



Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Monday, May 18, 2015 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.*

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZl9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us



Corvallis

SCHOOL DISTRICT

Monday, May 18, 2015
6:30 PM

AGENDA
Work Session of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Monday, May 18, 2015, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

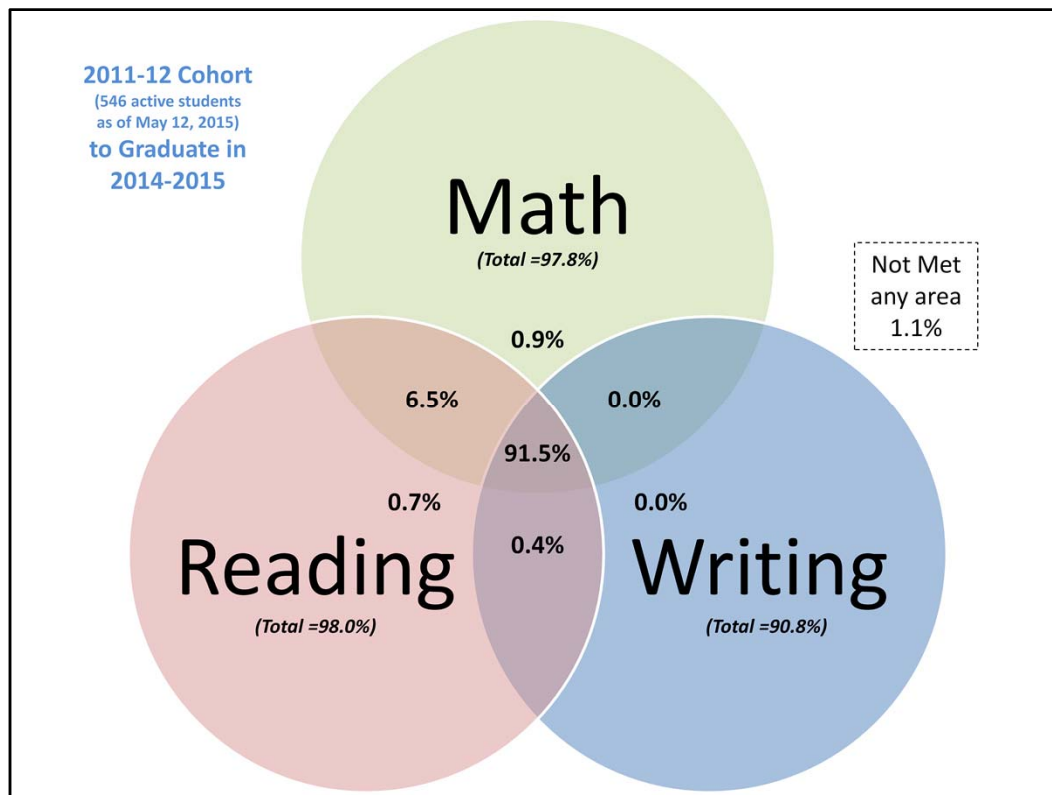
- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. FRESHMEN ON TRACK
- IV. ON TRACK TO GRADUATE



CRESCENT VALLEY HIGH SCHOOL

Board Presentation

May 18, 2015



Already Met in Math = 534 students (97.8%)
 Already Met in Reading = 535 (98.0%)
 Already Met in Writing = 496 (90.8%)
 Have not yet met in any area = 6 students (1.1%)

Met in Math only (5 students)
 Met in Reading only (4 students)
 Met in Writing only (0 students)
 Met in Reading & Writing, not Math (2 students)
 Met in Reading & Math, not Writing (35 students)
 Met in Writing & Math, not Reading (0 students)

Met in all three areas = 494 students (91.5%)

Senior Essential Skills Progress

May 2015

- Reading- 1 senior left!
- Math- 2 seniors left:
 - both will need an additional year to complete credits for graduation.
- Writing- 8 seniors to go:
 - 2 need an additional year (same two as math)
 - 6 need to pass one more work sample

Interventions/ Supports for ES

Essential Skills class in math and writing

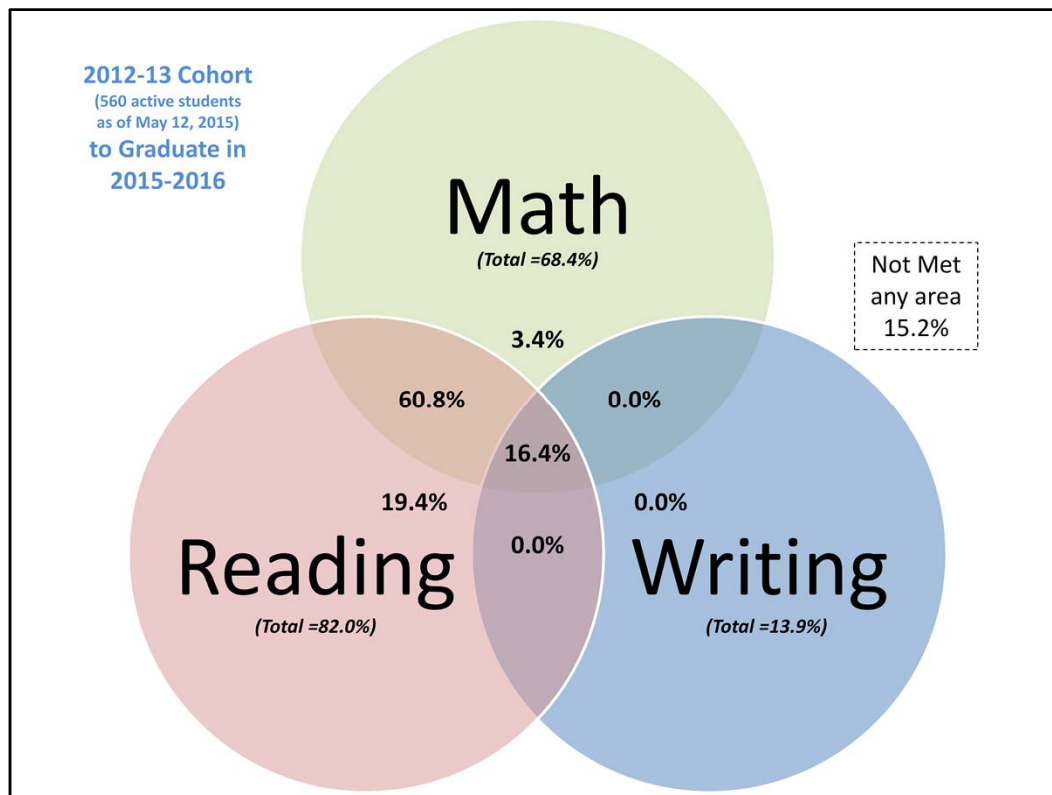
- Students are currently enrolled and working on work samples

Summer Essential Skills Camp

- June- for students who walk in graduation and need to complete one more sample.

Juniors (this year)

- Work sample system for writing and math
- Smarter Balanced results



Already Met in Math = 383 students (68.4%)
 Already Met in Reading = 459 (82.0%)
 Already Met in Writing = 78 (13.9%)
 Have not yet met in any area = 85 students (15.2%)

Met in Math only (16 students)
 Met in Reading only (92 students)
 Met in Writing only (0 students)
 Met in Reading & Writing, not Math (0 students)
 Met in Reading & Math, not Writing (289 students)
 Met in Writing & Math, not Reading (0 students)

Met in all three areas = 78 students (16.4%)

Graduation Requirements

- 24 Credits
- Essential Skills- classroom instruction, work samples, intervention classes, SBA, alternative assessments to demonstrate proficiency
- Career Learning- assignments completed through the Advisor program.

