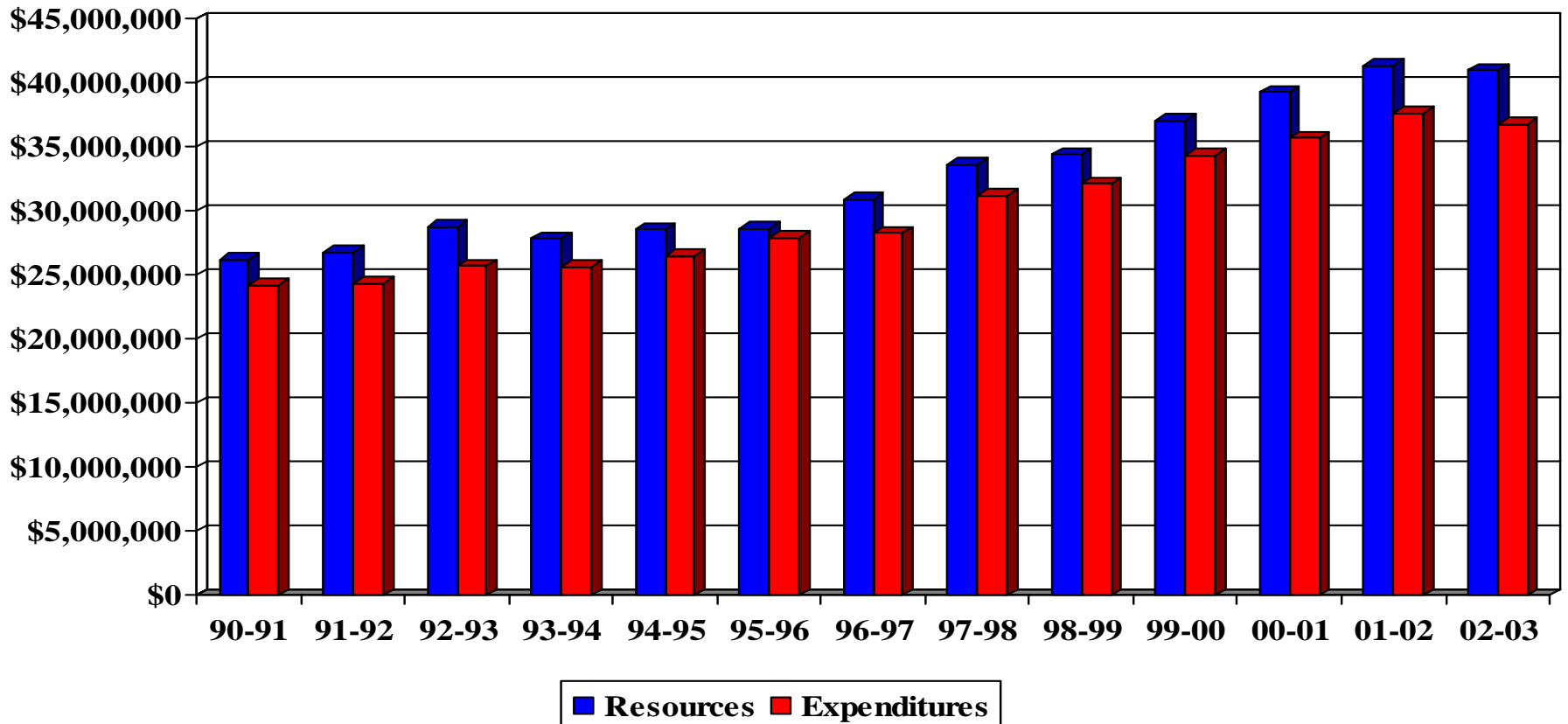
- **Personnel: \$2,000,000**
 - 4 days of school were cut (5 days for staff), approximately 25 FTE, many stipends for extended responsibilities
- **Use of reserves and school improvement grant: \$1,300,000**



Budget Reductions 2002-2003

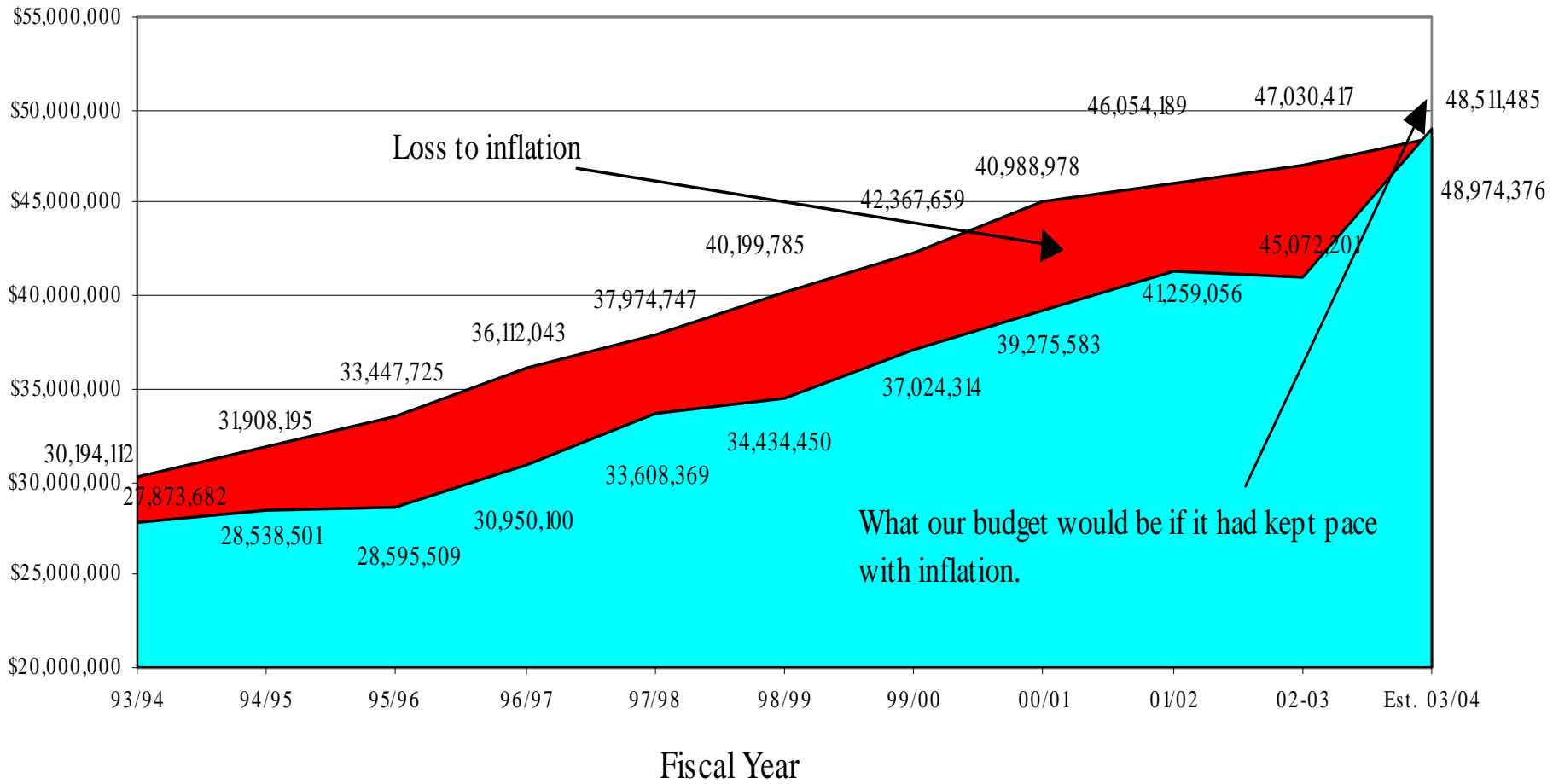
- **Major Programs:** \$340,000
 - Outdoor school, summer school, staff development, athletic teams and school activities
- **Materials and Services:** \$375,000

