

Estacada School District's  
**2007 – 2008 Final Adequate Yearly Progress (AYP) Reports Released**

The Final 2007 - 2008 “Adequate Yearly Progress” (AYP) Reports were released by the Oregon Department of Education on September 2, 2008. As with many school districts across the state, the Estacada School District has many successes to celebrate, as well as some challenges to address.

Overall, Clackamas River Elementary, Eagle Creek Elementary, River Mill Elementary, and Estacada Alternative High School met AYP, while Estacada Junior High School, Estacada High School, and the Estacada School District did not meet. The District and its schools are committed to providing quality instruction, as well as intensive support, for the student subgroups who did not meet the state’s AYP targets in 2007-2008.

The “No Child Left Behind Act” (NCLB) requires that all students nationwide will be able to meet or exceed rigorous academic standards in English/Language Arts (Reading) and Math by the 2013-2014 school year. Beginning with the 2002-2003 school year, each state was required by federal law to set annual performance targets indicating the target percentage of students who should meet or exceed the state academic performance standards, with the target percentage reaching 100% by 2013-2014. In the 2007-2008 school year these targets were 60% and 59% respectively for English/Language Arts and Math. These percentage targets will remain intact through the 2009-2010 school year, but will increase by 10% annually beginning with the 2010-2011 school year.

In addition to the English/Language Arts and Math academic performance targets, schools and districts must also meet other performance indicator targets. The “assessment participation target” is 95%; the “Attendance” target for elementary and middle schools is 92.0%; and the “Graduation” target for grade 12 (and entire districts) remains at 68.1%. In some situations, as with the Estacada Alternative High School, the “Attendance” target is used when there is insufficient data, or too few students, to apply the formula used in the “Graduation” data set.

AYP Reports not only reflect how “All Students” perform in each performance indicator, but they also look at a number of demographic subgroups. These groups include:

- All Students
- Economically Disadvantaged
- Limited English Proficient
- Students with Disabilities
- Asian/Pacific Islander
- Black (not of Hispanic origin)
- Hispanic origin
- American Indian/Alaskan Native

- White (not of Hispanic origin)
- Multi-Racial/Multi-Ethnic

If any one of these subgroups does not meet or exceed each performance indicator, then the school does not meet AYP. If any school does not meet AYP, then the District does not meet AYP.

Students in the District's schools in grades three, four, five, and six scored above the state average for the percent of students meeting and exceeding the standards in English/Language Arts, Math, Writing, and Science. The District's students in grades seven through twelve scored above the state average for the number of students meeting and exceeding in Science and near the state averages for English/Language Arts and Math.

The Estacada School District is proud of the academic growth its students are demonstrating. All subgroups at the three elementary schools and at Estacada Alternative High School met in all areas. At Estacada Junior High School, the subgroup "Students with Disabilities" did not meet in English/Language Arts and Math; however, they did meet in test participation and attendance. All other applicable Estacada Junior High subgroups met all of the performance targets. Estacada High School met the "assessment participation", graduation, and English/Language Arts targets for all subgroups, but did not achieve a "met status" in Math for the "Students with Disabilities" and "Economically Disadvantaged" subgroups.

The Estacada School District received a "Not Met" designation because of the factors noted above at the middle grades (6-8) and high school (9-12) levels, as well as in the category of "Graduation".

In general, Estacada schools performed in the middle to upper-level of South Metro schools (Canby, Colton, Gladstone, Molalla River, North Clackamas, and Oregon City). When compared to the schools in the "Capitol Conference", Estacada schools perform at or near the top in most grade levels and in most assessed areas. The Conference comparison gives the best view of the District's results as compared to other like-sized districts.

"Looking globally at the Estacada Schools' 2007-2008 AYP results, we have much to be proud of," stated the District's Superintendent, Howard Fetz. "There is notable "continuous improvement" shown from the 2006-2007 school year to the 2007-2008 school year in most assessed areas."

The District strongly believes that the Professional Learning Communities (PLC's) initiative has had a very favorable impact on the various schools' performances. The School Board is to be commended for its foresight in approving the weekly "early-release PLC sessions" that allow educators time to collaborate in advancing student achievement. The PLCs' creation of common assessments among grade-level teams at the elementary schools and among department members at Estacada Junior High School and Estacada High School, and the alignment of the "taught" curriculum to the standards

that are being assessed have both been very beneficial strategies, and will continue to be even more important in advancing student achievement in the future.

In addition, Estacada's Elementary Schools' math scores showed marked improvement in 2007-2008 compared to 2006-2007. This is at least partially attributable to the work done through the Oregon Council of Teachers of Math (OTCM) grant during the past two years.

“Our professional development activities are paying big dividends in terms of student learning and achievement,” explained Superintendent Fetz. “Through the strategies of Continuous Improvement, including group and individual goal setting by the students and staff members, our students are taking an enhanced sense of responsibility for their personal and group learning. As students and teachers measure students' progress toward meeting their interim goals and develop personal and group strategies for improvement, teachers are able to become the facilitators of learning, rather than the dispensers of information. Through the ongoing hard work of our dedicated teachers, educational assistants, administrators, school board members, volunteers, parents, and especially our students, we will continue to experience increased student achievement in our pursuit of excellence.”

For more information on the District's AYP designation, or for graphs displaying Estacada Schools' AYP progress, as compared to the schools in the Capitol Conference, please contact 503-630-6871, ext. 2906.

Respectfully submitted by:  
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