

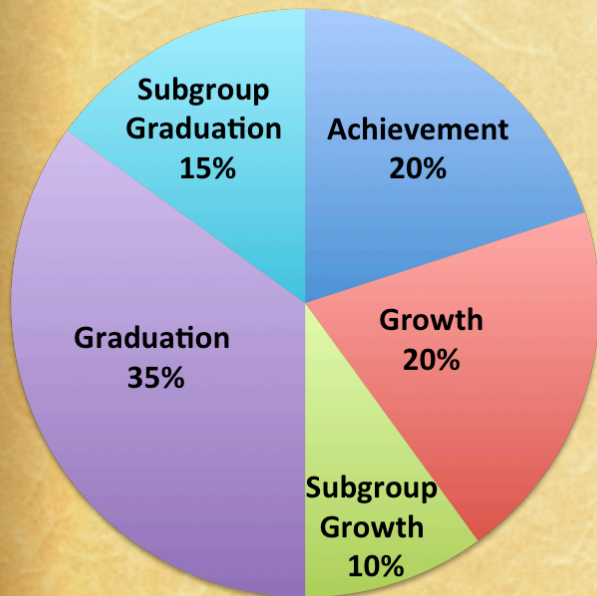
# School Improvement Plan



REYNOLDS  
LEARNING ACADEMY

# Oregon School Ratings

## Categories & Weights

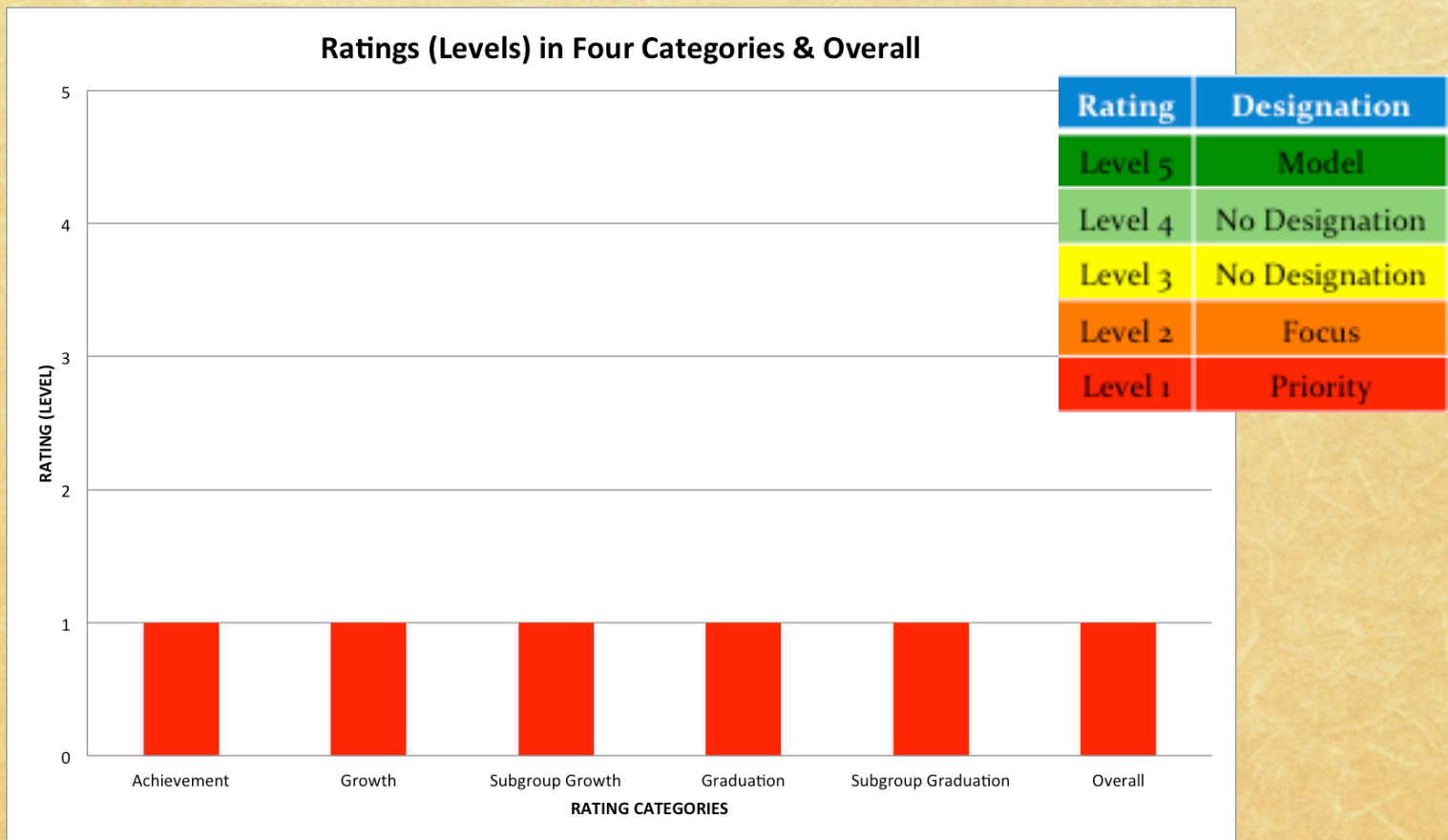


## Levels & Ratings

Rating	Designation	Approx. % of Title I Schools
Level 5	Model	5%
Level 4	N/A	45%
Level 3	N/A	35%
Level 2	Focus	10%
Level 1	Priority	5%

# Oregon School Ratings

## Reynolds Learning Academy Rating



# SCHOOL PROFILE A

GENERAL INFORMATION	2012-2013
Number of Home Languages Spoken	8
Mobility Rate (# Admissions, # Withdrawals)	15%