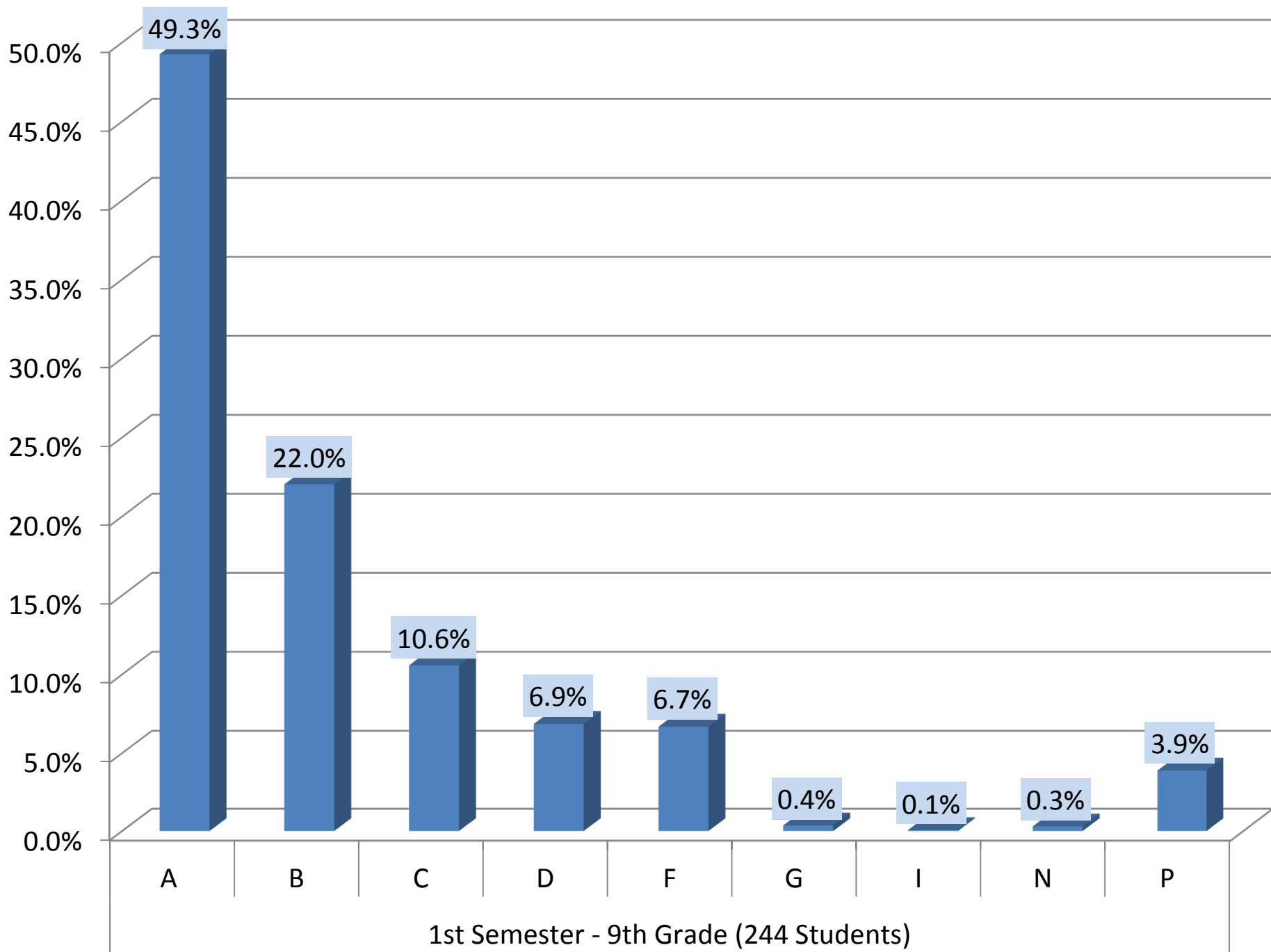
CV

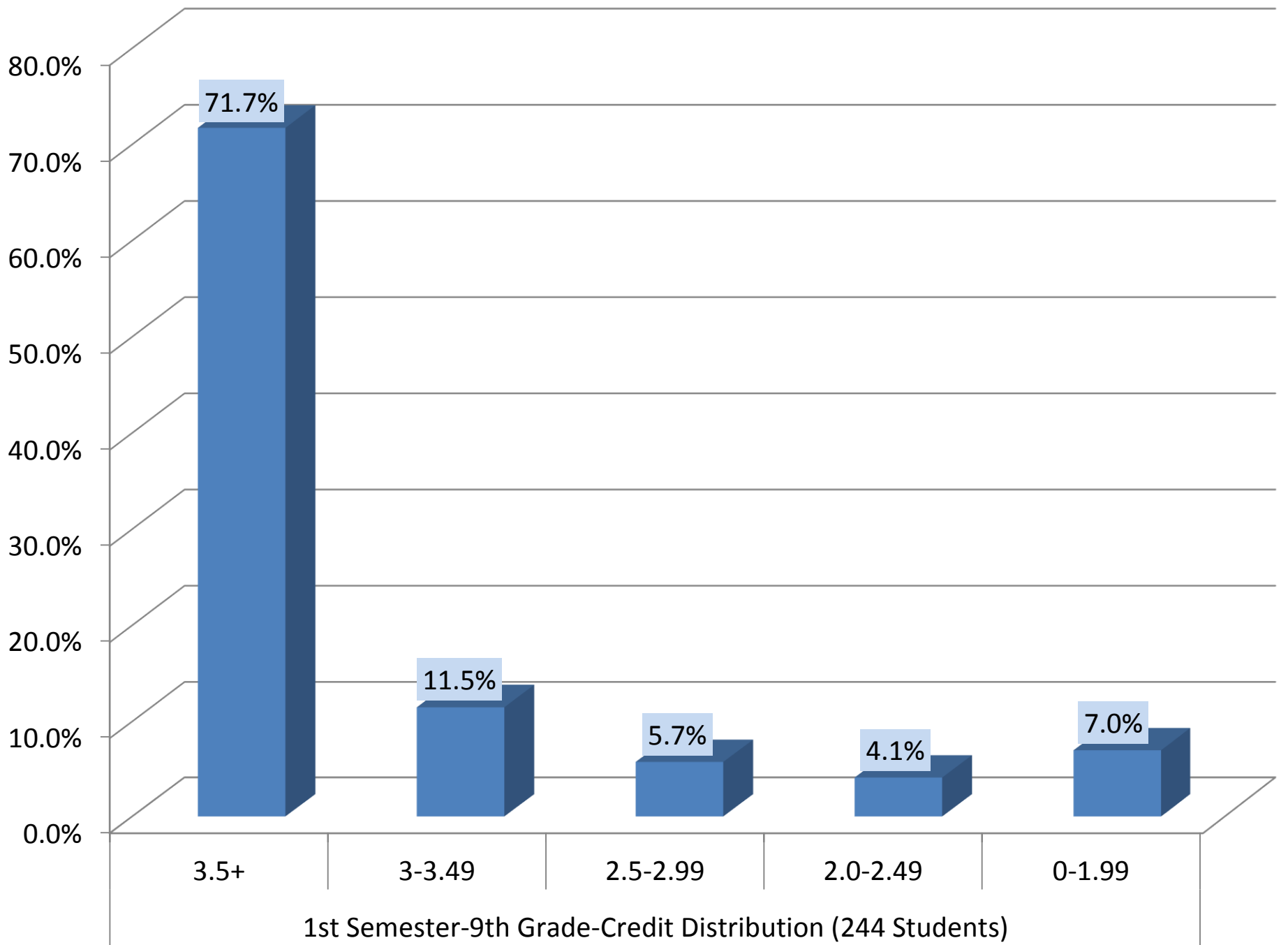
Alternative Education Program

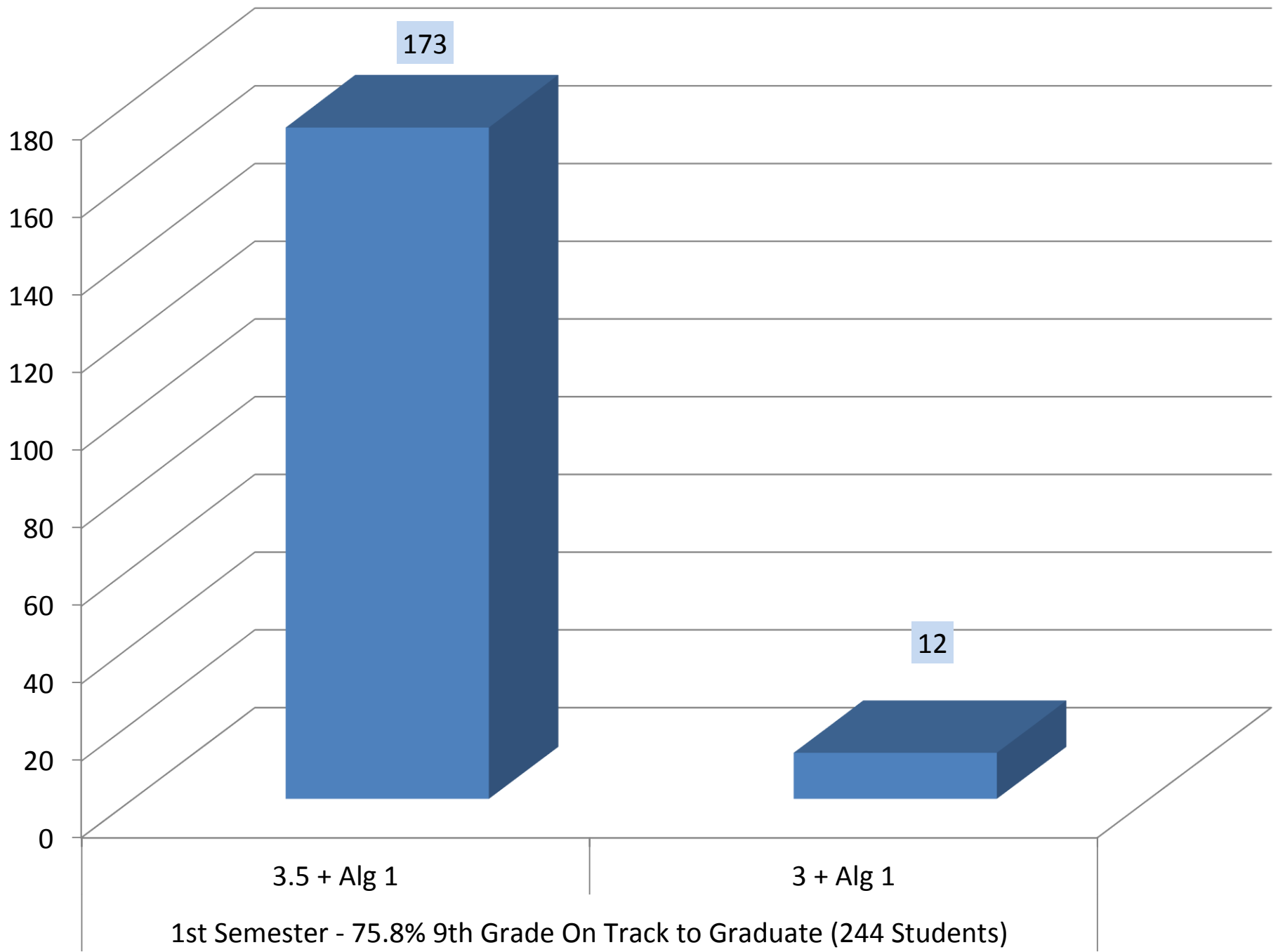
- Supports students of all grade levels and abilities
- Allows students to have seamless transition between general education and alt ed classes