Funding Levels Since 1990



Centennial School District

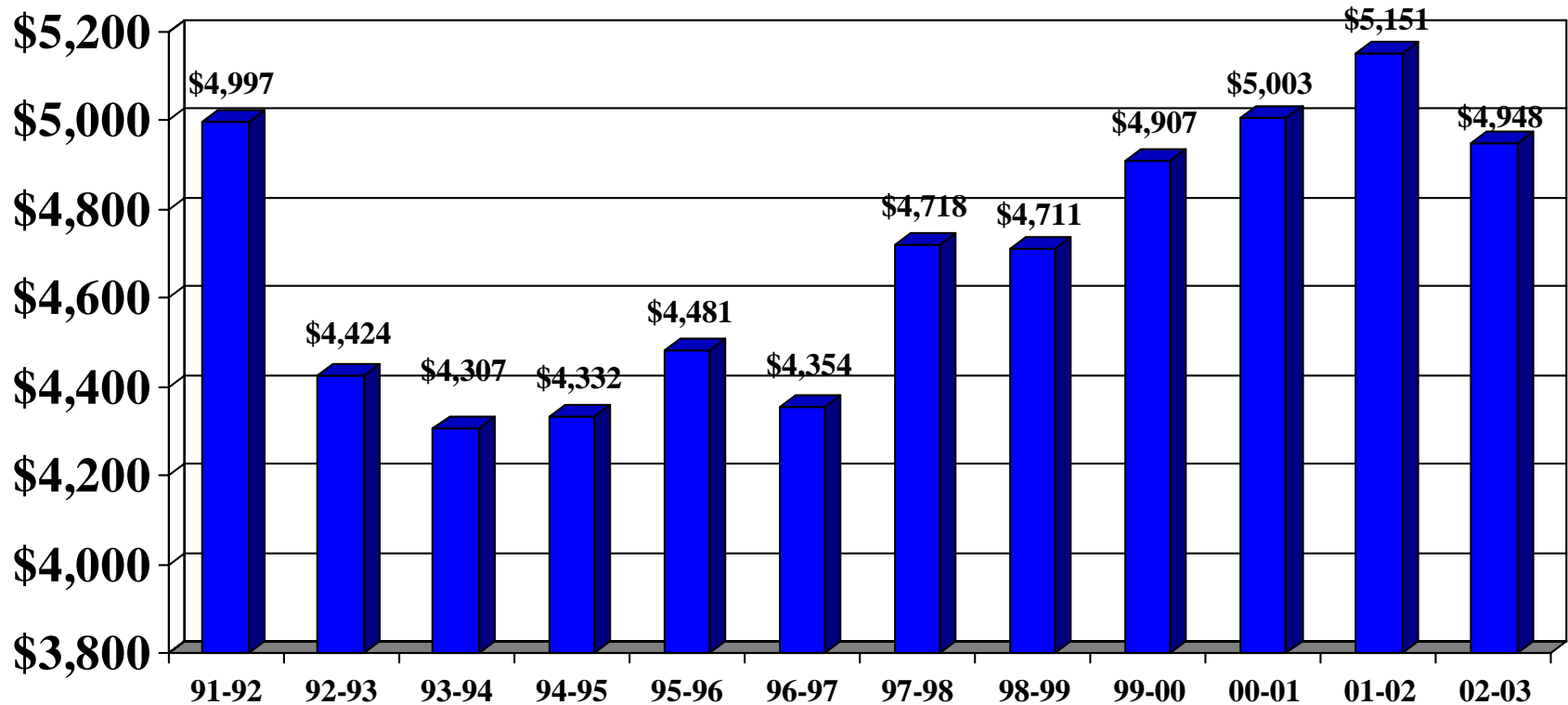
Relation of per ADMw funding and inflation since 1993



■ Inflation Adjusted Resources
■ Actual Resources

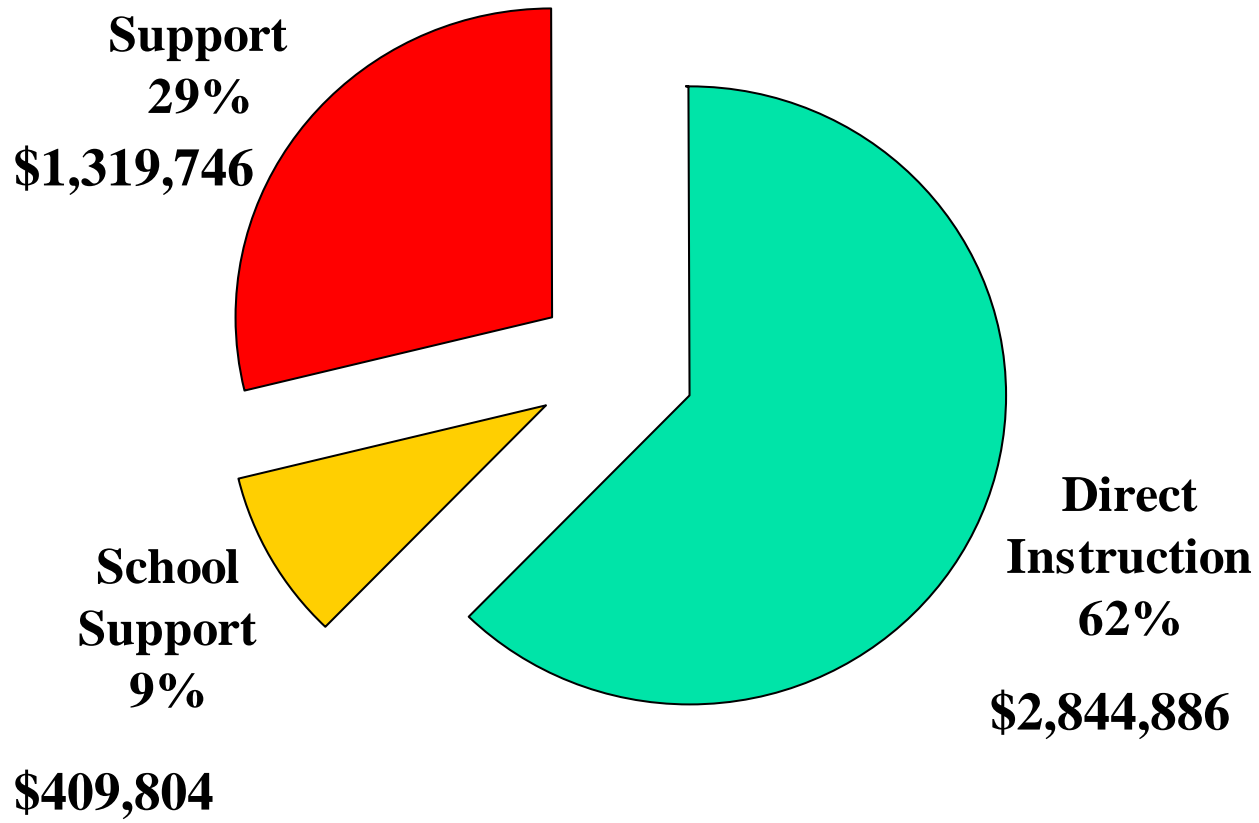
CONCLUSION: The County Income Tax just brings the District equal to 1990 resources per ADMw adjusted for inflation.

