



Oregon Secretary of State Audit Highlights Middle Schools Successful in Closing achievement Gaps

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Overview

- Audit Scope and Methods
- State Achievement Gap Results
- School Achievement Gap Results
- School Site Visit Themes

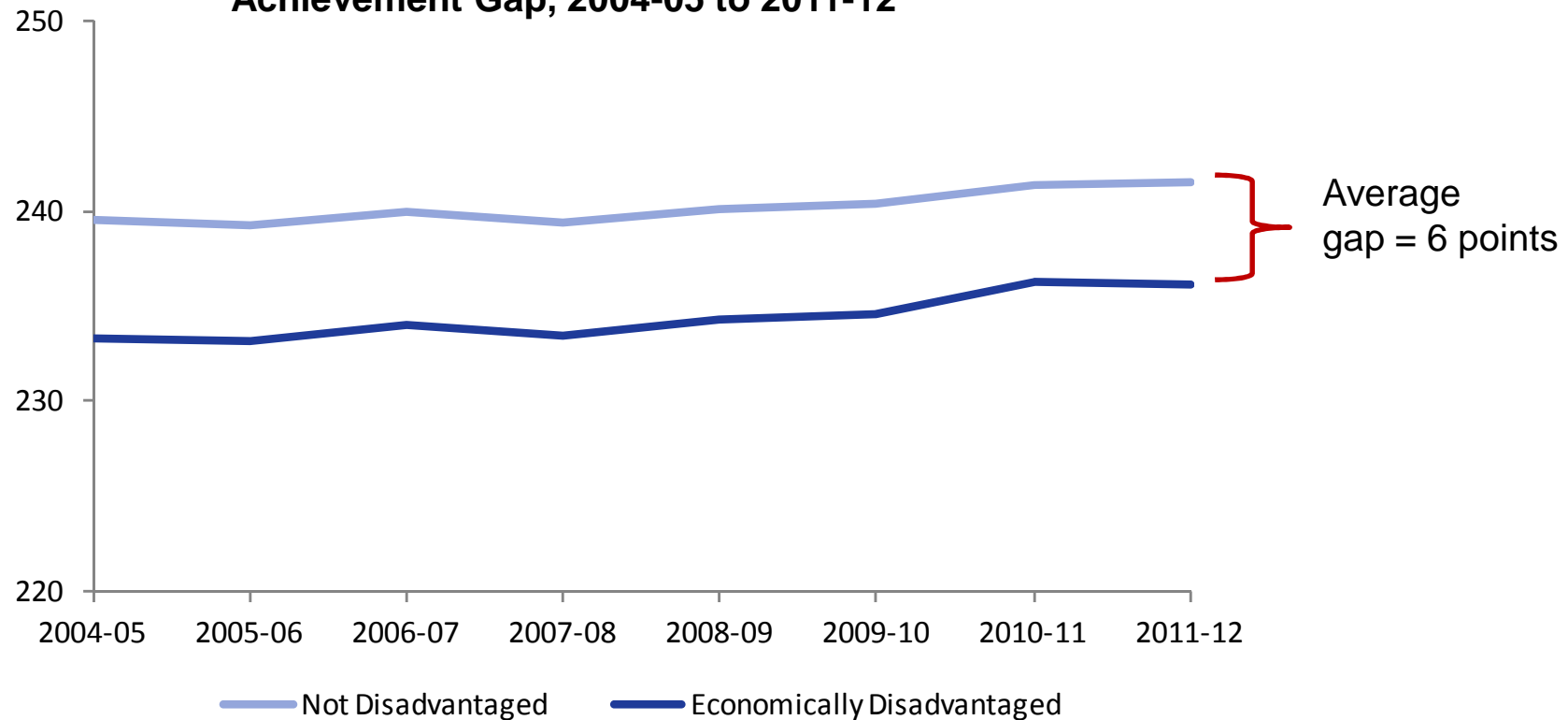


Audit Scope and Methods

