



Scott Elementary School
14700 NE Sacramento Street
Portland, OR 97230
503-255-2031 • FAX 503-252-0492

Dear Parents and Community Members,

The enclosures contain the newly redesigned Oregon Department of Education's Report Card. It is our hope that you take some time to read these documents. The comprehensive redesign of this report card includes the following features:

- *School Profile* is meant to provide an overview of the school's most significant characteristics—those aspects that are likely to impact student test scores or other academic outcomes.
- *Overall State Rating* provides a summary measure of student performance.
- *Academic Progress* describes the extent to which students are making progress on standards-based tests.
- *Outcomes* reports key measures of success for all students and student subgroups.
- *Curriculum and Learning Environment* characterizes the school's programs, resources, and additional associated indicators of success.

We are proud to report that Margaret Scott's students demonstrated the following successes:

- Achievement Level rose from a Level 2 in 2011-12 to a Level 3 in 2012-13.
- Academic Growth indicators improved overall in 2012-2013
- The overall achievement rate in Reading improved in 2012-13, especially for English Language Learners and Students with Disabilities.

We are dedicated to increasing student growth and achievement through specific strategies that will help to improve instruction and to empower students to be successful. Please let us know if you have any questions about these materials or ideas for strengthening our academic program at Margaret Scott. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Mychael Irwin".

Mychael Irwin, Principal

FROM THE PRINCIPAL

Dear Parents and Community Members,

At Margaret Scott Elementary, our mission is to provide a rigorous and relevant education for all students through nurturing relationships and assessments used to guide instruction ensuring success for all.

In 2012-2013, Margaret Scott Elementary School received an overall rating of Level 3 on OAKS state assessments. This means that our students are currently working just below standard on the tasks measured by this assessment. We are rededicating ourselves to increasing the expectations and rigor of the work students do in our school. We are restructuring our curriculum maps and improving our assessments.

Parents can help by making sure students have excellent attendance and that they are prepared for daily school work. Students should read and practice math skills at home daily.

We ask that all members of the Margaret Scott family – community members, parents, family members, staff and students – partner this year to make sure all students reach their potential. Stay tuned to the school’s website for partnership opportunities.

Thank you,

Principal | Mychael Irwin

SCHOOL PROFILE

| | |
|---|-------|
| Enrollment 2012-13 | 385 |
| K-3 | 244 |
| 4-5 | 141 |
| Change from previous year | -3.0% |
| Students attending 90% or more of enrolled days | 78% |
| Average elementary class size | 27.2 |
| Change from previous year | +1.0 |

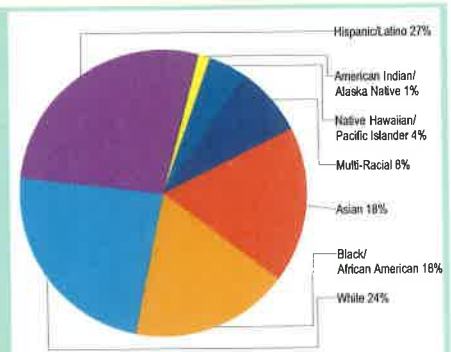
Select Demographics 2012-13

| | |
|---|-----|
| English Learners | 46% |
| <i>Students who have ever been eligible for or participated in a program to acquire academic English.</i> | |
| Economically disadvantaged | 75% |
| Students with disabilities | 14% |

Number of different languages spoken: 23

Note: a “*” is displayed when the data must be suppressed to protect student confidentiality.

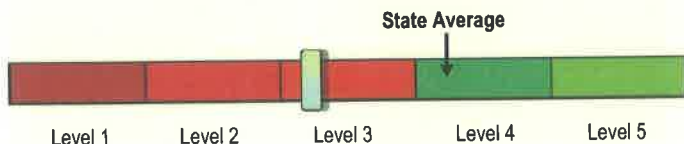
STUDENTS



OVERALL STATE RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

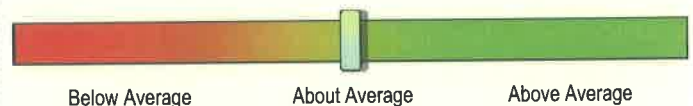
The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2012-13, this school is rated as Level 3.



