

# Central Oregon Community Schools Outcomes Report 2015-16

*Submitted to:*

**The Ford Family  
Foundation**

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*Informing policy, improving programs*



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- Rob Meeter, Sisters Community Schools Initiative Coordinator
- Anna Brown, Vern Patrick Elementary Community School Coordinator (2015-2016)
- Debbie Starkey, Spray Community School Coordinator
- Lori Mathiasen, Mitchell School Coordinator



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## EXECUTIVE SUMMARY

A community school combines the educational practices of the school day with enhanced programming before and after school to support students and engage families and community members. The school building becomes an anchor for the community; the community has opportunities to gather to support students and enrich their own lives through adult education classes and community-wide events.

Central Oregon's community schools were initially funded through the Regional Action Initiative (RAI) in 2008, an effort of The Oregon Community Foundation (OCF) to engage Oregonians in a new level of civic leadership. The overarching goal was to increase Oregon's quality of life and improve communities in a significant and lasting way. OCF contributed a one-time special allocation of \$1 million to each of OCF's seven service



regions, including Central Oregon, to implement the RAI. Each region selected a focus area and strategies to address it. Central Oregon chose to develop Community Schools. Funding covered 3 years of programming.

In 2013, The Ford Family Foundation awarded a 3-year \$394,080 grant for continued support for these community schools located in Central Oregon: Sisters Community School, Vern Patrick Elementary in Redmond, and Wheeler County Community Schools, which include Spray Community School and Mitchell School. The Ford Family Foundation grant supports positive youth development. Funding is directed toward the after school programming and parent engagement components of the four Central Oregon community schools.

The Central Oregon community schools support students and parents through an after school program that has a dual focus on academic achievement and enrichments activities. The community schools also offer parenting classes and parent engagement events.

Specific outcome goals include:

- Improve student academic success—as measured by student state standardized test scores and after school program attendance.
- Augment student engagement—as measured by tracking student participation in the various after school program elements.
- Increase parent engagement—as measured by tracking attendance at parent education classes, parent engagement events and parent/teacher conferences.

- Leverage the Ford Family Foundation funding to promote long-term sustainability for the four community schools—as measured by cash donations secured by the four community schools.

The long-term outcome goals of the Central Oregon community schools are to 1) maintain improved student achievement; 2) build and sustain community engagement; 3) continue to create positive change for students, families and their community; and 4) leverage resources to gain support from local civic leaders, businesses, and individuals.

More specific information about each of the four community schools and their goals follows.

### **Sisters Community School, Sisters School District**

Sisters Community School is located in Sisters, Oregon, in Deschutes County. In 2015, Sisters had a population of 2,472.<sup>1</sup> The Sisters School District had 1,085<sup>2</sup> students enrolled for the 2015-16 school year. The Sisters Community School is a partnership between the Sisters School District and Sisters Parks and Recreation. The two organizations work in concert to provide a high quality community school that benefits Sisters' youth, families, and the community. The goals for the Sisters Community School include:

- Opportunities for high-quality early childhood development and learning
- Improved academic achievement
- Motivated students engaged in learning at school, in the community, during and after school
- Coverage of basic needs for children, youth, and families (including physical, mental, social and economic needs)
- Increased parent involvement in their students' academic lives
- Enhanced community engagement in school, with broad community support and schools mutually benefitting the community

### **Vern Patrick Elementary, Redmond School District**

Vern Patrick Elementary is part of a cohort of four community schools in the Redmond School District. Vern Patrick Elementary is located in Redmond, Oregon, in Deschutes County. Redmond had an estimated population of 28,654 in 2015 according to the U.S. Census.<sup>3</sup> Vern Patrick Elementary had a student enrollment of 433 for the 2015-16 school year.<sup>4</sup>

Vern Patrick Elementary is both a place and set of partnerships between the school and other community resources that have an integrated focus on academics, health and social services, youth and community development, and community engagement. The community school contributes to improved student learning, stronger families, and healthier communities. Vern Patrick Elementary's goals are:

- Increased student achievement
- Increased student engagement
- Increased parent and community involvement

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<sup>1</sup> U.S. Census Bureau, 2015 Population Estimate, [census.gov](https://www.census.gov).  
[factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)

<sup>2</sup> Data from ODE Fall Membership Report, which represents students enrolled on the first day of October.

<sup>3</sup> U.S. Census Bureau, 2015 Population Estimate, [census.gov](https://www.census.gov).

<sup>4</sup> Data from ODE Fall Membership Report, which represents students enrolled on the first day of October.

## Spray Community School and Mitchell School, Wheeler County Community Schools

Wheeler County Community Schools (WCCS) provide services for two small, rural school districts leveraging local expertise and skills for collaborative curriculum development, program delivery, and fundraising. The objectives are:

- Improved academic achievement
- Opportunities for leadership development
- Availability of adult and life-long learning
- Connections between the schools and the broader community



- WCCS programs are adapted for the needs of students and adults in each of the two communities, but are built on a basic foundation of county-wide needs. These programs include a weekday After School Program, programs for language arts and math, and parenting education. Another program, which is quite popular, is Friday Adventures—day-long outdoor activities, such as hiking or long distance trips, offered two Fridays each month. Friday Adventures is a popular way to keep kids engaged on days when school is not in session. In addition, the two communities identified needs in life-long learning, health, and life-skills; and conduct activities to strengthen school-community ties.

The Wheeler County Community Schools are located in Mitchell and Spray.

According to the U.S. Census, Spray had an estimated population of 151 and Mitchell's estimated population was 121 in 2015.<sup>5</sup> The student enrollment for Mitchell School was 65 and for Spray School was 46 for the 2015-16 school year.<sup>6</sup>

## Evaluation Methods

For the 2015-16 evaluation, Community Schools Coordinators provided 1) information on the numbers of students enrolling in and attending after school programs, 2) demographic information for the schools, 3) assessment scores for After School Program students with a minimum 80% attendance rate 4) information

<sup>5</sup> Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2014. U.S. Census Bureau, Population Division.

<sup>6</sup> Data from ODE Fall Membership Report, which represents students enrolled on the first day of October.

on parent/caregiver-teacher conference attendance, 5) the number of parents/caregivers volunteering their time at the After School Program or during the school day and 6) the number of events held at the school for parents/caregivers or community members. In addition, Coordinators shared stories about their work in their communities. These stories complement the outcomes data findings and provide a more complete picture of the development of community around the schools.

## Progress of Overall Goals

The following tables contain data for each school year over the last 7 years, beginning with the 2009-10 baseline<sup>7</sup> school year. The Ford Family Foundation funding began in 2013-14. and continued support of Central Oregon's community schools, initially funded through The Oregon Community Foundation's (OCF) 2008 Regional Action Initiative (RAI), in an effort to engage Oregonians in a new level of civic leadership.

Concise summaries of academic achievement continue to be challenging to describe across schools, due to the various types of assessments used by each school, by year and by grades of test taker. Taken altogether, the schools assess student achievement using OAKS, DIBELS, EasyCBM, Smarter Balanced and STAR Enterprise System assessments. The Oregon Assessment of Knowledge and Skills (OAKS)<sup>8</sup> achievement standards reflect a certain "level of performance" and are used by the State to determine student proficiency in content areas. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)<sup>9</sup> measures the acquisition of literacy skills. The DIBELS benchmark goal, as defined by its creators, indicates when a student is likely to achieve future reading outcomes. The EasyCBM<sup>10</sup> is used to assist teachers in identifying students who may need additional academic support, and then track student progress. The Smarter Balanced<sup>11</sup> assessment is intended to show progress towards the attainment of skills and knowledge needed to advance to college and is "aligned to more challenging standards" than previous assessments. Finally, the STAR Enterprise System<sup>12</sup> offers "achievement and growth data" which allows progress measurement through comparison to academic peers' progress as well as self-comparisons to one's own previous outcomes. Readers are cautioned to see this information as descriptive only because of the small number of students at each school and at each grade level.

## Improving Student Academic Success

### SISTERS COMMUNITY SCHOOL

The following data reflect scores from students with a minimum 80% attendance in the After School Program (ASP). Prior to the 2013-14 school year, aggregate data were provided and the number of ASP students in each grade with a minimum attendance level was not available. The 2009-10 baseline data represent all Sisters 3rd grade students, prior to program implementation. In 2015-16, 3 of 6 students met/exceeded reading benchmarks while all 6 met/exceeded math benchmarks.

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<sup>7</sup> Baseline indicates the school year prior to the implementation of Community Schools funding.

<sup>8</sup> See <http://www.ode.state.or.us/search/results/?id=169>

<sup>9</sup> See <https://dibels.org/dibels.html>

<sup>10</sup> Easy Curriculum Based Measurement information found here: <https://www.easycbm.com/about.html>

<sup>11</sup> See <http://www.ode.state.or.us/search/page/?id=3298>

<sup>12</sup> See <http://www.renaissance.com/products/assessment>

**Table A. Sisters Community School Student OAKS Test Scores that Met or Exceeded Standards for Reading and Math**

	2009-10 (Baseline)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
3 <sup>rd</sup> grade Reading	88%	89%	77%	81%	100% (5)	50% (6)	50% (6)
3 <sup>rd</sup> grade Math	87%	78%	61%	80%	100% (5)	50% (6)	100% (6)

Note: Figures in parentheses indicate number of students.

### VERN PATRICK COMMUNITY SCHOOL

In the 2015-16 school year, the EasyCBM math and reading assessments were administered twice to 1<sup>st</sup> through 5<sup>th</sup> grade students in the After School Program. The EasyCBM monitors student growth and risk level. Scores are associated with “low”, “some,” and “high” risk for academic challenges. It was administered in Vern Patrick starting in 2013-14.

**Table B. EasyCBM Reading Assessment of ASP Students at Vern Patrick Elementary for 3 School Years**

Grade	Percent at “Low Risk” for Academic Difficulties		
	2013-14	2014-15	2015-16
K	100% (1)	-	-
1 <sup>st</sup>	80% (5)	100% (1)	-
2 <sup>nd</sup>	40% (5)	33% (3)	33% (3)
3 <sup>rd</sup>	-	33% (3)	100% (1)
4 <sup>th</sup>	50% (2)	-	50% (2)
5 <sup>th</sup>	0% (1)	-	66% (3)

Note: Figures in parentheses indicate total number of students taking the assessment. A dash indicates no assessment for that grade.

Table B shows those students who were assessed as “low risk” for the spring term, based on EasyCBM scores. For 2013-14, eight out of 14 (57%) ASP students were assessed as “low risk” by the spring term. For 2014-15, there were three out of seven (43%) assessed as “low risk” and for 2015-16, there were five out of nine (56%) students assessed as being at “low risk” for academic difficulties. It is interesting to note that the 2<sup>nd</sup> grade level is the only one available across all 3 school years and that on average, 64% of 2<sup>nd</sup> grade students were at “some” or “high” risk for academic difficulties, a proportion higher than that for the other grade levels.

## SPRAY COMMUNITY SCHOOL

Spray Community School transitioned from the OAKS assessment to the STAR Enterprise System and Smarter Balanced assessments beginning with the 2014-15 school year. The number of ASP students taking assessments in each grade was made available beginning with the 2013-14 school year. Aggregate data only were available for previous years.

**Table C. Percent of Students Meeting or Exceeding Standards for Math & Reading Assessments at Spray Community School**

	<b>2009-2010</b> (Baseline)	<b>2010-2011</b> OAKS	<b>2011-2012</b> OAKS	<b>2012-2013</b> OAKS	<b>2013-2014</b> OAKS	<b>2014-15</b> (Smarter Balanced & STAR)	<b>2015-16</b> STAR
3 <sup>rd</sup> grade Math	100%	33%	100%	50%	100% (3)	100% (4)	100% (1)
3 <sup>rd</sup> grade Reading	100%	100%	100%	50%	100% (3)	60% (5)	100% (1)
5 <sup>th</sup> grade Math	100%	0%	75%	66%	100% (1)	50% (2)	100% (3)
5 <sup>th</sup> grade Reading	100%	100%	75%	100%	100% (1)	100% (2)	100% (3)

Note: Figures in parentheses indicate number of students.

In 2015-16, all 3<sup>rd</sup> and 5<sup>th</sup> grade ASP students met or exceeded benchmarks for both math and reading assessments. One 5<sup>th</sup> grade student exceeded reading benchmarks and another 5<sup>th</sup> grade student exceeded math benchmarks. In the past 3 school years, while the program was funded by the Ford Family Foundation, all 3<sup>rd</sup> grade students met or exceeded math benchmarks. Likewise, all 5<sup>th</sup> grade students met or exceeded reading benchmarks across those 3 years. For 3<sup>rd</sup> grade reading, 7 of 9 students across the last 3 school years met or exceeded benchmarks, while four out of five 5<sup>th</sup> grade students met or exceeded math benchmarks.

## MITCHELL

Mitchell School used the DIBELS assessment and scores for DIBELS reading assessment were available for 1<sup>st</sup> grade students across the past 6 years. Beginning with this school year there were no 1<sup>st</sup> grade students in the After School Program. Moreover, two 2<sup>nd</sup> grade students took DIBELS reading assessments and one 4<sup>th</sup> grade student took the math assessment. The remaining students took Smarter Balanced math and reading assessments.