Spending Per ADMw Since 1991



■ ADMw

Use of MCIT Funding in 2003-2004

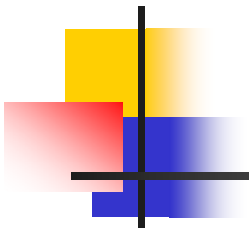


Philosophy of Use of MCIT in 2003-2004

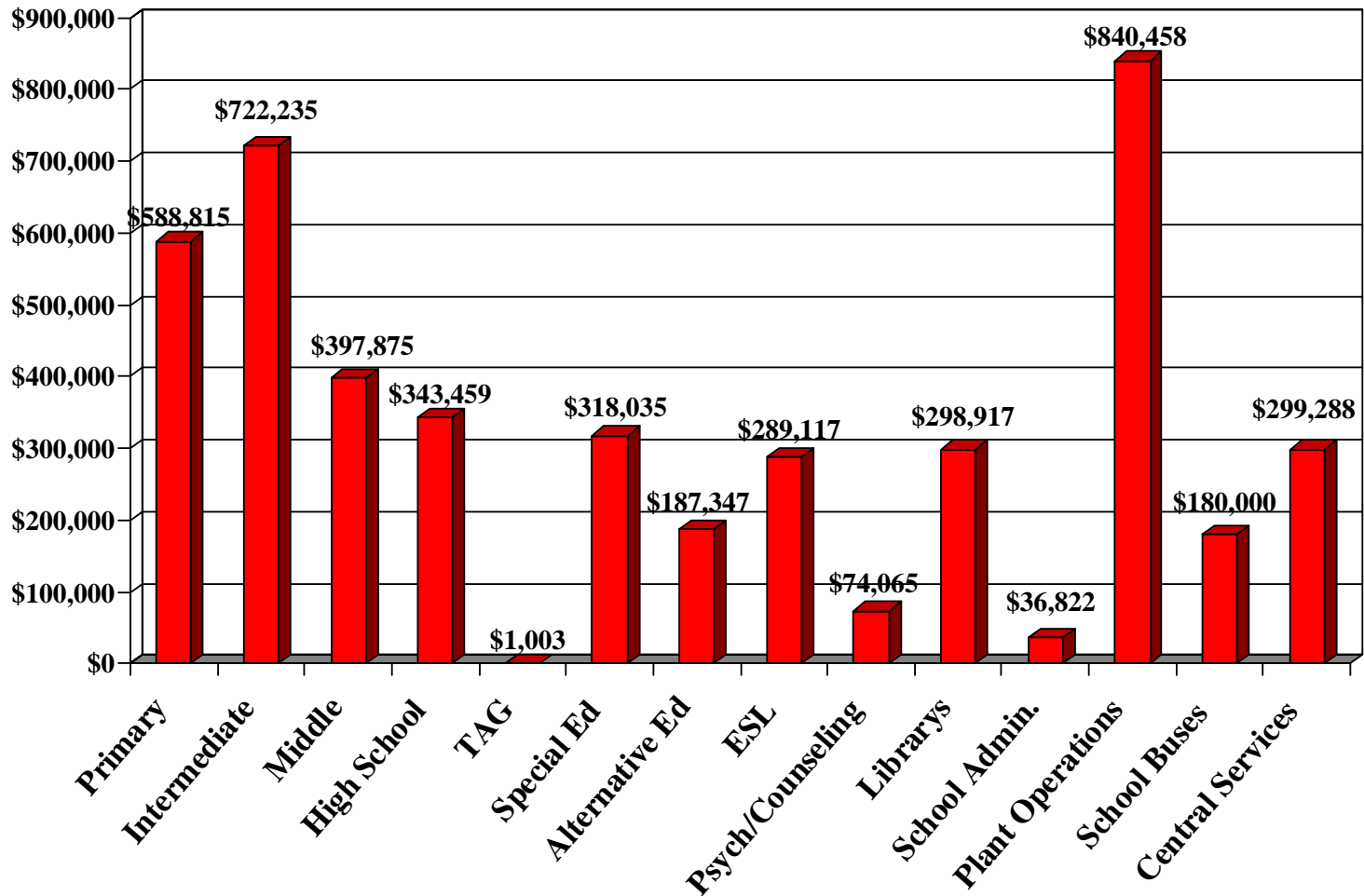


- Focus on stable long-term plan that:
 - ❖ Gives students a strong instructional program;
 - ❖ Maintains the safety of students, staff and the public; and
 - ❖ Keeps the “culture of school.”

Philosophy of Use of MCIT in 2003-2004

- 
-
- Long-term expenditure programs cannot easily be funded with short-term funding.
 - Centennial chose to use part of the funding to pay for “one-time” costs so that those dollars could be redirected in the future.
 - These “one-time” costs are critical to maintaining an environment where students can learn.

Use of MCIT Funding in 2003-2004





MCI TAX IS FUNDING:

- Reinstatement of a full school year for students and staff.
- Reduced class size: Restored 17 classroom teachers to keep class size down.
- PE time doubled for 3,400 elementary students: Added 3.5 teachers to reinstate full-time PE.
- Help for students with language & special needs: Added 2.5 teachers to support special education and English Language Learners.



MCI TAX IS FUNDING:

- **Purchase of textbooks:** Replaced outdated math textbooks with books and other materials that are aligned with state standards and grade level expectations.
- **Reinstatement of a full range of student activities at Centennial Middle School and Centennial High School:** Restored a number of student activities at the secondary level that were eliminated or curtailed because of coaching and advisor cutbacks, including debate team and middle school track.



MCI TAX IS FUNDING:

- More library time for students: Reinstated media assistants in all schools.
- Cleaner, safer environment for students and staff: Reinstated 4 custodial positions, replaced unsafe carpeting, repaired roofs to stop leaks, painted building & telephone upgrade.
- Remedial help for struggling students: Planning to implement summer school for Summer 2004.
- Outdoor School: Reinstated Outdoor School for all of the 550 district 6th grade students.

Impact of Measure 30 in 2003-2004



- Centennial's 2003-2004 Approved budget is based on \$4.8 billion for 2003-2004.
- The Adopted budget was increased \$5,747,000 because of the Multnomah County Income Tax.
- The entire cut from M30 will occur in 2004-2005 (HB 5077).

Impact of Measure 30 in 2004-2005



- Repeal of the state tax measures (M30) reduces SSF funding by \$503 per ADMw or about \$3.8 million less for Centennial.
- All of this funding reduction would occur in the **2004-2005** budget year.



