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December 15, 2005

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Report to the  
School Efficiency and Quality Advisory Council

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Presented by  
Gresham-Barlow School District  
Ken Noah, Superintendent



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Mission

In August of 2002, the Gresham-Barlow School District engaged in a Quality Schools Visioning Summit that resulted in the creation of a set of documents that provide the basic structure for the district's comprehensive strategic plan. Central to that plan was the development of a new mission statement:

"The mission of the Gresham-Barlow School District is to establish a world-class education for all students through the consistent provision of quality programs which will prepare students to be lifelong learners and productive citizens."

Goals

The Board of Directors, that fall, adopted the following goal statements to guide the work of the district:

1. All students will show annual growth and achievement at or above the highest levels of proficiency as demonstrated on statewide assessment and other measures established in the district's comprehensive assessment system.
2. All students will master the personal skills and knowledge essential to the pursuit of meaningful, relevant and productive educational and career goals.
3. All students will demonstrate ethical behavior, responsibility, and respect as a member of an inclusive community.
4. Collaborative partnerships with parents, business and community will be established to more effectively support the learning, growth and achievement of all students.

Initiatives and  
Planning  
Priorities

Over the course of the 2002-03 school year, the Superintendent and Cabinet developed the **District's Initiatives and Planning**

**Priorities** documents that were intended to be the means of focusing school district emphasis and resources on activities of the highest priority. The four overarching goal statements served to organize those initiatives and planning priorities for the 2002-03 school year and are reviewed and refined annually.

Organizing categories for the initiatives and planning priorities were developed as a means of assisting in the fulfillment of the core leadership responsibility "to evaluate the performance of systems and practices as a basis for informed decision making." Expected outcomes in each area were focused on (1) the recommendation of new, effective systems or practices; (2) the enhancement of successful systems or practices in place; or, (3) the elimination or refinement of unsuccessful systems or practices.

The district's Initiatives and Planning Priorities were organized in five areas, which also served to guide the central administrative structure of the district.

- Educational Systems/Practices Performance and Accountability
- Assistive Support Systems/Practices Performance and Accountability
- Human Resources Systems/Practices Performance and Accountability
- Physical and Financial Systems/Practices Performance and Accountability
- Partnership Systems/Practices Performance and Accountability

## Action Plans

For the current school year, 2005-06, the district adopted nine **Action Plans** (*see attachment*) to further focus work on the Initiatives and Planning Priorities.

### **INSTRUCTION:**

- 1.0 Student Achievement
- 2.0 Instructional Improvement
- 3.0 Instructional Program Improvement
- 4.0 Assistive Programs
- 5.0 Expanded Learning Opportunities
- 6.0 Technology Enhancement

### **PROGRAMS AND SUPPORT:**

- 7.0 High Quality Staff

## School Improvement

### 8.0 Physical and Finance Resources Planning

### 9.0 Community Relations and Engagement

The district's first action plan aims at **increasing all students' achievement of literacy, language skill development, and proficiency in academic and career-related learning areas AND maximizing growth over time for individual students** and cohorts to meet the varied expectations for accountability (e.g., Federal No Child Left Behind (AYP), State of Oregon Report Card, the regional School Efficiency and Quality Advisory Council, and

those established locally by the district). In addition, meeting the educational needs of an increasingly diverse student population while using existing resources responsibly and effectively is an important goal.

The district's planning efforts and resources are being focused on increasing school and district effectiveness at improving student achievement by responding to various achievement "gaps" among students, subgroups, and schools. In addition, the district is facilitating the continued evolution of district and school improvement process so that student performance data would be used to:

- set achievement targets
- inform improvement goals
- monitor teaching and learning
- evaluate interventions, practices and progress

## Improving Student Achievement

This year, all schools in the district have four overarching achievement goals with specific performance targets in reading, writing, mathematics and science. The district has implemented these action area objectives to improve the achievement of all students by:

- Setting, monitoring and evaluating specific multi-year achievement targets for all schools, grades and student sub-groups;
- Implementing assessment information systems that provide student achievement data to inform instructional practice;
- Identifying results-based "best practice" in schools that have consistently increased student achievement and closed the achievement gap;

- Developing resource allocation and staff development that support teachers in differentiating instruction to meet all students' needs;
- Establishing clear criteria and rigorous review processes for school improvement plans and activities; and
- Providing focused interventions for schools that are not meeting achievement targets and goals.

In meeting the goals of improving student achievement for all students, the district studies student improvement through various "lenses":

- **Achievement**  
Year-to-year comparisons of the percent of students meeting standards (e.g., 3<sup>rd</sup> grade in 2004 vs. 3<sup>rd</sup> grade in 2005)
- **Progress**  
Improvement within a cohort of students over time (e.g., number of students not meeting 3<sup>rd</sup> grade standards in 2003 who met 5<sup>th</sup> grade standards in 2005)
- **Growth**  
Test score gains made by individual students over time (e.g., students who achieve two years' RIT gain in one year's time)

For the 2005-06 school year, then, all schools have developed multi-year achievement targets for all students, and by sub-group, that begin with 2002 results as the baseline compared with 2004 results and the creation of a two-year **Index of Improvement** that establishes targets through the year 2010. In addition, each school has student growth data, **GAINS Student Profile**, and an analysis of **Trends in Student Achievement**.

Analysis of 2005 results, in general, show that the achievement for all Gresham-Barlow students has not improved to the extent we want (see attachments). Grades 3, 5, and 8 show modest gains from the prior year while grade 10 results are flat, or experience some decline. Of importance, however, is that students in subgroups, overall, are showing improvements in achievement gains.

The district continues to focus its efforts in implementing activities designed specifically to close the achievement gap. Of those efforts, most noteworthy are:

- First Steps literacy development program
- Math and Science Curriculum renewal
- Differentiated Instruction staff development
- Sheltered Instruction (GLAD, SIOP) training
- After-school enrichment (SUN, CAFÉ)
- Targeted summer school programs
- Data-based school improvement plans in all schools

**Efficiencies**

Lastly, the district has been able to weather state funding reductions without the loss of instructional programs, thanks to the voters of Multnomah County who approved the three-year income tax surcharge.

Classroom and building support has increased, while the district has provided cost avoidance measures in its energy program that resulted in savings of over \$1,000,000 in 2004-05. In addition, the district extensively uses competitive purchasing to reduce costs, enters into inter-governmental cooperative purchasing agreements, and utilizes the MESD electronic purchasing program when advantageous to do so. The district also contracts for food and transportation services. (Recent bids have resulted in lower costs to the district in both of these areas.) And, the district utilizes a certified cash manager to insure the appropriate investment of resources to ensure maximum return.

Finally, the district allocates resources in direct support of instruction. The current budget expends a mere 3% for central administration services: 1% for general administration plus another 2% for business/fiscal/risk management services.

**Expiration of the MCIT**

The district will receive approximately \$11 million in revenue from the Multnomah County Income Tax for fiscal year 2005-06. With the expiration of the local tax, the district expects to implement a two-pronged approach to aligning expenditures with available revenue. For fiscal years 2006-07, 2007-08 and 2008-09, the district will reduce expenditures in each of those three years by approximately \$4 to \$5 million dollars while utilizing ending fund balance to support expenditures beyond revenue. This multi-year plan will ease the level of cuts in each year while allowing for greater accuracy in budget planning in the out years.

For the 2006-07 fiscal year, the district is looking at presenting the following recommendations for reductions in general fund expenditures to the district's budget committee in the spring of 2006:

Middle School Co-curricular.....	\$	45,000
High School Co-curricular.....		250,000

Special Programs Support .....	35,000
Assessment Services .....	40,000
Outdoor School .....	250,000
Technology Support .....	325,000
PERS Liability .....	800,000
Transportation .....	350,000
Teaching Positions .....	720,000
Classroom Support Positions .....	280,000
Administration .....	150,000
Classroom Supplies and Textbooks .....	175,000
Classroom Equipment .....	95,000
Differentiated Learning Instruction .....	485,000
Contingency .....	1,000,000

In addition, the district would be required to use approximately \$4 million from the Ending Fund Balance to balance the budget. ■