- Level 1** = Falls into the bottom 5% of schools
- Level 2** = Falls between 5% and 15% of schools
- Level 3** = Falls between 15% and 44% of schools
- Level 4** = Falls between 44% and 90% of schools
- Level 5** = Falls into the top 10% of schools

Compared to elementary schools with similar student demographics in 2012-13, this school's rating is about average.



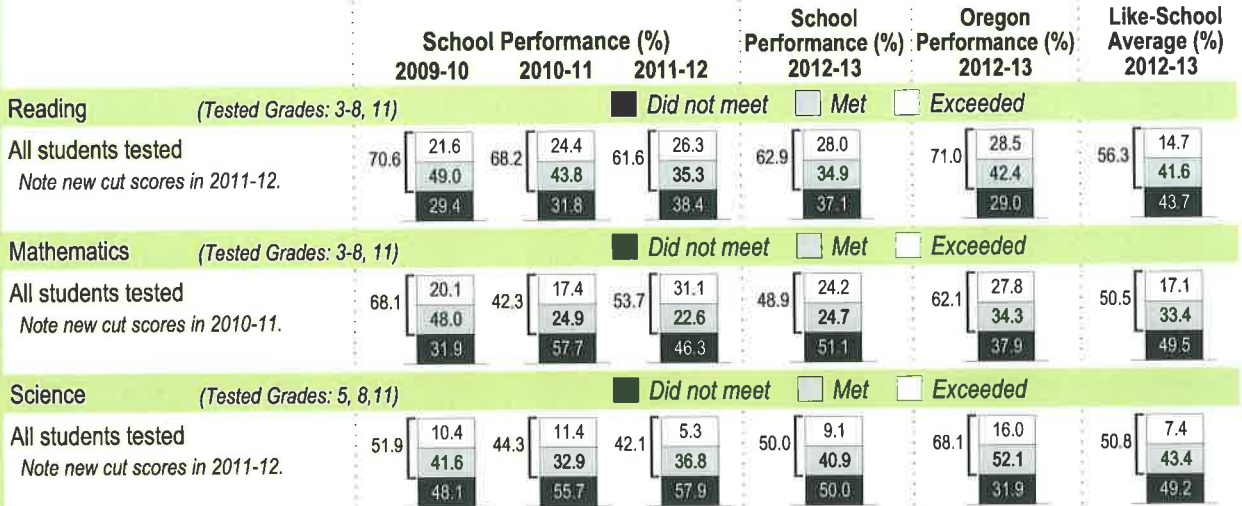
- Below average** = Falls into the bottom third of comparison schools
- About average** = Falls into the middle third of comparison schools
- Above average** = Falls into the top third of comparison schools

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

SCHOOL PERFORMANCE

Students meeting or exceeding state standards on exams

Did at least 95% of the students at this school take required state exams? Yes No
Participation rate criteria are in place to ensure schools test as many eligible students as possible



Visit www.ode.state.or.us/go/data for additional state exam results.

Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES

| Group | School Performance (%) | Oregon Performance (%) | School Compared to OR Average | School Performance (%) | Oregon Performance (%) | School Compared to OR Average | School Performance (%) | Oregon Performance (%) | School Compared to OR Average | |
|-----------------------------------|------------------------|------------------------|-------------------------------|--------------------------------------|------------------------|-------------------------------|---|------------------------|-------------------------------|-------|
| All Students | 62.9 | 71.0 | -8.1 | American Indian/Alaska Native | 57.4 | * | Native Hawaiian/Pacific Islander | 62.5 | 59.1 | +3.4 |
| Reading | 62.9 | 71.0 | -8.1 | Reading | * | * | Reading | 62.5 | 59.1 | +3.4 |
| Mathematics | 48.9 | 62.1 | -13.2 | Mathematics | * | * | Mathematics | 12.5 | 46.5 | -34.0 |
| Science | 50.0 | 68.1 | -18.1 | Science | * | * | Science | * | 49.4 | * |
| Economically Disadvantaged | 54.4 | 60.2 | -5.8 | Asian | 79.5 | +4.7 | White | 71.2 | 77.7 | -6.5 |
| Reading | 54.4 | 60.2 | -5.8 | Reading | 84.2 | +4.7 | Reading | 71.2 | 77.7 | -6.5 |
| Mathematics | 38.2 | 50.3 | -12.1 | Mathematics | 86.8 | +7.1 | Mathematics | 53.8 | 68.0 | -14.2 |
| Science | 32.6 | 55.5 | -22.9 | Science | 73.3 | -1.6 | Science | 86.7 | 76.5 | +10.2 |
| English Learners | 60.5 | 46.5 | +14.0 | Black/African American | 55.2 | -11.9 | Female | 67.5 | 73.2 | -5.7 |
| Reading | 60.5 | 46.5 | +14.0 | Reading | 43.3 | -11.9 | Reading | 67.5 | 73.2 | -5.7 |
| Mathematics | 52.3 | 43.3 | +9.0 | Mathematics | 20.0 | -22.5 | Mathematics | 55.4 | 61.5 | -6.1 |
| Science | 48.6 | 39.6 | +9.0 | Science | <5 | * | Science | 58.6 | 65.9 | -7.3 |
| Students with Disabilities | 44.4 | 43.0 | +1.4 | Hispanic/Latino | 52.1 | -4.3 | Male | 59.2 | 68.8 | -9.6 |
| Reading | 44.4 | 43.0 | +1.4 | Reading | 47.8 | -4.3 | Reading | 59.2 | 68.8 | -9.6 |
| Mathematics | 29.6 | 33.7 | -4.1 | Mathematics | 37.0 | -8.2 | Mathematics | 43.7 | 62.7 | -19.0 |
| Science | 20.0 | 42.9 | -22.9 | Science | 33.3 | -12.0 | Science | 43.2 | 70.3 | -27.1 |
| Talented and Gifted | >95 | 98.5 | * | Multi-Racial | 76.0 | +4.0 | Note: a "*" is displayed when data are unavailable or to protect student confidentiality. | | | |
| Reading | >95 | 98.5 | * | Reading | 80.0 | +4.0 | | | | |
| Mathematics | >95 | 98.1 | * | Mathematics | 60.0 | -5.8 | | | | |
| Science | 88.2 | 98.0 | -9.8 | Science | * | * | | | | |

CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

SCHOOL READINESS

Full Day Kindergarten Program

ACADEMIC SUPPORT

Special Education Program
Bilingual/ESL Program
Sheltered Instruction/English Language Development Classes

ACADEMIC ENRICHMENT

Gifted and Talented
Science Fair
iPads in Every Classroom
PE/Music/Counseling/Library Classes

EXTRACURRICULAR ACTIVITIES

Chess Club
Destination Imagination

Golden Horseshoe Assemblies

Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.

FEDERAL TITLE I DESIGNATION

Priority Focus Model

Focus Schools are high poverty schools that were ranked in the bottom 5% -15% of Title I-A schools in the state with a significant achievement gap based on Oregon's rating formula. These schools need additional support in closing the achievement gap among historically underserved student populations.

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2012-13 data.

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

The District is pleased to report that we are making progress in all target areas: academic achievement, fiscal responsibility, and communication. A report of the 2012-13 accomplishments is available online at: <http://www.reynolds.k12.or.us/district/2012-13-accomplishments>

ACADEMIC ACHIEVEMENT: Focus on each and every learner; adoption of literacy program; purchased iPads for elementary students; middle school AVID programs; Challenge Day and Project Lead the Way at Reynolds High School. **FISCAL RESPONSIBILITY:** Audit without findings; and compliance with federal funds. **COMMUNICATIONS:** Education Summit with 200 participants; more partnerships; and expanded volunteer program.

VISION: Each and every child prepared for a world yet to be imagined.

MISSION: Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical-thinking to enhance family, career, and community.

Your support is appreciated; please call (503) 661-7200 to get involved.