**Table D. Percent of After School Program Students Meeting or Exceeding DIBELS and Smarter Balanced Reading Assessment Standards at Mitchell School**

ASP Students	2009-10 (Baseline)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
All Grade Levels	59%	61%	73%	63%	78% (9)	77% (13)	90% (10)

Note: Figures in parentheses indicate number of students. For aggregate data, average of all grade level outcomes was used.

Through year 2012-13, assessment scores are those of 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> grade ASP students. For every year since then, any combination of ASP students, K through 10<sup>th</sup> grade levels, took Mitchell's reading assessment. The proportion of Mitchell ASP students meeting or exceeding benchmarks for reading assessments over 7 years ranges from 59% in 2009-10 to 90% in 2015-16. This is an increase of 53% from baseline to the current year.

**Table E. Percent of Fifth Grade Students Meeting or Exceeding Standards for DIBELS, OAKS and Smarter Balanced Math and Reading Assessments at Mitchell School**

	2009-10 (Baseline)	2010-11 OAKS	2011-12 OAKS	2012-13 OAKS	2013-14 OAKS	2014-15 DIBELS/Smarter Balanced	2015-16 Smarter Balanced
5 <sup>th</sup> grade Math	100%	100%	50%	50%	33% (3)	100% (3)	100% (1)
5 <sup>th</sup> grade Reading	50%	50%	60%	50%	100% (3)	50% (2)	100% (1)

Note: Figures in parentheses indicates number of students.

Because assessments were administered to different grade levels in the 2013-14 school year, the 5<sup>th</sup> grade cohort OAKS scores are the only scores available for 5 years. In 2014-15, 5<sup>th</sup> grade students were administered the DIBELS assessment in reading and the Smarter Balanced assessment in math, while both reading and math assessments for the current year are Smarter Balanced.

OAKS achievement standards reflect a certain "level of performance" and are used to determine student proficiency in the content area. The DIBELS benchmark goal, as defined by the creators of DIBELS, indicates when a student is likely to achieve future reading outcomes. The Smarter Balanced assessment is intended to show progress towards the attainment of skills and knowledge needed to advance to college and is "aligned to more challenging standards"<sup>13</sup> than previous assessments.

Readers are cautioned to see this information as descriptive only because of the small number of 5<sup>th</sup> grade students, especially in the current year.

<sup>13</sup> See <http://www.ode.state.or.us/search/page/?id=3298>

## Student Engagement: Participation in the After School Program

The number of students registered for after school programs were recorded by each school for each term. These numbers represent each school's number of registered students summed across terms. Therefore, students are duplicated in these figures.

**Table F. Students Registered for and Attending the After School Programs in all Four Community Schools**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of students registered	1,326	1,322	1,153	1,395	957	1,180
Number of students attending on average each day	443	461	408	377	353	390
Proportion of registered students attending on average each day	33%	35%	35%	27%	37%	33%

Student enrollment in the After School Program averaged 1,222 over all 6 years, so the current year is fairly representative of the average, at 1,180. The average student attendance for all schools across all 6 years is 403, which is higher than the current year's attendance number at 390. Although the current year student attendance number is lower than the 6-year average, the proportion of ASP students who attend as compared to those who are enrolled this year, is on par with the average for all 6 years at 33%.

## Parent Engagement: Education and Engagement Events

Parent attendance at education events, engagement events and parent-teacher conferences was recorded by each community school coordinator. These data represent all parents/caregivers at the schools; not only those of the after school program students. Table G contains figures for those categories summed across programs by year.

The number of events held this year is the second highest in all 6 years and 8 events (21%) greater than the average of 38 events. Likewise, the number of parents/caregivers attending education and/or engagement events this year is the second highest in all 6 years with the average being 1,998. These numbers range from 36 parents/caregivers per event to 103 parents/caregivers per event.

**Table G. Total Community School Programs Parent/Caregiver Events and Parent Attendance**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of education/engagement events	29	48	34	36	32	46
Number of parents/caregivers attending education/engagement events	1,910	1,780	3,509	1,284	1,386	2,117

## Sustainability

### THE FORD FAMILY FOUNDATION CHALLENGE GRANT

The Ford Family Foundation Challenge Grant is a component of The Ford Family Foundation grant that supports the Central Oregon community schools. The Challenge Fund is designed as a tool to promote sustainability among the four Central Oregon community schools. The fund is a leveraging tool intended to attract new cash donations and foster long-term financial support.

The Ford Family Foundation Challenge Fund matches new cash donations that are made to support the community schools' after school and/or parent engagement programs. For every dollar donated to support these programs, or the coordination of them, the fund will match with a \$1 donation. The Central Oregon community schools are eligible for a matching Challenge Fund grant of up to \$10,000 per year for the duration of The Ford Family Foundation 3-year grant. The Ford Family Foundation Challenge Grant is a successful tool to leverage new sources of financial support for the Central Oregon community schools. Two of the four community schools successfully met the Challenge Grant matching requirements during the 2014-15 school year. The other two schools, located in Wheeler County, were given a 90-day extension, which allowed them to meet the Challenge Grant requirements.

For the first 3 years of the community schools' implementation, OCF's investment of \$450,000 was leveraged by a 3-year total of \$689,839 in cash donations and \$1,085,483 in in-kind support. The Ford Family Foundation grant of \$392,060 is a 3-year investment in the Central Oregon community schools. Since 2013, when funding from the FFF was implemented, the community schools have received a total of \$379,895 including \$277,648 in cash donations and \$102,247 as in-kind support.

**Table H. Donations Raised by Central Oregon Community Schools, 2013-2016**

	Cash	In-Kind	Total
Sisters	\$28,365	\$49,680	\$78,045
Vern Patrick	\$171,788	\$22,335	\$194,123
Spray	\$59,641	\$14,437	\$74,078
Mitchell	\$17,854	\$15,795	\$33,649
<b>Total</b>	<b>\$277,648</b>	<b>\$102,247</b>	<b>\$379,895</b>

## Conclusion

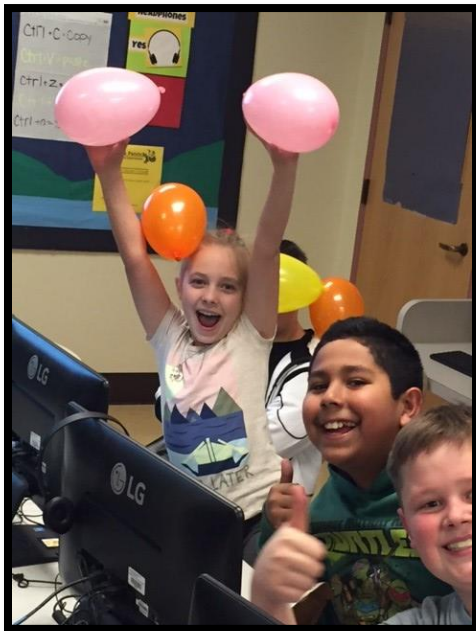
The community schools now have 6 years of outcomes presented in this report. The work coordinators have put into their programs has been admirable and impactful. Although the funding cycle has ended for these regions, each community has recognized the community schools' staff work toward improving student achievement, emphasizing sociability through enjoyable group activities, providing outlets for creativity and increasing parent engagement. Staff and parents alike recognize the programs' usefulness and these four schools continue to support their community school programs.

The 2015-16 marked a transition in staffing among community school coordinators at all four schools. Each community school program chose to hire a new coordinator to direct the program and build community partnerships, an action that speaks to the importance of the community school in each community and the support of the community, school district, and, in for Sisters Community School, support of the Sisters Parks and Recreation Department.

### THE FUTURE OF CENTRAL OREGON'S COMMUNITY SCHOOLS

#### Sisters Community School

For Sisters, the community school will continue to be run out of the Sisters Parks and Recreation District office. The community school coordinator is a full-time position and will be supported by an assistant who will dedicate 15 hours per week to the community school.



Sisters Community School implemented an enrollment fee of \$8 per day for the 2016-17 school year. The enrollment fee will support the two staff positions, and pay for supplies. The community school has a goal of being a revenue neutral program.

The community school's after school program hours are the same as previous years, Monday through Friday from 3:00-5:30 pm. The program will continue offering students homework assistance and enrichment activities.

In a departure from previous years, community school programs will no longer be held in any Sisters School District buildings. Rather, the program will be housed at the Sisters Parks and Recreation Department. The Sisters School District buses students to the ASP at the Sisters Parks and Recreation Department building.

#### Vern Patrick Elementary

Vern Patrick has received funding from the Central Oregon Health Council through their Community Impact Fund distribution. The Health Council has committed \$120,000 over two-years, securing the community schools operations through the 2018 school year. The community school has a new and talented full-time coordinator who has successfully fostered partnerships with Redmond area businesses and funders.

The after school program has a dual academic and enrichment focus and offers a suite of activities organized in a series of six-week sessions. As in previous years, the program will run from 3:35-6:00 p.m. Monday, Tuesday, and Thursday and from 2:35-6:00 p.m. on Wednesday.

**Wheeler County Community Schools**

The programming and staffing level at both Mitchell and Spray sites will remain the same for the 2016-17 school. Both community schools will continue operating with a part-time coordinator, who will be supported by community volunteers. As in previous years, the community schools will offer after school programs three afternoons per week and extended programming one Friday per month. Friday community school programs meet an important need in Wheeler County, as the school week is Monday through Thursday and students both need and want extra-curricular engagement activities during out-of-school time. The after school program will continue its dual focus of academic support and engagement activities for students.



## SUMMARY OF 2015-16 OUTCOMES BY SCHOOL

### Sisters Community School

There were 1,085 students enrolled in the Sisters School District in 2015-16.<sup>14</sup> Sisters Elementary School includes grades kindergarten through 4<sup>th</sup> grade and had approximately 318 students enrolled in the 2015-16 school year (representing 29% of the district's students). Sisters Middle School includes grades 5-8 and had approximately 331 students in 2015-16 (31% of the district) and Sisters High School, grades 9-12, enrolled about 436 students (40% of the district).

In Sisters School District as a whole, the 2015-16 student racial composition was 94% White, 5% Hispanic/Latino, 1% Asian/Pacific Islander, 1% Black/African American and less than 1% American Indian/Alaska Native. For school years 2009-10 through 2014-15, the school's racial composition and other demographics have been fairly consistent.<sup>15</sup> This year's attendance rate decreased from last year's, 4 percentage points to 85%, which is the lowest attendance rate for Sisters School District since the baseline year, 2009-10. The number of students enrolled in Sisters School District has decreased steadily from 2009-2010 to 2015-16.

**Table 1. Sisters School District Demographic Information**

	2015-2016
Number of Students Enrolled in Schools	1,085
White	94%
Hispanic/Latino	5%
Asian/Pacific Islander	1%
Black/African American	1%
American Indian/Alaska Native	<1%
ELL/ESL	4%
Free and Reduced Lunch	29%
Homeless	3%
IEP	11%
Attendance	85%

<sup>14</sup> Enrollment data taken from the ODE Fall Membership Report because breakdowns by school were unavailable from the school. The school reported 1,103 students enrolled in Sisters School District.

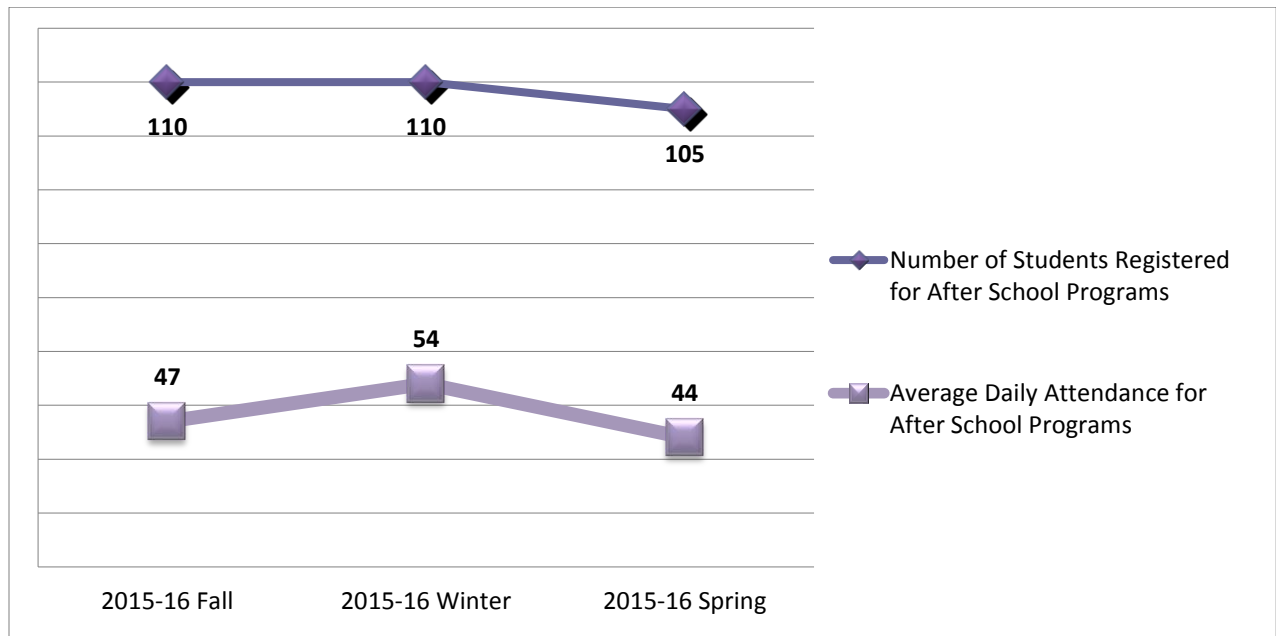
<sup>15</sup> 2015-16 demographic data provided by the Sisters School After School Program Coordinator.