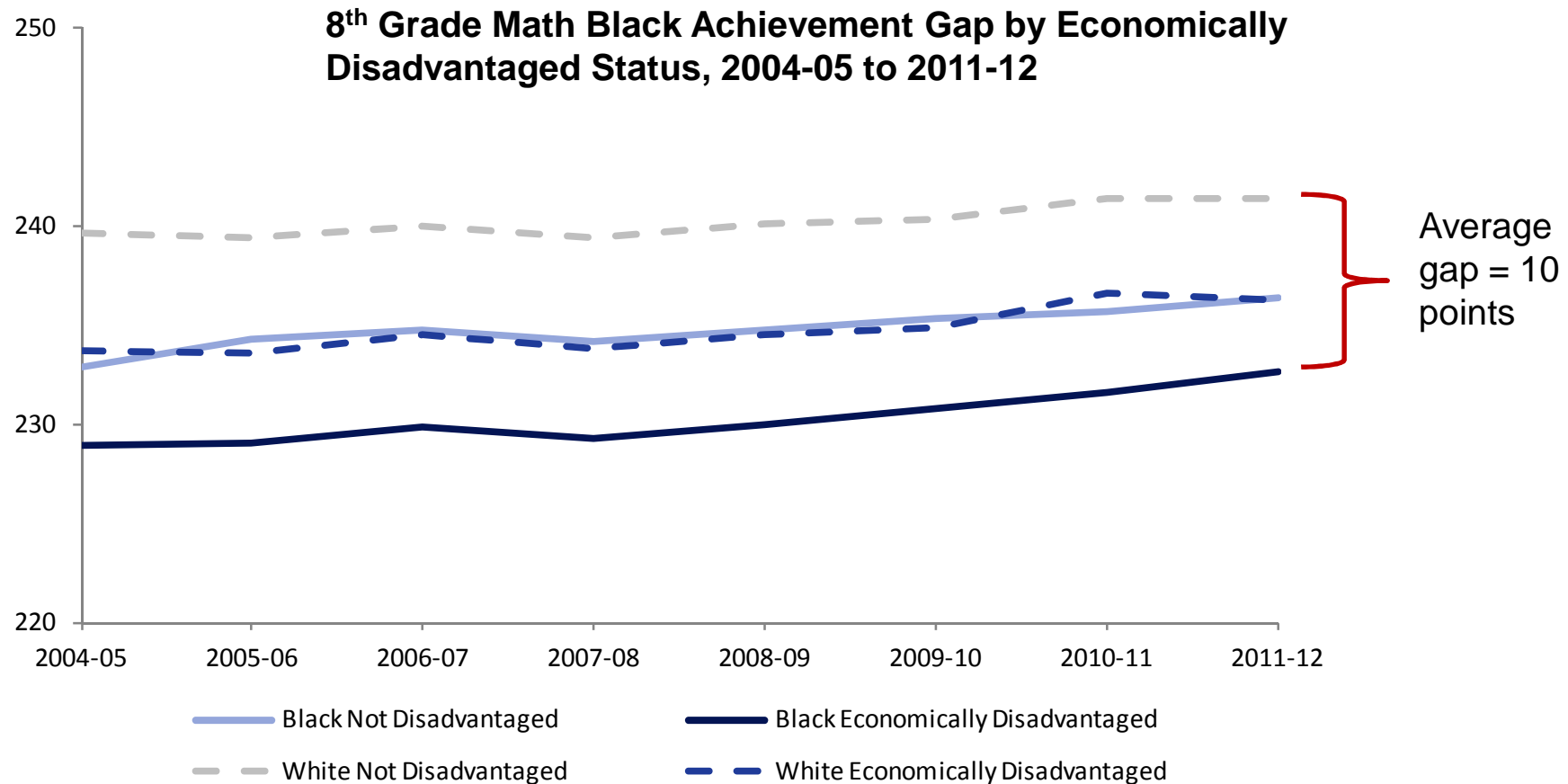
- Data analysis
 - Statewide and school achievement gap analysis
 - Average OAKS scores
 - Measured as the gap between a subgroup and reference group's average OAKS scores
 - 8th grade reading and math
 - 2005-05 to 2011-12 trend analysis
- Reviewed literature on effective school practices
- Visited schools that were closing gaps