## ETHNICITY/RACE

%/Student Count	08-09	09-10	10-11	11-12	12-13
Asian/Pacific Islander	3.0 7	1.7 4	3.4 8	1.0 2	0.01 2
Black/ African American	7.0 16	9.8 23	9.4 22	13.2 27	11.8 33
Hispanic/Latino	29.1 67	28.6 67	31.2 73	33.2 68	36.4 102
American Indian/Alaskan Native	2.2 5	3.4 8	2.6 6	2.0 4	0.01 3
White	58.3 134	56.4 132	52.6 123	50.2 103	42.5 119
Multi-Racial/Multi-Ethnic	0.4 1	----- 0	0.9 2	0.5 1	0.6 16

## ATTENDANCE %

2008-09	2009-10	2010-11	2011-12	2012-13
84.8	84.0	83.1	87.3	86.7

## SCHOOL PROFILE

**B**

## DISCIPLINE

	08-09	09-10	10-11	11-12	12-13
Fighting	6	8	6	2	2
Drugs	7	6	8	4	2
Weapons	2	3	1	0	0
Harassment	7	6	4	6	2
All Incidents	22	23	19	12	6

**SCHOOL  
PROFILE  
C  
PROGRAMS**

**ECONOMICALLY  
DISADVANTAGED %**

2008-09	2009-10	2010-11	2011-12	2012-13
67.3	74.7	76.4	80.0	81.5

**STUDENTS WITH  
DISABILITIES %**

2008-09	2009-10	2010-11	2011-12	2012-13
28.3	25.6	28.7	33.4	29.1

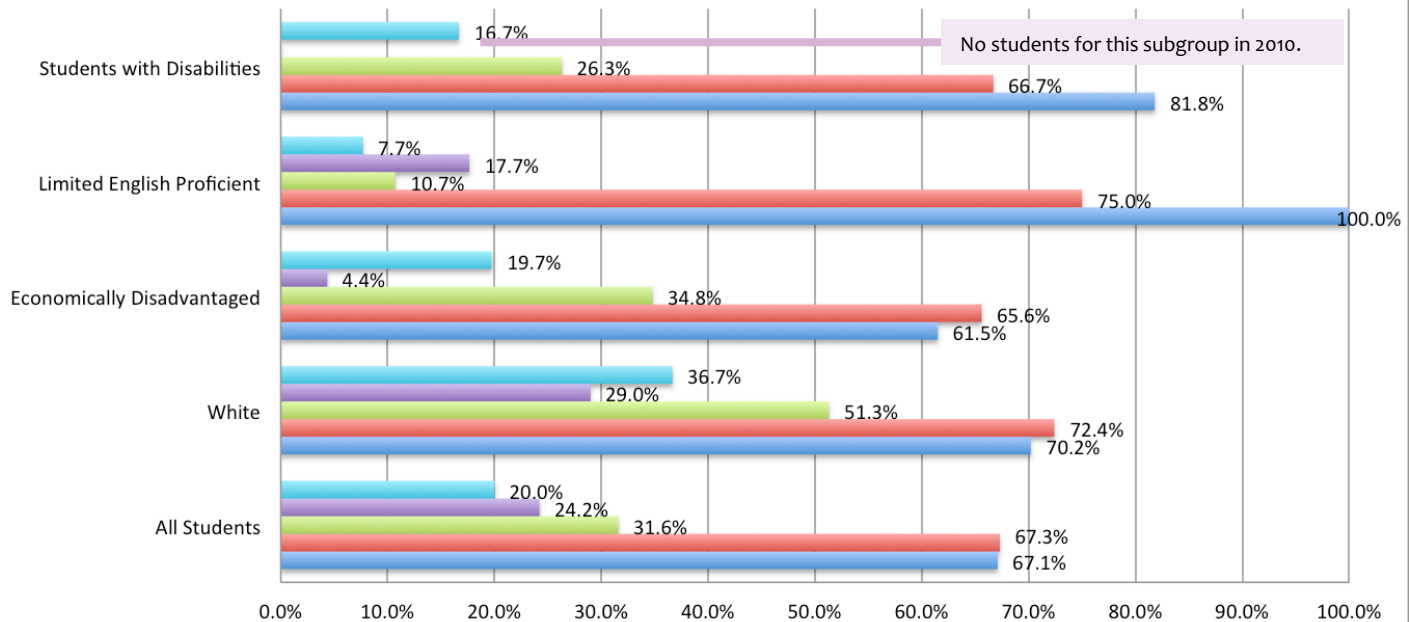
**LIMITED ENGLISH  
PROFICIENT %**

2008-09	2009-10	2010-11	2011-12	2012-13
7.7	8.4	7.6	8.2	10.3

# GRADUATION RATE

## 4-Year Regular Diplomas by Program

**4-Year Graduation Rate by Programs: REGULAR DIPLOMA**



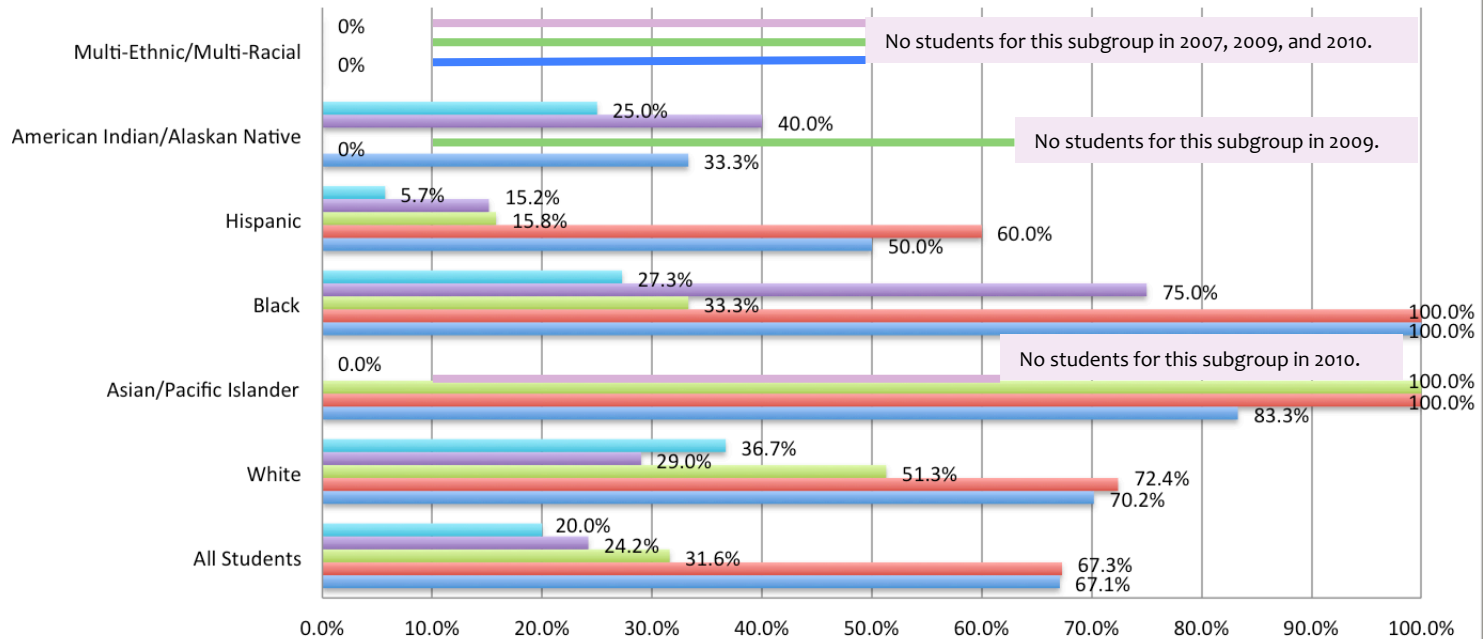
	All Students	White	Economically Disadvantaged	Limited English Proficient	Students with Disabilities
Class of 2011 (Cohort 2007-08)	20.0%	36.7%	19.7%	7.7%	16.7%