The After School Program is located at the elementary and middle schools for students at those corresponding school levels. The following is a summary of the findings for students, parents/caregivers, and community members at Sisters Community School.

### OUTCOMES FOR STUDENTS

Student outcome data include the number of students registered for the After School Program at the elementary and middle schools and the average daily attendance for the program, as well as the percentage of students meeting or exceeding standards for statewide testing.

**Figure 1. Sisters Community School After School Program Attendance**



As many as 110 Sisters elementary and middle school students (34% of the K-4 school population) were enrolled in the After School Program at one time. An average of 48 students (44%) attended the Program daily (one in every fourteen children enrolled in the elementary and middle schools).

There is currently no programming for high school students and they have been removed from the School Day Enrollment total in Figure 2, to allow for a more accurate picture of enrollment rates in terms of ASP enrollment to Sisters Community Schools enrollment.



**Figure 2. Sisters Community Schools After School Program Average Attendance and Enrollment 2010-2016**

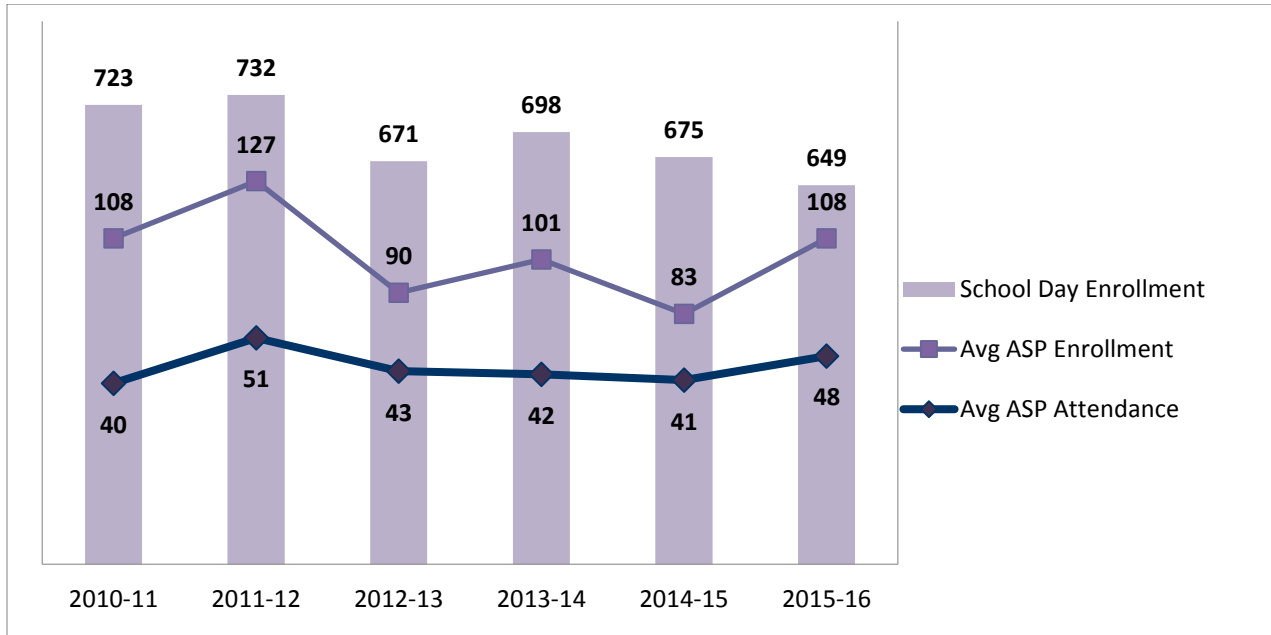


Figure 2 shows the After School Program enrollment and attendance averages over the last 6 school years. The After School Program primarily serves elementary school students and is held at the elementary school. Programs serving middle school students are held at the middle school.

**Table 2. Sisters After School Program Attendance & Enrollment Proportions**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>ASP Enrollment to School Day Enrollment</b>	15%	17%	13%	14%	12%	17%
<b>ASP Average Attendance to Average Enrollment</b>	37%	40%	48%	42%	49%	44%

The proportion of students enrolled in Sisters After School Program out of those enrolled at Sisters Schools is listed above. Table 2 also includes the proportion of students who attended the After School Program on average in relation to the number of students registered for the After School Program. The 2015-16 proportion of students from Sisters Schools who registered for the After School program was 17%, which is the highest proportion in the past 6 years. This proportion translates into 108 elementary and middle school students enrolled in the After School Program for the 2015-16 school year, which is an increase of 25 students from last year. This year, the proportion of students who attended after school programming versus those enrolled in the program, was 44%, which is just above the average of 43% for the previous 5 years.

### Test Scores

The Sisters School District administered both the DIBELS and OAKS Assessments in the 2015-16 school year, just as they had the previous year. Because more detail related to the DIBELS scores was not available, only OAKS scored are reported here. OAKS reading and math assessments are administered to 3<sup>rd</sup> and 4<sup>th</sup> grade students only.

OAKS achievement standards reflect a certain “level of performance” and are used to determine student proficiency in the content area.

**Table 3. Sisters Community School OAKS Assessment**

Grade	ASP Students Meeting or Exceeding Reading Standards	ASP Students Meeting or Exceeding Math Standards
3 <sup>rd</sup> (6 students)	50%	100%
4 <sup>th</sup> (5 students)	80%	80%

Three out of six 3<sup>rd</sup> grade students in the After School Program met or exceeded benchmark score for OAKS reading, while all six met/exceeded benchmarks for math assessments. Four out of five 4<sup>th</sup> grade students in the After School Program met or exceeded OAKS reading benchmarks and OAKS math benchmarks.

### OUTCOMES FOR PARENTS/CAREGIVERS

Parents/caregivers of Sisters School District students are invited to participate in parent-teacher conferences, attend parent events (parenting classes or engagement events that promote parent-child interactions) that take place at the school, and volunteer both during the school day and at the After School Program. Parent involvement is measured by the number of parents/caregivers who attend these events or give their time at the school.

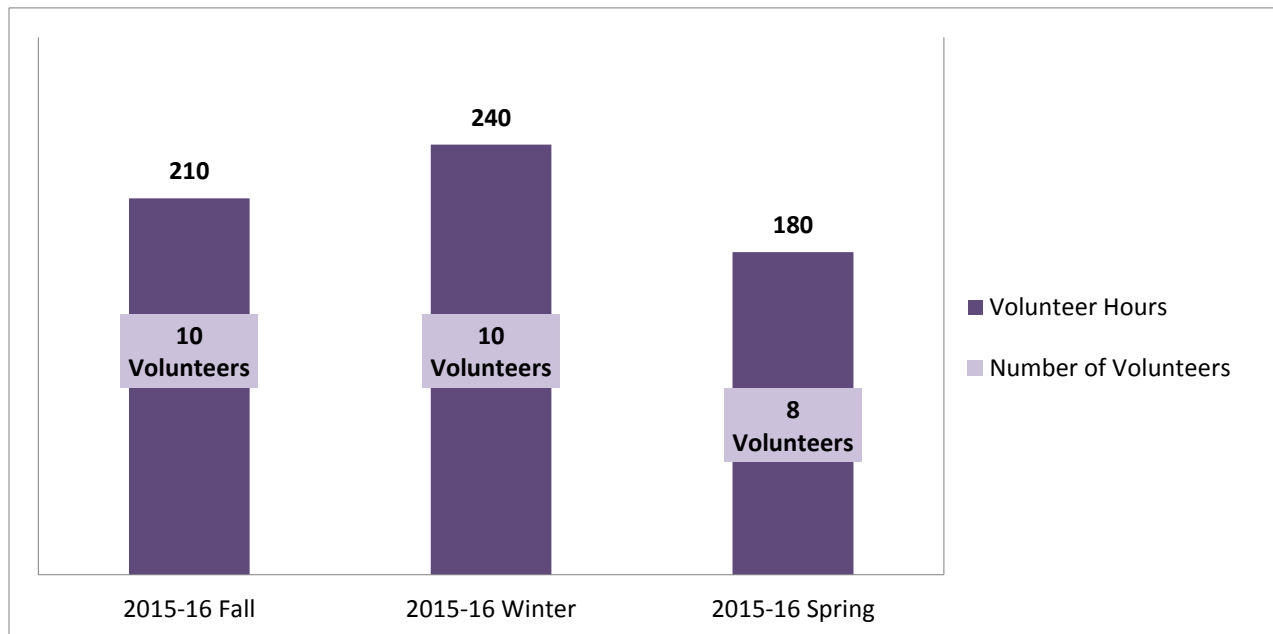
Involving parents and caregivers in the school is a best practice for encouraging student engagement in school. Six parent education and engagement events were offered throughout the school year. Sisters Community School events were held at the elementary, middle and high school. A total of 2,175<sup>16</sup> parents/caregivers attended six events offered in the three terms, including 1,630 parents and/or caregivers who attended parent-teacher conferences for K-12 students.

<sup>16</sup> These numbers includes duplicated parents/caregivers across terms.

**Table 4. Sisters School District Parent Involvement**

Year 3 (2015-16)	Fall	Winter	Spring
Number of parents/ caregivers attending parent- teacher conferences	530	450	650
Number of parent/caregivers engagement/education events	3	1	2
Number of parents/ caregivers attending parent education/engagement events	223	160	165

The number of parents/caregivers giving their time to volunteer at the After School Program and the number of volunteer hours were recorded by the Coordinator. For the school year, 28 volunteers (some volunteers are duplicated as they participated in more than one term) contributed 630 hours of their time to the After School Program, for an average of 22.5 volunteer hours per volunteer, which is close to the hours per volunteer (25) for the previous school year. Sixty parents (20 each term) volunteered their time to Sisters Elementary, Middle and High Schools during the school day.

**Figure 3. Sisters Elementary School Volunteers in the After School Program**

## DONATIONS

The community schools strive to expand their network of donors in an effort to build long-term sustainability for their program. The following table shows the amounts of cash and in-kind donations raised by Sisters Community School this school year.

**Table 5. Donations Received by Sisters Community School 2015-16**

	Cash	In-Kind	Totals
Fall	\$4,425	\$8,584	\$13,009
Winter	\$0	\$8,756	\$8,756
Spring	\$6,000	\$8,200	\$14,200
Totals	\$10,425	\$25,540	\$35,965

Sisters Community School raised a total of \$35,965 (up from \$25,150 last year) for the 2015-16 school year. Cash donations were 29% of total donations. The in-kind support was donated by the Sisters School District in the form of classroom space for the After School Program and enrichment classes, facility use for the homework programs.

## SISTERS COMMUNITY SCHOOL – SUMMARY OF OUTCOMES

There were 1,085 students enrolled in Sisters School District in the 2015-16 school year. Twenty-nine percent were in Sisters Elementary, 31% were in Sisters Middle School and 40% attended Sisters High School. While the school's enrollment has been on the decline since 2009-10, the racial/ethnic demographics are fairly similar across all 6 years of the community school program.

An average of 108 students was enrolled in the After School Program across terms in 2015-16 and a daily average of 48 students attended. This is the second highest average number of students attending the After School Programs in Sisters within the past 6 years. Likewise, 2015-16 saw a tie with 2011-12 for the highest proportion of Sisters students registered for the After School Program.



After School Program students in the 3<sup>rd</sup> and 4<sup>th</sup> grades took the OAKS assessments for reading and math, with 64% of students meeting or exceeding reading benchmarks and 91% of students meeting or exceeding math benchmark standards. For the 2013-14 school year, statewide results for the OAKS assessment indicate that 66% of 3<sup>rd</sup> grade students and 72% of 4<sup>th</sup> grade students met or exceeded standards in reading and literature. As a school district, Sisters proportions are higher than state results, with 86% of 3<sup>rd</sup> grade students and 95% of 4<sup>th</sup> grade students meeting or exceeding standards for reading and literature. Statewide results for OAKS math assessments indicate that 60% of 3<sup>rd</sup> grade students and 64% of 4<sup>th</sup> grade students met or exceeded benchmarks. These proportion are again, higher for Sisters school district, with 90% of 3<sup>rd</sup> grade students and 84% of 4<sup>th</sup> grade students meeting or exceeding standards for mathematics.

A total of 28 parents/caregivers provided 630 volunteer hours to the After School Program in 2015-16. Community School stories for the 2015-16 school year were unavailable due to the departure of the Coordinator. The program raised \$35,965 in cash and in-kind contributions over the school year.