Thank you,

Superintendent | Linda Florence

DISTRICT PROFILE

| ENROLLMENT | Total enrollment 2012-13 | Change from previous year | Students attending 90% or more of enrolled days |
|---------------|--------------------------|---------------------------|---|
| Grades K - 3 | 3,943 | +0.6% | 77% |
| Grades 4 - 5 | 1,836 | -1.1% | 85% |
| Grades 6 - 8 | 2,563 | +1.6% | 77% |
| Grades 9 - 12 | 2,850 | +0.4% | 72% |

| STUDENT MOBILITY | 2012-13 | Previous three year average |
|------------------------|---------|-----------------------------|
| Students transferring: | | |
| Into district | 6.8% | 6.9% |
| Out of district | 8.2% | 8.6% |

| SELECT DEMOGRAPHICS | 2012-13 | | | |
|--------------------------------------|--------------|--------------|--------------|---------------|
| | Grades K - 3 | Grades 4 - 5 | Grades 6 - 8 | Grades 9 - 12 |
| English Learners | 43% | 49% | 44% | 35% |
| Economically disadvantaged | 78% | 79% | 76% | 65% |
| Students with disabilities | 12% | 18% | 19% | 17% |
| Number of different languages spoken | 43 | 32 | 40 | 41 |

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

STUDENT WELLNESS POLICY

Reynolds School Board approved wellness policy includes: nutrition education, food service and reimbursable meals; physical activity; fruit and vegetable programs; school and community gardens; athletics and other activities that promote health and well-being.

| CLASS SIZE | Average class size 2012-13 | Change from previous year |
|--------------|----------------------------|---------------------------|
| Grades K - 3 | 25.6 | -0.2 |
| Grades 4 - 5 | 26.3 | -2.1 |

TEACHER PROFICIENCY

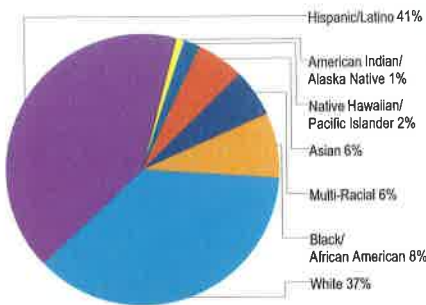
Percentage of highly qualified teachers (as defined by the federal government) **2012-13** 98.40%

RACIAL EQUITY IN HIRING

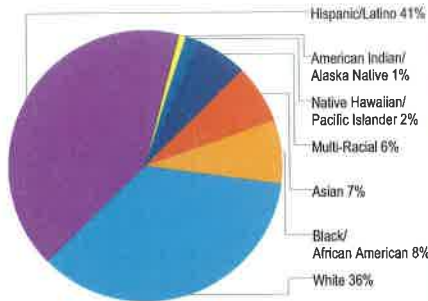
Reynolds School District Board Policy is that all educational programs, activities and employment will be free of discrimination or harassment on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, disability, parental or marital status, or age. We are committed to hiring qualified staff that reflect the diversity of our students.

DISTRICT PROFILE (CONTINUED)