- Allows students to work at his/her individual pace
- Provides responsive and personal support to most vulnerable students (family crisis, homeless, medical issues, teen-parents, expedited track).
- It is like our own College Hill program on our CV campus!

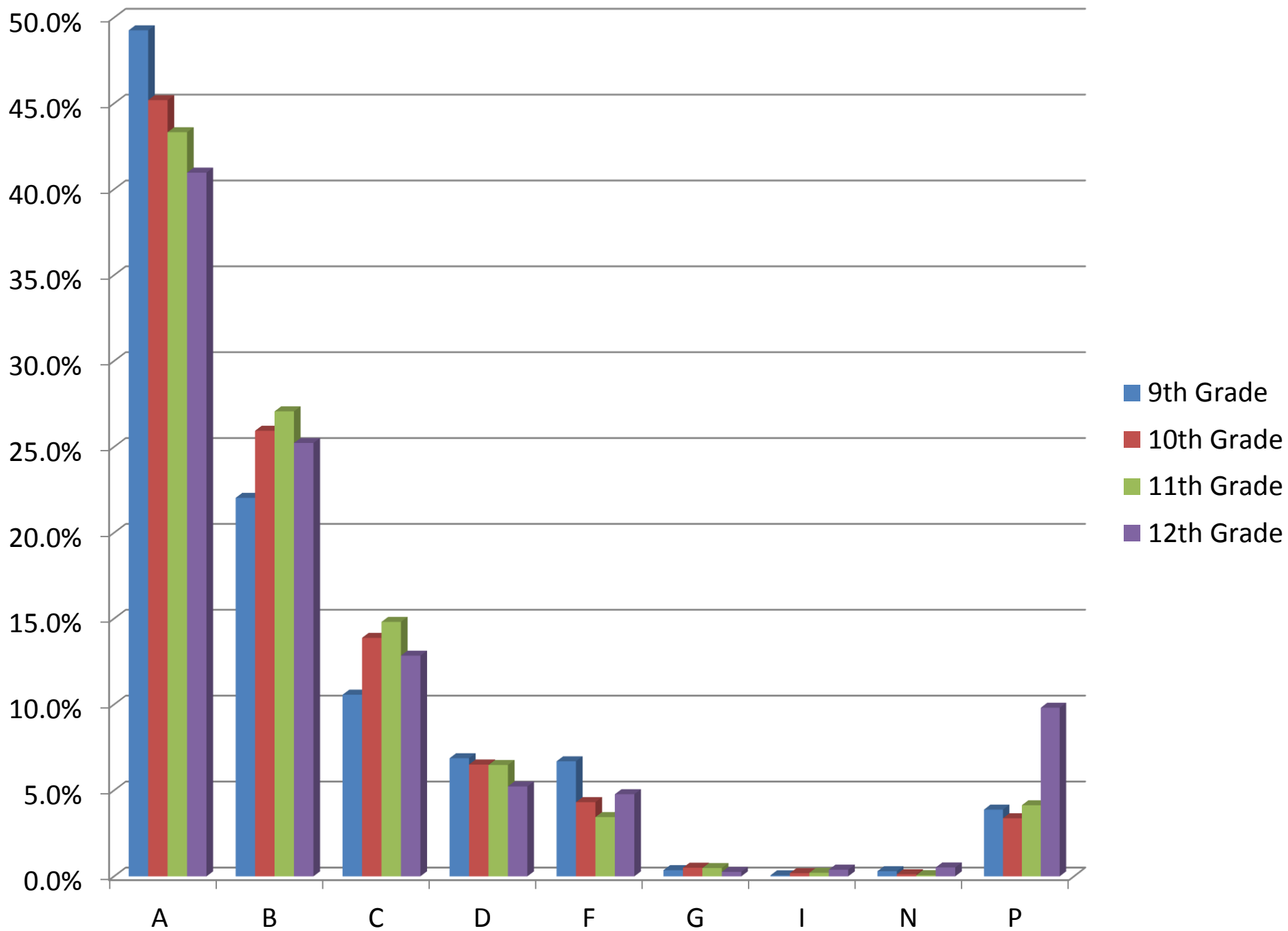
Ninth Grade Students On Track to Graduate