## Vern Patrick Elementary, Redmond School District

Vern Patrick Elementary serves grades kindergarten through 5<sup>th</sup> grade and had approximately 449 students enrolled in the 2015-16 school year.<sup>17</sup>

The Vern Patrick Community School Coordinator reported that the school district received a grant for Vern Patrick Elementary to provide all students with free lunches. Thus, the percentage of students receiving free and reduced lunches was 100% in 2015-16, up from 77% the previous year. The proportion of ELL/ESL students was up 3 percentage points from 17%, last year. The share of students with an IEP increased by 2 percentage points from the 2014-15 school year rate of 15%. The proportion of homeless students went up from 8% last year to 12% this year. Racial/ethnic categories for 2015-16 were similar to those of last year. From 2009-10 to the current year, the racial/ethnic category that showed the largest fluctuation was White. There was a low of 64% White students in the current year and in 2013-14, from a high of 89%<sup>18</sup> White students in 2011-12.

**Table 6. Vern Patrick Elementary Demographic Information**

	2015-16
Number of Students Enrolled in School	449
White	64%
Hispanic/Latino	31%
American Indian/Alaska Native	1%
Asian/Pacific Islander	1%
Black/African American	0%
ELL/ESL	20%
Free and Reduced Lunch	100%
Homeless	12%
IEP	17%
Attendance	94%

<sup>17</sup> Data provided by the Vern Patrick Community School Coordinator.

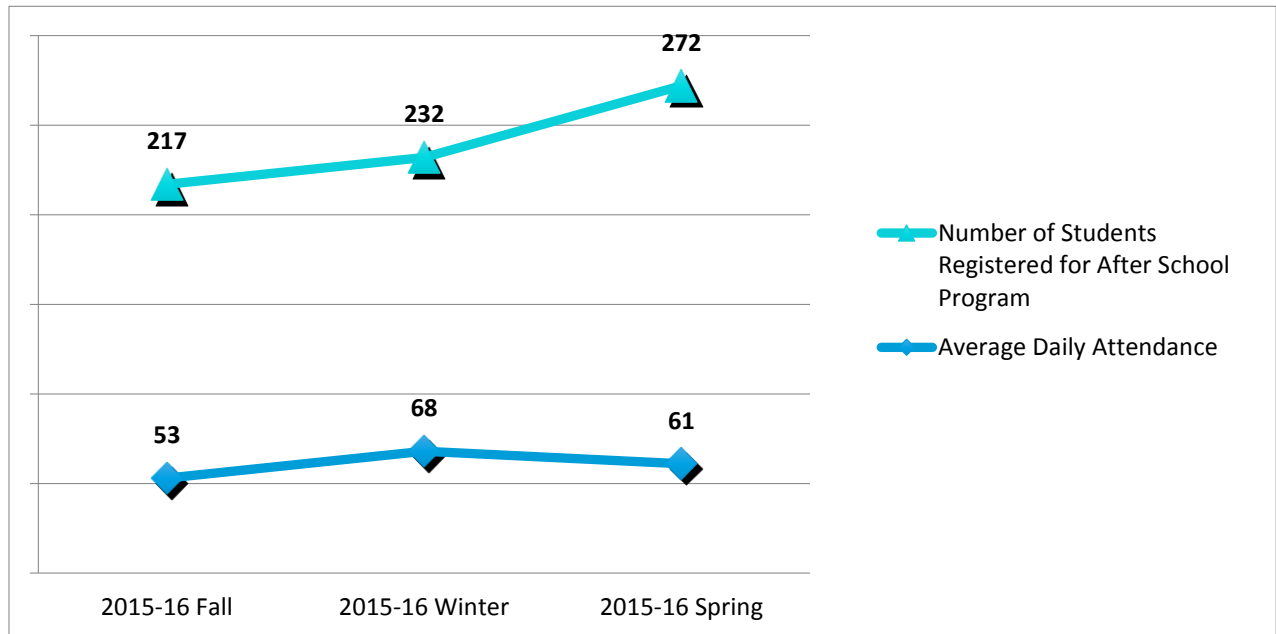
<sup>18</sup> According to the community school coordinator, 89% White may be due to school district boundary maps being revised in 2011.

The following is a summary of the findings for students, parents/caregivers, and community members at Vern Patrick Elementary.

### OUTCOMES FOR STUDENTS

Student outcome data include the number of students registered for the After School Program and the average daily attendance for the program, as well as the percentage of students meeting or exceeding standards for statewide testing.

**Figure 4. Vern Patrick Elementary After School Program Attendance**



As many as 272 students (63% of the total school population) were enrolled at one time in the After School Program in 2015-16. An average of 61 students attended the Program (14% of students at the school) in any given term compared to an average enrollment rate of 240. While 2015-16 ASP enrollment rates are higher than last year's, the attendance rate is lower, resulting in an overall smaller percentage, from 21 to 14 percent, of all school students participating in the After School Program.

**Figure 5. Vern Patrick Elementary After School Program Enrollment 2010-2016**

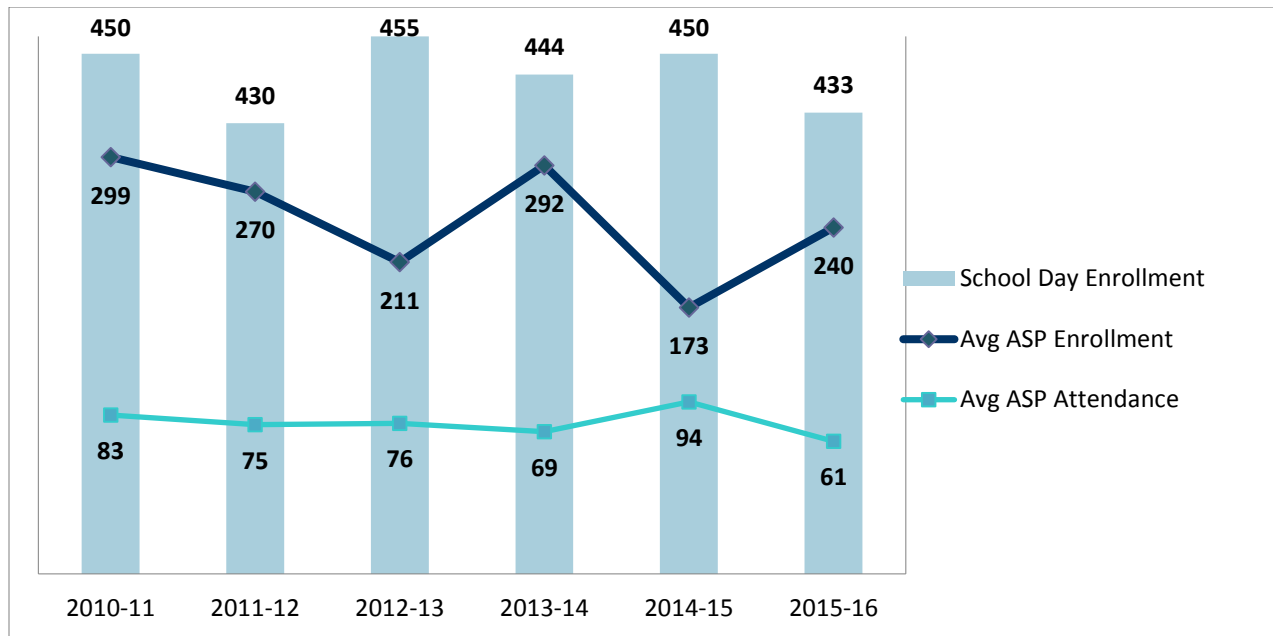


Figure 5 shows Vern Patrick Elementary school enrollment, After School Program average enrollment and After School Program average attendance over the last 6 school years. Because student counts take place in both the academic and enrichment program components, there may be some duplication in student numbers. Although this year's school enrollment (449) is lower than last year's (450), the After School Program enrollment increased by 39%, from 173 to 240. Table 7 shows the proportion of students enrolled in the After School Program to students enrolled in Vern Patrick Elementary. Table 7 also includes the proportion of After School Program average attendance to After School Program average enrollment.

**Table 7. Vern Patrick Elementary After School Program Attendance & Enrollment Proportions**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
ASP Enrollment to School Day Enrollment	66%	63%	46%	66%	38%	55%
ASP Average Attendance to Average Enrollment	28%	28%	36%	24%	54%	33%

This year's ASP enrollment average as a proportion of school enrollment is up from last year and the third highest proportion for all 6 years. The average ASP attendance rate is 33% and in line with the average ASP attendance rate for the previous 5 years, 34%. For all 6 years, an average of 248 students were enrolled in the After School Program and an average of 76 were in attendance.



### Test Scores

The EasyCBM assessment has been used to monitor Vern Patrick student growth for specific skills related to reading and math. Scores are related to a level of risk for academic difficulties. “Low risk” indicates that the student is at low risk for academic difficulties and “high risk” indicates that there is a high likelihood that the student will experience academic difficulties, with “some risk” in the middle of low and high. The Easy CBM reading assessment was administered twice (fall and spring) during the 2015-16 school year for 1<sup>st</sup> through 5<sup>th</sup> grade students. The following data reflect scores for students with a minimum 80% attendance in the After School Program.

**Table 8. Vern Patrick EasyCBM Reading Assessment 2015-16**

	Fall			Spring		
Risk Level	Low	Some	High	Low	Some	High
<b>1<sup>st</sup> grade</b> (2 students)	0	50%	50%	100%	0	0
<b>2<sup>nd</sup> grade</b> (4 students) <sup>19</sup>	66%	33%	0	50%	25%	25%
<b>3<sup>rd</sup> grade</b> (2 students)	50%	50%	0	100%	0	0
<b>4<sup>th</sup> grade</b> (4 students)	50%	25%	25%	50%	25%	25%
<b>5<sup>th</sup> grade</b> (3 students)	66%	0	33%	66%	33%	0

Note: Assessments administered in fall and spring terms only.

Table 8 contains EasyCBM reading assessment data for ASP students in the 1<sup>st</sup> through 5<sup>th</sup> grades. Across grades, three out of four students transitioned from high risk in the fall to some or low risk in the spring. In total, of the 14 students who took the EasyCBM both terms, seven ASP students remained at low risk, five had a lower risk level in the spring, one student remained at some risk and one student scored a higher risk rate in the spring. There are no district or statewide EasyCBM results for comparison. However, for the 2014-15 school year, four out of seven (57%) first through 3<sup>rd</sup> grade students were at “low risk” for reading difficulties by the spring term whereas six out of eight (75%) first through third grade student were at “low risk” for reading by the spring of the 2015-16 school year.

<sup>19</sup> There were three 2<sup>nd</sup> grade students who took the Easy CBM Reading in the fall and 4 in the spring.

**Table 9. Vern Patrick EasyCBM Math Assessment**

	Fall			Spring		
Risk Level	Low	Some	High	Low	Some	High
1 <sup>st</sup> grade (1 student)	100%	0	0	0	0	100%
2 <sup>nd</sup> grade (4 students) <sup>20</sup>	66%	0	33%	50%	0	50%
3 <sup>rd</sup> grade (3 students)	100%	0	0	100%	0	0
4 <sup>rd</sup> grade (4 students)	25%	0	75%	25%	25%	50%
5 <sup>th</sup> grade (3 students)	66%	0	33%	33%	0	66%

Note: Assessments administered in fall and spring terms only.

Vern Patrick 1<sup>st</sup> through 5<sup>th</sup> grade students took the EasyCBM math assessment in the fall and spring terms. Interestingly, only three of the 14 ASP students who took the EasyCBM math assessment in both terms had a change in risk score. Two students, 1<sup>st</sup> and 5<sup>th</sup> grade, went up from “low risk” to “high risk” and another student went down from “high risk” to “some risk” for academic difficulties in math. Another eight students remained at “low risk” and the remaining four students remained at “high risk.” For the 2014-15 school year, five out of seven (71%) 1<sup>st</sup> through 3<sup>rd</sup> grade students were at “low risk” for math difficulties in any term<sup>21</sup> whereas six out of eight (75%) 1<sup>st</sup> through 3<sup>rd</sup> grade students were at “low risk” for math in any term of the 2015-16 school year.

#### OUTCOMES FOR PARENTS/CAREGIVERS

Parents/caregivers of Vern Patrick Elementary students are invited to participate in parent-teacher conferences, attend parent events (such as classes or events encouraging parent-child interactions) that take place at the school, and volunteer both during the school day and at the After School Program. Parent involvement is measured by the number of parents/caregivers who attend these events or give their time at the school.

<sup>20</sup> There were three 2<sup>nd</sup> grade students who took the Easy CBM Reading in the fall and four in the spring.

<sup>21</sup> For the 2014-15 school year, most students did not take the Easy CBM in the spring term.