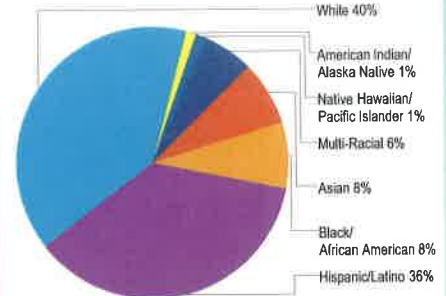
GRADES K - 3 STUDENTS



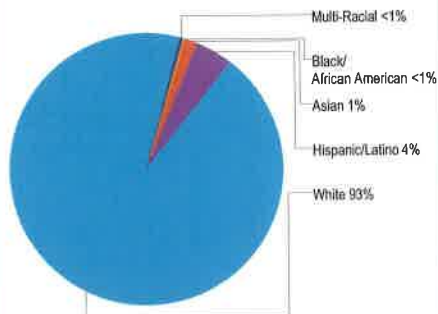
GRADES 4 - 5 STUDENTS



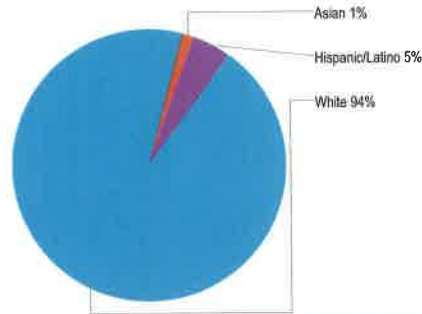
GRADES 6 - 8 STUDENTS



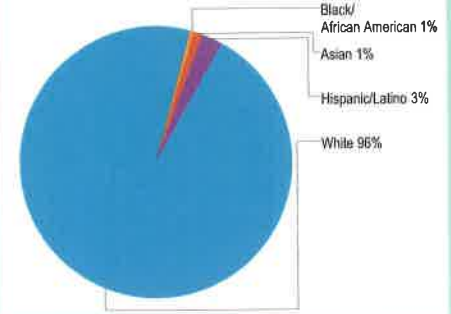
GRADES K - 3 STAFF



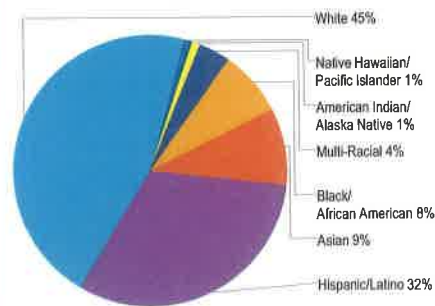
GRADES 4 - 5 STAFF



GRADES 6 - 8 STAFF



GRADES 9 - 12 STUDENTS



PER PUPIL SPENDING

| | 2012-13 | 2011-12 | 2010-11 | 2009-10 | 2008-09 |
|----------|----------|---------|---------|---------|---------|
| District | \$10,083 | \$9,258 | \$9,390 | \$8,606 | \$8,851 |
| State | \$9,903 | \$9,366 | \$9,363 | \$9,275 | \$9,392 |

Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$11,970 in 2012-13. (Statewide average) 2012-13 data reflects budgeted not actual.

FUNDING SOURCES

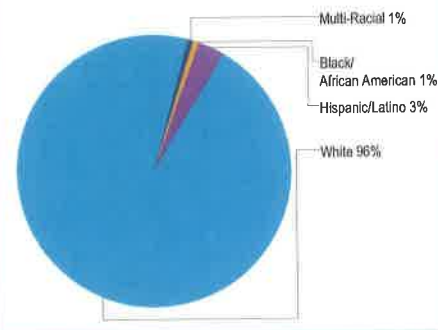
District funding derived from the below sources

| | |
|----------------------|-----|
| Local taxes and fees | 22% |
| State funds | 66% |
| Federal funds | 12% |

SEISMIC SAFETY RATING

For a detailed report for each school, please visit:
www.oregongeology.org/sub/projects/rvs/default.htm

GRADES 9 - 12 STAFF



EXPULSIONS & SUSPENSIONS

| | Expulsions | Suspensions |
|----------------------------------|------------|-------------|
| Total Students | 59 | 1,218 |
| American Indian/Alaska Native | * | 17 |
| Asian | * | 32 |
| Black/African American | 9 | 201 |
| Hispanic/Latino | 25 | 494 |
| Native Hawaiian/Pacific Islander | * | 20 |
| White | 19 | 367 |
| Multi-Racial | * | 87 |