*KN:lc 12-15-05*

*Budget  
Information*

**Gresham-Barlow School District #10JT**  
Gresham, Oregon

**SCHEDULE OF BUDGET AND OTHER FINANCING USE**

**YEAR ENDED JUNE 30, 2006**

	<b>General Fund</b>	<b>% of Total</b>	<b>MCIT Funding</b>	<b>Allocation of MCIT</b>	<b>TOTAL Funding</b>	<b>MCIT % of TOTAL</b>
<b>School Based Services</b>						
Instruction:						
Primary programs	10,398,799		2,122,745		12,521,544	
Intermediate programs	5,876,900		720,035		6,596,935	
Elementary extracurricular	-		-		-	
Middle school programs	10,031,990		1,008,861		11,040,851	
Middle school extracurricular	385,662		64,386		450,048	
High school programs	10,973,812		1,757,296		12,731,108	
High school extracurricular	1,097,307		178,602		1,275,909	
Pre-Kindergarten	265,334		-		265,334	
Talented and gifted programs	13,542		54,249		67,791	
Students with disabilities - restrictive programs	2,512,077		711,736		3,223,813	
Students with disabilities - less restrictive programs	2,576,475		800,000		3,376,475	
Remediation	36,750		90,988		127,738	
Alternative education	960,416		164,200		1,124,616	
English second language programs	1,413,593		447,229		1,860,822	
Summer School	25,943		32,584		58,527	
<b>Subtotal</b>	<b>46,568,600</b>	<b>53%</b>	<b>8,152,911</b>	<b>75%</b>	<b>54,721,511</b>	<b>9%</b>
School Based Support:						
Attendance and social work services	523,792		200,334		724,126	
Guidance services	2,673,638		205,000		2,878,638	
Health services	318,814		85,000		403,814	
Psychological services	12,990		333,468		346,458	
Speech pathology and audiology services	511,907		200,785		712,692	
Other student treatment services	-		-		-	
Service direction, special education	371,416		85,000		456,416	
Educational media services (Library)	1,102,057		300,000		1,402,057	
Instructional staff development	410,948		50,500		461,448	
Assessment and Testing	131,828		250,000		381,828	
Office of the principal services	6,547,665		220,000		6,767,665	
<b>Subtotal</b>	<b>12,605,055</b>	<b>14%</b>	<b>1,930,087</b>	<b>18%</b>	<b>14,535,142</b>	<b>2%</b>
<b>Total School Based Services</b>	<b>59,173,655</b>	<b>67%</b>	<b>10,082,998</b>	<b>93%</b>	<b>69,256,653</b>	<b>11%</b>
<b>Support Programs:</b>						
<i>Transportation / Building Support</i>						
Operation and maintenance of plant	6,738,429		350,000		7,088,429	
Student transportation services	4,843,840		153,400		4,997,240	
Building Acquisition	800,000		-		800,000	
Warehouse	-		-		-	
<b>Subtotal</b>	<b>12,382,269</b>	<b>14%</b>	<b>503,400</b>	<b>5%</b>	<b>12,885,669</b>	<b>1%</b>
<i>Central Services:</i>						
Curriculum / Improvement of instruction services	951,751		90,000		1,041,751	
Board of education services	180,900		-		180,900	
Executive administration services	549,140		15,000		564,140	
Direction of business support services	830,921		28,000		858,921	
Fiscal services	477,588		-		477,588	
Printing / Information services	529,407		5,500		534,907	
Human Resources	555,554		16,000		571,554	
Technology services	1,305,480		110,971		1,416,451	
Other central support services / switchboard, etc.	51,008		-		51,008	
<b>Subtotal</b>	<b>5,431,749</b>	<b>6%</b>	<b>265,471</b>	<b>2%</b>	<b>5,697,220</b>	<b>0%</b>
<i>Enterprise and community services:</i>						
Community services / Swim Pool Operations	246,006		15,000		261,006	
Childcare Center	-		-		-	
<b>Subtotal</b>	<b>246,006</b>	<b>0%</b>	<b>15,000</b>	<b>0%</b>	<b>261,006</b>	<b>0%</b>
<b>Total support programs</b>	<b>18,060,024</b>	<b>20%</b>	<b>783,871</b>	<b>7%</b>	<b>18,843,895</b>	<b>1%</b>
<b>Interfund Transfers</b>	<b>589,550</b>	<b>1%</b>		<b>0%</b>	<b>589,550</b>	<b>0%</b>
<b>Total Expenditures</b>	<b>77,823,229</b>	<b>88%</b>	<b>10,866,869</b>	<b>100%</b>	<b>88,690,098</b>	<b>12%</b>

## Programs and Expenditures Supported by the I-TAX

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### Gresham-Barlow School District

- Maintain a full instructional school year
- Provide Outdoor School for approximately 900 students
- Maintain lower class sizes
- Provide for a Technology Renewal Plan that will upgrade the district-wide operating system for Mac and PC
- Improve and provide K-12 Differentiated Learning Opportunities; summer school opportunities, proficiency credit, private learning opportunities, Middle School Options Program
- Provide program enhancements for special education and ELL population to assist these students in achieving academic excellence
- Maintain elementary PE and Music programs (11 teachers)
- Maintain school safety and staff development activities
- Maintain Middle School and High School Athletic and Co-curricular program
- Maintain non-personnel support for elementary school, middle school, high school, and special services
- Maintain services provided through the Multnomah Education Service District resolution allocation, which has been reduced as a result of ESD equalization
- Improve school safety, and provide staff development activities and opportunities
- Maintain staff for International Baccalaureate program

*District  
Action Plans*

# Action Plans

Ken Noah, Superintendent

2005-06

## INSTRUCTION:

- 1.0 Student Achievement
- 2.0 Instructional Improvement
- 3.0 Instructional Program Improvement
- 4.0 Assistive Programs
- 5.0 Expanded Learning Opportunities
- 6.0 Technology Enhancement

## PROGRAM AND SUPPORT:

- 7.0 High Quality Staff
- 8.0 Physical and Finance Resources Planning
- 9.0 Community Relations and Engagement



To Provide a  
World-Class Education  
for All Students  
*through the consistent  
provision of quality programs*

Gresham School District  
**Action Plans** ■

### 1.0 Student Achievement

Increase all students' achievement of literacy, language skill development, and proficiency in academic and career-related learning areas; maximize growth over time for individual students and cohorts, as measured by state and local assessment

### 2.0 Instructional Improvement

Build the capacity for schools and teachers to design, deliver and differentiate instruction that effectively responds to all students' personal and cultural backgrounds, literacy levels, readiness for learning, interests, and learning profiles

### 3.0 Instructional Program Improvement

Provide for the articulation of curriculum, K-12; for instructional program consistency across primary, intermediate, middle and high school levels; and, ensure alignment with State of Oregon Standards. In particular, create relevant and challenging learning environments to ensure that every student will graduate from high school prepared for college, work and citizenship

### 4.0 Assistive Programs

Improve the delivery of assistive programs and the collaborative educational relationships among regular classroom educators, special education staff, English Language Learners support staff, and other student advocates to promote accelerated growth in learning and higher achievement for students requiring additional academic support

### 5.0 Expanded Learning Opportunities

Expand the range and effectiveness of options and support structures for students; options include targeted interventions for students who: (a) are not making adequate progress toward the achievement of literacy, language skill development, social and emotional development and/or proficiency in academic and career-related learning areas, and (b) would benefit from opportunities that extend learning beyond grade level standards



To Provide a  
World-Class Education  
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## 6.0 Technology Enhancement

Enhance schools', teachers', and students' access to and purposeful use of technology-based resources to promote higher achievement and growth, differentiate instruction, assist and support learning, expand educational options, and increase meaning, motivation and success

## 7.0 High Quality Staff

Provide for the recruitment, selection, development and retention of a quality, diverse workforce; and, identify strategies/practices to build collaborative and collegial working relationships among employee groups, administration and the board

## 8.0 Physical and Financial Resource Planning

Refine long-range strategic plans for the maintenance and upgrading of existing facilities, construction of new facilities, and acquisition of land to meet the enrollment demand for the next decade. There will be three related fundamental concepts utilized in finalizing the long-range new construction, maintenance, and purchase of land projects for the district's educational facilities ultimately proposed: adequacy, efficiency, and economy. The final recommendation will be flexible and adaptable so that it can accommodate the unanticipated needs of future education practices and enrollment growth.

## 9.0 Community Relations and Engagement

Refine practices and strategies for establishing regular and consistent communications with varied constituent groups aimed at enhancing support for district programs and educational priorities

KN:lc 9/20/05

# Action Plans

Ken Noah, Superintendent

2005-06

## INSTRUCTION

- 1.0 Student Achievement
- 2.0 Instructional Improvement
- 3.0 Instructional Program Improvement
- 4.0 Assistive Programs
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- 6.0 Technology Enhancement

In order to effectively meet the goals of six instruction action plans, under direction of the superintendent, the assistant superintendent for instruction will build the capacity of the Instruction Team to provide district-wide school improvement leadership by:

- Coordinating and implementing planning that results in the analysis and consistent use of student performance data in the design, construction, and implementation of the district's Continuous Improvement Plan, Instruction Team Action Plans, and individual school improvement plans
- Providing leadership and facilitation of school improvement planning through the active engagement of the Instruction Team in the design, implementation, and monitoring of individual school improvement plans
- Ensuring that the emerging role of the Instruction Team results in the efficient and effective coordination between cabinet members' action plans, Instruction Team areas of responsibility, and the alignment toward the overall district goals
- Coordinating interagency communication and integration of services with the district to maximize resources and support District Goals, Action Plans, and School Improvement Goals



To Provide a  
World-Class Education  
for All Students  
*through the consistent  
provision of quality programs*

1.0 Student Achievement

Increase all students' achievement of literacy, language skill development, and proficiency in academic and career-related learning areas; maximize growth over time for individual students and cohorts, as measured by state and local assessments

1.1 Continue to work with Gresham-Barlow School District administrators to refine school improvement processes that are appropriate for each site, using longitudinal assessment data to set, monitor and evaluate multi-year achievement targets by grade level and assessment area

1.1.1 Continue to implement the Technology Enhanced Student Assessment system (TESA), the Gresham-Barlow Assessment Information Notification System (GAINS), and other assessment systems to provide student achievement data to administrators, leadership teams, and classroom teachers

1.1.2 Study and analyze performance patterns across subgroups and schools to delineate areas of growth and student achievement gaps

1.1.3 Identify results-based best practices in Gresham-Barlow School District schools and throughout the region that have increased student achievement

1.1.4 Provide resources and facilitate staff development activities to promote mastery of differentiated instruction techniques to help meet learning needs and improve achievement of all students

1.1.5 Develop focused interventions for schools that are not yet meeting internal and/or external achievement targets

2.0 Instructional Improvement

Build the capacity for schools and teachers to design, deliver and differentiate instruction that effectively responds to all students' personal and cultural backgrounds, literacy levels, readiness for learning, interests, and learning profiles

2.1 Building on the work of the Gresham-Barlow School District Differentiated Instruction Task Force (2004-05), assess the current status of staff awareness, understanding, and implementation of effective strategies for differentiated curriculum and instruction

2.2 Explore the need for the development of a framework for differentiated curriculum and instruction

2.2.1 Develop models, principles, resources and classroom exemplars to help teachers understand and implement differentiated instruction practices

2.2.2 Identify best practices for differentiating instruction in response to the characteristics and needs of various student subgroups, including high achieving and TAG students

2.2.3 Continue training in research-based language acquisition teaching models designed to help teachers respond to English Language Learners and other student subgroups

2.3 Develop a collaborative communication network to share curriculum and instructional knowledge and strategies and to enhance the professional culture of Gresham-Barlow School District

2.4 Explore a peer-sharing model for instructional feedback

3.0 Instructional Program Improvement

Provide for the articulation of curriculum, K-12; for instructional program consistency across primary, intermediate, middle and high school levels; and, ensure alignment with State of Oregon Standards. In particular, create relevant and challenging learning environments to ensure that every student will graduate from high school prepared for college, work and citizenship

- 3.1 Complete the middle school and elementary components of the science adoption cycle
- 3.2 Continue Phase 2 of the Comprehensive Guidance and Counseling Cohort A Curriculum project
- 3.3 Review requirements for physical education, health and social sciences curriculum alignment and renewal
- 3.4 Explore best practice for a curriculum renewal model considering the nature of the participants, input, process, impact on exemplary teaching practices and student learning and achievement and final evaluation
- 3.5 Develop a curriculum renewal/adoption follow-up sequence:
  - 3.5.1 Staff Development
    - Communication
    - Modeling
    - Implementation
    - Differentiation
  - 3.5.2 Usage
    - Best practices
    - Issues and concerns
    - Needs
    - Impact
- 3.6 Explore the need for documentation of curriculum and assessment options - consensus decision regarding Atlas mapping tool use in Gresham-Barlow School District
- 3.7 Explore the need for curriculum attention toward the writing process K-12
- 3.8 Continue implementation of the proficiency-based credit programs at the high school level; include a program evaluation component by June 2006