**Table 10. Vern Patrick Elementary Parent Involvement**

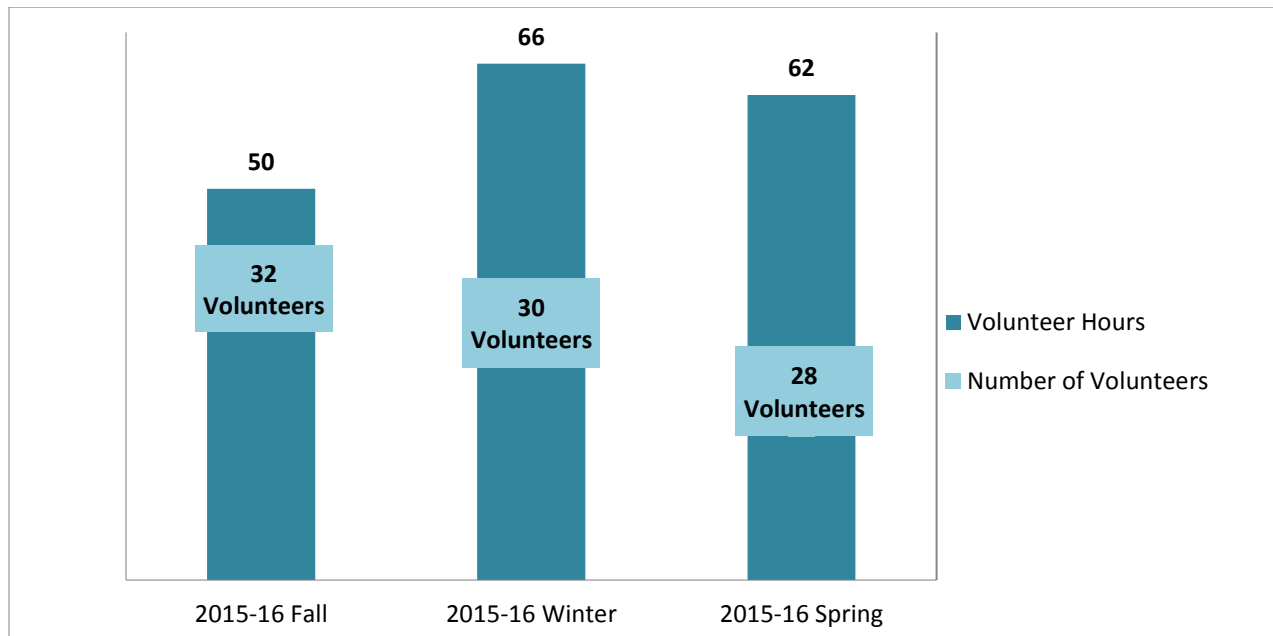
Year 3 (2015-16)	Fall	Winter	Spring
Number of parents/ caregivers attending parent-teacher conferences	440	432	520
Number of parents/ caregivers education/engagement events	6	6	7
Number of parents/ caregivers attending parent education/engagement events	437	396	422

Involving parents and caregivers in the school is a best practice for encouraging student engagement in school. Parent engagement events were offered throughout the school year. There were 19 education/engagement events offered in the three terms and 1,255<sup>22</sup> parents/caregivers participated in these events, while 1,392 parents/caregivers attended parent-teacher conferences across all terms.<sup>23</sup>

<sup>22</sup> These numbers includes duplicated parents/caregivers across terms.

<sup>23</sup> Ibid.

**Figure 6. Vern Patrick Elementary Parent Volunteers**



The number of parents/caregivers giving their time to volunteer at the After School Program and the number of volunteer hours was recorded by the Coordinator. For the school year, 90<sup>24</sup> volunteers—32 in fall, 30 in winter and 28 in spring—contributed 178 hours of their time to the After School Program, for an average of nearly 2 volunteer hours per parent/caregiver.

## DONATIONS

The community schools strive to expand their network of donors in an effort to build long-term sustainability for their program. The following table shows the amounts of cash and in-kind donations raised by Vern Patrick Community School.

**Table 11. Donations Raised by Vern Patrick Community School in 2015-16**

	Cash	In-Kind	Totals
Fall	\$750	\$1,200	\$1,950
Winter	\$3,425	\$1,600	\$5,025
Spring	\$138,254	\$15,000	\$153,254
Totals	\$142,429	\$17,800	\$160,229

<sup>24</sup> These numbers includes duplicated volunteers across terms.

Vern Patrick Community School raised a total of \$160,229 for the 2015-16 school year (up from \$19,430 in the 2014-15 school year). Cash donations totaled 89% of total donations. The in-kind support was donated by St. Charles Medical Center in the form of furniture.

### VERN PATRICK ELEMENTARY COMMUNITY SCHOOL STORIES

Coordinators were asked to share stories about their experiences with students, parent/caregivers, and teachers as they relate to the After School Program. These stories offer a more holistic picture of the development of community around the Vern Patrick Elementary Community School. The stories have been edited minimally for this report. A sampling of stories from the Vern Patrick Elementary Community School Coordinator, Anna Brown, includes:



*We held a class for making your own video games this year. The instructor invited parents to come look at the work their children had done on the computers. Parents of 8 children came to view their child's work. Another mom shared that since her child started taking her art class at our program, she has been drawing a lot at home. The mom was not aware of the talent her daughter had, and it was something her whole family was proud of.*

*We were having trouble with one of the children not bringing homework to homework club and wanting to goof around and distract the other children who were trying to work. I spoke to the parent and told them of the issue. She resisted what I said at first, explaining to me that her child needs to attend homework club because she works in the evenings. I explained to her nicely that homework club is not intended to be childcare, but to assist children in completing their school work. She understood. I have seen improvement in the preparedness of her child since.*

*A 3rd grader got a good start on a project he needed for class. He said, "I have to do it here because my dad won't help me." He cut, glued, colored, and focused all during Homework Club. He proudly showed his dad when he came to pick him up. He asked his dad to help finish it, and his dad seeing how proud he was said "Absolutely!" The student showed me his finished project the next day and it looked great!*

*A mom told me her daughter was having a very difficult time as her parents were going through a divorce. She explained how wonderful her Girl's Incorporated group (a leader & confidence building group for girls) was for her, giving her a positive group of girls to be around and comfort her. She was able to confide in the leader of that group.*

*One of the mothers was so excited about how much her daughter was enjoying the classes, that she has asked to volunteer to teach a crocheting class during our enrichment time. Her idea is to make hats and hand them out to homeless shelters at the end of the session.*

*A fifth grade girl told how her participation in the Spanish Literacy class, La Clase has helped tremendously with her relationship with her Spanish-speaking mother. Where her father has had to translate at times because of her limited understanding, she is able to understand more clearly and has enough confidence to speak more Spanish to her mom.*

*One of our Homework Club leaders was excited to take on the challenge of trying to get one of our "harder to reach" boys engaged in our programming. He was acting very negative and reluctant when it came to working on his homework. She realized he is a very good reader and started having him read to the younger kids during work time. She said she thought it was empowering to him and noticed his attitude became more positive.*

*One of our Kindergarten teachers was very apprehensive to send members of her class to our afterschool programming, knowing there are several older and louder children around. This is something I realized needed to be addressed in order to not intimidate the younger attendees. I hired a leader specifically to help assimilate the younger children and make sure they are at ease and where they are supposed to be. The teacher said she noticed the children in her class that were attending seemed more comfortable and since then, she has encouraged several other children and parents to attend.*

## **VERN PATRICK COMMUNITY SCHOOL – SUMMARY OF OUTCOMES**

Vern Patrick Elementary School serves grades kindergarten through 5<sup>th</sup> and had approximately 449 students enrolled in the 2015-16 school year. The distribution of race/ethnicity for 2015-16 was similar to last year's distribution. The race that has had the most variability over 7 years is White.

An average of 240 students (55% of the total school population) was enrolled in the After School Program across terms in 2015-16 and a daily average of 61 students or one-quarter of the ASP enrolled student population was in attendance regularly.

The EasyCBM reading assessment was administered in the fall and spring this year. For the spring term assessment, of all 15 students with a minimum 80% attendance rate in the After School Program, 66% were rated as "low risk" for academic difficulties in reading. For the spring term math assessment, seven of 15 students (47%) were rated as "low risk."

Parent volunteering for Vern Elementary shows that 178 hours of volunteer work were donated by 90 parents and caregivers. The Vern Patrick Community Schools Coordinator has shared stories about improved relationships between students and parents/caregivers as a result of After School Program participation. Some hard to reach students have been successfully engaged in the program. A parent would like to volunteer next year and a student is better able to communicate with her/his mom after taking Spanish classes through the After School Program. The program raised \$160,229 in cash and in-kind contributions over the 2015-16 school year, more than eight times that of the previous year.

## Spray Community School



Spray Community School comprises kindergarten through 12<sup>th</sup> grade. In 2015-16, the school had 48 students enrolled, up by one student from the 2014-15 school year.<sup>25</sup> This year's enrollment number is above the average of 45 for all school years since 2009-10. This year, the school maintained its highest attendance rate for all 6 years at 98%.

**Table 12. Spray Community School Demographic Information**

	2015-16
Number of Students Enrolled in School	48
White	85%
Asian/Pacific Islander	11%
Hispanic/Latino	4%
ELL/ESL	0%
Free and Reduced Lunch	80%
Homeless	9%
IEP	4%
Attendance	98%

This year's racial/ethnic composition shows some interesting changes. While the proportion of Whites is similar to last year's, there are no American Indian/Alaskan Native students this year and the proportion

<sup>25</sup> Enrollment and demographic data provided by the After School Program Coordinator.

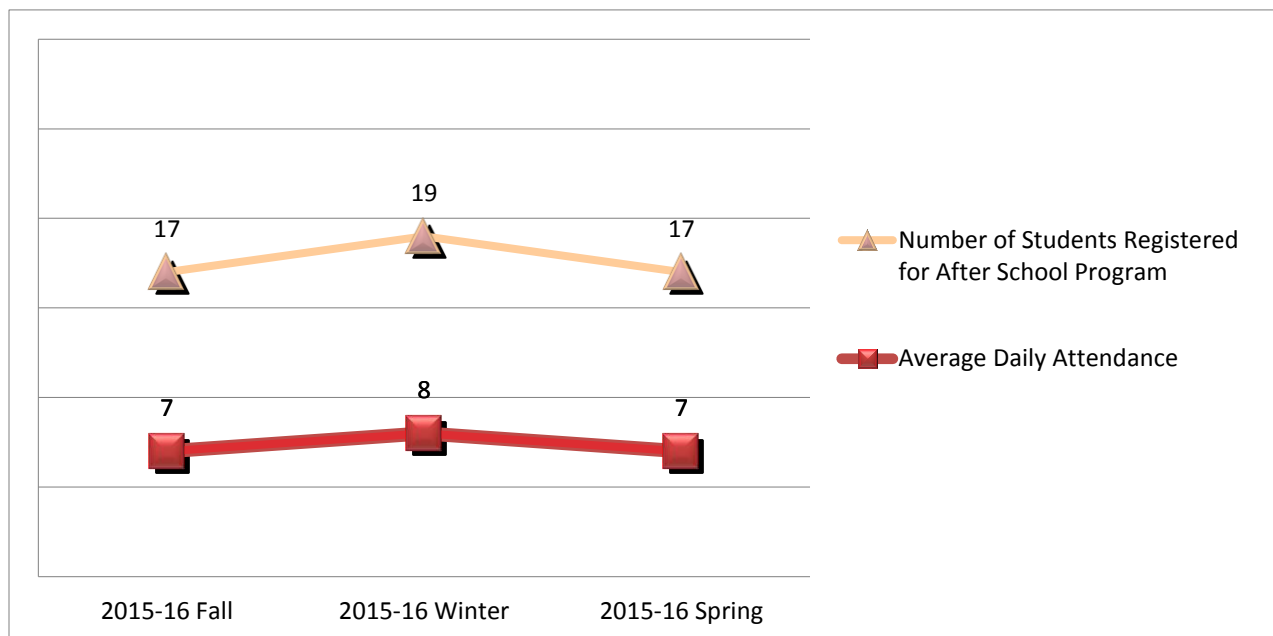
of Asian students increased from 7 to 11 percent. These proportions represent an increase of 2 Asian students. All other racial/ethnic categories are fairly consistent over the years. Attendance has been at or above 95% since the 2013-14 school year. The percentage of students receiving free and reduced lunches (sometimes used as an indicator of socio-economic status) increased from 75% to 80% and 9% of the students reported being homeless, compared to no homeless students in 2014-15.

The following is a summary of the findings for students and parents/caregivers at Spray Community School.

## OUTCOMES FOR STUDENTS

Student outcome data include the number of students registered for the After School Program and the average daily attendance for the program, as well as the percentage of students meeting or exceeding standards for statewide testing.

**Figure 7. Spray School After School Program Attendance**



Like last year, as many as 19 students (40% of the total school population) were enrolled in the After School Program in at least one term in 2015-16. An average of seven students attended the Program daily (about one in seven children enrolled in the school).