Outlook for 2004-2005

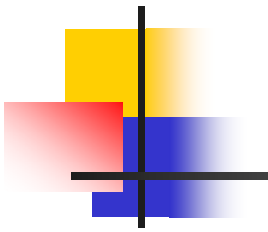
- With the repeal of the tax increase, we will likely face a revenue shortfall in the range of \$1.5 million to \$2.5 million.
 - Assumes discretionary and “one-time” spending is cut from county tax funding
 - Assumes halt of PERS litigation reserves



Potential Revenue Shortfall

- Revenue for **2004-2005** will not be sufficient to maintain current service levels because:
 - Failure of Measure 30 - \$3.8 Million
 - Ending fund balance decline (planned use of fund balance)
 - Enrollment less than forecasted for **2003-2004** - \$500,000
 - Flat enrollment projected for **2004-2005** - \$500,000

Breakdown of Potential 2004-2005 Shortfall



Measure 30 loss	- \$3.8 million
MCIT increase (reserves)	+ \$2.1 million
Enrollment 2003-2004	- \$.5 million
Enrollment 2004-2005	- \$.5 million
Budget reductions (one-time expenditures)	+ \$1.7 million
Eliminate PERS Reserve	+ \$1.5 million
Reduced ending balance	- \$2.5 million
Estimated 2004-2005 Shortfall	- \$2.0 million



Future Years Budgets

- The **2004-2005** revenue shortfall amounts to roughly a 4% budget reduction.
- In **2005-2006** the problem will become more acute because Centennial will already have used its reserves and eliminated “one-time” expenditures.
- The MCIT reserves will have been expended.
- In **2006-2007**, if MCIT ends and increased state funding is not provided, we would face a severe budget shortfall.

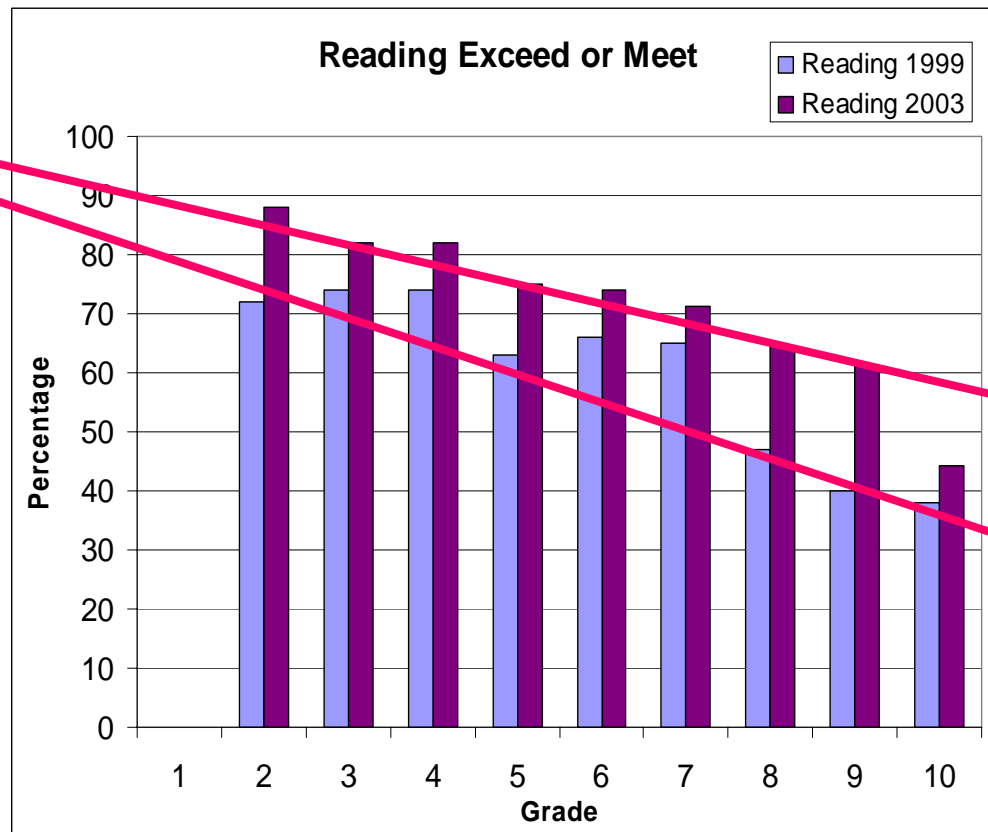


STUDENT ACHIEVEMENT

- Since 1999, Centennial has focused efforts to improve the connection between curriculum, instruction, and assessment.

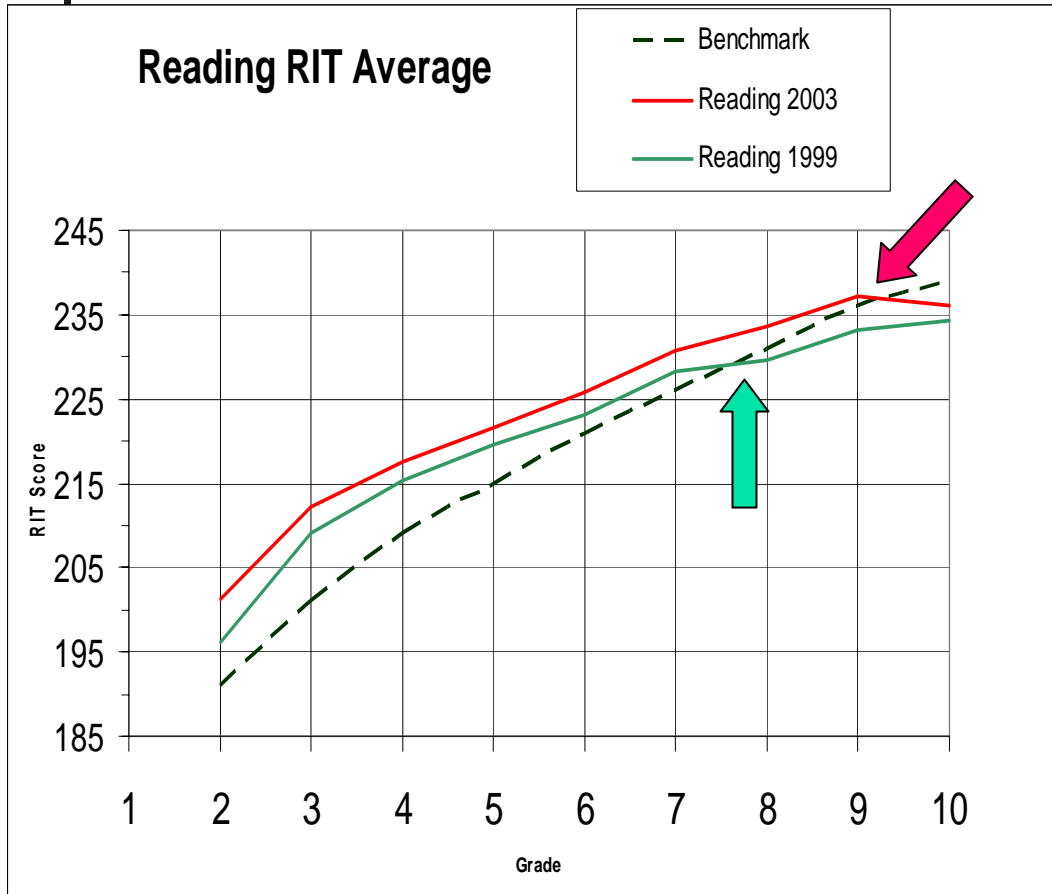
*“If I taught what I ought
And they caught what I taught,
Then benchmarks would be had by the lot!”*