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

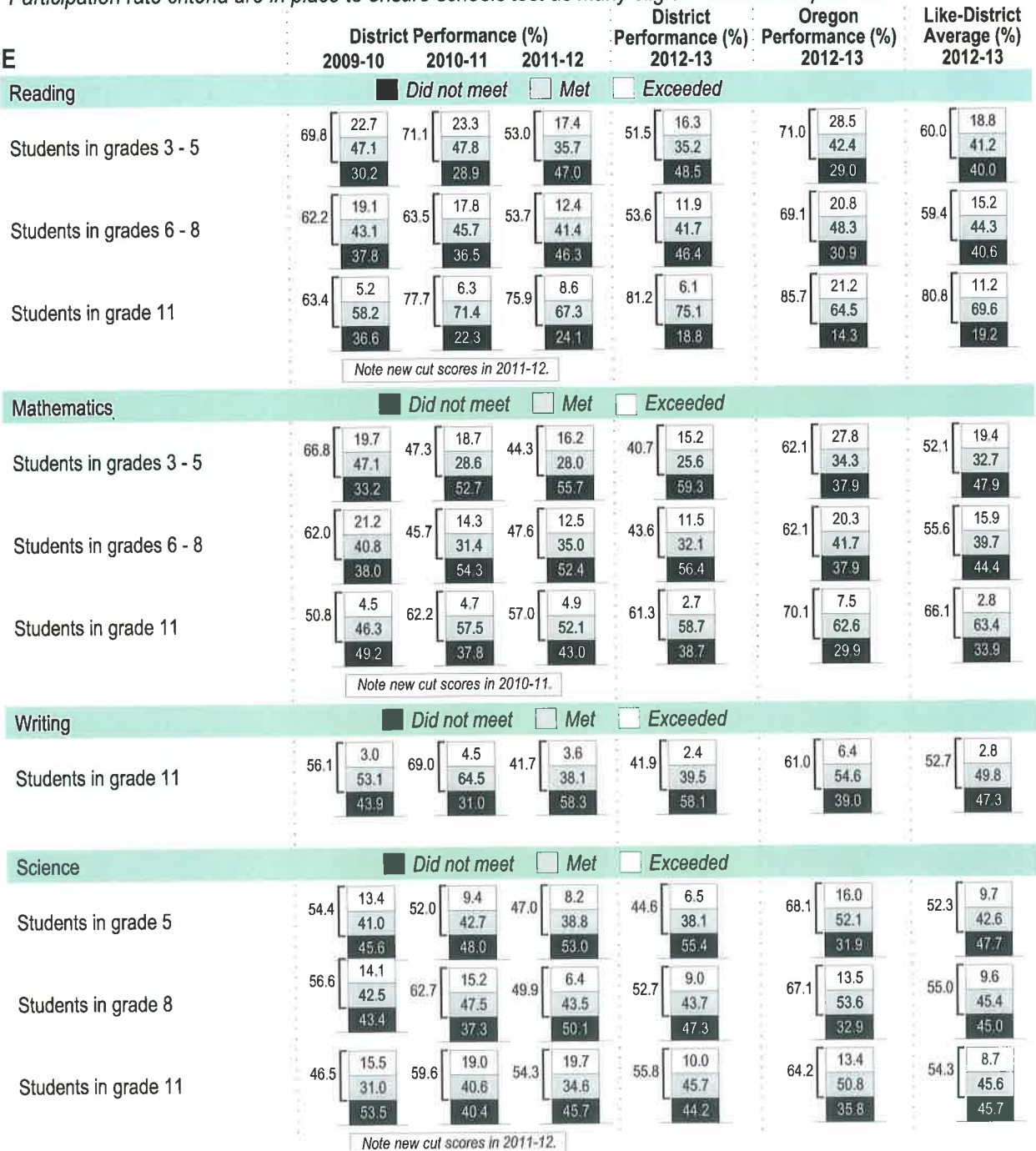
PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

Students in the district meeting or exceeding state standards on exams

Did at least 95% of students in this district take state exams? Yes No

Participation rate criteria are in place to ensure schools test as many eligible students as possible

DISTRICT PERFORMANCE



Visit www.ode.state.or.us/go/data for additional state exam results.

Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

| | | District Performance (%) | | | District Performance (%) | Oregon Performance (%) | Like-District Average (%) |
|-------------------------------------|---|--------------------------|---------|---------|--------------------------|------------------------|---------------------------|
| | | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2012-13 | 2012-13 |
| COLLEGE AND CAREER READINESS | Students preparing for college and careers. | | | | | | |
| | Freshmen on track to graduate within 4 years | * | 56.0 | <5 | 57.9 | * | * |
| | Students taking SAT | 13.3 | 17.8 | 14.9 | 20.0 | 34.2 | 28.6 |
| | | District Performance (%) | | | District Performance (%) | Oregon Performance (%) | Like-District Average (%) |
| | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2011-12 | 2011-12 |
| GRADUATION RATE | Students graduating with a regular diploma within four years of entering high school. | | | | | | |
| | Overall graduation rate | 53.3 | 57.8 | 47.9 | 57.8 | 68.4 | 68.9 |
| COMPLETION RATE | Students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school. | | | | | | |
| | Overall completion rate | NA | 68.5 | 73.3 | 64.3 | 80.5 | 73.2 |
| DROPOUT RATE | Students who dropped out during the school year and did not re-enroll. | | | | | | |
| | Overall dropout rate | 5.2 | 3.6 | 6.3 | 5.9 | 3.4 | 3.2 |
| | | District Performance (%) | | | District Performance (%) | Oregon Performance (%) | Like-District Average (%) |
| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2010-11 | 2010-11 |
| CONTINUING EDUCATION | Students continuing their education after high school. | | | | | | |
| | Students who enrolled in a community college or four-year school within 16 months of graduation | NA | 56.1 | 57.1 | 53.5 | 61.1 | 54.5 |