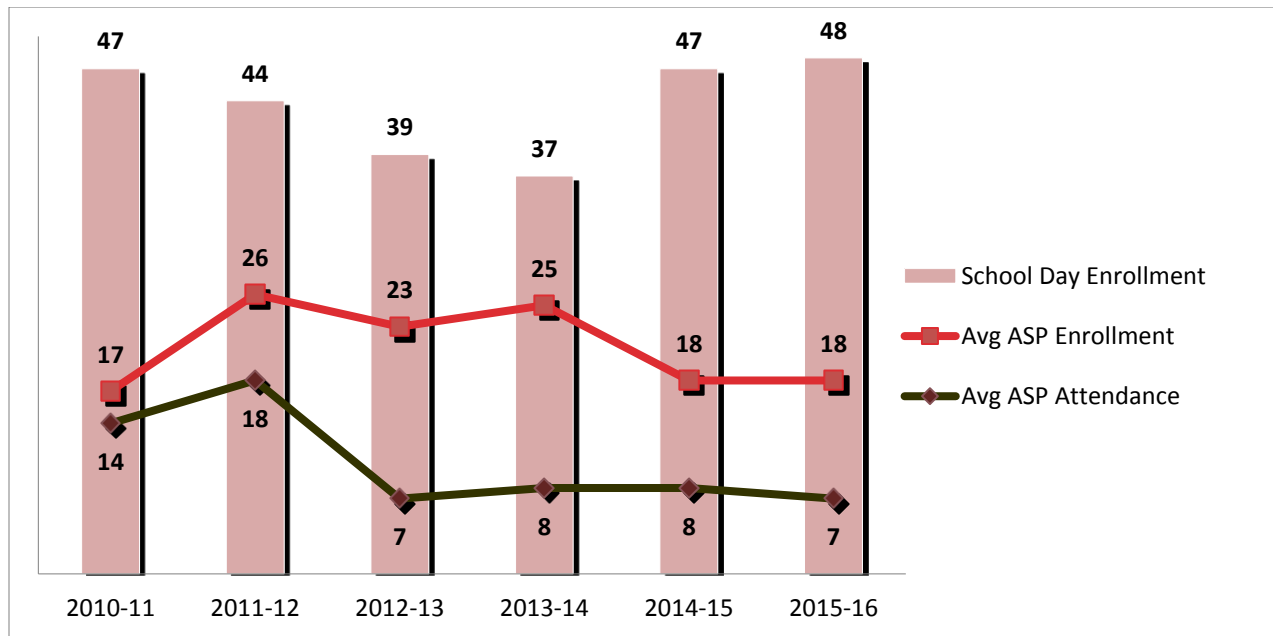
**Figure 8. Spray Community After School Program Enrollment 2010-2016**

Figure 8 shows Spray Community School enrollment, average After School Program enrollment and average After School Program attendance over the last 6 school years. Although the last 2 years have seen the highest school enrollment rates, the ASP enrollment and attendance numbers are amongst the lowest. Community School Coordinators explained that 10 new students enrolled; eight of whom were in high school and not in the ASP. The proportion of students enrolled in the After School Program to Spray Community School student enrollment is listed below in Table 13, which also includes the proportion of After School Program average attendance to After School Program average enrollment. Without the additional eight students, the ASP enrollment to school day enrollment rate would be 45%, which is much closer to the 5-year average of 52%.

**Table 13. Spray Community After School Program Attendance & Enrollment Proportions**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>ASP Enrollment to School Day Enrollment</b>	36%	59%	59%	68%	38%	38%
<b>ASP Average Attendance to Average Enrollment</b>	82%	69%	30%	32%	44%	39%

## Test Scores

Spray Community School transitioned to the STAR Enterprise System and Smarter Balanced assessments beginning with the 2014-15 school year. The STAR Math Enterprise assessment tracks development in numbers and operations, algebra, geometry and measurement, data analysis, statistics and probability.

**Table 14. Spray Community School STAR Scores for Math, Spring 2015-16**

Grade	Proportion of ASP Students Meeting Math Benchmarks	Proportion of ASP Students Exceeding Math Benchmarks
2 <sup>nd</sup> (2 students)	50%	50%
3 <sup>rd</sup> (1 student)	100%	-
4 <sup>th</sup> (4 students)	-	100%
5 <sup>th</sup> (3 students)	66%	33%
6 <sup>th</sup> (2 students)	100%	-
7 <sup>th</sup> (1 student)	100%	-

Outcomes in Table 15 are based upon spring assessment outcomes only. Spray 2<sup>nd</sup> through 7<sup>th</sup> grade students took the STAR Enterprise math assessment. Of those ASP students taking the STAR assessment in math, 100% (13 out of 13) met or exceeded benchmark standards in math. This is an improvement on last year's outcomes, with 78% meeting benchmarks in 2014-15.<sup>26</sup> More specifically, 54% of the ASP students met benchmarks for math while 46% exceeded benchmarks.

<sup>26</sup> For 2014-15, 6<sup>th</sup> through 8<sup>th</sup> grade students took the Smarter Balanced assessment. All others took the STAR Enterprise assessment.

**Table 15. Spray Community School STAR Reading Scores, Spring 2015-16**

Grade	Proportion of ASP Students Nearly Meeting Benchmarks	Proportion of ASP Students Meeting Math Benchmarks	Proportion of ASP Students Exceeding Math Benchmarks
2 <sup>nd</sup> (2 students)	-	50%	50%
3 <sup>rd</sup> (1 student)	-	100%	-
4 <sup>th</sup> (4 students)	-	25%	75%
5 <sup>th</sup> (3 students)	-	66%	33%
6 <sup>th</sup> (2 students)	50%	50%	-
7 <sup>th</sup> (1 student)	-	100%	-

Thirteen ASP students with an attendance rate of 80% or higher took the STAR Enterprise reading assessment. Of the 13 ASP students who took reading assessments, 12 students or 92% met or exceeded benchmark standards. Again, this is a greater proportion than on last year's outcomes, with 77% meeting benchmarks in 2014-15.<sup>27</sup>

#### OUTCOMES FOR PARENTS/CAREGIVERS

Parents/caregivers of Spray School students are invited to participate in parent-teacher conferences, attend parent engagement events (events for students with their parents) that take place at the school, and volunteer both during the school day and at the After School Program. Parent involvement is measured by the number of parents/caregivers who attend these events or give their time at the school.

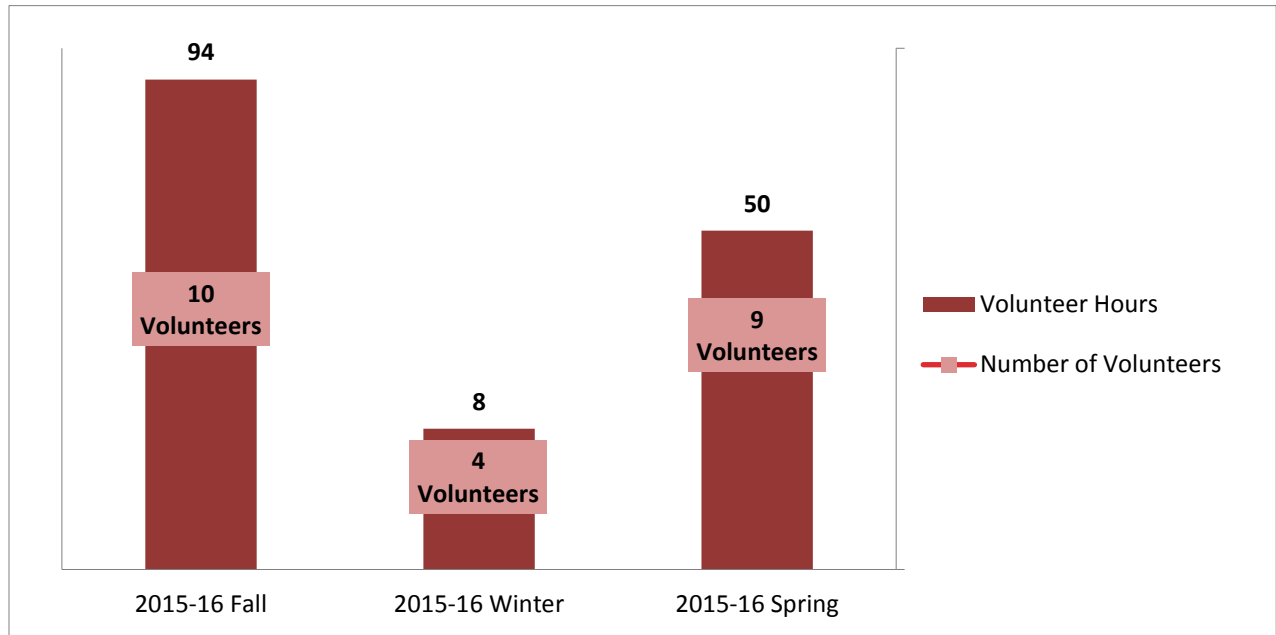
**Table 16. Spray School Parent Involvement**

2014-15 School Year	Fall	Winter	Spring
Number of parents/caregivers attending parent-teacher conferences	28	28	28
Number of parents/caregivers events	2	3	4
Number of parents/caregivers attending parent education/engagement events	120	75	4

<sup>27</sup> For 2014-15, 6<sup>th</sup> through 8<sup>th</sup> grade students took the Smarter Balanced assessment. All others took the STAR Enterprise assessment.

Involving parents and caregivers in the school is a best practice for encouraging student engagement in school. Parent engagement events were offered throughout the school year. Spray Community School held nine events for parents/caregivers over three terms. Across all terms, 199 parent/caregivers attended parent engagement events and 84 parents/caregivers participated in parent-teacher conferences.

**Figure 9. After School Volunteers**



The number of parents/caregivers volunteering their time at the After School Program and the number of volunteer hours was recorded by the Coordinator. For the 2015-16 school year, 23<sup>28</sup> volunteers contributed 152 hours of their time to the After School Program, for an average of 6½ volunteer hours per parent/caregiver.

## DONATIONS

The community schools strive to expand their network of donors in an effort to build long-term sustainability for their program. The following table shows the amounts of cash and in-kind donations raised by Spray Community School.

<sup>28</sup> These numbers includes duplicated parents/caregivers across terms.

**Table 17. Donations Received by Spray Community School in 2015-16**

	Cash	In Kind	Totals
Fall	\$4,820	\$1,680	\$6,500
Winter	\$12,340	\$1,700	\$14,040
Spring	\$7,968	\$1,850	\$9,818
Totals	\$25,128	\$5,230	<b>\$30,358</b>

Spray Community School raised a total of \$30,358 for the 2015-16 school year compared to \$7,796 in the 2014-15 school year. Cash donations totaled 83% of total donations. Spray Community School received in-kind support from the Spray School District in the form of volunteer hours, donated book keeping services, school donation of bus and driver, and school donation of a cook and food for the art show.

### SPRAY COMMUNITY SCHOOL STORIES

To complement the quantitative findings contained in this report, coordinators were asked to share stories about their experiences with students, parent/caregivers, and teachers as they relate to the After School Program. These stories work to provide a more complete picture of the development of community around the Spray Community School. The stories have been edited minimally for this report. The following paragraphs are stories contributed by Debbie Starkey, the Spray Community School Coordinator.

*A parent had asked her child's teacher what could be done to bring her child up to grade level. The teacher said that community school had tutoring available and that she would check into it. We worked out the details and her child is being tutored twice a week and is already showing signs of improvement. The mom is very happy with the results!*

*Spray has a new family in town and when I saw [the mother] after school, we started talking about the After School Program along with tutoring. She got very excited and wanted to know more about our program. The tutoring program was really important to her and I explained that she needed to talk with her child's teacher and then something could be set up. Her child is a little behind, coming from another school, but is involved with after school reading and math.*

*I had a parent ask if she could volunteer in the after school tutoring class while her child was involved. She enjoyed the time with her child and other student interaction.*

*There were so many positive interactions between parents, the school and community school during the week of Missoula Children's Theater. There was a buzz of enthusiasm from both children and parents as parents came and watched the rehearsals. We were the heroes for sponsoring the event, the school was seen as, "awesome" for allowing it to happen and the children were the winners!*



*This will probably be the last year for Solo Night, as our choir/middle school teacher is retiring this year. I had several parents tell me that Solo Night has been a special event for their family for years! They appreciated community school's involvement in providing desserts and advertisement for the performance. One parent shared, "For many of the students, it became a showcase for their talent and hard work and I feel it will be missed by the whole community."*

*This spring we had several opportunities for parents and students to have positive interactions because of community school. During the Art Fair students could show off a year full of art, whether it was written, performed or hand-made. Both parents and students found this to be a very positive experience. Most parents realized that the hand-made art was made during after-school programs along with cheer performances.*

*One 2nd grade boy was so happy with himself after he passed a reading comprehension test over material that he and his reading tutor had worked on after school. This was the first time he had passed!!!*

*The 3rd grade teacher was very impressed with the progress that her student had made in reading because of the after school tutoring program. This student was with a tutor twice a week for reading. The student read out loud with the tutor for about 45 minutes each day. The teacher loved seeing the retention improvement and confidence that was emerging after only a few weeks!*

*Elementary Night was another time that parents could view different activities that students had done during spring quarter. One of the biggest delights was to watch the Cheer Tots do routines that they had learned during the year. About 8 elementary students are involved and they were so proud of their performance you could see it in their faces. The parents were just as excited to watch them perform. Another positive experience.*

### **SPRAY COMMUNITY SCHOOL – SUMMARY OF OUTCOMES**

Spray Community School includes kindergarten through 12<sup>th</sup> grade students. The school currently has 48 students enrolled and one of the highest attendance rates at 98%. This year's racial/ethnic composition was similar to previous years with the exception of the addition of 2 Asian/Pacific Islander students.

An average of 18 students (38% of the total school population) was enrolled in the After School Program. The program had a daily average of 8 students in attendance. Spray 2<sup>nd</sup> through 7<sup>th</sup> grade students took

both the STAR Enterprise math and reading assessments in the fall and spring. All of the ASP students met or exceeded benchmarks for math and 12 of 13 (92%) students met or exceeded benchmarks for reading. District and statewide results were not available for the STAR Enterprise assessment. However, for the 2014-15 school year, seven out of nine (78%) ASP students who took the STAR Enterprise assessment met or exceeded math benchmarks. Only one student took the STAR Enterprise assessment in reading for the 2014-15 school year.