Class of 2010 (Cohort 2006-07)	24.2%	29.0%	4.4%	17.7%	No students for this subgroup
Class of 2009 (Cohort 2005-06)	31.6%	51.3%	34.8%	10.7%	26.3%
Class of 2008	67.3%	72.4%	65.6%	75.0%	66.7%
Class of 2007	67.1%	70.2%	61.5%	100.0%	81.8%

Source: [www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds](http://www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds) SD 7/Reynolds High School/AYP Report/2008-09 through 2010-2011

# GRADUATION RATE

## 4-Year Regular Diplomas by Ethnicity/Race

### 4-Year Graduation Rate by Ethnicity/Race: REGULAR DIPLOMA



	All Students	White	Asian/Pacific Islander	Black	Hispanic	American Indian/Alaskan Native	Multi-Ethnic/Multi-Racial
Class of 2011 (Cohort 2007-08)	20.0%	36.7%	0.0%	27.3%	5.7%	25.0%	0.0%
Class of 2010 (Cohort 2006-07)	24.2%	29.0%	No students	75.0%	15.2%	40.0%	No students for this subgroup
Class of 2009 (Cohort 2005-06)	31.6%	51.3%	100.0%	33.3%	15.8%	No students	No students for this subgroup
Class of 2008	67.3%	72.4%	100.0%	100.0%	60.0%	0%	0%
Class of 2007	67.1%	70.2%	83.3%	100.0%	50.0%	33.3%	No students for this subgroup

Source: [www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds](http://www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds) SD 7/Reynolds High School/AYP Report/2008-09 through 2010-2011



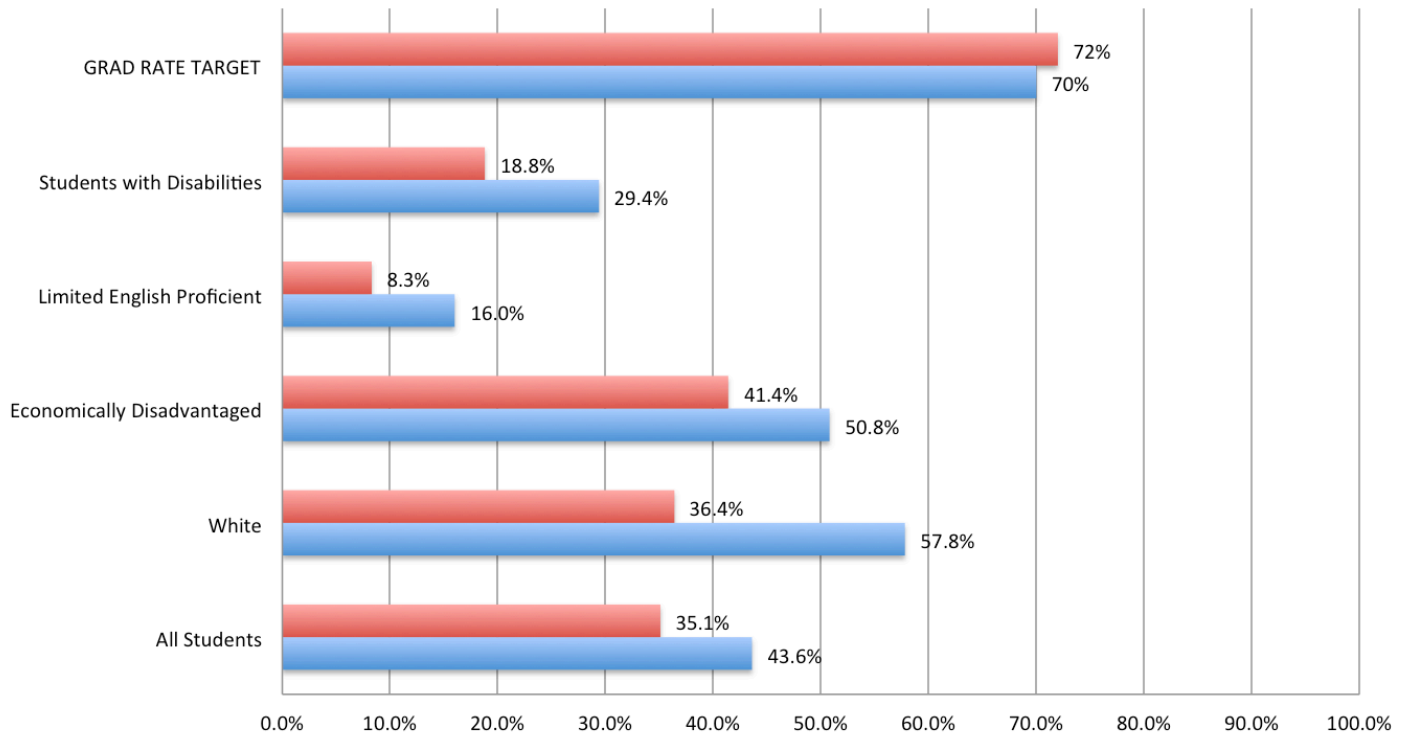
## Findings: Observations about the data