- 3.9 Assess current status of staff awareness, understanding, and implementation of new graduation requirements; Investigate documentation options/ record keeping for:
    - 3.9.1 Personal Education Plan
    - 3.9.2 Career Related Learning Standards
    - 3.9.3 Collection of Evidence
    - 3.9.4 Career Related Learning Experiences
-

## 4.0 Assistive Programs

Improve the delivery of assistive programs and the collaborative educational relationships among regular classroom educators, special education staff, English Language Learners support staff, and other student advocates to promote accelerated growth in learning and higher achievement for students requiring additional academic support

### 4.1 Special Education

- 4.1.1 Implement changes brought about by the Individuals with Disabilities Education Act (IDEA) 2004 Reauthorization
- 4.1.2 Continue the analysis, evaluation and improvement of district special education programs using various data collection tools and the Systems Performance Review and Improvement process; areas to be reviewed:
  - 4.1.2.1 Individual school programs
  - 4.1.2.2 Out-of-district placements in therapeutic and alternative settings
  - 4.1.2.3 Related services
- 4.1.3 Develop a long-range plan for provision of services to students needing extensive, therapeutic types of support
- 4.1.4 Participate in the development of an intergovernmental agreement between county school districts, Multnomah Education Service District, the county branch of the Oregon Department of Human Services, and Multnomah County's Human Services, School and Community Partnerships and health departments and the writing of a services delivery plan to coordinate multi-agency services and support to students with mental health issues
- 4.1.5 Facilitate program design improvements in self-contained academic support and adult living classrooms, middle and high school resource programs, and transition services
- 4.1.6 Develop and implement a Crisis Response Plan for schools and law enforcement use when significant behavioral issues arise with students with disabilities

4.0 Assistive Programs

- 4.1.7 Develop the capacity of special education staff to collaborate and consult in support of students accessing the general education curriculum and work with schools to design processes and schedules for collaboration and consultation to occur
- 4.1.8 Develop and implement an educational assistant training program
- 4.1.9 Investigate intervention programs for the purpose of resolving student learning and behavioral challenges prior to identification into special education
- 4.1.10 Train school intervention and special education teams on guidelines developed in 04-05 for the identification and evaluation of English Language Learners for special education to prevent disproportionate numbers being referred to special education
- 4.1.11 Begin conversion from the current special education database to electronic student information system (eSIS) database and strategize with the director of student achievement ways to ensure accurate school level data and state reporting

4.2 English Language Learners

- 4.2.1 Further define service delivery criteria each school must meet per guidelines from Oregon Department of Education and refine the English language assessment process for students with higher language proficiency in order to make reliable decisions for exiting the program
- 4.2.2 Clarify and train administrators and English Language Learner staff on the district's program design guidelines and assist schools in the development of their plans for improvement of English Language Learner programs and opportunities for students
- 4.2.3 Analyze the effectiveness of programs using various data collection tools and make adjustments if needed; areas to be reviewed:
  - 4.2.3.1 Individual school programs

4.0 Assistive Programs

- 4.2.3.2 Gordon Russell Middle School after-school pilot
- 4.2.3.3 Newcomer Programs K-12
- 4.2.3.4 Liaison services
- 4.2.4 Develop the capacity of English Language Learner staff to collaborate and consult in support of students accessing the general education curriculum, and work with schools to design processes and schedules for collaboration and consultation to occur
- 4.2.5 Increase the numbers of general education teachers who are trained in and using district-approved, research-based methodologies for English Language Learners and develop and implement strategies for ongoing school-based support for sheltered instruction observation protocol (SIOP) and guided language acquisition design (GLAD) trained teachers
- 4.2.6 Develop and implement an educational assistant training program
- 4.2.7 Research and select a parent-involvement training model
- 4.2.8 Research the feasibility of a summer welcome center for early registration and evaluation of non-English-speaking students for possible summer 2006 implementation
- 4.2.9 Improve information transfer between electronic student information system (eSIS) and the English Language Learner database to minimize data entry duplication and ensure accurate school level data and state and federal reporting

5.0 Expanded Learning Opportunities

Expand the range and effectiveness of options and support structures for students; options include targeted interventions for students who: (a) are not making adequate progress toward the achievement of literacy, language skill development, social and emotional development and/or proficiency in academic and career-related learning areas, and (b) would benefit from opportunities that extend learning beyond grade level standards

5.1 Monitoring, evaluating and improving current opportunities: Current programs address a variety of needs for district students; continuation of these programs must be evaluated in light of their effectiveness and budget impact. To this end, an evaluation of each existing opportunity will include a determination of:

- 5.1.1 Target Population
- 5.1.2 Needs Addressed
- 5.1.3 Program Costs
- 5.1.4 Program Effectiveness

5.2 Exploring additional need areas via the use of data: A variety of data sources will be used to identify populations with unmet needs. These populations will be evaluated with the intent of identifying a targeted intervention that matches need. The data will include, but is not limited to, Oregon Department of Education assessments, district and school surveys, district reports on discipline and graduation.

5.3 Design and/or locate targeted interventions that address unmet student needs: Interventions currently in place include:

- 5.3.1 Profit-based agencies working under a cooperative agreement,
- 5.3.2 Community partnerships funded by government agencies or grants
- 5.3.3 District operated programs funded via grants and/or the general fund

Ongoing exploration of interventions that may take the form of any of the above three forms will continue. When interventions appear to match an identified need, and evaluation of anticipated effectiveness and cost to the district will precede proposals for consideration. Existing programs, as well as a range of potential programs, will be reviewed in relation to potential impact on district facilities. This information will be shared with the district's long-range facilities planning committee.

Note: A few existing programs, and numerous potential programs, utilize on-line instructional tools for the purpose of supporting student learning. Interventions that depend on the on-line format will be explored in light of contract restrictions and facility capacities.

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6.0 Technology Enhancement

Enhance schools', teachers', and students' access to and purposeful use of technology-based resources to promote higher achievement and growth, differentiate instruction, assist and support learning, expand educational options, and increase meaning, motivation and success

- 6.1 Continue to implement the Jump Start computer purchasing and deployment plan, now in year two of a five-year cycle
- 6.2 Provide opportunities and incentives for staff to increase their skills in using technology through building inservices, the Technology Academy, and other training opportunities
- 6.3 Emphasize opportunities for students and teachers to utilize various technologies and multi-media resources to differentiate instruction and increase student engagement
- 6.4 Continue to develop/improve technology support systems for student information, assessment, curriculum alignment and instruction, including the Electronic Student Information (eSIS)), Technology Enhanced Student Assessment (TESA), Atlas, Alexandria, EBSCO Information Services (also known as Elton B. Stephens Company) on-line databases, Lexile tools, the Open Access portfolio and parent reporting system, and other web-based programs
- 6.5 Provide training and support for school and district-office staff for webpage development/maintenance to enhance teaching and learning and improve web-based communication with all constituents
- 6.6 Initiate a review of the District Technology Plan and update as necessary via the Technology Leadership Team to guide the technology enhancement process and design of new facilities



# Action Plans

Ken Noah, Superintendent

2005-06

## PROGRAM AND SUPPORT

7.0 High Quality Staff

8.0 Physical and  
Finance  
Resources  
Planning

9.0 Community  
Relations and  
Engagement

In order to effectively meet the goals of the program and support action plans, the superintendent will provide direction and support for the superintendent's cabinet to address district-wide needs relative to:

- Developing a high quality and diverse workforce
- Providing for immediate and long-term physical and financial requirements
- Refining systems and practices for establishing regular and consistent communications within the school community

7.0 High  
Quality  
Staff

Provide for the recruitment, selection, development and retention of a quality, diverse workforce; and, identify strategies/practices to build collaborative and collegial working relationships among employee groups, administration and the board

- 7.1 Staff recruiting: Investigate and implement best practices for the recruitment, selection, development and retention of a quality, diverse workforce, looking at it from a practical approach; work with the special services staff
- 7.2 Evaluation Handbook: Appoint a committee of licensed and administrative staff to review the current handbook and update it as necessary, in order to align with effective practices
- 7.3 Employee group relations: Identify and implement best practices to bring employee groups into a collaborative and collegial working relationship
- 7.4 Absenteeism: Cooperate with the consultant in the review of the current absence policies, and modify policies and practices as appropriate after that review
- 7.5 Miscellaneous administrative tasks:
  - 7.5.1 Revise job descriptions
  - 7.5.2 Implement new Bi-Tech (if changes apply to human resources)
  - 7.5.3 Induction/Mentors
  - 7.5.4 Student teachers
  - 7.5.5 Aspiring Administrators
  - 7.5.6 Administrator professional development
  - 7.5.7 Electronic filing
  - 7.5.8 Hiring practices

8.0 Physical and  
Financial  
Resources  
Planning

Refine long-range strategic plans for the maintenance and upgrading of existing facilities, construction of new facilities, and acquisition of land to meet the enrollment demand for the next decade. There will be three related fundamental concepts utilized in finalizing the long-range new construction, maintenance, and purchase of land projects for the district's educational facilities ultimately proposed: adequacy, efficiency, and economy. The final recommendation will be flexible and adaptable so that it can accommodate the unanticipated needs of future education practices and enrollment growth.

8.1 Anticipated growth projected in the Damascus and Springwater communities requires the district to identify and analyze additional future school sites with the district's Realtor of Record.