Twenty-three<sup>29</sup> parents/caregivers provided 152 volunteer hours to the After School Program. Total donations, both cash and in-kind, were \$36,858 for the 2015-16 school year. Parent-child interaction has been positively impacted for many students according to the community school stories. The coordinator also recounts stories of improved academic achievement through the After School Program's tutoring. Finally, 8 of the students performed "Cheer Tots" routines for the parents, which was gratifying for students, parents/caregivers, and ASP staff.

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<sup>29</sup> These numbers includes duplicated parents/caregivers across terms.

## Mitchell Community School

Mitchell School comprises kindergarten through 12<sup>th</sup> grade. In the 2015-16 school year, Mitchell had 49 students enrolled, down from 65 in 2014-15. The coordinator explained that a family with five children moved away and nine students have been pulled from the school to be homeschooled.

The school's racial/ethnic composition changed this year, as the proportion of White students decreased from 81% to 59%. The Hispanic/Latino student population rose from 7% to 22%. All other race/ethnicity proportions align closely to those of the previous year.

The percentage of students receiving free and reduced lunches (sometimes used as an indicator of socio-economic status) was 50% in the 2015-16 school year, down from 63% in the previous year. The number of ELL/ESL students increased from one to two students in 2015-16. Likewise, the number of students who had an IEP increased from two to seven students in 2015-16. Similar to last year, there were no homeless students this year. Because of the school's small enrollment number and the recent transitions for a number of students out of Mitchell, the racial/ethnic proportions do vary across years, more so than in the other schools. The largest variability is the proportion of White students, which was at its lowest in 2015-16 at 59% and at its highest last year, at 81%. The proportion of Hispanic/Latino students was lowest last year, at 13% and highest this school year at 22%, which is approximately three students in 2014-15 and seven students this year.

**Table 18. Mitchell School Demographic Information**

	2015-16
Number of Students Enrolled in School	49
White	59%
Hispanic/Latino	22%
Asian/Pacific Islander	6%
Black/African American	2%
Multi-racial	11%
ELL/ESL	4%
Free and Reduced Lunch	50%
Homeless	0%
IEP	14%
Attendance	94%

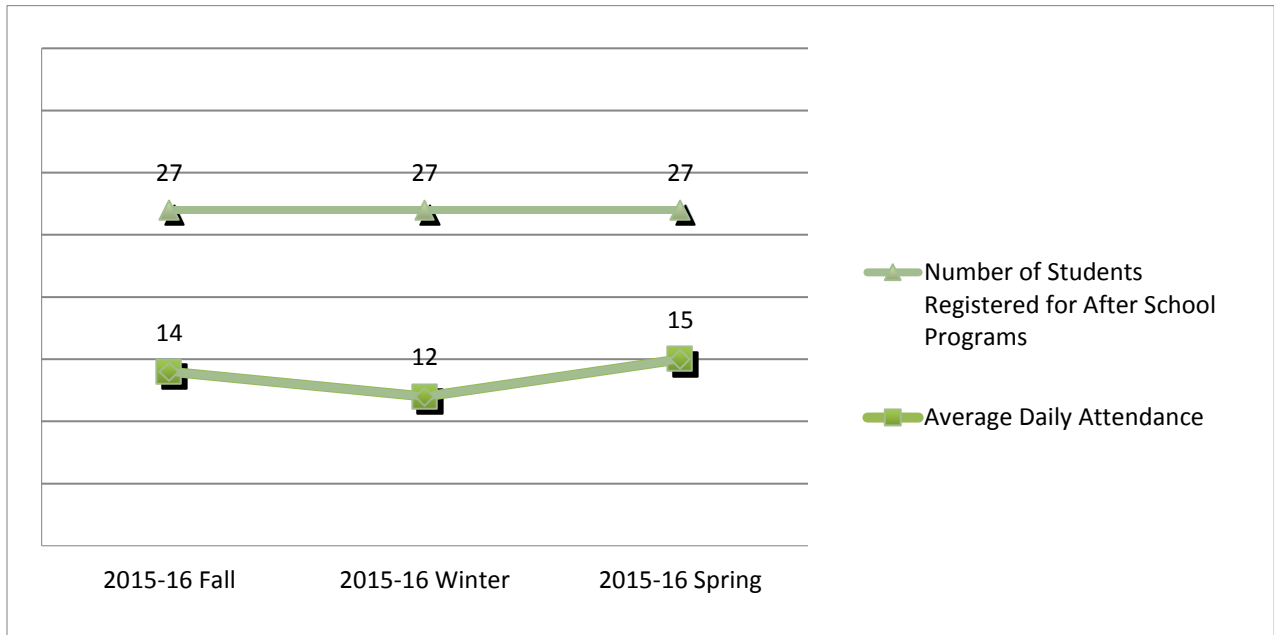
The following is a summary of the findings for Mitchell School students and parents/caregivers.



## OUTCOMES FOR STUDENTS

Student outcome data include the number of students registered for the After School Program and the average daily attendance for the program, as well as the percentage of students meeting or exceeding standards for statewide testing.

**Figure 10. Mitchell School After School Program Attendance**



There were 27 students (55% of the total school population) enrolled in the After School Program each term. An average of 14 students attended the Program on any given day or about one in four children enrolled in the school. This is twice the proportion for the 2014-15 school year, where one in every eight students on average, attended Mitchell's After School Program. The Community School Coordinator explained that many students attend the After School Program sporadically, as they live a significant distance (30 miles or more) from the school. Still, ASP attendance for Mitchell is high compared to the other schools.

**Figure 11. Mitchell School After School Program Enrollment 2010-2016**

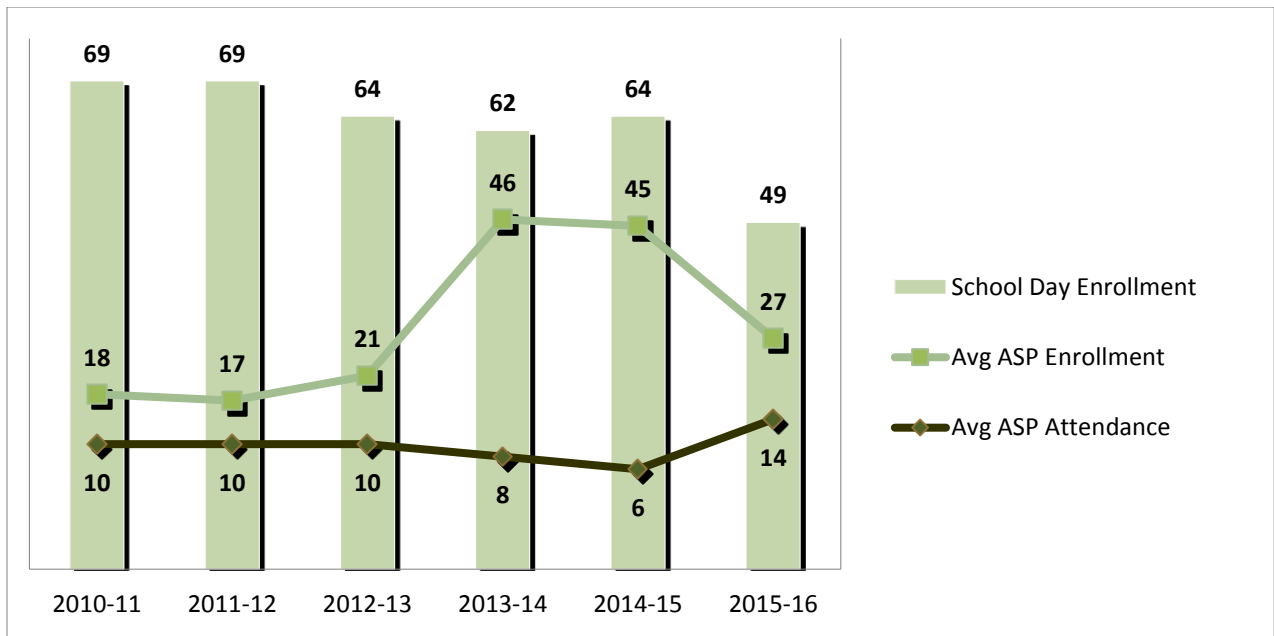


Figure 11 shows Mitchell School enrollment, After School Program enrollment and After School Program average attendance over the last 6 school years. It is noteworthy, that while this year's school enrollment numbers have decreased sharply, the average number of students attending the After School Program regularly is the highest it has been in all 6 years. The proportion of students enrolled in the After School Program out of those at Mitchell School is listed below. Table 19 also includes the proportion of students who attend the After School Program out of those who registered.

**Table 19. Mitchell After School Program Attendance & Enrollment Proportions**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>ASP Enrollment to School Day Enrollment</b>	26%	25%	33%	74%	70%	55%
<b>ASP Average Attendance to Average Enrollment</b>	56%	59%	48%	17%	13%	52%

This year's ASP enrollment average as a proportion of school day enrollment is 19% higher than the average of 46% for the previous 5 school years, although it was a noteworthy decrease from the previous 2 years. The 2015-16 proportion of students who attended the ASP to those who were enrolled in it was up 39 percentage points from 13% in 2014-15.

### Test Scores

Test scores are reported for After School Program students with an attendance rate of 80% or higher. At Mitchell School, The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment for reading was administered to 2<sup>nd</sup> grade students in the spring term only. The DIBELS math assessment was administered to one 4<sup>th</sup> grade student in the spring term only. All other scores are based on Smarter Balanced assessments.

The DIBELS benchmark goal, as defined by the creators of DIBELS, indicates when a student is likely to achieve future reading outcomes. Both After School Program 2<sup>nd</sup> grade students (100%) met or exceeded DIBELS Reading benchmarks. Of the remaining eight students, seven met or exceeded Smarter Balanced benchmarks.

Please note that these numbers reflect the very small number of students who attend the After School Program only. It is advised not to draw conclusions based on the data presented in the tables. The results are provided for descriptive purposes only.

**Table 20. Mitchell School DIBELS and Smarter Balanced Reading & Math Scores**

Grade	Percent Meeting or Exceeding Benchmarks for Reading	Percent Meeting or Exceeding Benchmarks for Math
2 <sup>nd</sup> (2 students)	100%	n/a
3 <sup>rd</sup> (1 student)	100%	100%
4 <sup>th</sup> (2 students)	100%	100%
5 <sup>th</sup> (1 student)	100%	100%
7 <sup>th</sup> (3 students)	100%	66%
9 <sup>th</sup> (1 student)	0%	0%

This school year was the second year of implementation for the Smarter Balanced assessment. The Smarter Balanced assessment is intended to show progress towards the attainment of skills and knowledge needed to advance to college. According to the Oregon Department of Education, Smarter Balanced is “aligned to more challenging standards”<sup>30</sup> than previous assessments.

Cumulatively, for ASP students taking the Smarter Balanced math assessment, five out of seven (71%) students met or exceeded standards. Moreover, seven out of eight (88%) students met or exceeded benchmarks for the Smarter Balanced reading assessment.

<sup>30</sup> See <http://www.ode.state.or.us/search/page/?id=3298>

## OUTCOMES FOR PARENTS AND CAREGIVERS

Parents/caregivers of Mitchell School students are invited to participate in parent-teacher conferences, attend parent events (such as parenting classes or engagement events that promote parent-child interactions) that take place at the school, and volunteer both during the school day and at the After School Program. Parent/caregiver involvement is measured by the number of parents/caregivers who attend these education and/or engagement events as well as parent-teacher conferences.

**Table 21. Mitchell School Parent Involvement**

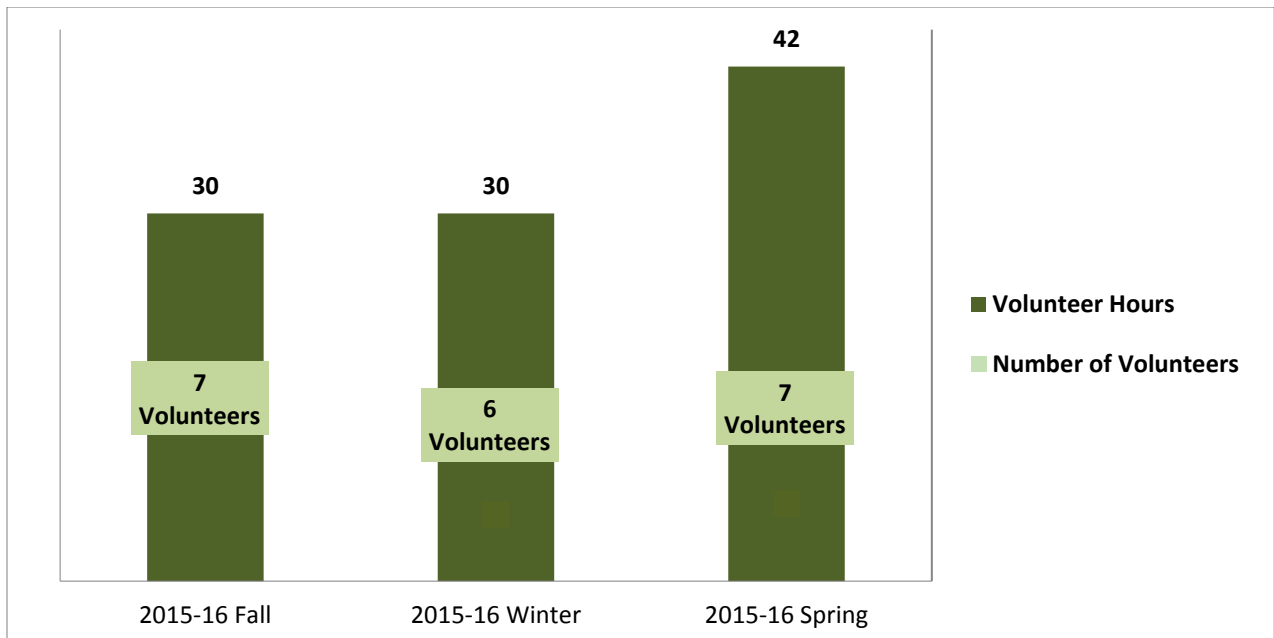
Year 3 (2015-16)	Fall	Winter	Spring
Number of parents/caregivers attending parent-teacher conferences	71 <sup>31</sup>	n/a	n/a
Number of parent/caregiver	3	7	2
Number of parents/caregivers attending parent education/engagement events	59	26	30

Involving parents and caregivers in the school is a best practice for encouraging student engagement in school. Parent engagement events were offered throughout the school year. One-hundred and fifteen<sup>32</sup> Mitchell parents/caregivers attended 12 educational and engagement events across three terms, while 71 parent/caregivers attended Mitchell parent-teacher conferences.



