

NCLB Making a Difference in Oregon



- Between 2002 and 2005 (latest data available):
 - Fifth-grade mathematics proficiency increased by nine percentage points
 - The black-white achievement gap in fifth-grade reading narrowed by six percentage points
 - The black-white achievement gap in fifth-grade mathematics narrowed by 10 percentage points
 - The Hispanic-white achievement gap in fifth-grade reading narrowed by five percentage points
 - The Hispanic-white achievement gap in fifth-grade mathematics narrowed by 11 percentage points

(Oregon Report Card)
- “White City Elementary students and teachers have discovered something important — that when the whole school works together, every child can master reading and math. A schoolwide reading program with lots of work in small groups and a focus on improving student attendance and behavior has helped boost performance on state tests — and attracted officials’ attention, Principal Jay Sparks said.... In the past two years, White City Elementary has earned a ‘strong’ rating on the Oregon school report card and met achievement targets under the federal No Child Left Behind education law. It’s accomplished that despite the fact that 76 percent of its students qualify for free or reduced-price lunches, a federal measure of poverty, Sparks reported. Of its 467 students, 35 percent are Hispanic and 30 percent are learning English as a second language. Nearly half of the students come from single-parent or blended-family households. About 30 percent of the kids move during the year. ‘Home life is not good for some of these kids,’ said Kim Saiz, an instructional assistant. ‘School is a safe place. We don’t just care about the scores; we care about the kids.’... ‘It’s the schoolwide things that make the difference,’ Sparks said. ‘It takes the whole team.’” (Medford Mail Tribune, 3/14/05)
- “The Hillsboro School District is proposing an ambitious five-year road map for governing itself, emphasizing restored community trust, academic achievement and outreach programs to Latino students. ‘It’s a real opportunity for renewal,’ said Superintendent Jeremy Lyon, who is finishing his first year in Hillsboro. ... One of the two overarching objectives is: ‘All students will meet or exceed district and state standards by 2011.’ The goal puts the district three years ahead of the No Child Left Behind Act.” (Oregonian, 6/2/05)
- “Four years ago, Southeast Portland’s Hosford Middle School was tanking. Neighborhood families opted for other schools. Long-standing teaching methods didn’t work for the school’s increasingly low-income and ethnically diverse population. The school had lost 40 percent of its enrollment in just six years. Test scores hit bottom, with less than a third of students meeting academic benchmarks. The school’s veteran teaching force made a decision: Rather than see their school close or have outsiders dictate how to fix the problem, they would remake their school’s structure, schedule and teaching methods. Although experienced teachers would have to change their ways, they agreed to consider any change that would deliver results. By and large, it worked. Tonight, Hosford will be singled out by State Superintendent Susan Castillo as the only ‘promising’ star among Oregon middle schools at a gala Closing the Achievement Gap awards dinner. ... The single most dramatic step behind Hosford’s success is a new approach to teaching reading and writing. Students from across all three grade levels are grouped according to their reading and writing skills. For two consecutive class periods per day, they get highly structured literacy lessons pitched right to their level.” (Oregonian, 4/29/05)