8.1.1 Develop a site criteria matrix for land evaluation purposes

8.1.2 Examine each parcel of land identified as a potential school site to determine its suitability in terms of educational plan, accessibility, cost, size, environmental impact, and numerous other criteria as identified in the site criteria matrix

8.1.3 Review existing school sites for contiguous land that may be available for future school expansion

8.1.4 Review 1994 JD White Company, Inc., report on "Possible site locations in the city of Gresham and the additional sites within Deep Creek Grade School attendance boundary area" for suitable property

8.1.5 Work with the City of Damascus, the City of Gresham, county officials, and other government agencies to identify final future school sites that are compatible with local comprehensive land use regulations, establish possible land partnerships, and conduct level one environmental study on proposed sites

8.1.6 Develop and present a land acquisition plan identifying financial resource options or alternatives for financing property purchases (this could include land exchanges)

8.1.7 Secure property and/or first rights to purchase land from owner

8.0 Physical and  
Financial  
Resources  
Planning

- 8.2 Update and finalize a detailed assessment of the physical condition of district facilities, including structural stability, life expectancy, fire/life/safety systems, mechanical systems, modernization/renovation, deferred maintenance requirements, and future growth additions
  - 8.2.1 Develop a calendar to review and analyze school site assessment data with each school's administration and staff representatives developing and assessing the feasibility of their facility improvement plan and confirm priorities
  - 8.2.2 Update annual maintenance budget to include highest-priority maintenance/capital improvement projects
  - 8.2.3 Develop and propose a plan for the expenditure of Measure 52 funds
  - 8.2.4 Prepare presentation materials for parent and community groups of previous bond projects completed and proposed improvements identified for their school(s) for input and discussion
  - 8.2.5 Prepare a Request for Proposal for a facilitator/architect to lead a comprehensive study of traditional and non-traditional alternative means of providing services to high school students now and in the future; the RFP would include planning for the construction of a new comprehensive high school and the remodel of existing high schools to meet the requirements identified in the plan
  - 8.2.6 Conduct additional background research in district attendance areas for boundary changes if needed for both short-term (less than five years) and long-term requirements
  - 8.2.7 With assistance of the facilities long-range planning committee, analyze updated data, develop future bond plan including preliminary cost estimates, and assess the suitability and feasibility of each project proposed
  - 8.2.8 Prepare materials for community review and election campaign

8.0 Physical and  
Financial  
Resources  
Planning

- 8.3 Refine process and practices for building the annual district budget resulting in the development of a fiscally sound document that is based on identified education priorities supported by the community
  - 8.3.1 Review current budget resource allocation practices with cabinet and review updated biennium budget forecast
  - 8.3.2 Identify one time costs and expenditures planned over multi-year in current budget
  - 8.3.3 Revise as needed current allocation practice to address district performance goals and objectives; reductions may be partially avoided through careful planning, some immediate guidelines, and some strategic reductions in the first year
  - 8.3.4 Review staff reduction options and possible reallocation of human resources to achieve district goals, non-salary reduction options, and review revenue sources received through fees for possible increases or self-supporting opportunities
  - 8.3.5 Develop a collaborative meaningful budget reduction process to engage community and staff in discussions of the instructional and operational processes within the budget
  - 8.3.6 Develop a budget manual that provides clarity of instructional and support operation budgeting responsibility, current resource allocation to accelerate goal achievement, and community and staff review process
  - 8.3.7 Develop a 2006-07 budget which is aligned with district goals and which addresses the decline of future resource

9.0 Community Relations and Engagement

Refine practices and strategies for establishing regular and consistent communications with varied constituent groups aimed at enhancing support for district programs and educational priorities

9.1 Establish regular and consistent communications with targeted audiences (*Reference: Initiatives & Planning Priorities 5.2*)

9.1.1 Cultivate relationships with individuals in the Gresham-Barlow community through the district's Key Communicator Program

9.1.1.1 Hold meetings with Key Communicators two times during the year to share information and gather feedback

9.1.1.2 Email/mail information about the district to Key Communicators

9.1.1.3 Call Key Communicators to gather feedback about the district and its schools

9.1.1.4 Survey Key Communicators on challenging issues and educational programs

9.1.2 Create and implement communication plans for major initiatives and/or changes

9.1.2.1 Long-Range Planning/Growth

9.1.2.2 2006-07 Budget

9.1.3 Enact communication effort focused on reaching out to non-parent community members

9.0 Community Relations and Engagement

- 9.1.4 Continue to update the Gresham-Barlow School District website to ensure it is loaded with data, news, photos and features designed to meet the needs of visitors
- 9.1.5 Develop a District Speakers Bureau and make civic group presentations as needed/requested
- 9.2 Establish and support collaborative partnerships (Reference: Gresham-Barlow School District Mission Statement/Goal Statement 4, Initiative & Planning Priorities 5.1)
  - 9.2.1 Conduct a Principal for a Day program in partnership with the Gresham-Barlow Education Foundation for business and civic leaders.
  - 9.2.2 Hold memberships in key civic/service organizations
    - 9.2.2.1 Chamber of Commerce
    - 9.2.2.2 Rotary
    - 9.2.2.3 Altrusa
    - 9.2.2.4 Soroptimist
    - 9.2.2.5 East Metro Economic Alliance
    - 9.2.2.6 Kiwanis
  - 9.2.3 Advance the Volunteer Program
    - 9.2.3.1 Continue providing volunteer coordinators with training
    - 9.2.3.2 Increase volunteer numbers through recruitment/marketing plan
    - 9.2.3.3 Recognize the positive impact made by volunteers through special “thank you’s” throughout the year, special events, “60-Hour Pins,” etc.
- 9.3 Continue to provide opportunities for two-way communication between the district and the community, enabling the district to obtain feedback (Reference: Superintendent’s Standards & Performance Indicators No. 3, Gresham-Barlow School District Community Involvement in Decision Making Policy)
  - 9.3.1 Key Communicator Program
  - 9.3.2 Feedback opportunities at meetings of the District Advisory Committee
  - 9.3.3 District Budget Committee

9.0 Community Relations and Engagement

- 9.3.4 Community Survey
- 9.3.5 Parent Survey
- 9.4 Communicate district's goals and decisions to its constituents (Reference: Gresham-Barlow School District District-Community Relations Goals and Objectives Policy, Initiatives & Planning Priorities 5.2)
  - 9.4.1 Publish district news in school newsletters
  - 9.4.2 Provide information to community through Key Communicators
  - 9.4.3 Publish Annual Action Plan Report
  - 9.4.4 Coordinate Principal for a Day Program
  - 9.4.5 Develop and implement Communication Plans for major initiatives
- 9.5 Serve as a "good neighbor" through community involvement activities (Reference: Gresham-Barlow School District Mission Statement/Goal Statement 4, Superintendent's Standards & Performance Indicators No. 3, Gresham-Barlow School District District-Community Relations Goals and Objectives Policy)
  - 9.5.1 Membership and participation in key organizations (see above)
  - 9.5.2 Participation in Soroptimist's annual Teddy Bear Parade
  - 9.5.3 Arts celebration at GBEF Spring Fling
  - 9.5.4 Membership in various community-wide committees
    - 9.5.4.1 Chamber of Commerce Image Magazine Steering Committee
    - 9.5.4.2 City of Gresham Economic Development Committee

KN:lc 8/19/05 9/5/05

*Student  
Achievement  
Information*

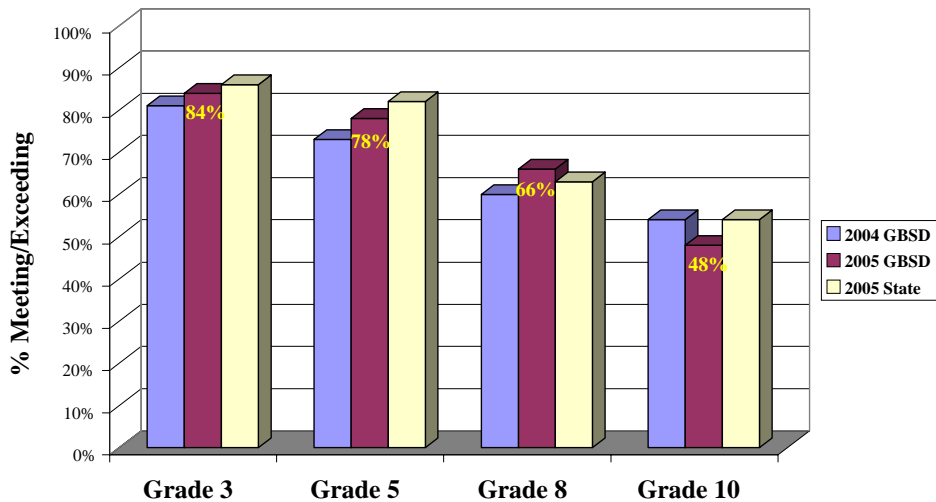
## 2005 STUDENT ACHIEVEMENT – TRENDS

1. **Comparison to state averages:** in 2005, Gresham-Barlow student achievement was at the state average 50% of the time – on 14 benchmark tests we were above state average on 7 tests, and below on 7 tests.
2. **Comparison to Previous Year:** in 2005, Gresham-Barlow student achievement improved over the previous year in the majority of cases (11 of 14 benchmark tests)
3. **Reading:** from 1998 to 2005, Reading achievement of Gresham-Barlow students has remained relatively static at all three levels
4. **Writing:** from 1998 to 2004, Writing achievement of Gresham-Barlow students improved at the 5<sup>th</sup> and 10<sup>th</sup> grade levels, but declined at the 8<sup>th</sup> grade level. Last year (with testing done in grades 4, 7 and 10) all three levels showed improvement
5. **Math Knowledge and Skills:** from 1998 to 2005, Math achievement of Gresham-Barlow students has improved steadily at the elementary levels, and has been relatively static at the middle school level until last year, when it improved sharply. Performance at the high school level declined last year after 6 years of steady improvement.
6. **Math Problem Solving:** the State Department of Education has suspended use of this test until the 2007-08 school year.
7. **Achievement by Levels:** overall, elementary and middle school achievement indicates patterns of improvement, but high school achievement appears to be declining.
8. **Cohort Achievement:** over time, student cohorts appear to decline in their achievement in Reading and Math, but to improve in their achievement in Writing.
9. **Subgroup Achievement:** from 2004 to 2005, AYP subgroup achievement seems in general to be improving at the elementary and middle school levels, but not at the high school level.
10. **Overall Achievement:** the majority of schools at the elementary and middle levels show improvement over last year, but performance at the high school level declined