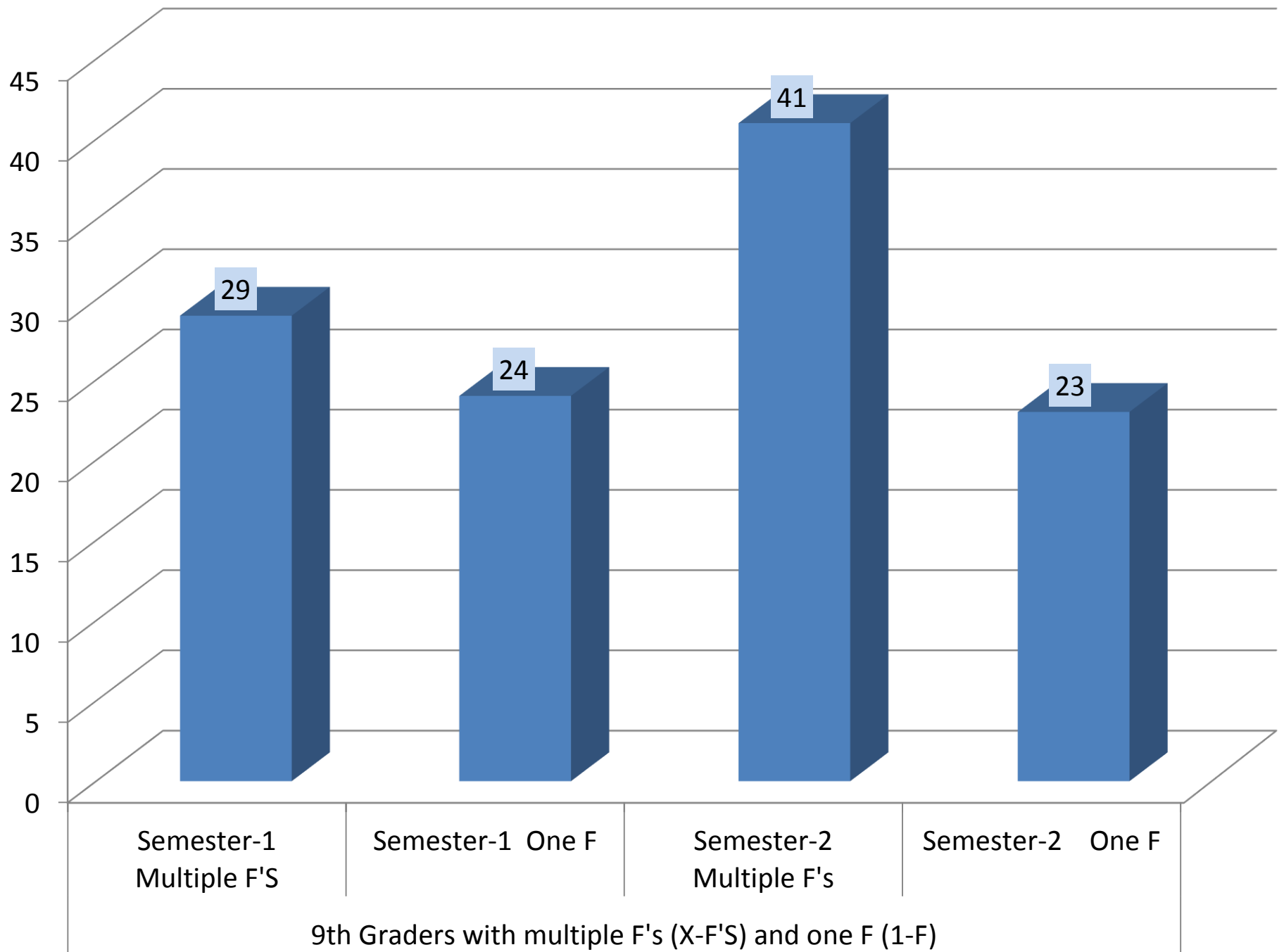
- Students must
 - Earn 6 credits
 - Pass Algebra 1
 - Interventions that support students:
 - RTI- regular monitoring for targeted students
 - Math Support- for Algebra students, scheduled into the student day
 - AO- extra time for students to learn
 - Alternative education program