READING ACHIEVEMENT



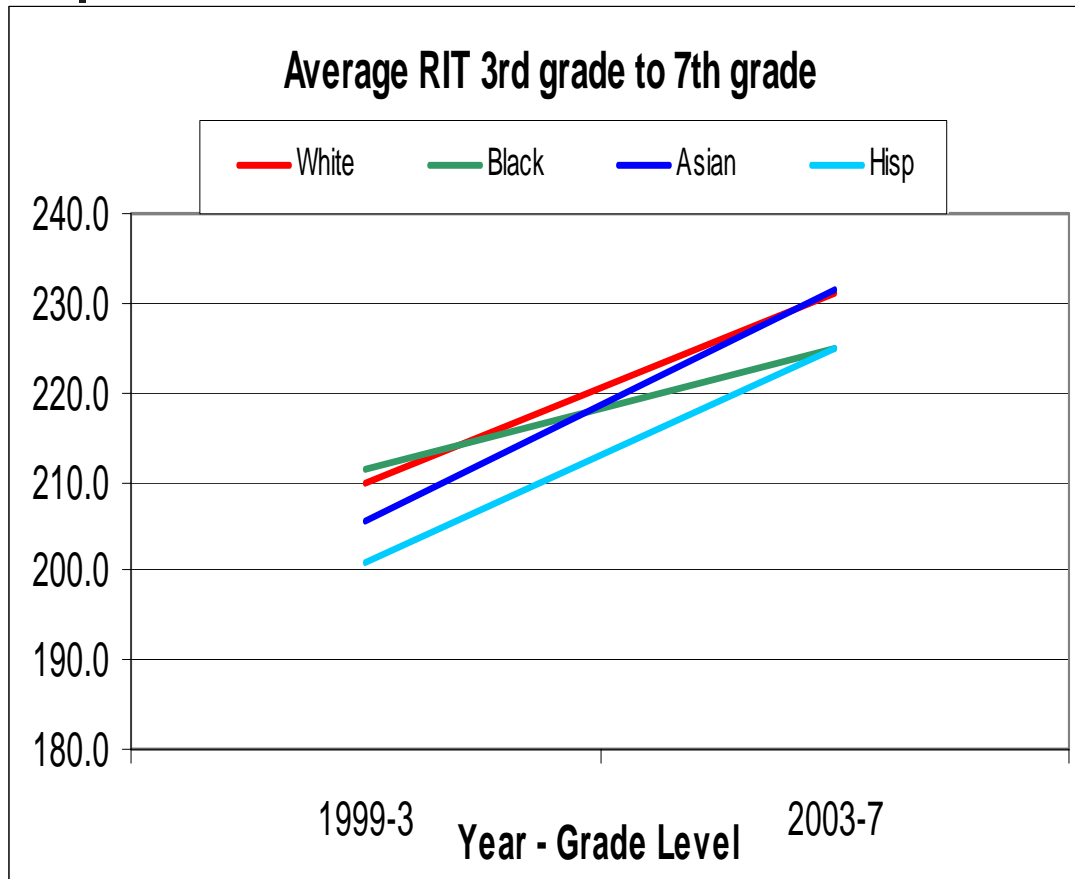
- Increased % Meet and Exceed since initiation of Curriculum Alignment (1999-2000)
- Additional focus is needed at 10th grade
- The drop off of success is not as steep today

READING ACHIEVEMENT



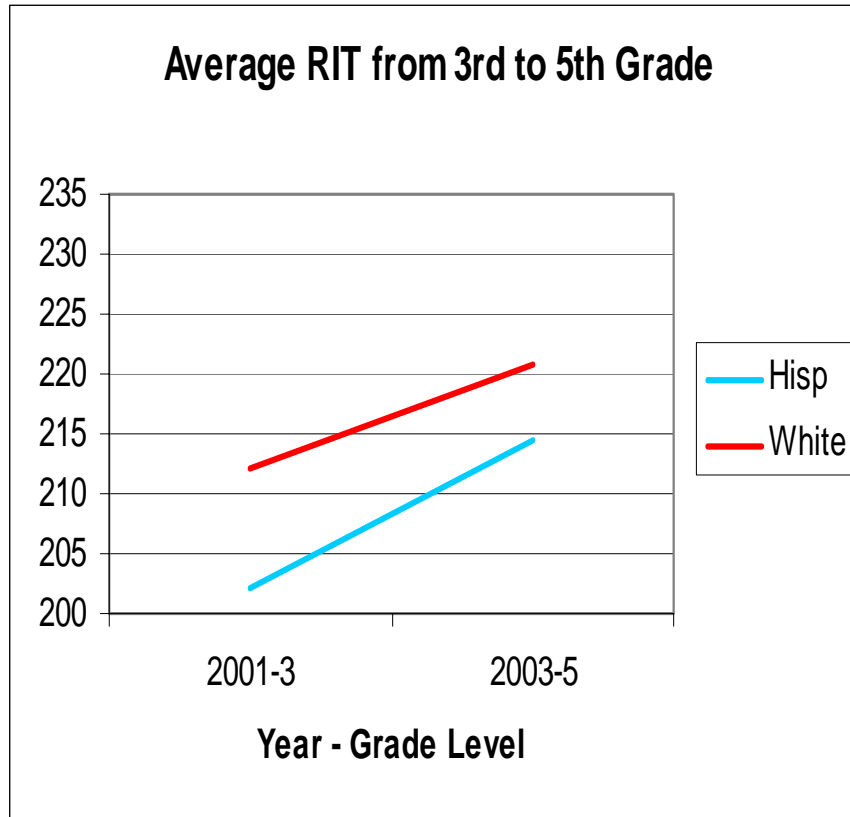
- The average RIT score has increased since our implementation of curriculum alignment.

