

**BOARD APPROVED 11/28/18**Redmond School District  
**Board Work Session**  
**November 14, 2018**

**Board Members in Attendance:** Vice Chair Shawn Hartfield, Directors Rick Bailey, Johnny Corbin, Travis Bennett.  
**Absent:** Chair Tim Carpenter

**PRESENTATION**

Linda Seeberg, Tracie Renwick and Chris Morton presented student data. Board Goal #2: The Board will create and execute a student achievement-monitoring plan to be reviewed every school year. This Board goal is in alignment with our District's Strategic Priorities. The data presented is to support Strategic Priority #1, Student Success.

State School Report Card

There are two State School Report Cards, an At-a-Glance Report Card, which is a summary intended more for public consumption, and a Detail Report. The report card includes data elements and a district summary. Data is for elementary and middle school, demographics, class size, regular attenders, individual student progress (growth) and achievement (math, ELA, science). There are no more like-school comparisons, they compare to state average and prior year data.

The Accountability Detail Report is information the State can use to hold schools accountable for progress. This detail report has six rated indicators for elementary/MS and high school level. It includes three years of data for all schools, all indicators require a minimum of 20 students, also participation rates under 95% are factored in as non-proficient (does not meet).

There are five performance levels. Levels 3, 4 and 5 help measure progress toward State long-term goals. Level 1 is designed to identify schools that face the most challenges with each student group and are identified as comprehensive or targeted support. RSD does not have any schools that have been targeted as level 1.

Linda explained the lay out of the RSD District Report Card – At-A-Glance Profile. Chris Morton reviewed the data the Board requested. He explained that we focus on growth, if we focus on growth, achievement will follow.

Elementary Level**3<sup>rd</sup> Grade SBA – English Language Arts**

- 2015-16 we started matching the State, 2016-17 we performed above State level

**3<sup>rd</sup> Grade SBA – Math**

- 2015-16 was when we adopted a new Math curriculum and when we started out performing the State level

**3<sup>rd</sup> Grade Attendance (% of students that are NOT chronically absent, attend at least 90% of the time during the year)**

- This school year, we have been invited to focus on chronic absenteeism, which came with grant dollars. It will include a campaign to educate parents about the importance of attendance, targeting kindergarten level for a "strong start" for students at kindergarten. Using Measure 98 dollars, they are focusing on on-track, which includes attendance. ODE has assigned us an attendance coach, they are working with our elementary principals and will be stepping into secondary level. We are adopting an early warning to intervene early with students that are close to becoming chronically absent.

#### 6<sup>th</sup> Grade SBA – English Language Arts

- We are still measuring at or above State level
- This is a median growth percentile, our goal is to be at or above the 50<sup>th</sup> growth percentile

#### 6<sup>th</sup> Grade SBA – Math

- Again, strong improvement since 2015-16 when new curriculum was adopted

#### 6<sup>th</sup> Grade Attendance

- Hoping to increase this number with the chronic absenteeism work this year

#### Unweighted data vs weighted data -

Unweighted data includes all the students that were tested and how they performed. Weighted data is based on participation in testing and the State requires 95% participation. If we only have 90% participation, then 5% is counted as “does not meet”. If opt outs continue to increase over time, we may want to revisit what metrics we report on. The Report Card At-a-Glance is unweighted data and the Detail Report is weighted data. Our 2017-18 opt-out rate for ELA is 6.6% at elementary, MS is 7.1% (21.9% with RPA), HS level is 16.3% (37.9% with RPA). Math opt out is very similar.

#### Secondary Level

Tracie Renwick explained that it takes a lot to turn an entire system around and this year they are prioritizing the freshman level.

#### Freshman On-Track

- Students earning 6 or more credits by the end of the 9<sup>th</sup> grade
- Students completing Algebra I or above by the end of 9<sup>th</sup> grade is also an indicator of graduation rates
- We have added math support classes for those who have struggled with math in previous years

#### Freshman Attendance

- Expecting to see this increase with our Chronic Absenteeism work this year

#### College and Career Readiness

- 4 Year Graduation Rates and 5 Year Completer Rates – Our 5 year completer rates are strong, we are recapturing those that were not able to graduate in 4 years
- Students participating in Advanced Placement and dual credit courses – 516 students, they are earning college credit if they take Advanced Placement, College Now, or Expanded Options

#### Elementary Investments

Instructional Coaches are really moving the dial, other components include quality curriculum, professional development, instructional leadership, and high quality instructors.

#### Secondary Investments

High School Success Coordinators are changing lives, other components include intervention curriculum, CTE, as well as credit recovery, AVID and Naviance. Camp 9 continues to serve kids transitioning into high school.

#### Comments

Vice Chair Hartfield asked if we are going to invite the balance of the Distributive Leadership Team to provide feedback on the data. It was agreed that the conversation should happen and we will schedule further conversations with them. We will schedule them on a future agenda.

Work Session adjourned at 7:02 p.m.

  
Shawn Hartfield, Board of Directors, Vice Chair

  
Gina Blanchette, Executive Assistant