

**Redmond School District
School Board Work Session
October 8, 2014**

In Attendance: Chair AJ Losoya, Vice-Chair Rick Bailey and Directors Ron Munkres, RSD Staff; Trish Huspek, Kelly Richard, Kathy Steinert

Board Chair AJ Losoya called the meeting to order with a quorum of four at 5:30 p.m. Board Director Bob Perry was absent due to a prior commitment. Board Director Shane Nelson and Superintendent McIntosh were excused for health reasons.

PRESENTATIONS

Redmond School District Performance Meter

Linda Seeberg, Executive Director of Academic Programs, David Burke, Director of Secondary Education and Chris Morton, Assistant Director of School Improvement provided the Board with an update on the Redmond School District Performance Meter.

- The District Performance Meter (Insight) informs the District's Action Plan.
- Our Strategic Action Plan (District Level Strategies and Actions) lines out our researched-based strategies for making progress toward the goals listed in the Performance Meter.
- Our School Performance Plan (Building Level Strategies and Actions) lines out strategies for buildings to progress toward common outcomes. These plans are tied to District priorities. At the building level principals and leadership teams create the actions that they believe will have the greatest impact for their students.
- Student Learning and Growth Goals (Classroom Level Strategies and Actions) line out goals and strategies for teachers to make specific and measurable impact on student academic learning.

David Burke reviewed the steps below that are followed in establishing Data Drive Common Practices

1. Building Level Data Review:
 - a. Data identifies the strengths and also identifies the areas that they need to strengthen.
 - b. School Leadership Teams determine actions that will have the greatest impact on desired outcomes.
 - c. School-wide plans are developed utilizing strategic (research based) actions. These plans are not static but are continually adjusted based on the data they are receiving.
 - d. Ongoing measurement and refining of actions is part of the process.
 - e. Celebrate success and seek continual improvement.

In addition, David Burke provided the Board an example of how the data received from the recent OAKS scores is informing actions that need to be taken to increase writing test results in the area of conventions (grammar, punctuation, etc.) It is important to note that while they are addressing that specific area, they will continue focusing on writing supports.

Chris Morton explained the context of how all of the systems are working at both the district and building levels.

Old System

- Oregon Standards
- OAKS Assessment

New System

- Common Core Standards in Math, English Language Arts, Literacy
- Smarter Balanced Assessment (directly aligned to Common Core Standards)
- RSD Formative Assessments
- Alignment of Curriculum
 - Math
 - Reading
 - Writing
 - Science
- Professional Development

Chris Morton stated, “We currently have our feet in two worlds. We have moved a lot of resources into the new world. The current data represents teachers teaching to the Common Core Standards but the students are still being tested on the OAKS test. All districts are in the same boat but are in different places in the continuum and are going through this transformation.”

Linda Seeberg stated, “It is an awkward year. The good news is that we are solid in the new area with the exception of last year’s OAKS data informing achievement goals for next year. We assume the compacts will be adjusted based on this baseline year of Smarter Balance testing data. Educators are getting together across the state to develop new cut scores. They will be looking at the pilot data they received last year. Smarter Balance isn’t just an Oregon assessment. This field testing happened in a variety of states. All of that data is being pulled together to compare state level tests that were taken against Smarter Balance. They will be figuring out where to set the cut scores so that you are getting valid data from the scores and are not penalizing those students who excelled in the old tests. This will be difficult work because the tests are calibrated differently.”

Linda Seeberg reviewed the details of the District Performance Meter milestones. These milestones inform a collaborative process within the district.

1. More students with a strong foundation
 - Being a confident reader is critical to success in school. Attendance in school is necessary for student learning and sets a foundation for future achievement.
2. More middle school students achieving and attending
 - Example: Students who show proficiency in 8th grade math are more likely to successfully pass Algebra 1, one of the key predictors for on-time high school graduation
3. High School graduation and completion rates increase
 - Earning a high school diploma is directly related to an individual’s future financial success, health and well-being, and level of civic engagement over a lifetime – and the more education an individual has beyond high school, the more those benefits increase.
4. More students earn degrees and certificates
 - We must ensure that Redmond students are accessing a variety of career training, community college and four-year options and that the number of students who persevere through a certificate or degree increases.

Ron Munkres stated, “We need to hold students accountable when they decide to pursue an extended diploma. It shouldn’t be about taking remedial courses. They should be taking college level courses. If we are able to do that, then the community will understand why we are paying for the 5th year.”

Achievement Compact Update

Linda Seeberg stated that the Achievement Compact must be reviewed and approved by the Board and submitted to the State by next Wednesday. She briefly reviewed with the Board the background and purposes of Achievement Compacts.

Four areas of focus:

- College and Career Readiness – are students completing high school ready for college or career?
- Progression – Are students making sufficient progress toward college and/or career readiness?
- Equity – Are students succeeding across all buildings and populations?
- Investment – What is the public investment in the District?

In addition our district has identified local priorities:

- 11th grade Writing
- 7th grade Reading proficiency

The Redmond School District Achievement Compact Summary Page for 2014-15 was reviewed with the Board.

Proposed changes to targets for 2014-15

- Where we exceeded the targets, we adjusted the targets up
- Where we fell short of the targets, we decided to say the course – except in cases where the drop was significant

Ron Munkres stated, “I have no problem with the recommended targets for 2014-15 except I would not decrease any of the targets. However, I would like to have the opportunity to request the following data be included in the District Performance Meter.”

1. Number of students not continuing to the 9th grade
2. Number of students who are pursuing a university diploma
3. Number of students taking AP courses
4. Number of students taking the AP test and passing
5. Percent of students who complete the 5th year advanced diploma program

AJ Losoya adjourned the work session at 8:11pm to open the Special Meeting.

ACTION ITEMS

Achievement Compact Approval

An Achievement Compact is a partnership agreement between the state and a school district or other institution of public education that defines key measures of student success and sets targets for achievement, as defined by the district or institution.

Starting in 2012-2013, all school districts, education service districts, community colleges, and other institutions of public education entered into annual achievement compacts, which;

- Define key measurements and set goals for student progress, with two-way accountability in setting and achieving those goals.
- Help Oregon achieve its high school and college completion goals of 40/40/20, by measuring progress and uniting educational institutions around those goals.
- Allow comparisons of outcomes among educational institutions – spotlighting best practices to share and expand, and allowing diagnosis and intervention to overcome obstacles.
- Encourage local boards and educational leaders to connect their budgets and improvement plans to shared goals of high school and college completion and career readiness.
- Help state and local leaders determine how much progress they can make with the best use of state and local funds – and how they might invest funds in ways that deliver better results for students.

- Provide parents and students with clear information about how educational entities are performing, allowing comparisons based on the most significant outcomes.
- Allow Oregon to replace provisions of No Child Left Behind with a more supportive and flexible state K-12 accountability system.

After having the Achievement Compact outcomes and targets for 2014-2015 reviewed during the work session, the Board was prepared to vote on approving.

Rick Bailey moved to adopt the recommended Achievement Compact outcomes and targets for the 2014-2015 school year. The motion was seconded by Ron Munkres. Motion carried 3-0.

ADJOURN

Rick Bailey made a motion to adjourn the meeting. The motion was seconded by Ron Munkres. Motion carried 3-0. The meeting was adjourned at 8:15pm.

AJ Losoya, School Board Chair

Trish Huspek, Executive Assistant