READING ACHIEVEMENT



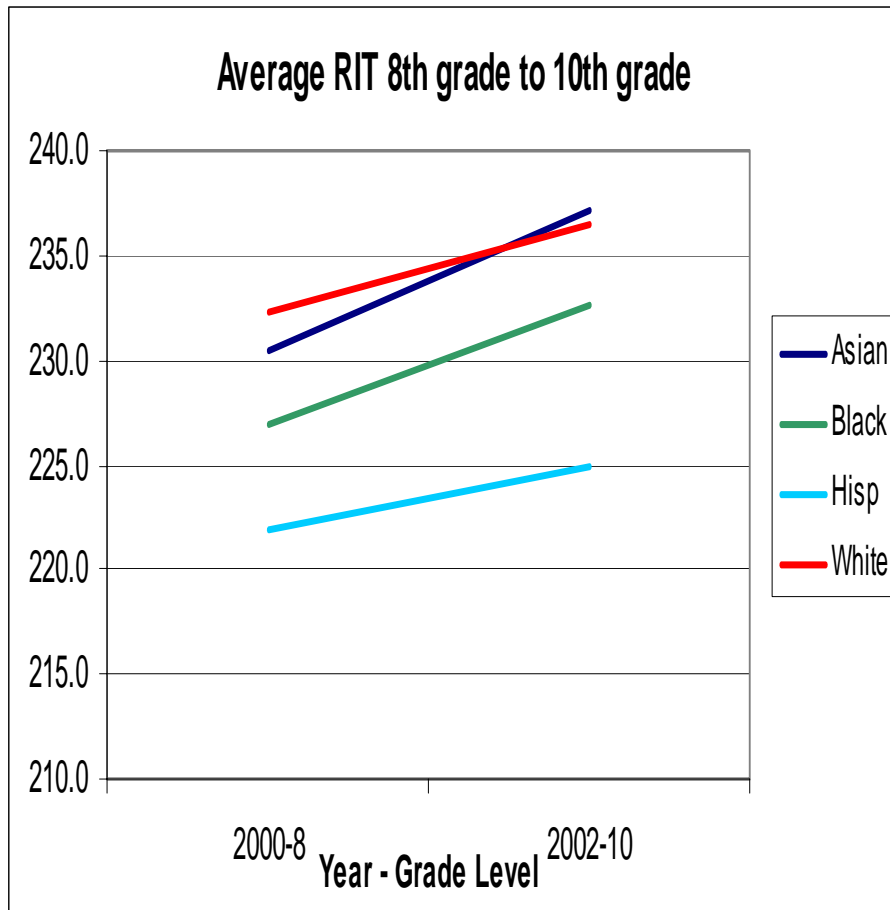
- The ethnic gap in 1999 at 3rd grade is smaller in 2003 at 7th grade for all groups except for African American.
- Only 6 African Americans in 1999 but 24 by 2003.
- Our largest subgroups showed decreases in the gap by 5.1 for Asian (gap is erased).
- A decrease of 3.0 for Hispanics - a 33% improvement.

READING ACHIEVEMENT

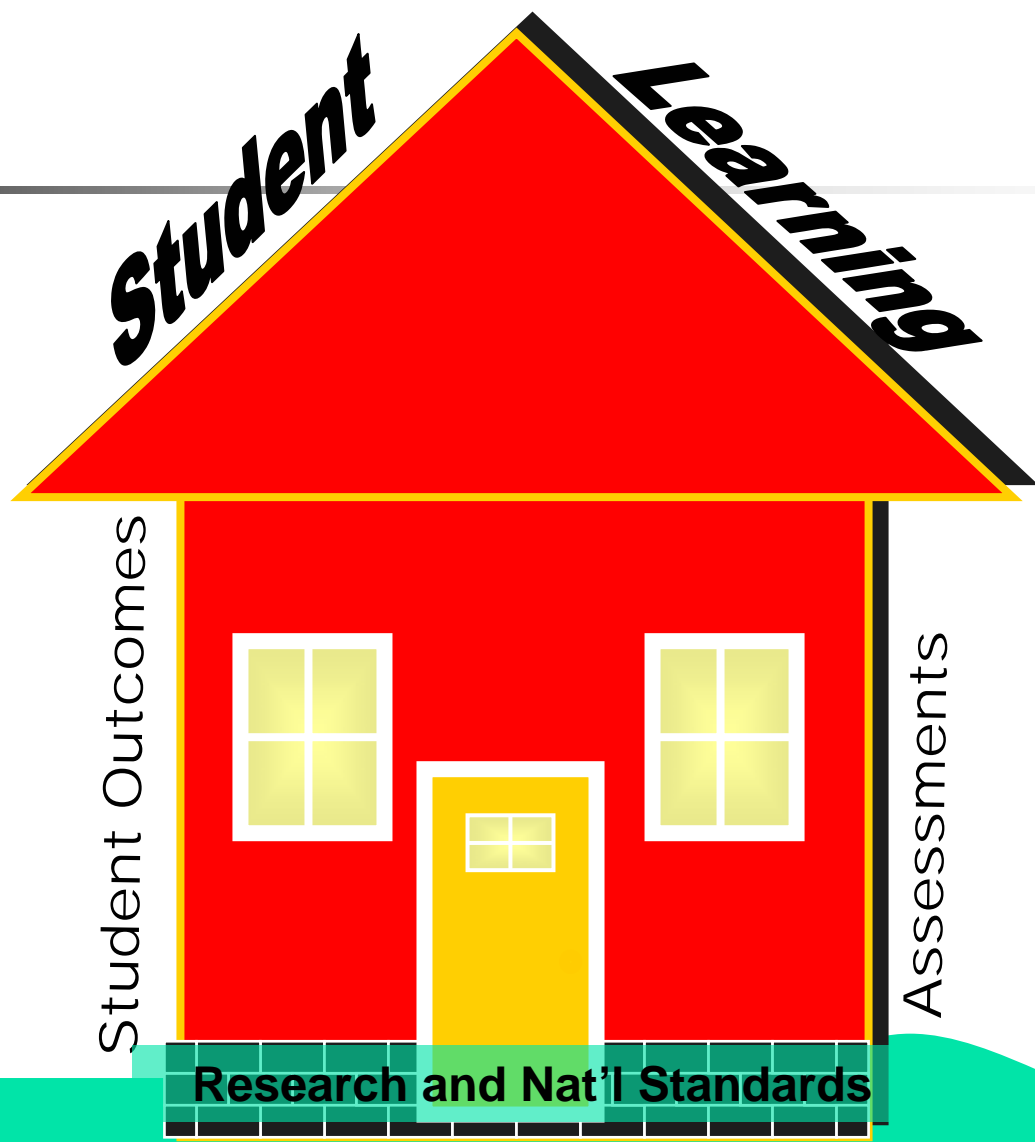
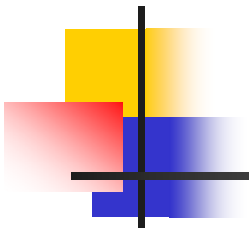


- Looking at Hispanic students at grade 3 in 2001 and Hispanic students at grade 5 in 2003, we again see a narrowing of the gap (33% improvement).

READING ACHIEVEMENT



- From 8th grade to 10th grade, using 2000 and 2002 data, the ethnic gap decreases for all groups except Hispanic.
- If we look at Hispanics that were here from 8th to 10th grade, the performance gap decreases.



