

MADRAS HIGH SCHOOL

HOME OF THE WHITE BUFFALOS

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<http://jcsd.k12.or.us/schools/mhs>



Principal: Mark Neffendorf
Assistant Principals: HD Weddel & Nate Tyler
Athletic and Activities Director: Evan Brown

September 10, 2015

Dear Sir or Madam,

I am writing this letter as the school representative on behalf of Jonathan Reynoso Torres. Jonathan is currently a sophomore at Madras High School. At the present time, he has accumulated 4.5 credits out of 24 required to graduate. Unfortunately due to certain policies, his transcript only shows 4 passing grades for Semester 2 of 2014-2015.

Madras High School at the time operated on a Proficiency Based Teaching and Learning system. In the system, students complete practice work then take assessments to show knowledge of certain skills. In the system, students were required to receive passing scores in all assessments to receive credit for the class. If students completed most of the assessments but not all, they received an NYP grade. If the student did not complete enough of the assessments during Semester 1, he or she would be reenrolled in the course during Semester 2.

Jonathan did not complete S1 of Algebra 1 at the end of the first semester, and was enrolled in the Semester 1 class during the second semester. He did complete the requirements for Semester 1, but was only about half way done with Semester 2, Algebra 1 by the end of school in June. At the end of the school year, his grade printout showed 5 passing classes, and in his mind, he had completed OSAA eligibility requirements.

The problem with Jonathan's eligibility is that on his transcript, it shows only 4 passing grades in Semester 2. However, in all reality he did pass 5 of 7 classes, but one of the 5 does not show on the Semester 2 transcript. Due to the way the grades were recorded on the transcript, Jonathan is not currently eligible.

As a freshman, I believe Jonathan had a difficult transition to high school. Proficiency Based Teaching and Learning was confusing to him and many of his peers. The system has since been modified. Although Jonathan's grades are not stellar, he did achieve quite a bit higher than many of his classmates. Jonathan is also an English Language Learner, another contributing factor in making his high school transition troublesome. The Algebra 1 class in question was also self-paced, and I believe language issues also played a role in his ability to grasp the content. A final note is Jonathan is relatively shy and silent around adults and rarely initiates conversations. This also contributed to his eligibility problems as he finds it difficult to self-advocate and seek assistance.

Regardless of the outcome of this appeal, Jonathan has made a commitment to be more proactive in his education.

Sincerely,

Emery Clark Jones
Teacher and Soccer Coach