- The drop in Graduation Rate from 2006/2007 and 2007 2008 to 2009 and beyond reflects a change to an analysis of cohort graduation rate
- There was a significant decrease in graduation rate for economically disadvantaged students in 2010 and a LEP students in 2011
- There is also a steady decline in Graduation Rate for All Students from 2009 to 2011
- Graduation Rates are just being reviewed and resubmitted this month to ODE.
- Several new intervention programs were put into place in 2011-2012. An increase or decrease in 2012 data will serve as primary data for program effectiveness.
- 2011-2012 focus on a change in interventions delivered to subpopulations will also be analyzed for effectiveness once 2012 data is available from ODE.

# GRADUATION RATE

## 5-Year Regular Diplomas by Program

**5-Year Graduation Rate by Program: REGULAR DIPLOMA**



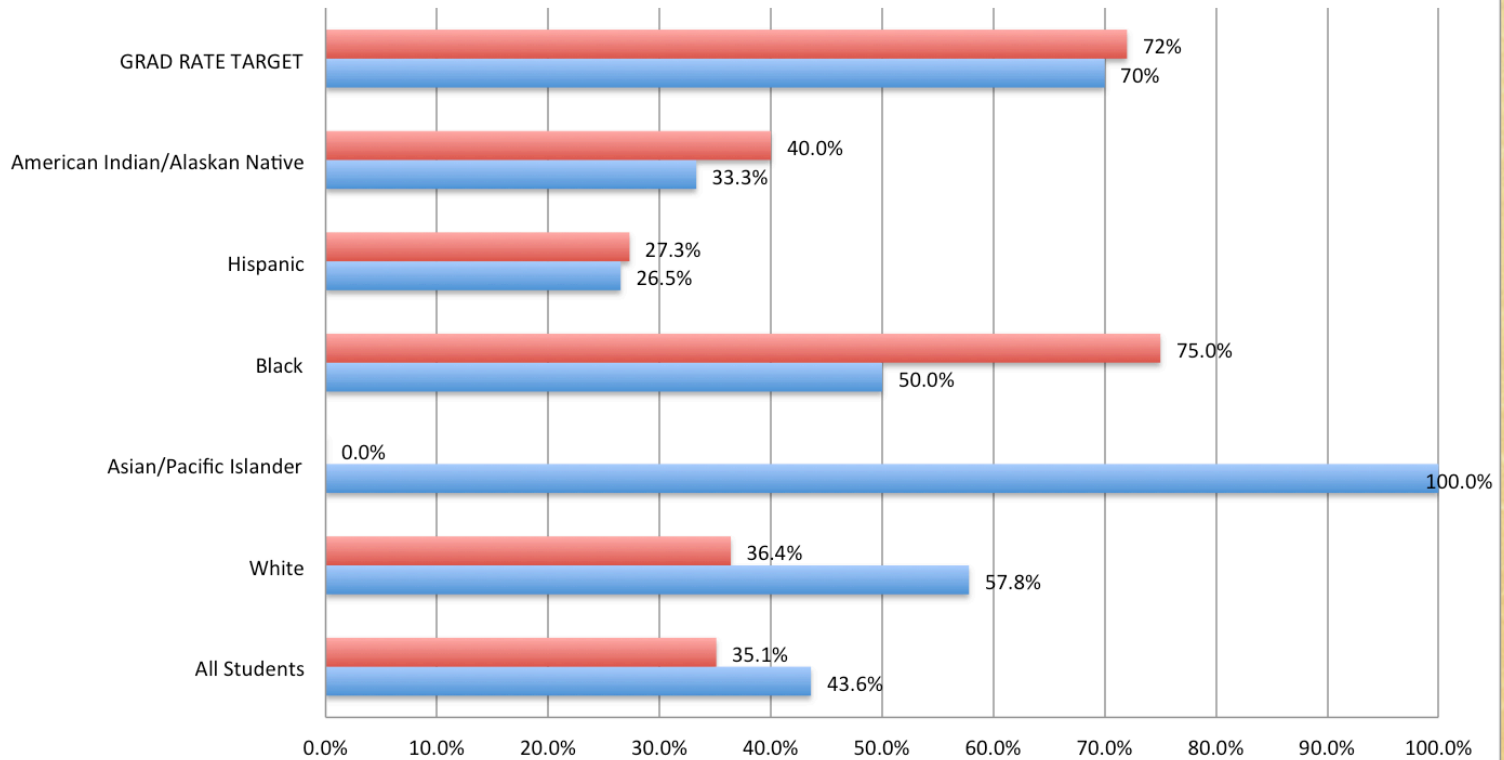
	All Students	White	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	GRAD RATE TARGET
■ Class of 2011 (Cohort 2006-07)	35.1%	36.4%	41.4%	8.3%	18.8%	72%
■ Class of 2010 (Cohort 2005-06)	43.6%	57.8%	50.8%	16.0%	29.4%	70%