Student

Learning

Student Outcomes

Assessments

Research and Nat'l Standards

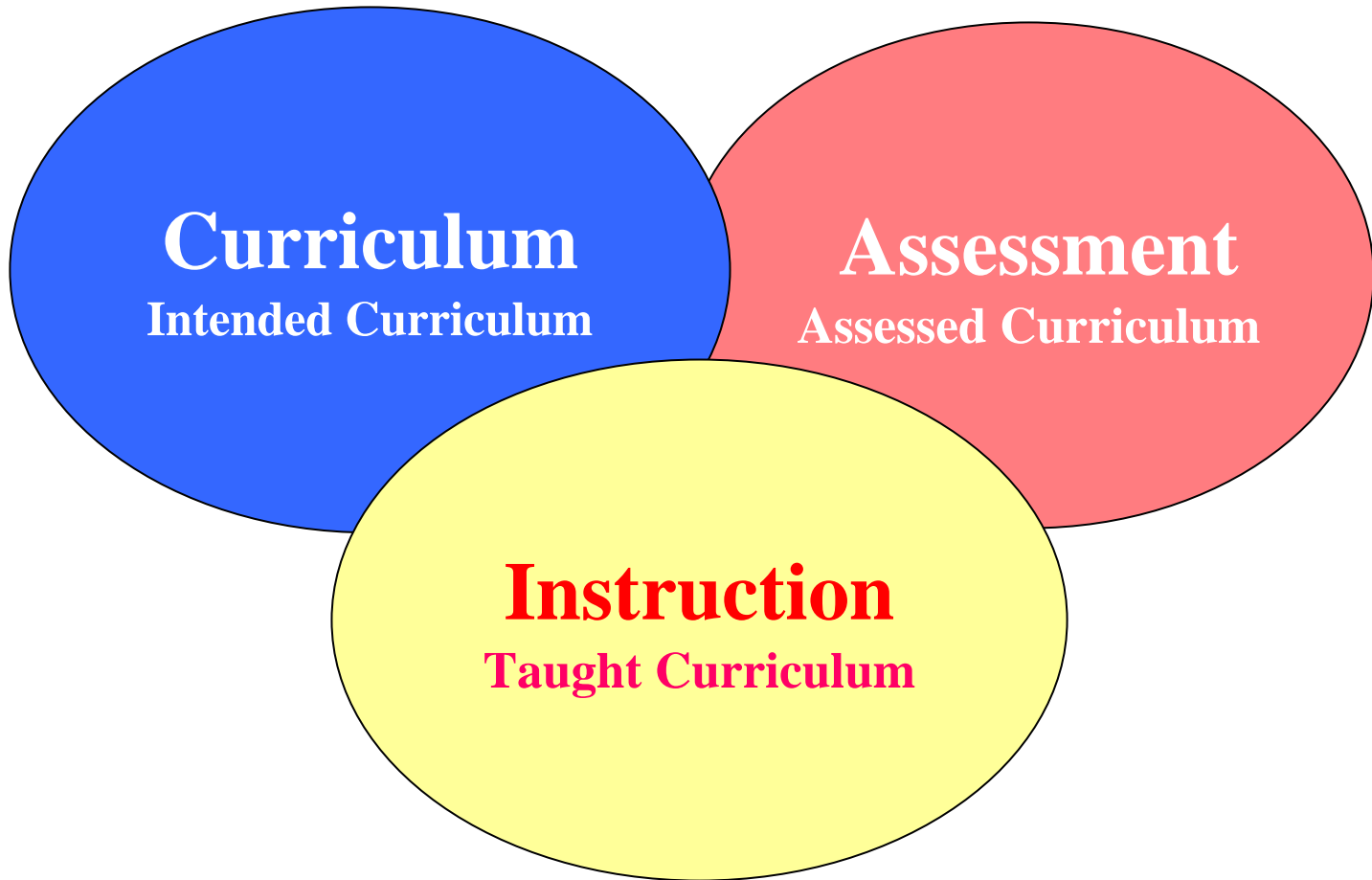
District Mission and Policies



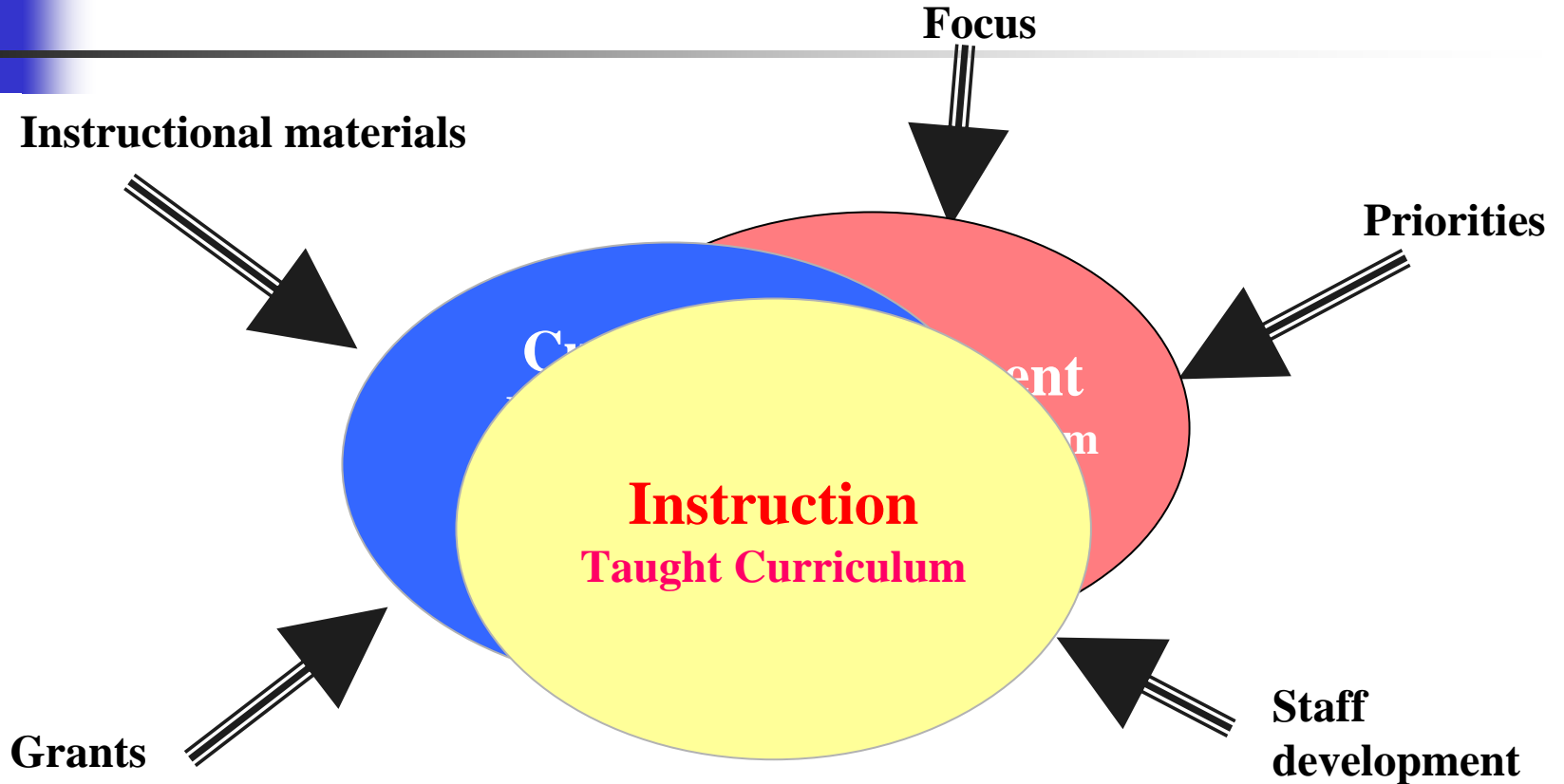
Increasing Student Achievement

- Research is clear
 - Larry Lazotte
 - Effective Schools
 - Doug Reeves
 - Center for Performance Assessment
 - Robert Marzano
 - What Works In Schools
 - W. Togneri and S.E. Anderson
 - Beyond Islands of excellence...