## Achievement of Standards

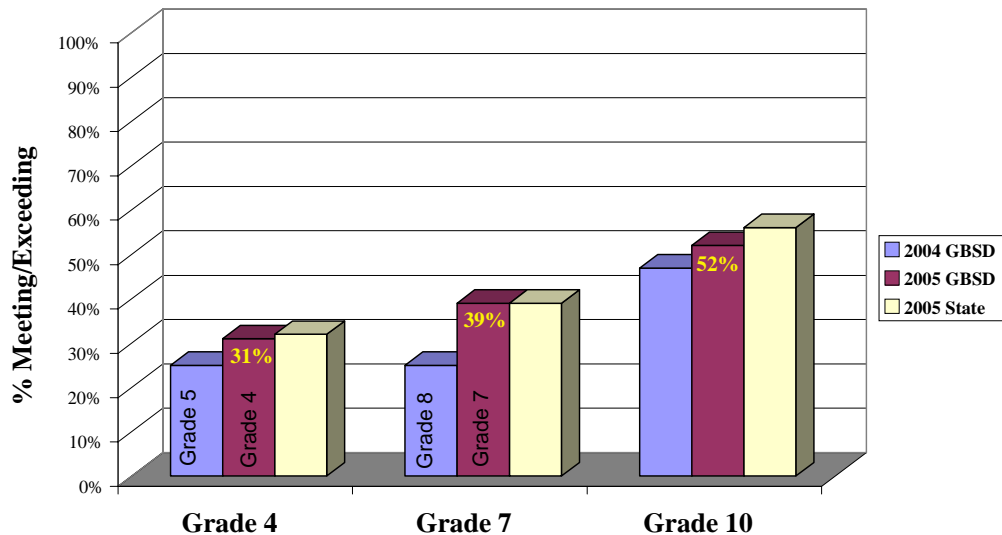
Comparisons to Previous Year and to State Average

### READING - 2005 Achievement Comparisons



- At **Grades 3, 5 and 8**, Reading achievement increased. At **Grade 10** achievement declined from 2004 to 2005.
- At **Grade 8**, Reading achievement is above the state average. At **Grades 3, 5 and 10**, achievement is below the state average.

### WRITING - 2005 Achievement Comparisons

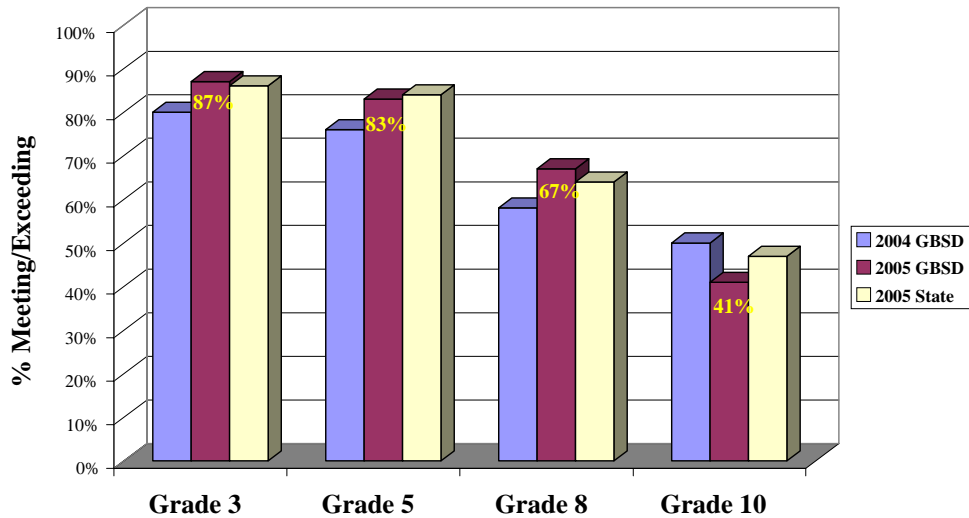


- At **All Grades**, Writing achievement improved from the previous year.
- At **All Grades**, Writing achievement is at or below the state average.  
*(Beginning in 2005, state writing assessments are done in grades 4, 7 and 10. Prior to that, writing assessments were done in grades 5, 8 and 10.)*

## Achievement of Standards

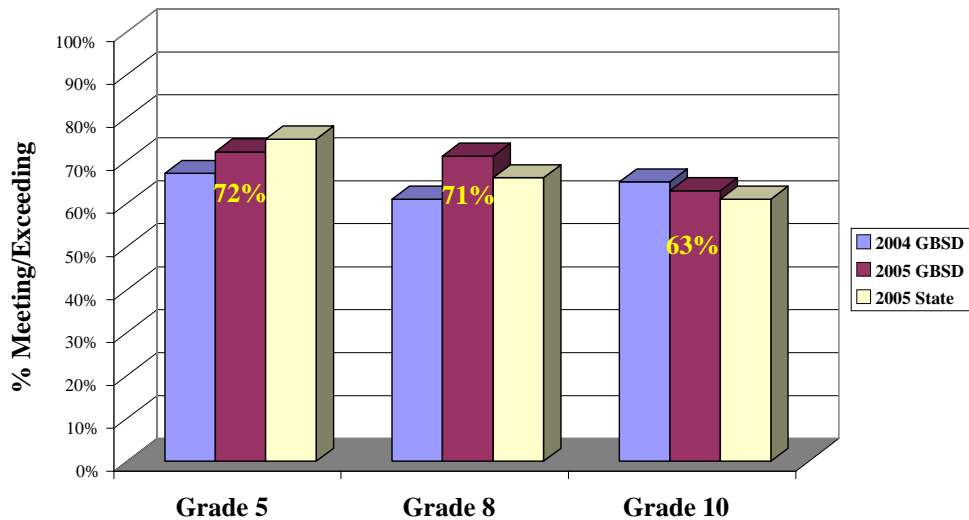
Comparisons to Previous Year and to State Average

### MATH - 2005 Achievement Comparisons



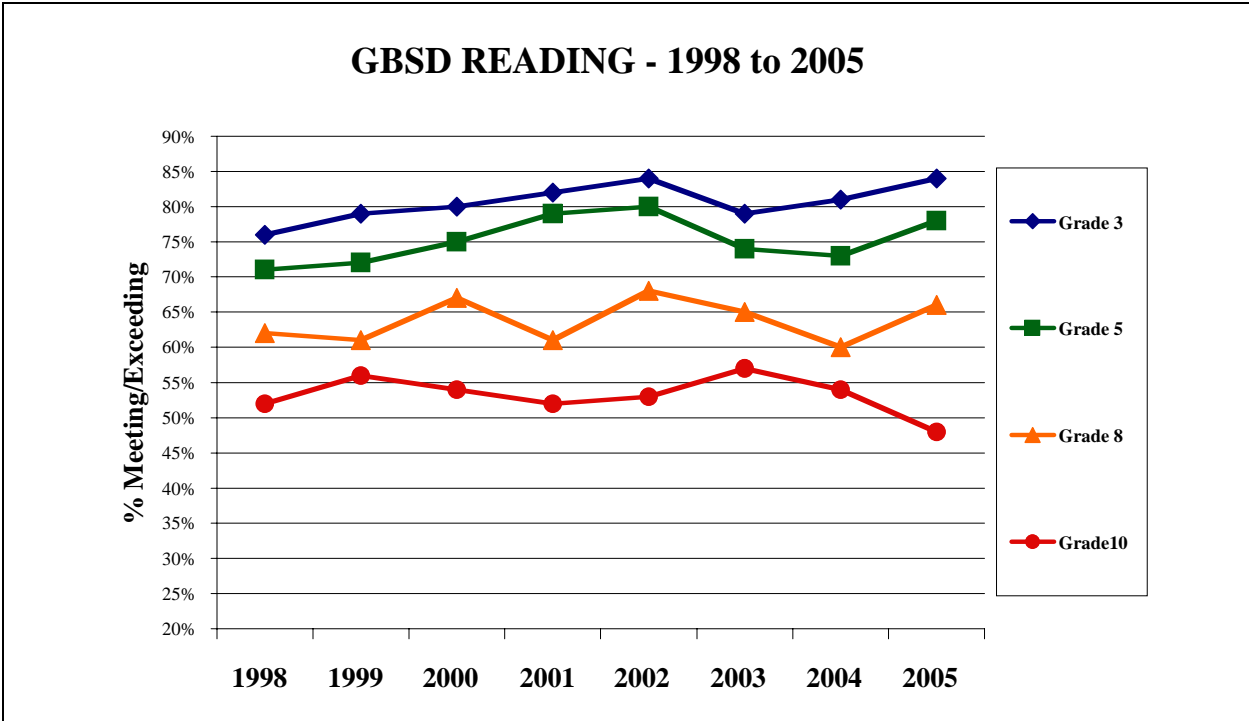
- At **Grades 3, 5 and 8** Math achievement increased. At **Grade 10**, achievement declined from 2004 to 2005.
- At **Grades 3 and 8**, Math achievement is above the state average. At **Grades 5 and 10**, achievement is below the state average.

### SCIENCE - 2005 Achievement Comparisons

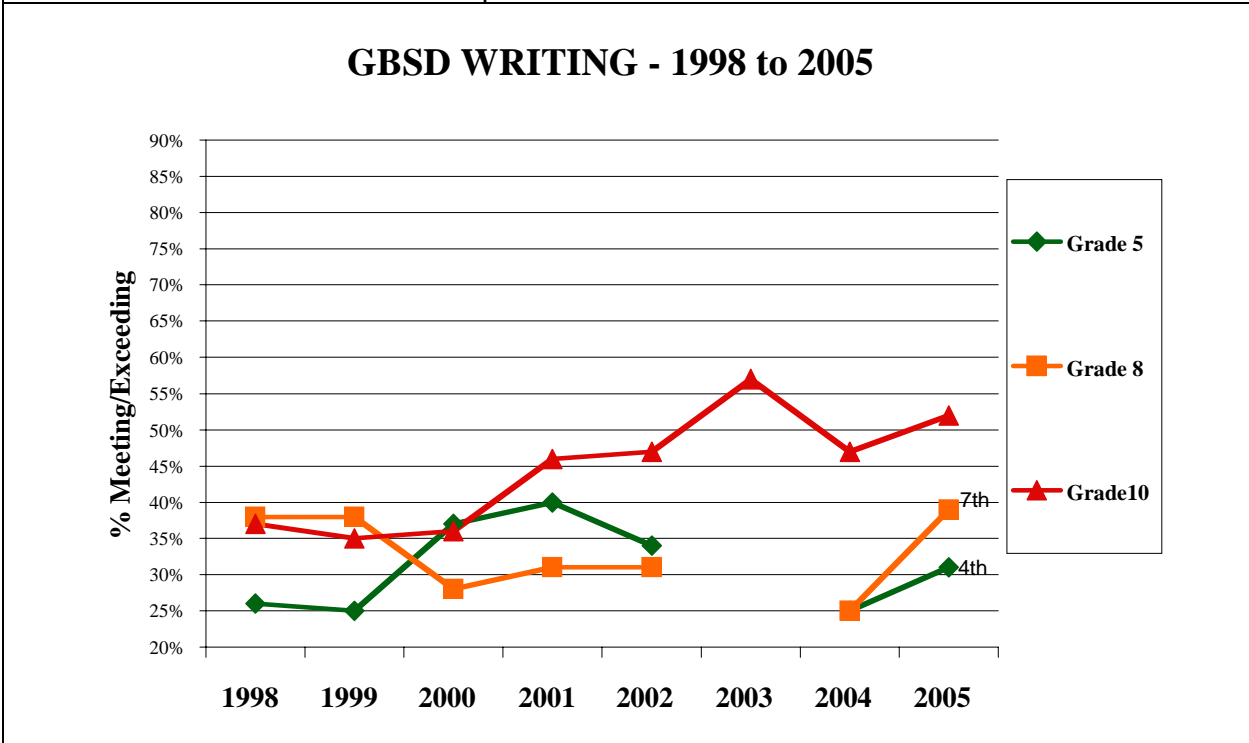


- At **Grades 5 and 8**, Science achievement improved. At **Grade 10**, achievement declined from 2004 to 2005;
- At **Grades 8 and 10**, Science achievement is above the state average; at **Grade 5**, achievement is below.