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

STUDENT GROUP OUTCOMES

| | District Performance (%) | Oregon Performance (%) | District Compared to OR Average | | District Performance (%) | Oregon Performance (%) | District Compared to OR Average | | District Performance (%) | Oregon Performance (%) | District Compared to OR Average |
|-----------------------------------|--------------------------|------------------------|---------------------------------|--------------------------------------|--------------------------|------------------------|---------------------------------|---|--------------------------|------------------------|---------------------------------|
| | | | | | | | | | | | |
| All Students | | | | American Indian/Alaska Native | | | | Native Hawaiian/Pacific Islander | | | |
| On Track | 57.9 | -- | -- | On Track | 28.6 | -- | -- | On Track | 66.7 | -- | -- |
| Graduation | 57.8 | 68.4 | -10.6 | Graduation | 25.0 | 50.8 | -25.8 | Graduation | 62.5 | 66.2 | -3.7 |
| Completion | 64.3 | 80.5 | -16.2 | Completion | 30.0 | 65.6 | -35.6 | Completion | 57.1 | 82.4 | -25.3 |
| Dropout | 5.9 | 3.4 | +2.5 | Dropout | 12.0 | 7.7 | +4.3 | Dropout | 3.9 | 3.8 | -- |
| Economically Disadvantaged | | | | Asian | | | | White | | | |
| On Track | 50.7 | -- | -- | On Track | 78.8 | -- | -- | On Track | 68.7 | -- | -- |
| Graduation | 53.6 | 61.1 | -7.5 | Graduation | 75.0 | 80.7 | -5.7 | Graduation | 63.7 | 71.2 | -7.5 |
| Completion | 67.0 | 76.7 | -9.7 | Completion | 70.1 | 85.9 | -15.8 | Completion | 69.8 | 83.2 | -13.4 |
| Dropout | 4.7 | 3.0 | +1.7 | Dropout | 1.1 | 0.9 | +0.2 | Dropout | 6.1 | 3.0 | +3.1 |
| English Learners | | | | Black/African American | | | | Female | | | |
| On Track | 49.2 | -- | -- | On Track | 43.5 | -- | -- | On Track | 65.0 | -- | -- |
| Graduation | 43.0 | 49.2 | -6.2 | Graduation | 39.3 | 53.3 | -14.0 | Graduation | 66.2 | 72.9 | -6.7 |
| Completion | 54.5 | 64.1 | -9.6 | Completion | 62.8 | 70.5 | -7.7 | Completion | 68.1 | 83.3 | -15.2 |
| Dropout | 8.1 | 5.1 | +3.0 | Dropout | 8.7 | 5.9 | +2.8 | Dropout | 5.5 | 2.8 | +2.7 |
| Students with Disabilities | | | | Hispanic/Latino | | | | Male | | | |
| On Track | 46.9 | -- | -- | On Track | 43.9 | -- | -- | On Track | 51.7 | -- | -- |
| Graduation | 27.6 | 38.2 | -10.6 | Graduation | 46.8 | 59.5 | -12.7 | Graduation | 50.2 | 64.3 | -14.1 |
| Completion | 50.7 | 65.8 | -15.1 | Completion | 55.2 | 71.1 | -15.9 | Completion | 61.0 | 78.0 | -17.0 |
| Dropout | 6.5 | 4.8 | +1.7 | Dropout | 6.4 | 4.5 | +1.9 | Dropout | 6.3 | 3.9 | +2.4 |
| Talented and Gifted | | | | Multi-Racial | | | | | | | |
| On Track | 84.2 | -- | -- | On Track | 54.5 | -- | -- | | | | |
| Graduation | 82.8 | 90.9 | -8.1 | Graduation | 66.7 | 69.1 | -2.4 | | | | |
| Completion | 92.3 | 95.9 | -3.6 | Completion | 66.7 | 84.9 | -18.2 | | | | |
| Dropout | 0.5 | 0.4 | +0.1 | Dropout | 4.0 | 3.3 | +0.7 | | | | |

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

On-Track data is based on the 2012-13 school year; all other data is based on the 2011-12 school year.