State Achievement Gap Results

**8th Grade Math Economically Disadvantaged
Achievement Gap, 2004-05 to 2011-12**



State Achievement Gap Results





School Achievement Gap Results

- Out of 120 middle schools, **39** had closed achievement gaps for one or more subgroups and one or more subjects
 - 29 schools closing math gaps
 - 24 schools closing reading gaps



Nine schools selected for site visits

| School Name | County | School District | Rural/ Urban | School Size |
|-----------------------------|-----------|-------------------------------------|-----------------|----------------|
| Alice Ott Middle School | Multnomah | David Douglas SD 40 | Urban | Large |
| Fleming Middle School | Josephine | Three Rivers/Josephine County SD | Rural | Small |
| Henley Middle School | Klamath | Klamath County SD | Rural | Small |
| Memorial Middle School | Linn | Greater Albany Public SD 8J | Urban | Medium |
| Molalla River Middle School | Clackamas | Molalla River SD 35 | Rural | Medium |
| Mountain View Middle School | Yamhill | Newberg SD 29J | Rural | Medium |
| Ogden Middle School | Clackamas | Oregon City SD 62 | Rural | Medium |
| Walker Middle School | Marion | Salem-Keizer SD 24J | Urban | Medium |
| Whiteaker Middle School | Marion | Salem-Keizer SD 24J | Urban | Large |

<http://sos.oregon.gov/audits/Documents/2014-10.pdf>



Five Key Themes

- Safe and Positive School Environment
- High Expectations and High Support
- Teacher Collaboration
- Data-Informed Instruction
- Strong Leadership

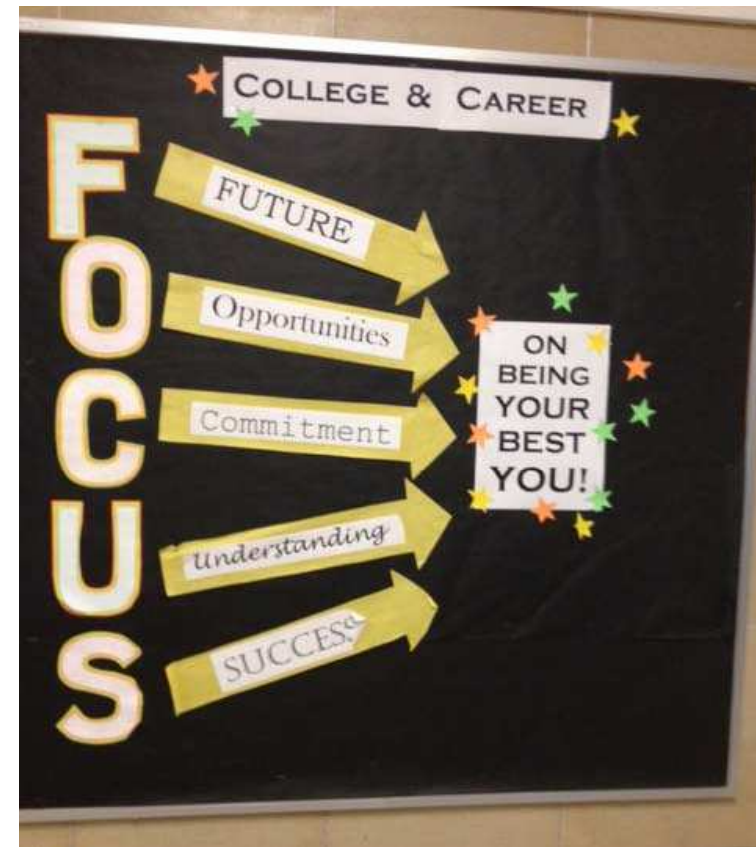
Safe and Positive School Environment

- Atmosphere of caring and respect
- Positive Behavioral Interventions and Supports (PBIS)
- Culture of positive peer pressure