**Achievement of Standards - Longitudinal Performance Patterns**

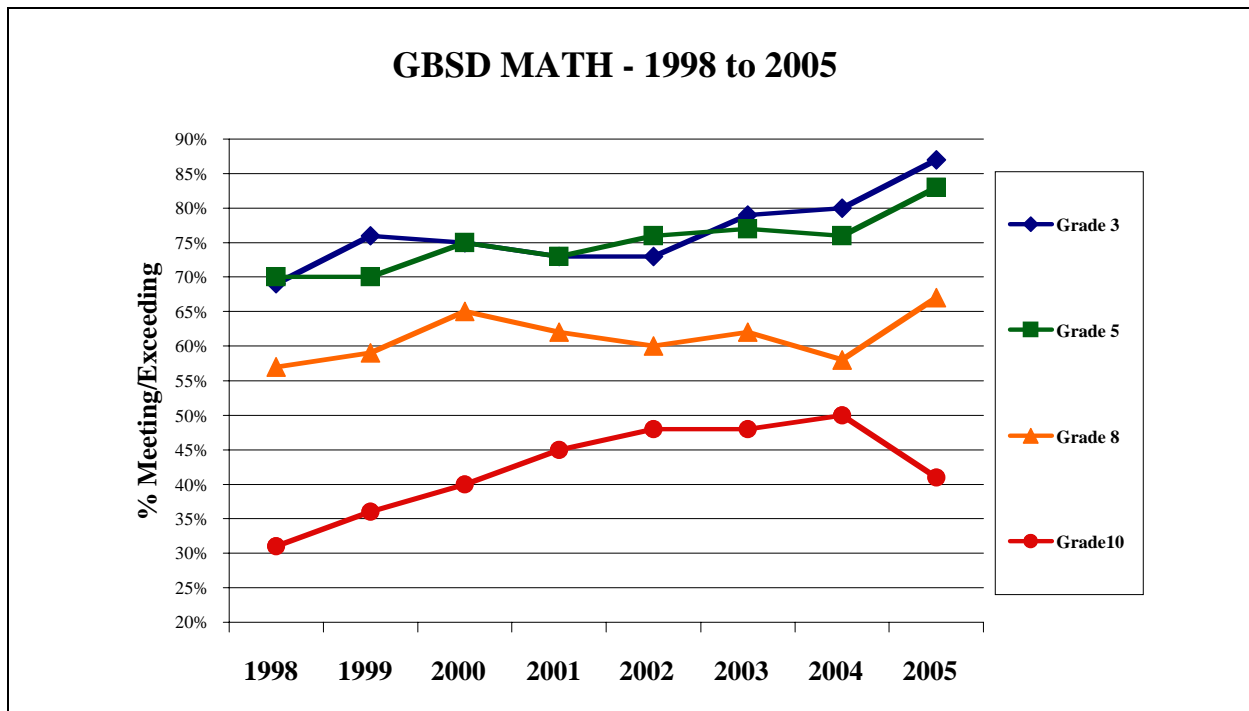


- **Grades 3, 5 and 8** Reading achievement all showed improvement last year.
- **Grade 10** Reading achievement has been relatively static over the last 7 years, with some decline in the past 2.

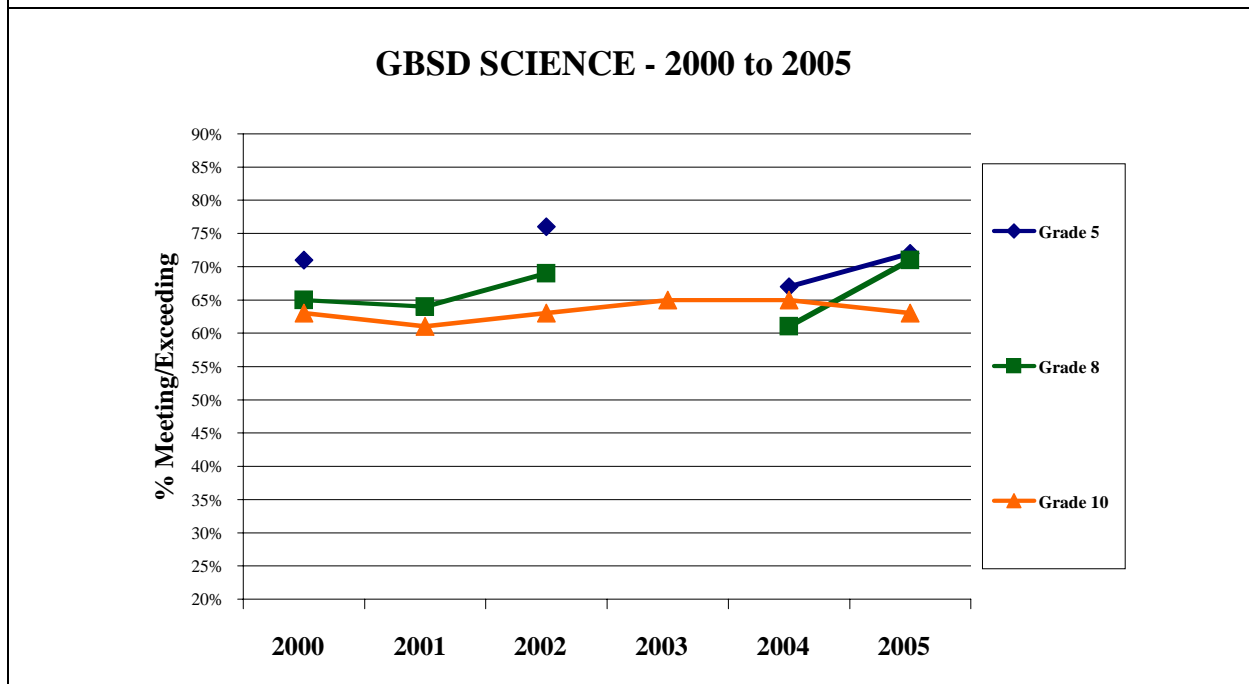


- **At all grades**, writing achievement improved from the previous year. *(Beginning in 2005, state writing assessments are done in grades 4, 7 and 10. Prior to that, writing assessments were done in grades 5, 8 and 10.)*

## Achievement of Standards - Longitudinal Performance Patterns

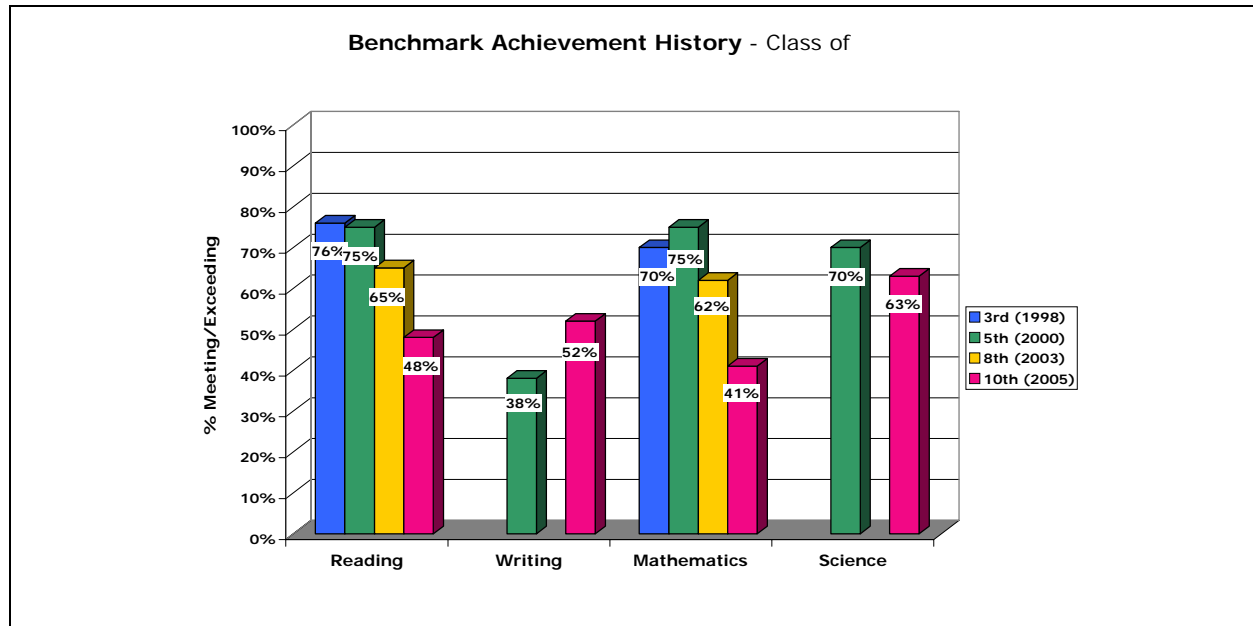


- **Grades 3, 5 and 8** Math indicate sharp achievement gains over the previous year.
- **Grade 10** Math declined last year after 6 years of steady improvement.