Increasing Student Achievement Alignment



Increasing Student Achievement Alignment



**If focused, it pushes toward alignment,
if not, fragmentation.**



Increasing Student Achievement

- **Instructional Strategies**

- Literacy

- Balanced Literacy:
K-6

- S.O.S.: 7-12

- Language Acquisition

- Math Training

- Math Cadre

- **Materials Adoption**

- **Curriculum Mapping**

- **Staff Development**

- Assessment Data

- Staff Needs
Assessment

- Administrator Needs
Assessment

- Not Dependent Upon
General Fund

- **Restructuring
Centennial High School**

Increasing Student Achievement: Staff Development

Teachers

Year 1: 2003-04

Year 2: 2004-05

Year 3: 2005-06

Math

Workshop: Knowing Mathematics for Teaching/Teacher Development Group

Dates K-6: Dec. 5th (1-4); Feb. 27th (8 – 11:30); May 28th (12:30 – 3:30)

CHS/CLC Dates TBA

Math: Best Practices (In Building)

Dates: K-6: 4 days, determined by Building (2 subs/day)
7-12: 2.5 days, determined by building (Math Teachers only) (1 sub/day)

Math/Science Cadre

Workshop: Session 1: K-6 (Math/Science Building Reps); 7-12 (Math Rep)

Math and Science

Math and Science Workshops:

- Assessment For Learning: Implementing an Assessment Model based upon Rick Stiggins/District Staff
- Possible: Assessing Mathematical Understanding/K-12 4 hour sessions, 3x/Year/Teacher Development Group

Math: Best Practices (In Building):

3x/building/year—

Math/Science Cadre Training

Cont'd

Science: Best Practices/Inquiry (In Building)

- Peer Coaching 7-12—

Math: Teachers Development Group

Math Workshop:

- Cultivating Mathematical Thought/K-12 4 hour sessions, 3x/Year

Math: Best Practices (In Building):

3x/building/year—

Math/Science Cadre Training

Cont'd

Science:

- Peer Coaching 7-12 (In Building)
- Strategies for diverse classrooms (Workshop)

Increasing Student Achievement: Staff Development

Year 1: 2003-04

Year 2: 2004-05

Year 3: 2005-06

Teachers continued

**Reading: SOS (Train the trainers)
Grades 7-12**

Workshop: S.O.S. Training (CHS:
1

Staff from each depart.;
CMS 1 Staff from each team;
CLC 1 Staff)

Dates: Oct 1 (MESD) 7:30 –
11:30

Oct. 27 (D.O.) 8 – 11:30
Nov.19 (D.O.) 8 – 11:30

**Reading: First Steps Training
Grades K-6**

Building Directed: Dates
vary by building

Summer Institute: Reading

Reading: K-6

- First Steps Training
- New Staff Support
- On-going support plan TBA

Reading: SOS Grades 7-12:

**Building/Department/Team
Developed Plans**

Summer Institute: Reading

Reading: K-6

- First Steps Training
- New Staff Support
- On-going support plan implementation

**Reading: SOS Grades 7-12:
Building/Department/Team**

Developed Plans

Summer Institute: Reading

Increasing Student Achievement: Staff Development

	Year 1: 2003-04	Year 2: 2004-05	Year 3: 2005-06
Administrators	Evaluation: Gail Elkins (last year of present project) Administrative support for K-12 staff: <ul style="list-style-type: none"> ▪Math Cadre Training ▪S.O.S. Training 	<u>Workshop: Fostering Math Practices:</u> <div style="text-align: right;">Teachers</div> Development Group	<u>Workshop: Fostering Math Practices:</u> <div style="text-align: right;">Teachers</div> Development Group
E.A.'s and Support Staff	Attend workshop if they are responsible for supporting mathematical instruction	Attend workshop if they are responsible for supporting mathematical instruction	Attend workshop if they are responsible for supporting mathematical instruction
Parents & Community		Extending Mathematics Learning: Classes for parents	Extending Mathematics Learning: Classes for parents

Increasing Student Achievement: Staff Development

Science Staff Development Activity

Date

Building

Workshop:

Teaching Scientific Inquiry

Presenter: Dave Hamilton

Outcomes:

- 1) Review Oregon Inquiry requirements
- 2) Be able to score inquiry work samples
- 3) Evaluate inquiry tasks according to criteria developed by the state
- 4) Use a template to design scientific inquiry tasks for students
- 5) Produce unit plans that prepare students to meet the district/state inquiry requirements

Nov. 3rd, 2003

District Office Board
Room
Time: 8 a.m. – 4 p.m.
Bring Lunch

In Building Support:

Part 1: Lesson Study Design

Note: 1 Day at CHS, 1 Day at CMS

Support: Dave Hamilton

Outcomes:

- 1) Know and be able to use a model for teacher support
- 2) Learn to observe and report student interactions for evidence of engagement

1) Nov. 10, 2003

Team A: a.m.

Team B: p.m.

Teams made up of 4/5
staff members each

2) Nov. 13, 2003

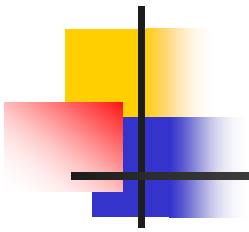
Team A: a.m.

Team B: p.m.

Teams made up of 4 staff
members each

1) CHS: Library
Conference Room
2) CMS: Library
Conference Room

Increasing Student Achievement: Staff Development



Science Staff Development Activity

Date

Building

<p>In Building Support: Part 2: Lesson Study Note: 3 Days/Building Where Team Observes Lessons and Provides Feedback/Analysis Outcomes: 1)Use support model for analysis/feedback 2)Observe and report student interactions for evidence of engagement</p>	<p>Nov. 2003 – Jan. 2004</p>	<p>CMS and CHS</p>
<p>Debriefing Evaluation of Workshop and Scoring Work Samples Presenter: Dave Hamilton Outcomes: 1)Be able to score student inquiry samples 2)Evaluate the staff development 3)Describe 2004-05 Focus</p>	<p>March 1st, 2004 8 a.m. -</p>	<p>District Office Board Room</p>



Efficiency Improvements

- **Cost containment:** Salaries and employee benefits account for 89% of the general fund expenditures.
 - The District carefully negotiates with employee groups to ensure that our labor contracts are affordable.
 - Centennial schedules most employees time by the minute and the District only pays for time that is needed.



Efficiency Improvements

- **Discretionary purchasing:** Materials and services are less than 11% of the total budget. Centennial extensively uses competitive purchasing to cut costs. Purchasing in bulk with other government agencies to save money.
 - All purchases over \$10,000 are managed centrally.



Efficiency Improvements

- **Organizational Structure:** The District is very lean in terms of administration and support staff that do not directly support students. Compared to other governments, schools are lean administratively and the span of control of management staff is very wide.
- **Stability of programs** over at least a three year span has been successful for Centennial.



Plans to Increase Efficiency

- Continue efforts as identified in prior slides.
- Use Multnomah County auditors work to improve efficiency.

At Centennial it is all about...