High Expectations and High Support

- Clear expectations for academics and behavior
- All students can learn
- Interventions for struggling students
- Support services
- Preventing absenteeism



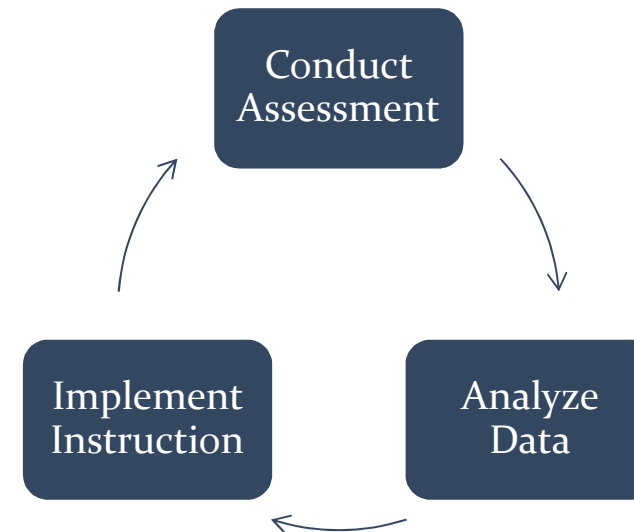
Teacher Collaboration

- Using professional learning communities
- Late starts to provide dedicated time for collaboration
- Organizing halls by subject area encourage informal collaboration



Data-informed Instruction

- Data used to monitor and place students in interventions
- Frequent formative assessments
- Teacher teams review assessment data





Strong Leadership

- Principal communicates vision effectively
- Serves as instructional leader
- Protects instructional time

Ogden Vision Statement

We will achieve our mission by:

CHALLENGING our students to achieve high expectations.

ADVOCATING equity for all of our learners.

RESPONDING to the developmental needs of our adolescents.

EMPOWERING our students to take responsibility for all aspects of their lives.

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Student Subgroup and Reference Group Categories

| Student subgroup | Reference Group |
|----------------------------|--------------------------------|
| Economically Disadvantaged | Not Economically Disadvantaged |
| Hispanic | White Non-Disadvantaged* |
| Black | White Non-Disadvantaged* |
| Native American | White Non-Disadvantaged* |
| Pacific Islander | White Non-Disadvantaged* |
| Asian | White Non-Disadvantaged* |
| White | White Non-Disadvantaged* |

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State Achievement Gap Results

8th Grade Achievement Gaps in 2011-12, by student subgroup

| | Asian | Black | Hispanic | Native American | Pacific Islander | Economically Disadvantaged |
|-------------------------------|--------------|------------|------------|-----------------|------------------|----------------------------|
| Math | | | | | | |
| Reference Group Average Score | 241.4 | 241.4 | 241.4 | 241.4 | 241.4 | 241.5 |
| Subgroup Average Score | 246.5 | 233.7 | 234.4 | 235.5 | 238.6 | 236.1 |
| Achievement Gap | -5.1* | 7.6 | 7.0 | 5.9 | 2.8 | 5.3 |
| Reading | | | | | | |
| Reference Group Average Score | 238.6 | 238.6 | 238.6 | 238.6 | 238.6 | 238.5 |
| Subgroup Average Score | 239.1 | 232.6 | 232.0 | 233.7 | 234.7 | 234.4 |
| Achievement Gap | -0.4* | 6.0 | 6.6 | 5.0 | 3.9 | 4.1 |

*Note: A negative achievement gap number indicates that the student subgroup did not have an achievement gap when compared to the reference group.

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