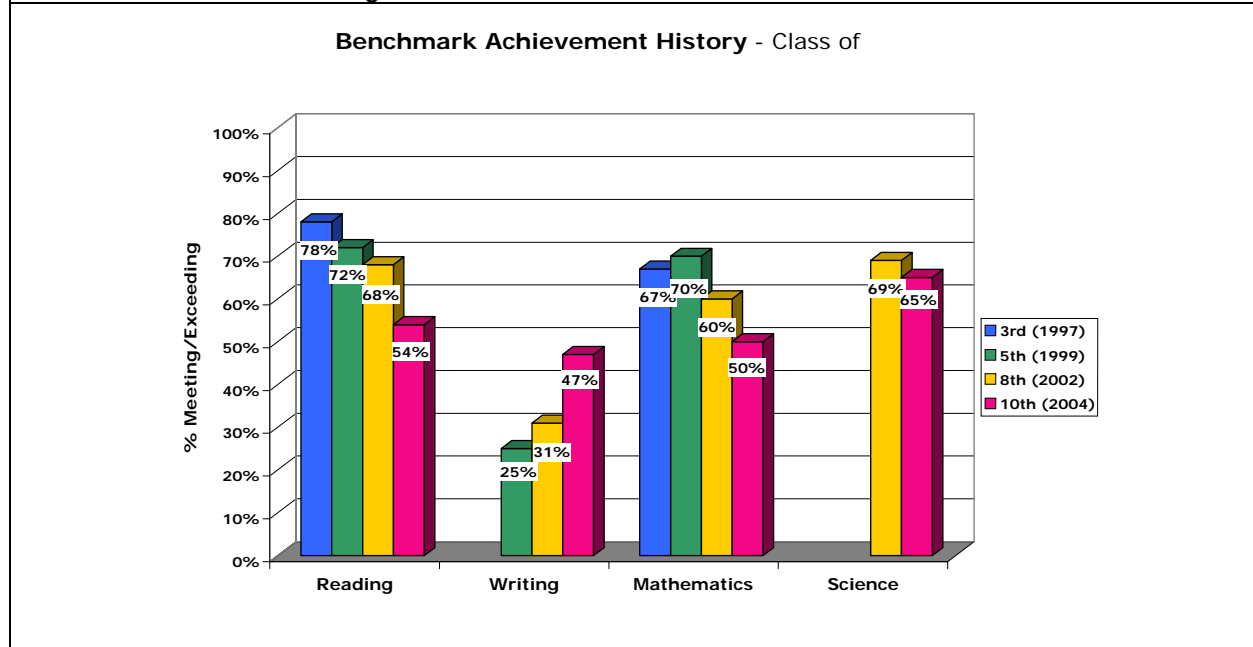


- At **Grades 5 & 8** Science achievement indicates improvement over the previous year.
- **Grade 10** Science achievement has been relatively static over the 5 years.
- (State Science assessments became operational in 2000, although the State Department has not consistently offered tests at Grades 5 & 8, as the data above show.)

## Cohort Achievement History - Current Juniors and Seniors



- Current **juniors** (class of 2007) increased their achievement in Writing from 5<sup>th</sup> to 10<sup>th</sup> grade, but declined in their achievement of Reading standards from 3<sup>rd</sup> to 10<sup>th</sup> grade.
- Current **juniors** (class of 2007) showed an increase at Grade 5, but declined overall in their achievement of Math standards from 3<sup>rd</sup> to 10<sup>th</sup> grade.
- Current **juniors** (class of 2007) declined in their achievement of Science standards from 5<sup>th</sup> to 10<sup>th</sup> grade.



- Current **seniors** (class of 2006) increased their achievement in Writing, but declined in their achievement of Reading standards from 3<sup>rd</sup> to 10<sup>th</sup> grade.
- Current **seniors** (class of 2006) showed increases at Grade 5, but declined overall in their achievement of Math standards from 3<sup>rd</sup> to 10<sup>th</sup> grade.
- Current **seniors** (class of 2006) declined in their overall achievement of Science standards from 8<sup>th</sup> to 10<sup>th</sup> grade.

## 2005 GBSD District Test Results Summary

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### Reading, Mathematics and Science Multiple Choice Tests

Grade	Area	2004 GBSD %	2005 GBSD %	Change from 04 to 05	2005 State %
3	Reading	81%	84%	+ 3%	86%
	Math	80%	87%	+ 7%	86%
5	Reading	73%	78%	+ 5%	82%
	Math	76%	83%	+ 7%	84%
	Science	67%	72%	+ 5%	75%
8	Reading	60%	66%	+ 6%	63%
	Math	58%	67%	+ 9%	64%
	Science	61%	71%	+ 10%	66%
10	Reading	54%	48%	- 6%	54%
	Math	50%	41%	- 9%	47%
	Science	65%	63%	- 2%	61%

### Writing Performance Assessments

Grade	Area	2004 GBSD %	2005 GBSD %	Change from 04 to 05	2005 State %
5	Writing	25%	31% (4 <sup>th</sup> )	+ 6%	32%
8	Writing	25%	39% (7 <sup>th</sup> )	+ 14%	39%
10	Writing	47%	52%	+ 5%	56%

*(Beginning in 2005, state writing assessments are done in grades 4, 7 and 10. Prior to that, writing assessments were done in grades 5, 8 and 10.)*

## Gresham-Barlow State Assessment Results – by AYP Subgroups

### 2004-2005 Reading (% Meeting/Exceeding)

Student Group	3 <sup>rd</sup> Grade		5 <sup>th</sup> Grade		8 <sup>th</sup> Grade		10 <sup>th</sup> Grade	
	2004	2005	2004	2005	2004	2005	2004	2005
<b>All Students</b>	81%	<b>84%</b>	73%	<b>78%</b>	60%	<b>66%</b>	54%	<b>48%</b>
SPED	61%	<b>72%</b>	40%	<b>46%</b>	18%	<b>20%</b>	15%	<b>14%</b>
Limited English Proficient	55%	<b>64%</b>	42%	<b>44%</b>	20%	<b>22%</b>	4%	<b>0%</b>
Native American	*	<b>92%</b>	67%	<b>43%</b>	*	*	43%	*
Asian/Pacific Islander	88%	<b>80%</b>	72%	<b>87%</b>	59%	<b>65%</b>	38%	<b>49%</b>
African American	60%	<b>74%</b>	50%	<b>46%</b>	19%	<b>37%</b>	38%	<b>27%</b>
Hispanic	59%	<b>74%</b>	54%	<b>51%</b>	41%	<b>36%</b>	30%	<b>17%</b>
White	85%	<b>86%</b>	77%	<b>84%</b>	64%	<b>70%</b>	57%	<b>52%</b>
SES	70%	<b>76%</b>	65%	<b>67%</b>	42%	<b>48%</b>	37%	<b>29%</b>

\* Less than five students

\*\* 2004 data based on GBSD free and reduced meal information

Key: % - **higher** than previous year % - **lower** than previous year

### 2004-2005 Writing (% Meeting/Exceeding)

Student Group	5 <sup>th</sup> Grade	4 <sup>th</sup> Grade	8 <sup>th</sup> Grade	7 <sup>th</sup> Grade	10 <sup>th</sup> Grade	
	2004	2005	2004	2005	2004	2005
<b>All Students</b>	25%	<b>31%</b>	25%	<b>39%</b>	47%	<b>52%</b>
SPED	34%	<b>17%</b>	15%	<b>9%</b>	37%	<b>6%</b>
Limited English Proficient	30%	<b>10%</b>	16%	<b>7%</b>	48%	<b>8%</b>
Native American	58%	<b>36%</b>	*	<b>11%</b>	93%	<b>29%</b>
Asian/Pacific Islander	70%	<b>50%</b>	57%	<b>32%</b>	73%	<b>60%</b>
African American	32%	<b>11%</b>	52%	<b>41%</b>	40%	<b>27%</b>
Hispanic	41%	<b>13%</b>	37%	<b>20%</b>	57%	<b>27%</b>
White	65%	<b>34%</b>	62%	<b>43%</b>	81%	<b>55%</b>
SES	49%	<b>23%</b>	43%	<b>20%</b>	63%	<b>34%</b>

## Gresham-Barlow State Assessment Results – by AYP Subgroups

### 2004-2005 Mathematics (% Meeting/Exceeding)

Student Group	3 <sup>rd</sup> Grade		5 <sup>th</sup> Grade		8 <sup>th</sup> Grade		10 <sup>th</sup> Grade	
	2004	2005	2004	2005	2004	2005	2004	2005
<b>All Students</b>	80%	<b>87%</b>	76%	<b>83%</b>	58%	<b>67%</b>	50%	<b>41%</b>
SPED	64%	<b>76%</b>	46%	<b>49%</b>	15%	<b>23%</b>	18%	<b>5%</b>
Limited English Proficient	55%	<b>73%</b>	48%	<b>57%</b>	19%	<b>30%</b>	6%	<b>&lt;5%</b>
Native American	*	<b>&gt;95%</b>	83%	<b>71%</b>	*	*	25%	*
Asian/Pacific Islander	81%	<b>80%</b>	80%	<b>93%</b>	64%	<b>66%</b>	41%	<b>48%</b>
African American	70%	<b>79%</b>	45%	<b>76%</b>	30%	<b>21%</b>	25%	<b>25%</b>
Hispanic	58%	<b>80%</b>	57%	<b>61%</b>	31%	<b>44%</b>	26%	<b>14%</b>
White	85%	<b>89%</b>	80%	<b>88%</b>	62%	<b>71%</b>	53%	<b>44%</b>
SES	69%	<b>79%</b>	66%	<b>73%</b>	39%	<b>49%</b>	32%	<b>23%</b>

\* Less than five students

\*\* 2004 data based on GBSD free and reduced meal information

Key: % - **higher** than previous year % - **lower** than previous year

### 2004-2005 Science (% Meeting/Exceeding)

Student Group	5 <sup>th</sup> Grade		8 <sup>th</sup> Grade		10 <sup>th</sup> Grade	
	2004	2005	2004	2005	2004	2005
<b>All Students</b>	67%	<b>72%</b>	61%	<b>71%</b>	65%	<b>63%</b>
Students w/ Disabilities	46%	<b>60%</b>	28%	<b>32%</b>	33%	<b>24%</b>
Limited English Proficient	23%	<b>36%</b>	17%	<b>23%</b>	17%	<b>8%</b>
Native American	45%	*	*	*	33%	<b>57%</b>
Asian/Pacific Islander	66%	<b>70%</b>	56%	<b>63%</b>	52%	<b>60%</b>
African American	30%	<b>62%</b>	30%	<b>41%</b>	37%	<b>37%</b>
Hispanic	32%	<b>40%</b>	35%	<b>42%</b>	40%	<b>27%</b>
White	74%	<b>79%</b>	66%	<b>75%</b>	68%	<b>68%</b>
SES	49%	<b>58%</b>	40%	<b>54%</b>	51%	<b>40%</b>