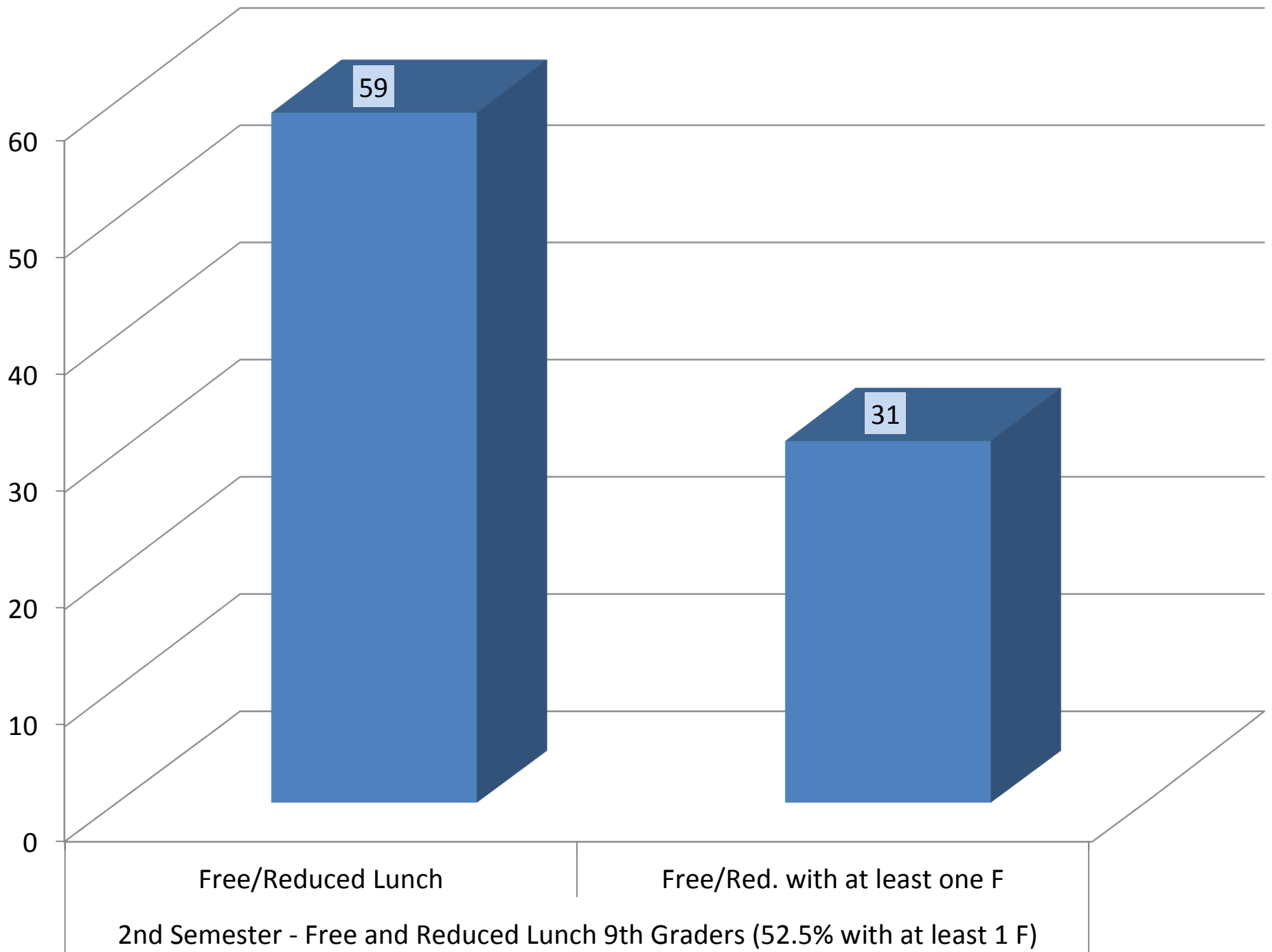


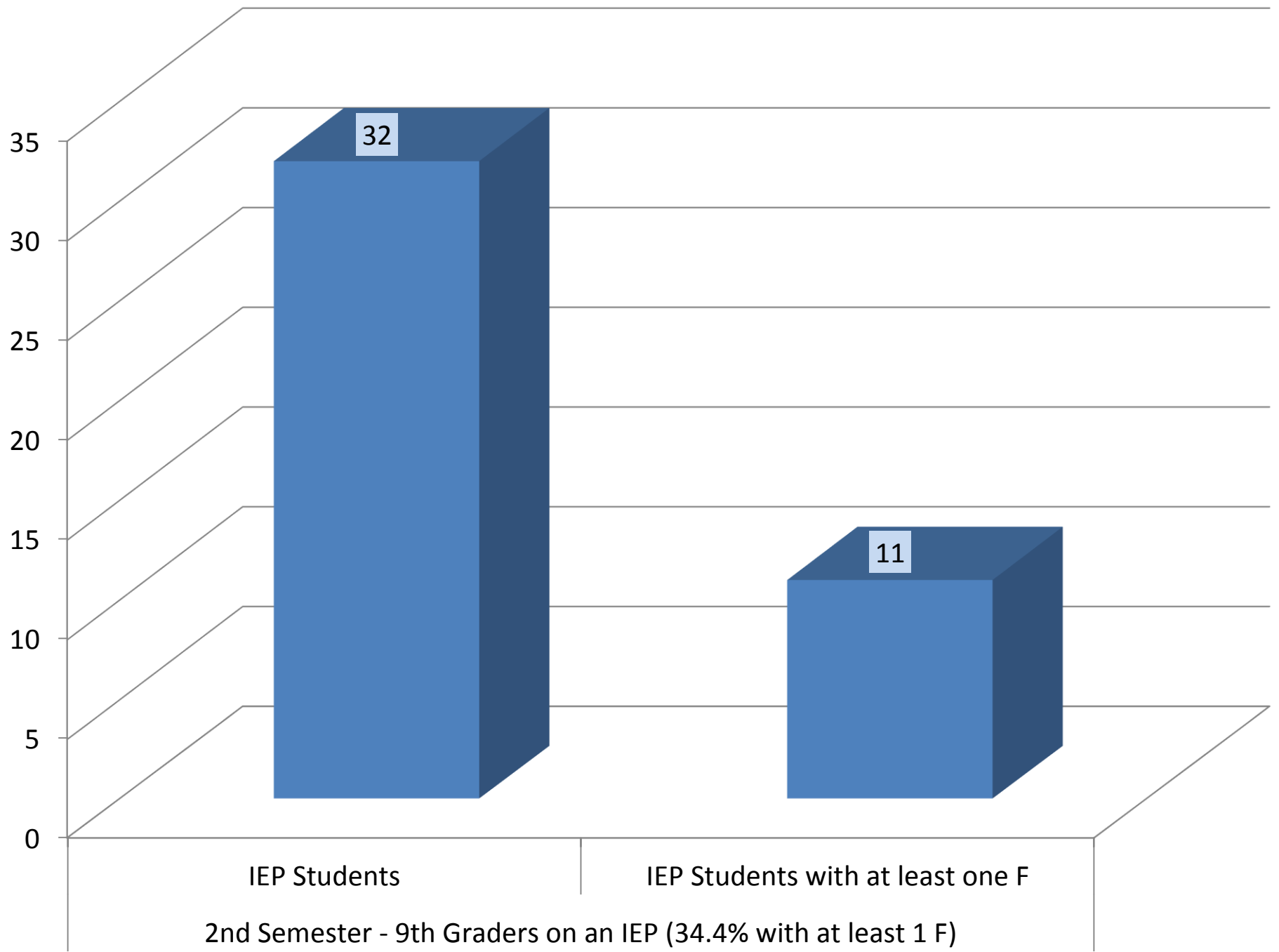


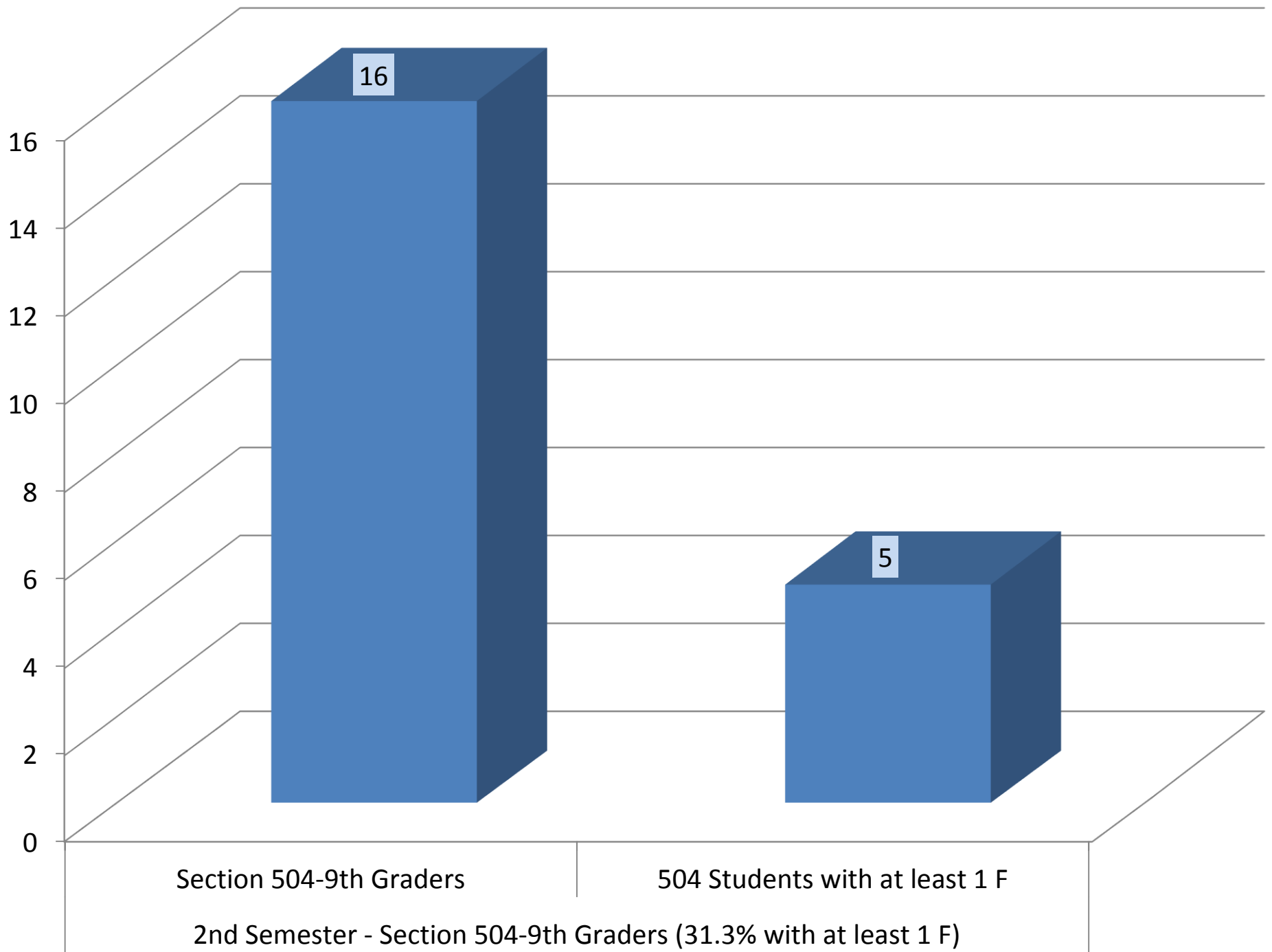


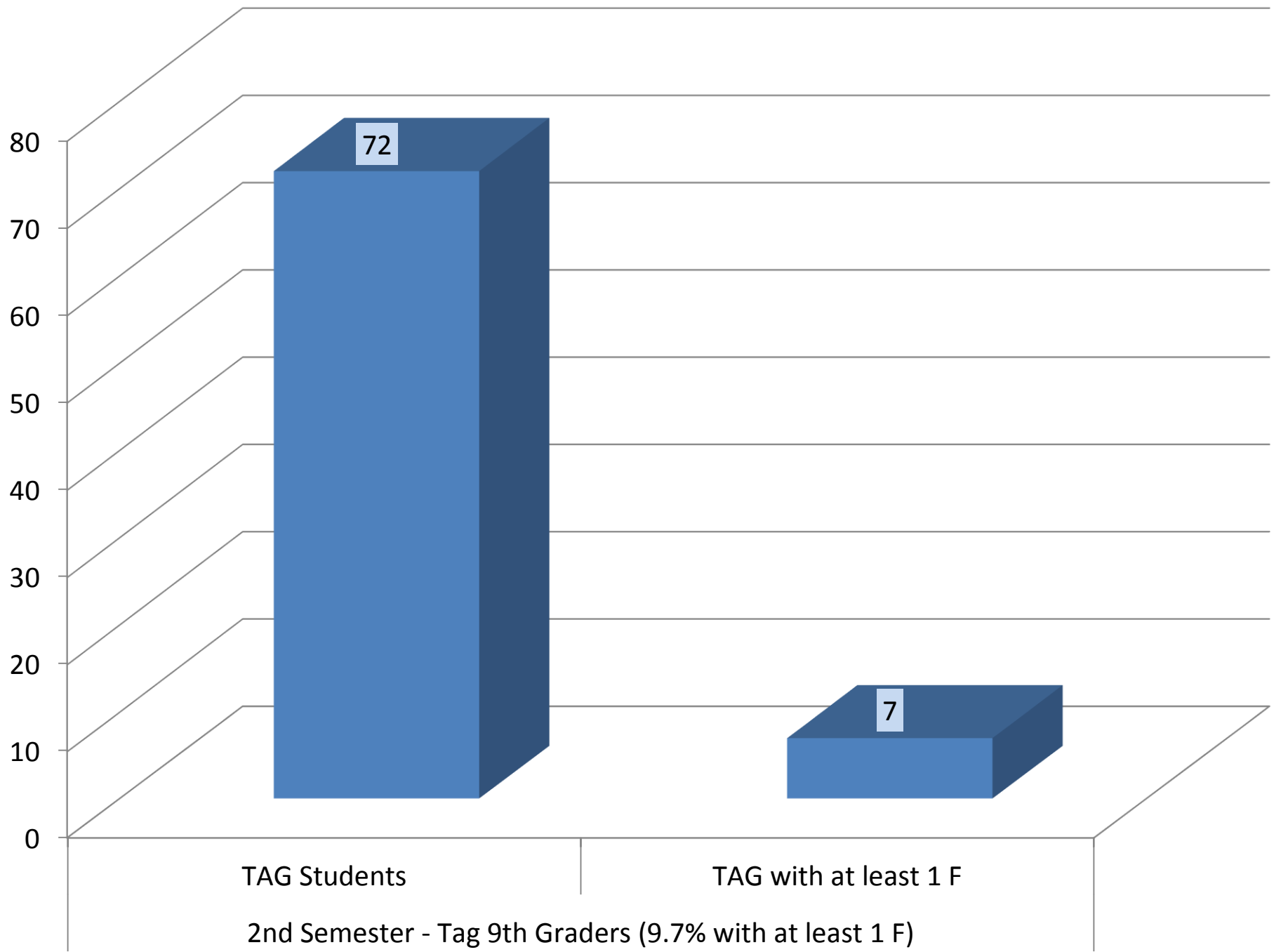












On Track to Graduate

Data Concerns

- Free/Reduced Lunch
- IEP
- 504
- Hispanic/Latino
- Student readiness for high school
- Attendance



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V. ATTENDANCE UPDATE

Absenteeism in Corvallis?

On February 6, 2015, the Oregonian ran a story titled “Empty Desks: Oregon’s Absenteeism Epidemic.”
<http://www.oregonlive.com/absent/>

The Oregonian examined thousands of (anonymous) student records to determine how many students missed more than 10% of enrolled school days. Put another way, they sought to find how many students had an individual attendance rate below 90%. (They did not consider excused versus unexcused absences, nor did they include any data for students in alternative settings, such as College Hill, tutoring, etc.)

Once the Oregonian found the count of students with rates below 90%, they then divided that count by the total population of that school to create an “absenteeism rating.”

Schools from around the state were color-coded (red, yellow, lt green, dk green) based on a computed rate of absenteeism for the year 2012-13. The Oregonian settled on the following thresholds for each color code:

- Less than 10% (of students falling below 90% attendance rate)
- 10-18%
- 18-25%
- 25% and greater (note, I assume they intended to include 25% in red, not yellow)

CHS and CVHS were coded red for absenteeism rates of 32.0% and 30.0%, respectively. (Thus, they determined that 32% (roughly 381 students) at CHS had individual attendance rates below 90%, while 68% (825 students) were at or above the “target.”) Copies of the Oregonian’s charts for CHS and CVHS, as well as LPMS and Garfield, are attached.

For several years, ODE’s school report cards showed an average attendance rate for each school. (See table below.)

Rating	Attendance Rate
Outstanding	92.0 or higher
Satisfactory	89.0 to 91.9
In Need of Improvement	less than 89.0

The overall attendance rate for CHS as shown in the WebSIS for 2012-13 was 91.6%; CVHS had a rate of 91.9%. Under the old school report cards, both CHS and CVHS would have received attendance ratings of “Satisfactory” on the school report cards.