On Track Data in the Student Group Outcomes section was provided by local schools and districts and was not verified by the Oregon Department of Education.

CURRICULUM & LEARNING ENVIRONMENT

| SCHOOL READINESS | Elementary Schools | Middle Schools | High Schools |
|---------------------|--|---|---|
| | <p>Connect to Kindergarten and Kindergarten Transition (Spring)</p> <p>Reynolds High School Community Preschool</p> <p>Family Nights</p> <p>Kindergarten Counts</p> <p>Full Day Kindergarten at six (6) sites</p> | <p>Universal meal programs</p> <p>Positive Behavior Support/Intervention System (PBIS)</p> <p>Anti-bullying/anti-harassment program</p> <p>Focus on Academic Discipline</p> <p>Counseling for emotional, academic and behavioral issues</p> | <p>Ninth Grade Counts</p> <p>Social Services/Counseling Support</p> |
| ACADEMIC SUPPORT | Elementary Schools | Middle Schools | High Schools |
| | <p>Title I, Special Education, and English Development Classes</p> <p>Literacy Framework which supports Accelerated Skill Development</p> <p>Reading and Math Intervention Classes</p> <p>iPads in Every Classroom</p> | <p>Title I</p> <p>English Language Development</p> <p>Advanced Math and Language Arts</p> <p>Tutoring</p> | <p>Credit Recovery</p> <p>Math and Reading Intervention Support Classes</p> <p>ASPIRE Program</p> <p>AVID (Advancement Via Individualized Determination)</p> |
| ACADEMIC ENRICHMENT | Elementary Schools | Middle Schools | High Schools |
| | <p>Individualized TAG Program</p> <p>iPads in Every Classroom</p> <p>College and Career Day</p> <p>SUN Community School</p> <p>Music/PE/Counseling/Library Classes</p> <p>Science Fair</p> <p>Special Olympics for LifeSkills students</p> | <p>WORLD LANGUAGE COURSES</p> <p>Spanish</p> <p>French</p> <p>Introduction to Languages</p> <p>SPECIAL PROGRAMS</p> <p>AVID (Advancement Via Individualized Determination)</p> <p>8th Grade Mentors</p> <p>Advanced Math</p> | <p>WORLD LANGUAGE COURSES</p> <p>Spanish</p> <p>French</p> <p>Japanese</p> <p>HONORS & DUAL-ENROLLMENT COURSES</p> <p>Advanced Placement and College Credit Classes</p> <p>Middle College</p> <p>SPECIAL PROGRAMS</p> <p>21st Century Learning Community Center, JROTC</p> <p>Challenge Day, Living History Day and Leadership Classes</p> <p>ACE and CAL 1/2 day Charter Schools (career-focused)</p> |

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

| CAREER & TECHNICAL EDUCATION | Middle Schools | | High Schools |
|------------------------------|--|---|---|
| | | AVID Lego Robotics Family and Consumer Science Computers, Engineering Design, Cinematography Horticulture | |
| EXTRACURRICULAR ACTIVITIES | Elementary Schools | Middle Schools | High Schools |
| | Community Garden Soccer Club Chess Club Family Nights | Athletics - District, YMCA and Boys and Girls Club Jazz Band, Drama After School Programs/Clubs Band/Orchestra/Choir | Interscholastic and Intramural sports Activities and Clubs SkillsUSA Extensive Music, Drama, Arts programs |

Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.

FEDERAL TITLE I DESIGNATION

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2012-13 data.

| | Priority | Focus | Model |
|------------------------------|----------|-------|-------|
| Number of Elementary Schools | 1 | 4 | 0 |
| Number of Middle Schools | 0 | 0 | 0 |
| Number of High Schools | 0 | 0 | 0 |

Priority Schools are high poverty schools that were ranked in the bottom 5% of Title I-A schools in the state based on Oregon's rating formula. These schools generally have overall very low achievement and limited growth over time. Additional supports and interventions to make improvements are needed.

Focus Schools are high poverty schools that were ranked in the bottom 5% -15% of Title I-A schools in the state with a significant achievement gap based on Oregon's rating formula. These schools need additional support in closing the achievement gap among historically underserved student populations.

Model Schools are high poverty schools that were ranked in the top 5% of Title I-A schools in the state based on Oregon's rating formula. These schools serve as models of successful student outcomes.