## 2004-2005 Achievement Comparisons by School (%M/E)

School	Reading		Writing		Mathematics		Science	
	04	05	04 (Grades 5, 8 & 10)	05 (Grades 4, 7 & 10)	04	05	04	05
<b>STATE 3<sup>rd</sup></b>	82%	<b>86%</b>	NA	N/A	81%	<b>86%</b>	NA	NA
<b>STATE 5<sup>th</sup></b>	76%	<b>82%</b>	33%	<b>31%</b>	79%	<b>84%</b>	69%	<b>75%</b>
<b>DISTRICT 3<sup>rd</sup></b>	81%	<b>84%</b>	NA	N/A	80%	<b>87%</b>	NA	N/A
<b>DISTRICT 5<sup>th</sup></b>	73%	<b>78%</b>	25%	<b>32%</b>	76%	<b>83%</b>	67%	<b>72%</b>
Deep Creek 3 <sup>rd</sup>	89%	<b>92%</b>	NA	N/A	89%	<b>&gt;95%</b>	NA	N/A
[Damascus 5 <sup>th</sup> ]	70%	<b>80%</b>	26%	<b>29%</b>	81%	<b>90%</b>	64%	<b>70%</b>
East Orient 3 <sup>rd</sup>	88%	<b>87%</b>	NA	N/A	92%	<b>95%</b>	NA	N/A
[West Orient 5 <sup>th</sup> ]	76%	<b>86%</b>	32%	<b>44%</b>	86%	<b>90%</b>	78%	<b>78%</b>
East 3 <sup>rd</sup>	73%	<b>81%</b>	NA	N/A	79%	<b>88%</b>	NA	N/A
5 <sup>th</sup>	63%	<b>68%</b>	12%	<b>15%</b>	63%	<b>69%</b>	42%	<b>59%</b>
Hall 3 <sup>rd</sup>	81%	<b>77%</b>	NA	N/A	76%	<b>90%</b>	NA	N/A
5 <sup>th</sup>	77%	<b>82%</b>	13%	<b>18%</b>	75%	<b>89%</b>	57%	<b>65%</b>
Highland 3 <sup>rd</sup>	81%	<b>85%</b>	NA	N/A	85%	<b>86%</b>	NA	N/A
5 <sup>th</sup>	68%	<b>81%</b>	31%	<b>27%</b>	74%	<b>85%</b>	64%	<b>64%</b>
Hogan Cedars 3 <sup>rd</sup>	78%	<b>74%</b>	NA	N/A	66%	<b>73%</b>	NA	N/A
5 <sup>th</sup>	73%	<b>76%</b>	39%	<b>38%</b>	68%	<b>81%</b>	59%	<b>71%</b>
Hollydale 3 <sup>rd</sup>	74%	<b>88%</b>	NA	N/A	85%	<b>92%</b>	NA	N/A
5 <sup>th</sup>	68%	<b>79%</b>	20%	<b>37%</b>	82%	<b>84%</b>	57%	<b>77%</b>
Kelly Creek 3 <sup>rd</sup>	89%	<b>&gt;95%</b>	NA	N/A	80%	<b>93%</b>	NA	N/A
5 <sup>th</sup>	89%	<b>84%</b>	33%	<b>44%</b>	85%	<b>86%</b>	90%	<b>74%</b>
North 3 <sup>rd</sup>	80%	<b>79%</b>	NA	N/A	85%	<b>84%</b>	NA	N/A
5 <sup>th</sup>	69%	<b>68%</b>	19%	<b>32%</b>	67%	<b>74%</b>	68%	<b>75%</b>
Powell Valley 3 <sup>rd</sup>	81%	<b>78%</b>	NA	N/A	73%	<b>80%</b>	NA	N/A
5 <sup>th</sup>	68%	<b>89%</b>	23%	<b>38%</b>	73%	<b>93%</b>	64%	<b>87%</b>
West 3 <sup>rd</sup>	78%	<b>81%</b>	NA	N/A	73%	<b>91%</b>	NA	N/A
5 <sup>th</sup>	79%	<b>74%</b>	35%	<b>18%</b>	75%	<b>81%</b>	72%	<b>78%</b>
<b>STATE 8<sup>th</sup></b>	59%	<b>63%</b>	37%	<b>39%</b>	59%	<b>64%</b>	58%	<b>66%</b>
<b>DISTRICT 8<sup>th</sup></b>	60%	<b>66%</b>	25%	<b>39%</b>	58%	<b>67%</b>	61%	<b>71%</b>
Clear Creek	50%	<b>57%</b>	18%	<b>26%</b>	53%	<b>54%</b>	51%	<b>58%</b>
Damascus	73%	<b>81%</b>	44%	<b>57%</b>	67%	<b>79%</b>	81%	<b>88%</b>
McCarty	63%	<b>73%</b>	28%	<b>42%</b>	64%	<b>72%</b>	74%	<b>81%</b>
Russell	55%	<b>64%</b>	20%	<b>41%</b>	46%	<b>67%</b>	51%	<b>70%</b>
West Orient	73%	<b>73%</b>	25%	<b>48%</b>	76%	<b>82%</b>	66%	<b>75%</b>
<b>STATE 10<sup>th</sup></b>	50%	<b>54%</b>	48%	<b>56%</b>	43%	<b>47%</b>	59%	<b>61%</b>
<b>DISTRICT 10<sup>th</sup></b>	54%	<b>48%</b>	47%	<b>52%</b>	50%	<b>41%</b>	65%	<b>63%</b>
Barlow	53%	<b>55%</b>	45%	<b>57%</b>	56%	<b>46%</b>	67%	<b>73%</b>
Gresham	58%	<b>43%</b>	53%	<b>50%</b>	48%	<b>39%</b>	65%	<b>54%</b>
Springwater Trail	26%	<b>28%</b>	18%	<b>31%</b>	23%	<b>23%</b>	51%	<b>54%</b>

Key: % - **higher** than previous year    % - **lower** than previous year

## 2005 Test Results by School (%M/E)

School	Reading	Mathematics	Science	School	Writing
STATE 3 <sup>rd</sup>	86%	86%	NA	STATE 3 <sup>rd</sup>	N/A
STATE 5 <sup>th</sup>	82%	84%	75%	STATE 4 <sup>th</sup>	31%
DISTRICT 3 <sup>rd</sup>	84%	87%	N/A	DISTRICT 3 <sup>rd</sup>	N/A
DISTRICT 5 <sup>th</sup>	78%	83%	72%	DISTRICT 4 <sup>th</sup>	32%
Deep Creek 3 <sup>rd</sup>	92%	>95%	N/A	Deep Creek 3 <sup>rd</sup>	N/A
[Damascus 5 <sup>th</sup> ]	80%	90%	70%	4 <sup>th</sup>	29%
East Orient 3 <sup>rd</sup>	87%	95%	N/A	East Orient 3 <sup>rd</sup>	N/A
[West Orient 5 <sup>th</sup> ]	86%	90%	78%	4 <sup>th</sup>	44%
East 3 <sup>rd</sup>	81%	88%	N/A	East 3 <sup>rd</sup>	N/A
5 <sup>th</sup>	68%	69%	59%	4 <sup>th</sup>	15%
Hall 3 <sup>rd</sup>	77%	90%	N/A	Hall 3 <sup>rd</sup>	N/A
5 <sup>th</sup>	82%	89%	65%	4 <sup>th</sup>	18%
Highland 3 <sup>rd</sup>	85%	86%	N/A	Highland 3 <sup>rd</sup>	N/A
5 <sup>th</sup>	81%	85%	64%	4 <sup>th</sup>	27%
Hogan Cedars 3 <sup>rd</sup>	74%	73%	N/A	Hogan Cedars 3 <sup>rd</sup>	N/A
5 <sup>th</sup>	76%	81%	71%	4 <sup>th</sup>	38%
Hollydale 3 <sup>rd</sup>	88%	92%	N/A	Hollydale 3 <sup>rd</sup>	N/A
5 <sup>th</sup>	79%	84%	77%	4 <sup>th</sup>	37%
Kelly Creek 3 <sup>rd</sup>	>95%	93%	N/A	Kelly Creek 3 <sup>rd</sup>	N/A
5 <sup>th</sup>	84%	86%	74%	4 <sup>th</sup>	44%
North 3 <sup>rd</sup>	79%	84%	N/A	North 3 <sup>rd</sup>	N/A
5 <sup>th</sup>	68%	74%	75%	4 <sup>th</sup>	32%
Powell Valley 3 <sup>rd</sup>	78%	80%	N/A	Powell Valley 3 <sup>rd</sup>	N/A
5 <sup>th</sup>	89%	93%	87%	4 <sup>th</sup>	38%
West 3 <sup>rd</sup>	81%	91%	N/A	West 3 <sup>rd</sup>	N/A
5 <sup>th</sup>	74%	81%	78%	4 <sup>th</sup>	18%
STATE 8 <sup>th</sup>	63%	64%	66%	STATE 7 <sup>th</sup>	39%
DISTRICT 8 <sup>th</sup>	66%	67%	71%	DISTRICT 7 <sup>th</sup>	39%
Clear Creek	57%	54%	58%	Clear Creek	26%
Damascus	81%	79%	88%	Damascus	57%
McCarty	73%	72%	81%	McCarty	42%
Russell	64%	67%	70%	Russell	41%
West Orient	73%	82%	75%	West Orient	48%
STATE 10 <sup>th</sup>	54%	47%	61%	STATE 10 <sup>th</sup>	56%
DISTRICT 10 <sup>th</sup>	48%	41%	63%	DISTRICT 10 <sup>th</sup>	52%
Barlow	55%	46%	73%	Barlow	57%
Gresham	43%	39%	54%	Gresham	50%
Springwater Trail	28%	23%	54%	Springwater Trail	31%

Key: % - higher than state average % - lower than state average