

Achievement Compact Advisory Team Minutes
September 30, 2014, 4:30pm-7:00pm
Redmond School District Office, Redmond, OR

Appointed ACAT Members Present: Rayna Nordstrom, Chris Morton, Linda Seeberg, Tony Brown, Tracie Renwick, Michelle Malone, Connie Larson, and Kelly Hicks

Others present: Lynn Evans, David Burke, and Martha Hinman

Review the purpose of the Achievement Compact (AC):

Including:

- Concepts guiding the development of Achievement Compacts:
 - Collaboration and Shared Accountability
 - Impact on Local Budgeting
 - Tight-Loose-Tight Accountability
 - Evidence-Based Outcomes
 - Focus on Equity
 - Alignment with OEIB Strategic Investments
- AC Measures
 - College and Career Readiness
 - Progression – how are we tracking kids along the way
 - Local priorities
 - Priority or Focus Schools
 - Investment
- Key findings from March 2014 AC summary report
- Key recommendations from March 2014 summary report
- Reviewed work to date of our team

Reviewed and approved minutes from April 21, 2014

Linda outlined work for today and reviewed the Summary Page for 2014-15 document that will be used for tonight's discussion. The document was broken down by:

- All students
- Disadvantaged students

Linda discussed the process for determining whether or not to adjust targets going forward. She reviewed the process used last time (backwards mapping).

Tony asked about OEIB's discussion around whether or not to move to fewer targets in the AC. Is there a timeframe for any decision being made?

Linda indicated that she is not aware of any changes have been made. Also that OEIB is discussing the possibility of extending the lengths of the targets from 1 year to 3 year.

Data Categories

All Students:

- Discussed that the 4-year graduation rate is complex in its reporting as a result of the limitation set on districts to not double count (in conjunction with the 5 year graduation rate). Lindy recalculated the graduation rate the 2012-13 for this meeting. Discussion around the 4 year graduation rate vs. 5 year graduation vs. 5 year completion rate. Next year the Modified Diploma will be included in the calculation and reporting. We suspect that our rates will increase as a result. The decision is to keep the projection the same.
- 3+ College Level Courses – Lindy calculated the 09-10 cohort and determined that 72% reached this goal. Tony suggests that 80% be our goal to maintain alignment with the 40/40/20.
- Post Secondary Enrollment – Keep the target the same.
- Tony suggested the participation target be 98% accounting for a variety of issues why a student may not be tested (e.g., parent decision).
- Suggestions to not adjust the 3rd grade reading proficiency target. There are indications that there will be greater focus and more resources placed towards this area.

Progression (All Students):

- 5th Grade Math Proficiency – stay the course
- 6th Grade Not Chronically Absent – stay the course
- 8th Grade Math Proficiency – stay the course
- 9th Grade On Track to Graduate – 25% of the credits required by the graduation earned in 9th grade (i.e., 6 credits) – stay the course
- 9th Grade Not Chronically Absent – stay the course

Local Priorities:

- 7th Grade Reading Proficiency – no adjustment
- 11th Grade Writing –
 - The scores have dropped over two cycles
 - Dave provided some insight into what occurred over the last few years that may account for this. Particular traits within writing have been the focus. Conventions have not been the primary focus and conventions have decreased. In addition, conventions are double weighted.
 - Target adjusted to 68%

Disadvantaged Students:

- 4 Year Graduation Rate – Similar to the All Students 4 year rate (3% Points) – Stay the course
- 5 Year Graduation Rate – Similar to the All Students 5 year rate – stay the course
- 3+ College Level Courses – stay the course
- Post Secondary Enrollment – stay the course

Progression (Disadvantaged Students)

- 3rd Grade Reading Proficiency – down over two cycles – stay the course
- 5th Grade Math Proficiency – stay the course
- 6th Grade Not Chronically Absent – stay the course

- 8th Grade Math Proficiency – Stay the course
- 9th Grade On Track to Graduate – Stay the course
- 9th Grade Not Chronically Absent – Dave suggests aligning with “All Students” – Adjust target to 81%

Local Priorities (Disadvantaged Students)

- 7th Grade Reading Proficiency
- 11th Grade Writing – OAKS – Scores went down over the last two cycles
 - Question whether or not moving the single scoring would impact scores
 - Question whether computerization of the assessment would impact scores
 - Adjust the score to 62%

Linda summarized:

- Adjusted targets include rationale
- Next Step – present to the board

Discussion regarding whether or not elected Local Priorities are necessary within the AC. Agreement to keep the Local Priorities included at this time.

Linda presented a rationale for having an AC Committee meeting sooner than April. Lynn suggested having a separate subcommittee (consisting of teachers doing the work) and meet in the interim. Rayna suggests that we are the representative team. Tony weighs in in support of a separate subcommittee consisting of “boots on the ground”.

Next meeting date: Linda proposed late January.



Linda Seeberg
Executive Director of Academic Programs



Chris Morton
Assistant Director of School Improvement