Here is a simplified data set to illustrate the different methods of calculation:

Sample Overall Attendance Rate				Sample Absenteeism Rate
Name	Days Present	Days Enrolled	Attendance Rate	Count of students with an attendance rate less than 90% = 1 Count of all students = 4 $\frac{1}{4} = 0.25 = 25.0\%$ 75.0%
Student A	10	20	50.0%	
Student B	99	100	99.0%	
Student C	97	100	97.0%	
Student D	90	100	90.0%	
Overall	296	320	92.5%	
92.5%				
Note that we do <u>not</u> calculate the average as $\frac{50+99+97+90}{4}$				

While an overall attendance rate is the type of data we have been accustomed to seeing, accountability reports as well as school and district data teams are evolving to explore a different type of metric. Much of this is in response to research that shows students who miss more than 10% of their school days may be at a higher risk of dropping out. *(Reference attached. It should be noted that this research looks at a combination of factors to identify students at risk.)*

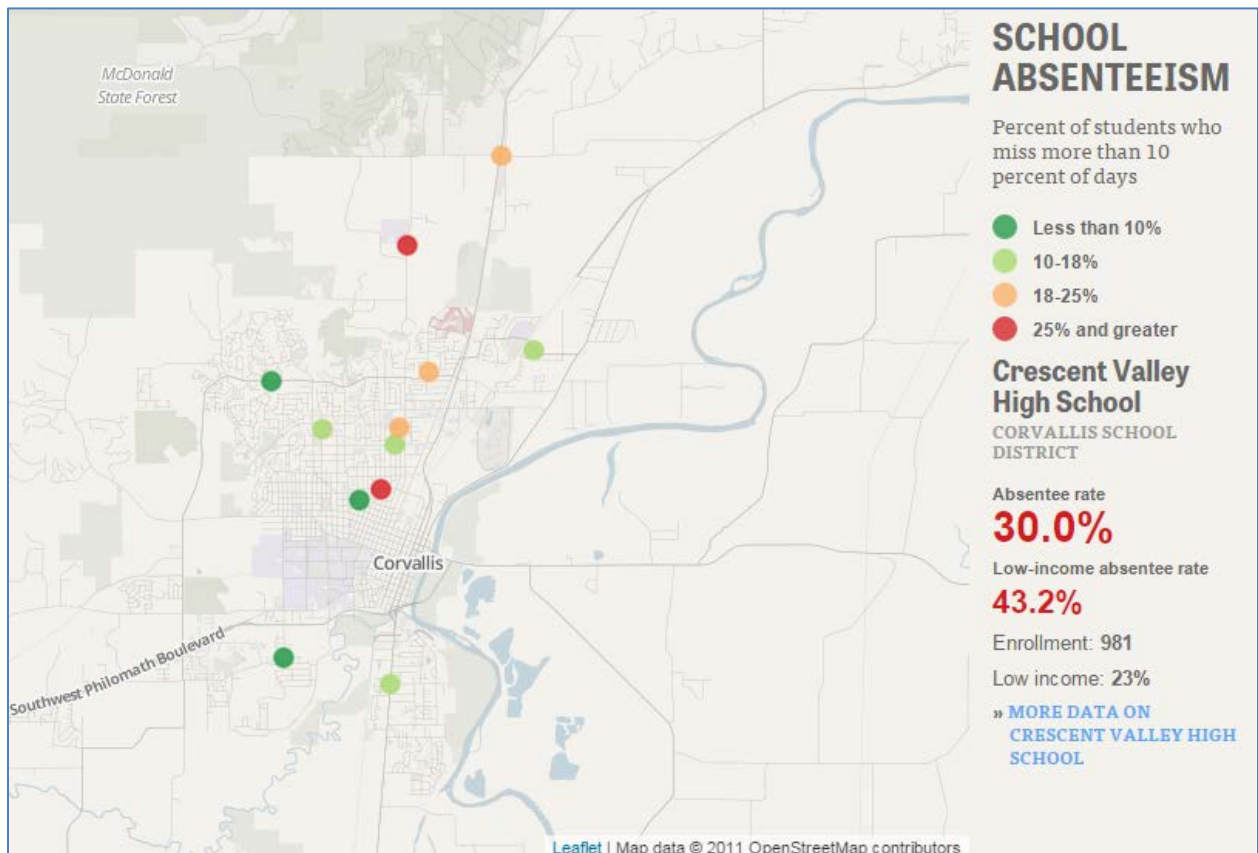
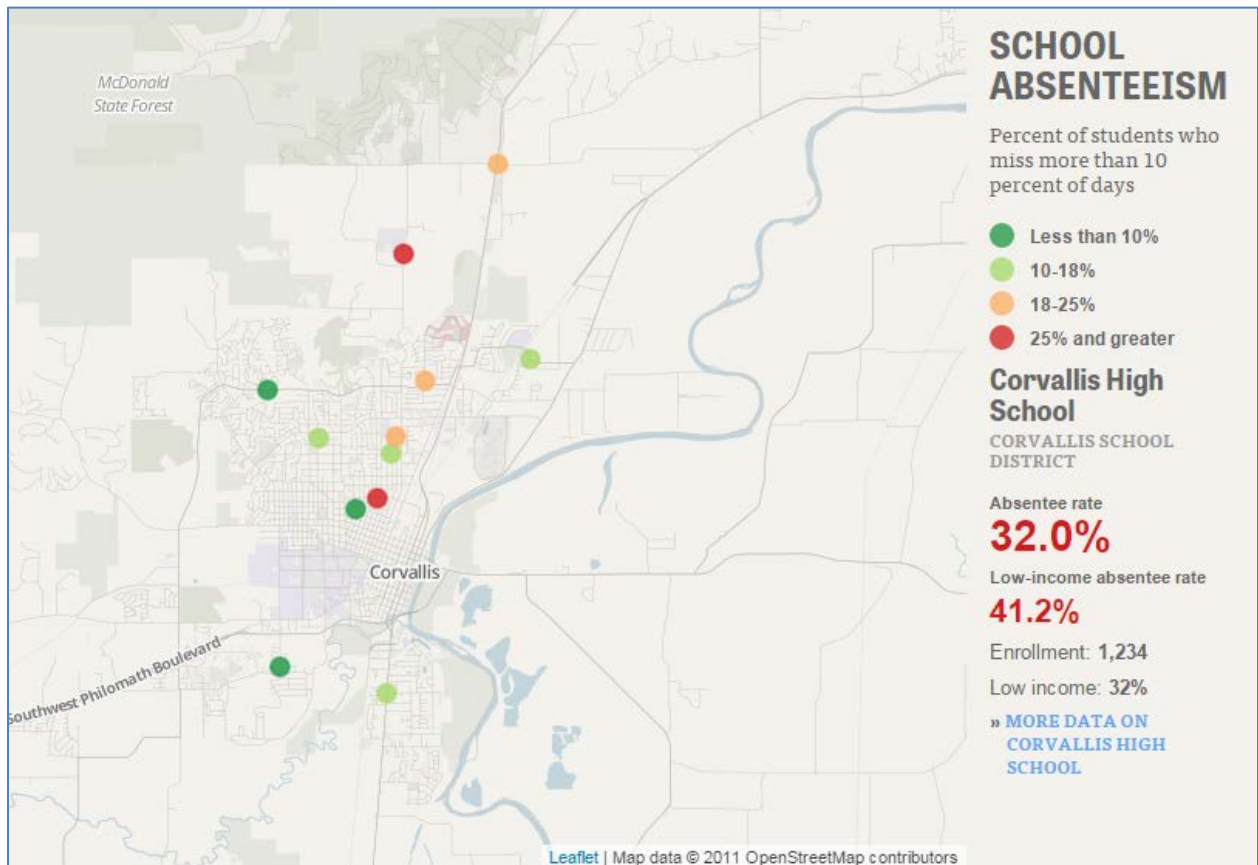
2012-13 was the first year the state instituted the new school report card format. The school profile section shows the percent of “students attending 90% or more of enrolled days.” For CHS, that value was 71%; CVHS had a value of 74%. *(Note that accountability reports often incorporate specific rules for which students will be included in calculations, which may account for the slight differences between the Oregonian’s numbers (CHS 68%, CVHS 70%) and those on the report cards.)*