Source: [www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds](http://www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds) SD 7/Reynolds High School/AYP Report/2008-09 through 2010-2011

# GRADUATION RATE

## 5-Year Regular Diplomas by Ethnicity/Race

**5-Year Graduation Rate by Ethnicity/Race: REGULAR DIPLOMAS**



	All Students	White	Asian/Pacific Islander	Black	Hispanic	American Indian/Alaskan Native	GRAD RATE TARGET
■ Class of 2011 (Cohort 2006-07)	35.1%	36.4%	0.0%	75.0%	27.3%	40.0%	72%
■ Class of 2010 (Cohort 2005-06)	43.6%	57.8%	100.0%	50.0%	26.5%	33.3%	70%

Source: [www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds](http://www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds) SD 7/Reynolds High School/AYP Report/2008-09 through 2010-2011

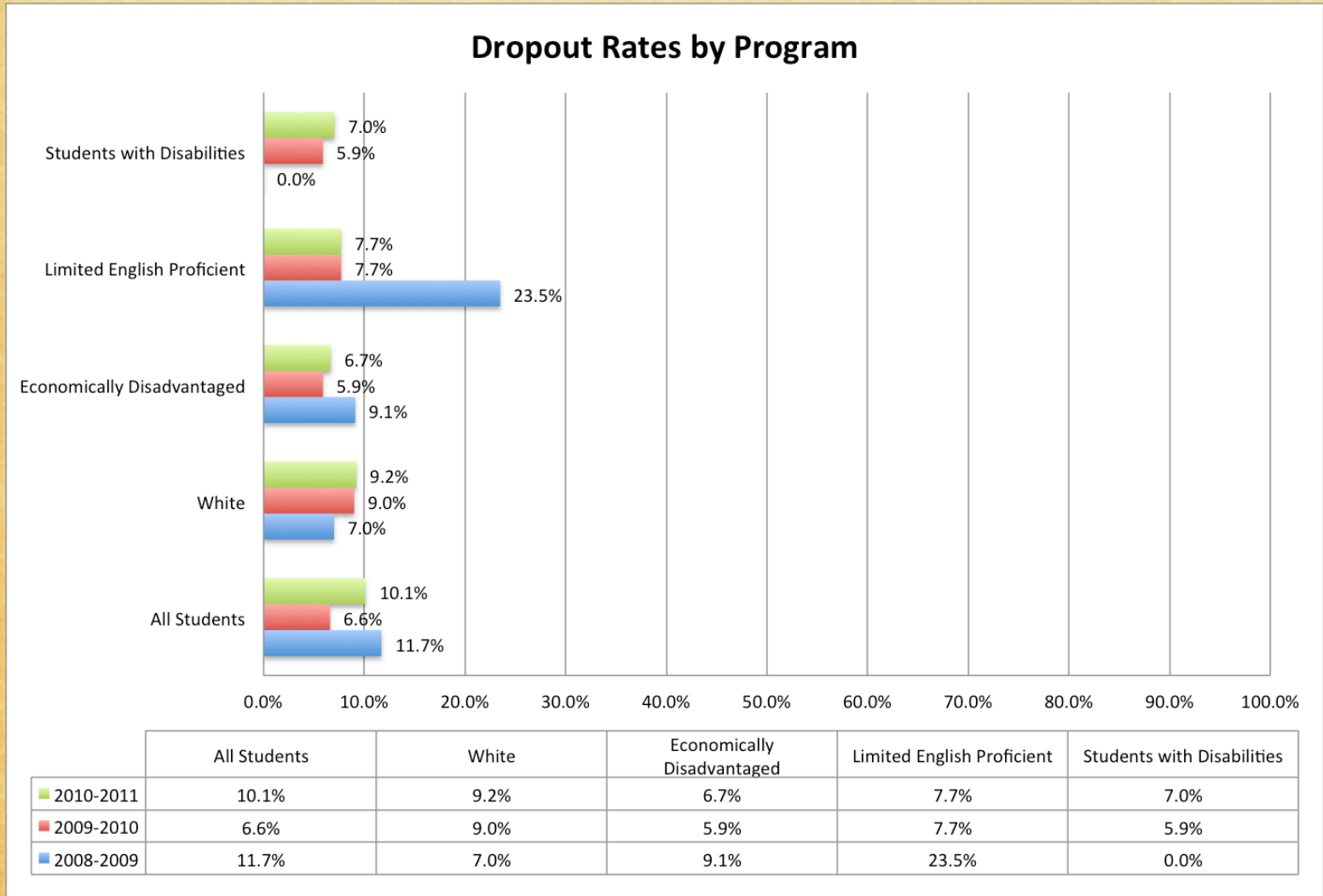
## Findings: Observations about the data

- 5-year Graduation Rate for 2011 and 2010 is well below the established Grad Rate Target.
- There was a decrease in all categories from 2010 to 2011.
- LEP students 5-Year Graduation Rate dropped by half from 2010 to 2011.
- While there was a significant drop in all categories, White students had the most significant drop from 2010 57.8% graduating to 36.4% in 2011.
- 5-Year Graduation Rates are just being reviewed and resubmitted this month to ODE.
- Several new intervention programs, for 5-Year Seniors, were put into place in 2011-2012. An increase or decrease in 2012 data will serve as primary data for evaluating program effectiveness.
- 2011-2012 introduction of new Credit Recovery and Summer School Efforts targeted at 5-Year Seniors may result in Grad Rate increase.
- Additional programs, aimed at 5-Year Seniors, such as RLA Night School, have been created.