<sup>31</sup> Parent conferences took place in the fall term only.

<sup>32</sup> These numbers may have the same individuals counted more than once because it is across terms.

**Figure 12. Mitchell School Volunteers Hours After School**

The number of volunteers after school and the number of volunteer hours was recorded by the Coordinator. For the school year, 20<sup>33</sup> volunteers contributed 102 hours of their time after school, for an average of approximately 5 hours per parent/caregiver.

### DONATIONS

The community schools strive to expand their network of donors in an effort to build long-term sustainability for their program. The following table shows the amounts of cash and in-kind donations raised by Mitchell School.

**Table 22. Donations Received by Mitchell School**

	Cash	In-Kind	Totals
Fall	\$14,500	\$2,300	\$16,800
Winter	\$0	\$2,050	\$2,050
Spring	\$0	\$2,100	\$2,100
Totals	\$14,500	\$6,450	<b>\$20,950</b>

<sup>33</sup> This number may include duplicated volunteers across terms.

Mitchell Community School raised a total of \$20,950 for the 2015-16 school year, compared to \$8,600 for the previous year and \$4,099 for the 2013-14 school year.<sup>34</sup> Cash donations totaled 69% of total donations. The community school program at Mitchell School received in-kind donations from the Mitchell School District in the form of space, transportation, staffing, materials and supplies.

## MITCHELL SCHOOL STORIES

To complement the quantitative findings contained in this report, coordinators were asked to share stories about their experiences with students, parent/caregivers, and teachers as they relate to the After School Program. These stories work to provide a more complete picture of the development of community around the Mitchell Community School. The stories have been edited minimally for this report. The following is a sampling of stories from Lori Mathiasen, the Community Schools Coordinator for Mitchell School.



*One family in particular has changed so much! The student is in the 8th grade. She has been struggling socially and also with her teacher. She lives with her grandmother. Her grandmother has been assisting me this year at every WCCS<sup>35</sup> event including being with us twice a week. This grandmother saw a need to change and improve her granddaughter's outlook on life. She made the major decision to Homeschool her granddaughter, which is a huge responsibility. On top of that she brings her to WCCS twice a week, and to PE/basketball practice 4 days a week.*

*One of my high school regular attenders is struggling in one of his classes. He lives with his grandmother. Through community school we have come to know each other. When she learned he was struggling she knew what she needed to do to get him back on track and caught up. She needed to create a punishment that he would respond too. That punishment is that he cannot attend our community school events until he gets caught up on his classes. Unfortunately, that means he is not attending right now but it also means that this program is important enough to him that he should be back with us by next Tuesday.*

*By students staying after school, the parents are coming into the building a few times a week to pick up and or drop off students for different events. By doing that we are getting them into The school itself on a more regular time frame. Doing this helps to increase conversation amongst teachers, parents, and students.*

*This year has been much different than in the past two years. On average I have four high school students each day. The older kids have taken on more of a leadership role, and have started to recognize the importance of setting a good example. Also, I have a saying in my*

<sup>34</sup> Note that \$4,099 is a correction from the amount listed in the 2013-14 report of \$17,165.

<sup>35</sup> Wheeler County Community Schools



room that "This is our HAPPY place." That saying has been the way of the kids self-policing situations. The best part is my kindergartners catch the older kids being negative and will tell them "This is our HAPPY place!" The older kids honor the motto!

We do a lot of sewing. When the high school kids joined us and were learning to sew they were gladly accepting help from 1st grade, 3rd grade and 4th grade students whom have been sewing in WCCS for the last two years.

We have created an environment where kids are comfortable discussing problems, concerns, and asking for help from an adult. Some of the matters have been very serious and through

our bonding we have given them the safe place to ask for help.

Through meeting with the school board in regards to the future of our program I was shown just how much WCCS means to our community. The board unanimously declared that our program is so valuable that they are going to make sure our program has the needed funds to continue operating beyond our grant funds. That is a huge compliment! They see a need for what we do.

This summer we had 5 students return to go on our summer campout. All 5 students began our program and moved away for various reasons in the last two years. All of these students asked to return for the campout to have that time to enjoy along with their friends they have been missing for last year or two.



Our school is currently in a period of change. We have several students who are home schooling and their parents are continuing to bring them to meet with WCCS twice a week as a way to keep their children socializing with their friends. Our school secretary came to me and told me that she is so thankful for us being at the school, as there is a family of 6 children who have to wait for their Dad to pick them up until about 5 every day. The kids are grades K-11 and in the past the kids would play in the hall of the school and would not attend WCCS. At the beginning of this school year she brought the kids to me, they had so much fun that all five come every day, and now their 23-year old brother is volunteering nearly every day we meet.

Parent: "Not only does my daughter love coming when she's waiting for me to finish up in the classroom, but she now is sewing at home."

**MITCHELL SCHOOL – SUMMARY OF OUTCOMES**

Mitchell School comprises kindergarten through 12<sup>th</sup> grade and had 49 students in the 2015-16 school year. Mitchell School demographics have remained fairly consistent up to the 2014-15 school year. However, this year's proportion of White students decreased sharply from 81% last year to 59% this year.

An average of 27 students (55% of the total school population) was enrolled in the After School Program across terms in 2015-16 and a daily average of 14 students attended the Program. Nine out of 10 ASP students in grades 2 through 9 met or exceeded DIBELS and Smarter Balanced reading standards. Six out of eight ASP students met or exceeded Smarter Balanced and DIBELS math standards.

Seventy-one Mitchell School parents attended parent-teacher conferences and 20 volunteers have provided over 102 volunteer hours for the After School Program. The program raised \$20,950 in cash and in-kind contributions this year.

The Mitchell Community Schools Coordinator reports indicate that even homeschooled students are brought to the school by their parent/caregiver in order to participate in the After School Program. Student participation in the After School Program has been successfully used as a reward for at least one student who was struggling. Even students who have moved away have returned temporarily, to participate in the ASP campout. Students from different grade levels have fallen into the role of teacher for other students when it comes to activities such as sewing. In that case, the younger students were able to teach the older students.



## Summary

Although they have similar objectives, the four community schools in Central Oregon that received financial support from The Ford Family Foundation draw their students from student populations that range in size. When reviewing student test scores on standardized testing, caution is recommended due to small populations, especially in Spray and Mitchell community schools. Further, each community deals with its own geographic characteristics, such as the distance between the community school and family residences. While it is important to keep in mind the different population sizes across communities and the impact that has on programming and outcomes, this section is meant to offer an aggregate perspective of Central Oregon community schools for the 3 years they received support from The Ford Family Foundation grant, by looking at its four objectives. Data from previous years are included.

➤ **Improve student academic success: Measured through state standardized testing benchmarks as well as school day attendance**

- For 2015-16, all 4 schools had 94% attendance or higher. Attendance rates are fairly consistent across years, with a range of 88% attendance to 98% attendance and an average attendance rate of 95%.
- As a comparison, for the year of 2014-15, the state of Oregon had an overall attendance rate (i.e., not chronically absent) of approximately 83% for grades K through 12.<sup>36</sup>

**Table 23. Attendance Across Schools Over 7 Years**

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Sisters	93%	94%	96%	94%	95%	88%	94%
Vern Patrick	97%	98%	96%	96%	94%	95%	94%
Spray	95%	94%	96%	89%	96%	98%	98%
Mitchell	94%	93%	93%	96%	95%	96%	94%

In Table 24 on the next page, assessment scores for math and reading for all grade levels were used for outcomes. For Vern Patrick's EasyCBM assessment, "low risk" for academic difficulties was considered the same as meeting benchmarks. All assessments (DIBELS, OAKS, EasyCBM, STAR and Smarter Balanced) are included in these data. The numbers in parentheses are the total number of students taking assessments for the year, non-duplicated.

<sup>36</sup> ODE attendance rates for 2015-16 were not yet available during the writing of this report. See <http://www.ode.state.or.us/search/page/?id=471> to see attendance rates.

**Table 24. Proportion of ASP Students Meeting or Exceeding Math and Reading Assessment Benchmark Over 3 Years**

All ASP Grade Levels	2013-14	2014-15	2015-16
	Percent Meeting or Exceeding Benchmarks		
<b>Sisters Math</b>	91% (11)	55% (11)	92% (12)
<b>Sisters Reading</b>	91% (11)	93% (15)	66% (12)
<b>Vern Patrick<sup>37</sup> Math</b>	60% (5)	100% (1)	53% (15)
<b>Vern Patrick<sup>38</sup> Reading</b>	59% (17)	57% (7)	66% (15)
<b>Spray Math</b>	56% (9)	69% (13)	100% (13)
<b>Spray Reading</b>	78% (9)	85% (13)	92% (12)
<b>Mitchell Math</b>	66% (12)	69% (16)	71% (7)
<b>Mitchell Reading</b>	75% (12)	75% (20)	90% (10)

- For the 2015-16 school year, three of the four schools had results of 90% or better in reading or math, compared to one school in years 2013-14 and 2014-15.
- 24 out of 25 Spray ASP students met or exceeded math and reading benchmarks in 2015-16.

➤ **Increase student engagement: Measured by tracking student participation in the After School Program.**

- In 2015-16, a total of 1,180<sup>39</sup> students (cumulative) registered for the After School Program across the four community schools, up 223 students from last year and 42 students (3%) below the 6-year average of 1,222. The average cumulative ASP attendance across all 6 school years is 405 (33%).

<sup>37</sup> Meeting benchmarks on all other school assessments was rated as equivalent to “low risk” for academic difficulties on the EasyCBM assessment, used by Vern Patrick.

<sup>38</sup> Ibid.

<sup>39</sup> This number includes duplicated students across terms.

**Table 25. After School Program Attendance Across Schools Over 6 Years**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of students registered for After School Programming	1,326	1,322	1,153	1,395	957	1,180
Number of students attending (cumulative)	443	461	408	377	353	390
Proportion of registered students attending on average each day	33%	35%	35%	27%	37%	33%

- The proportion of students attending to students enrolled in the After School Program has ranged from 27% to 37%, with an average of 33%, the same as this year's proportion.

➤ **Increased parent engagement: Measured by tracking parent volunteers during the school day and parent volunteer hours after school.**

School day volunteerism is used in this section as a measure of parent engagement in their child's academic life and supports one of the objectives of the Central Oregon community schools, to increase parent engagement.

- Approximately 223<sup>40</sup> parents/caregivers volunteered during the school day in 2015-16, which is approximately 100 individuals higher than last year.
- There were 126 parents/caregivers who volunteered after school in 2015-16
- Approximately 1,171 hours were donated by parent/caregiver volunteers after school. The 2015-16 school year had the lowest volunteer hours which may likely be due to the turnover of the Vern Patrick Community School coordinator mid-year.

<sup>40</sup> These numbers includes duplicated parents/caregivers across terms.

**Table 26. Parent Involvement through Volunteerism Over 6 Years**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of parents/caregiver volunteers during the school day	680	737	746	2,570	121	223
Number of parent/caregiver volunteers after school <sup>41</sup>	-	-	-	-	131	126
Number of parents/caregiver volunteer hours after school	1,745	6,958	2,550	1,478	4,921	1,171

- **Leverage The Ford Family Foundation funding to promote long-term sustainability for the four community schools.**

**Table 27. Donations Across Schools for 3 Years of Ford Family Foundation Grant Funding (2013-2016)**

	2013-14	2014-15	2015-16	2013-16 (Totals)
<b>Cash</b>	\$54,423	\$30,746	\$192,480	\$277,648
<b>In-kind</b>	\$16,997	\$30,230	(\$55,020)	\$102,247
<b>Total</b>	\$71,420	\$60,976	\$247,500	<b>\$379,895</b>

- From 2013-14 to 2015-16, a total of **\$379,895** was raised by all of the schools in cash and in-kind donations. The 2015-16 school year saw funding levels higher than the previous 2 years combined.

<sup>41</sup> Number of parent/caregiver volunteers after school began being recorded in the 2014-15 school year.