# DROPOUT RATES: Student Counts

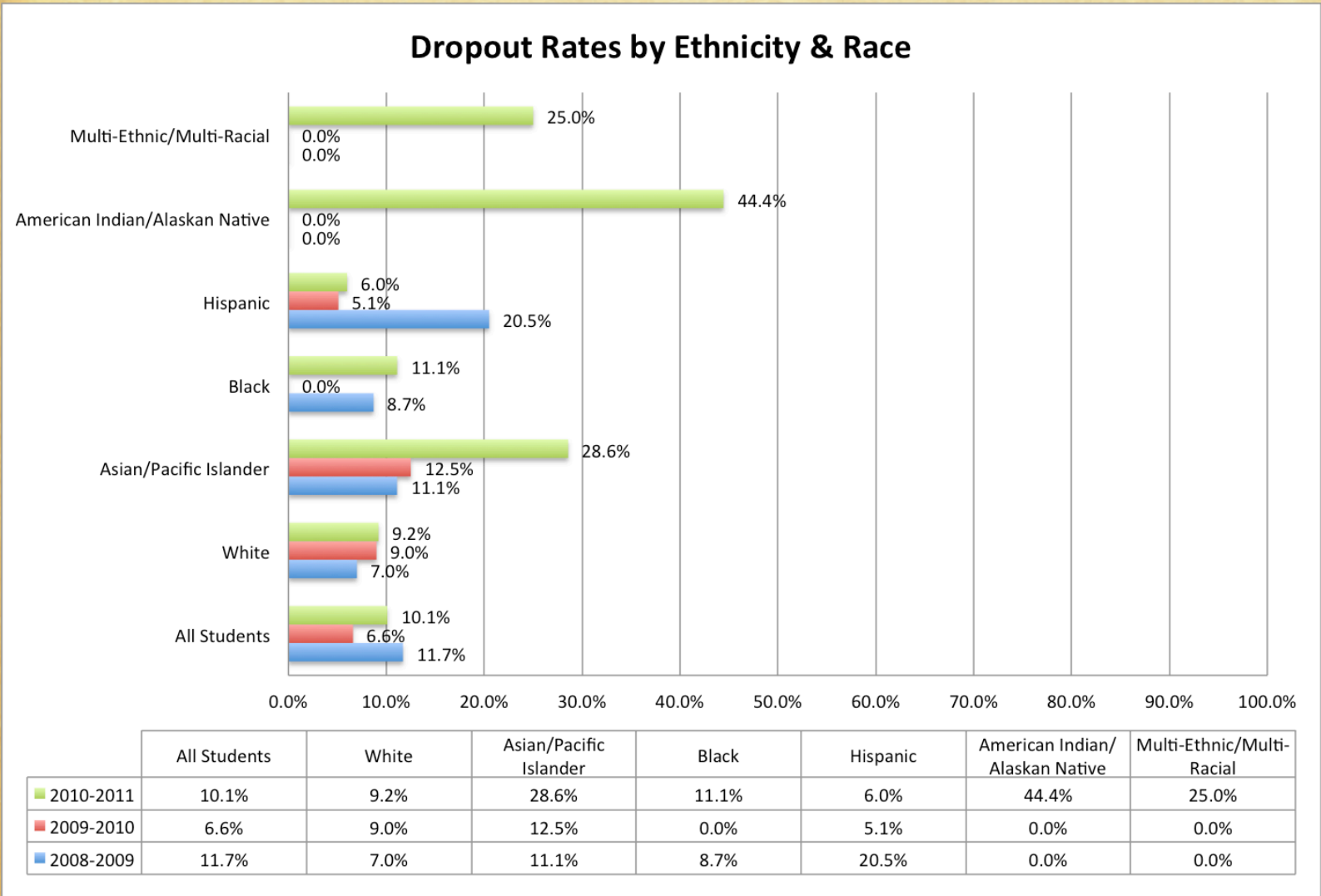
	2008-2009	2009-2010	2010-2011
ALL STUDENTS	40	20	30
ECONOMICALLY DISADVANTAGED	23	14	15
LIMITED ENGLISH PROFICIENT	19	6	3
STUDENTS WITH DISABILITIES	0	5	5
WHITE	13	14	13
ASIAN/PACIFIC ISLANDER	1	1	2
BLACK/AFRICAN AMERICAN	2	0	4
HISPANIC/LATINO	24	5	6
AMERICAN INDIAN/ALASKAN NATIVE	0	0	4
MULTI-ETHNIC/MULTI-RACIAL	0	0	1

# DROPOUT RATES BY PROGRAM



Source: [www.ode.state.or.us/search/page/?id=1/Dropout](http://www.ode.state.or.us/search/page/?id=1/Dropout) Data/2010-2011, 2009-2010, 2008-2009, 2008-2009 Dropout Details (A1-A9)

# DROPOUT RATES BY ETHNICITY & RACE



Source: [www.ode.state.or.us/search/page/?id=1/Dropout](http://www.ode.state.or.us/search/page/?id=1/Dropout) Data/2010-2011, 2009-2010, 2008-2009, 2008-2009 Dropout Details (A1-A9)

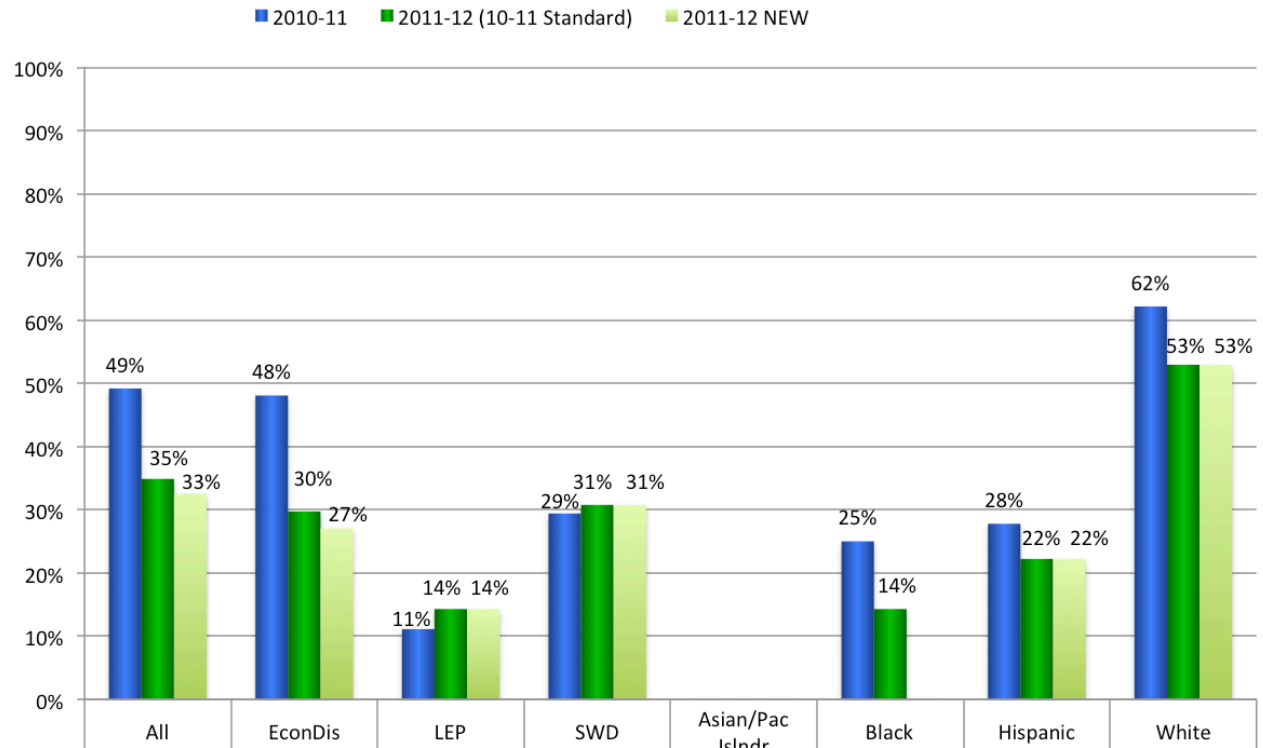
## Findings: Observations about the data

- Dropout rates and numbers vary from year to year. From 40 students total in 2008-2009, to 20 students total in 2009-2010, then back up to 30 students total in 2010-2011.
- While overall data varied from year to year, there was a significant decrease in the Dropout Rate of LEP Students and Economically Disadvantaged students.
- There is a significant difference in the dropout rate of White students as opposed to their Non-white counterparts.
- District equity work through Pacific Education Group and Courageous Conversations should manifest itself in a decrease in subpopulation dropout rates and dropout rates overall.



# Reading Performance Achievement- OAKS by Subgroup

Reynolds Learning Academy - OAKS Reading - 2010-11 : 2011-12 AMO Subgroup % Meeting - (Non-intact Group)



■ 2010-11	49%	48%	11%	29%	0%	25%	28%	62%
■ 2011-12 (10-11 Standard)	35%	30%	14%	31%	0%	14%	22%	53%
■ 2011-12 NEW	33%	27%	14%	31%	0%	0%	22%	53%

Source: [www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds\\_SD-7\\_Reynolds\\_Learning\\_Academy/AMO/AYP\\_Report](http://www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds_SD-7_Reynolds_Learning_Academy/AMO/AYP_Report)

## Findings: Observations about the data

- There has been an increase in Reading performance, with a significant jump in 2010-2011, from 35% passing to 49% passing.
- Whites passed at almost double the rate of all other subpopulations in all three years.
- LEP students had the lowest performance data all three years.
- District equity work through Pacific Education Group and Courageous Conversations should manifest itself in a increase in subpopulation scores.
- Students With Disabilities saw very little change from year to year.
- An analysis of changes that occurred in 2010-2011 would assist in understanding the increase in most subgroup categories.

# Improvement Goals - Reading

## Achievement

1. On OAKS Reading in 2012-13, Reynolds Learning Academy , will meet standard by at least the following percentages: All Students, 72%; EconDis, 63%; LEP, 42%; SWD, 51%; Hispanic, 51%; White, 85%.

## Growth

2. On OAKS Reading in 2012-13, students 8 RIT points or further away from Meeting benchmarks will gain 10 or more RIT points.
3. On OAKS Reading in 2012-2013, students 7 RIT points or closer to Meeting benchmark will gain 7 or more RIT points.
4. On OAKS Reading in 2012-2013, students at or above Exceeds benchmark will gain 3 or more RIT points.

# Diagnosis of Needs - Reading

- OAKS Sample Reading Tests have been employed to all students of RLA.
- Those test scores have then been disseminated to all teachers of those students.
- Those test scores have also been used to identify students in need of Reading Intervention classes.
- Data has been shared with both the RLA Site Council and the RLA Leadership Team.

# Action Plan - Highlights

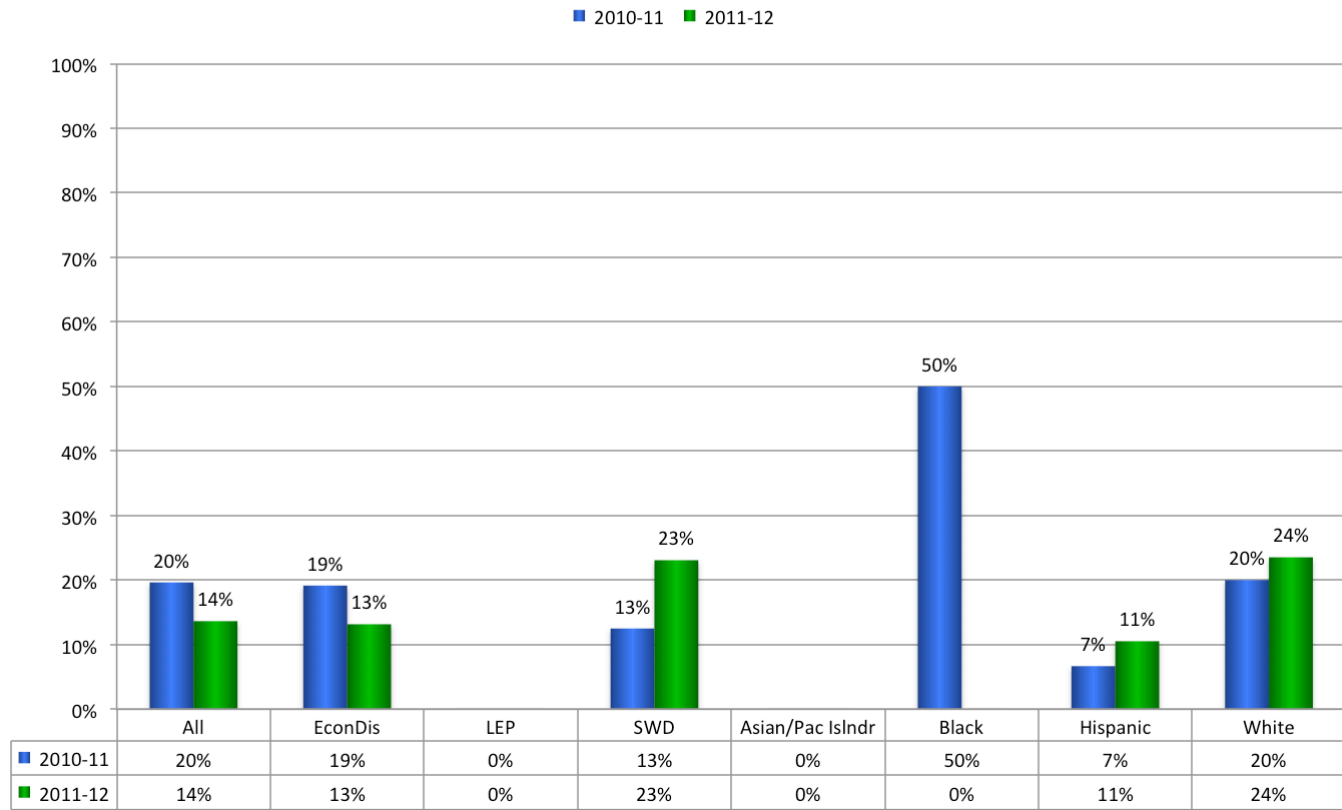
## Reading

- Targeted students are placed in Reading Intervention classes provided through newly acquired Title I funding.
- After-school reading intervention classes offered to all students targeted through screening.
- School-wide reading techniques are being incorporated in all academic classes.

# Math Performance Achievement – OAKS by Subgroup

## Non-Intact Cohort

Reynolds Learning Academy - OAKS Math - 2010-11 : 2011-12 AMO  
Subgroup % Meeting - (Non-intact Group)



Source: [www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds\\_SD-7\\_Reynolds\\_Learning\\_Academy/AMO/AYP\\_Report](http://www.ode.state.or.us/data/reportcard/reports.aspx/Reynolds_SD-7_Reynolds_Learning_Academy/AMO/AYP_Report)

## Findings: Observations about the data

- Overall performance on OAKS Math decreased from 2010-2011 to 2011-2012.
- There was a significant increase in the performance of Students With Disabilities.
- Black students out-performed all other students by a significant margin.
- White and Hispanic students had growth similar growth rates from 2010-2011 to 2011-2012.
- What intervention models were employed for Students With Disabilities?
- Limited subpopulation numbers dramatically effect OAKS data.
- Does the decrease in Economically Disadvantaged OAKS scores coincide with an increase in total number of Economically Disadvantaged students?

# Improvement Goals - Math

## Goals

### Achievement

1. On OAKS Math in 2012-13, Reynolds Learning Academy , will meet standard by at least the following percentages: All Students, 72%; EconDis, 63%; LEP, 42%; SWD, 51%; Hispanic, 51%; White, 85%.

### Growth

2. On OAKS Math in 2012-13, students 8 RIT points or further away from Meeting benchmarks will gain 10 or more RIT points.
3. On OAKS Math in 2012-2013, students 7 RIT points or closer to Meeting benchmark will gain 7 or more RIT points.
4. On OAKS Math in 2012-2013, students at or above Exceeds benchmark will gain 3 or more RIT points.



# Diagnosis of Needs - Math

- OAKS Sample Math Tests have been employed to all students of RLA.
- Those test scores have then been disseminated to all teachers of those students.
- Those test scores have also been used to identify students in need of Math Intervention classes.
- Data has been shared with both the RLA Site Council and the RLA Leadership Team.

# Action Plan - Highlights

## Math

- Targeted students are placed in Math Intervention classes. Some students may have “double blocked” Math taking both a leveled Math class and Applied Math as an intervention.
- After-school Math Intervention classes offered to all students targeted through screening.
- The Math Department has moved to a Credit by Proficiency model where the student must achieve 70% on daily formative work before taking summative assessments.