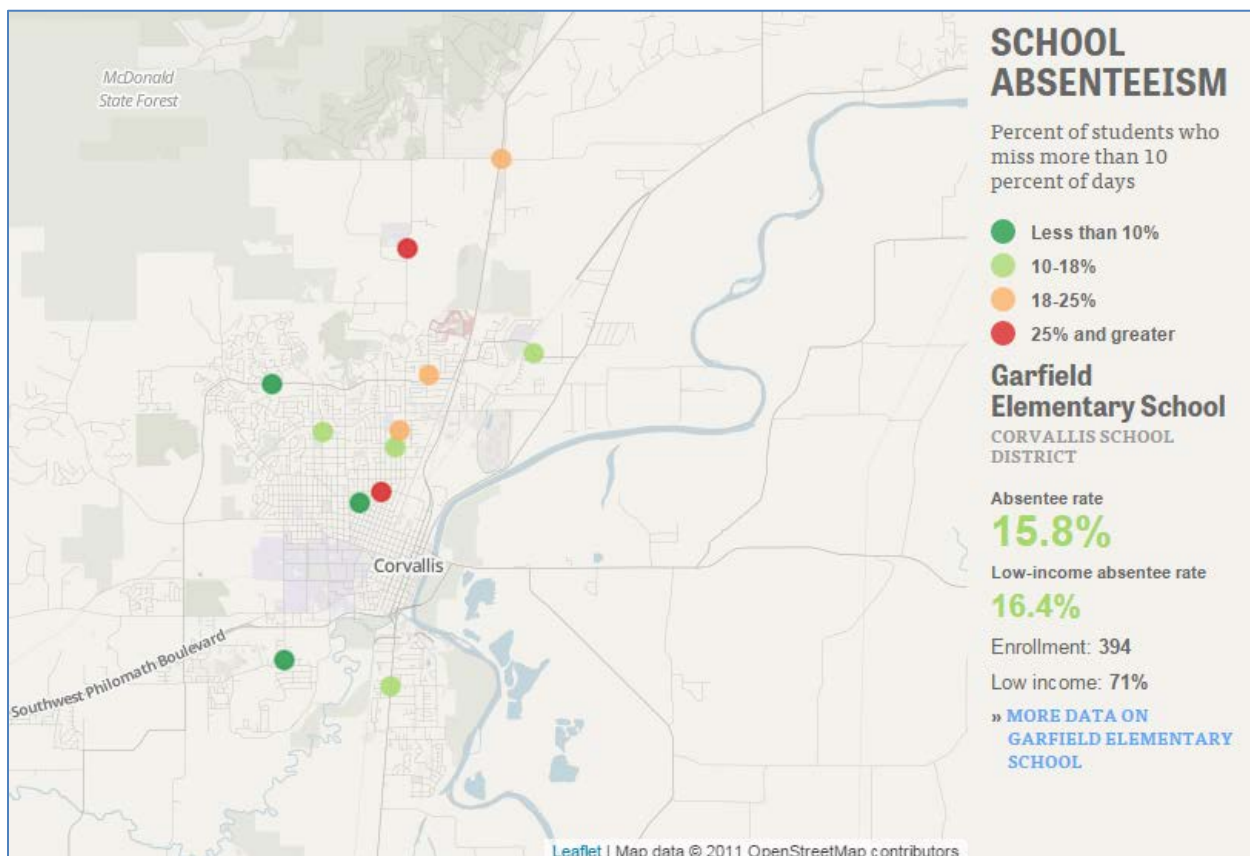
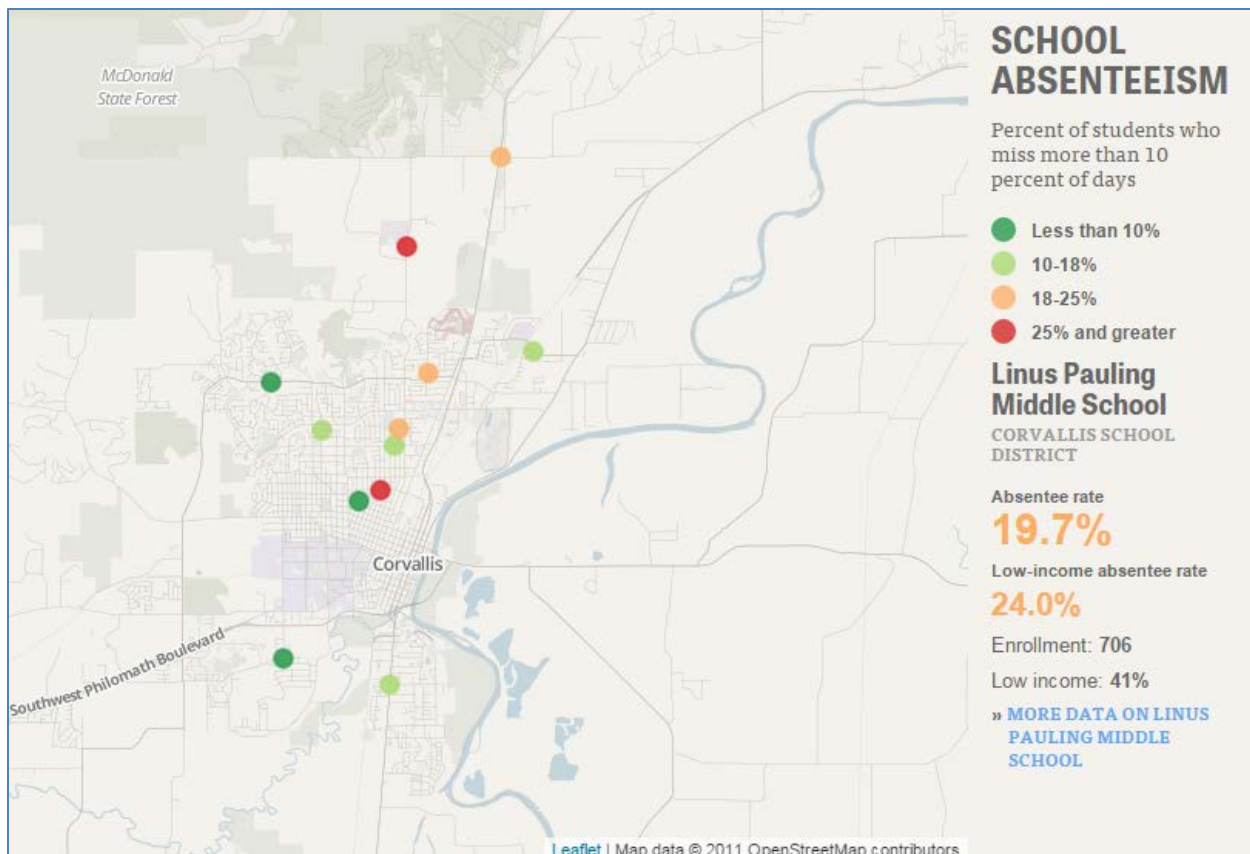
RTI teams must consider period absences as well as half and whole day absences. (It is possible for a student to miss the same period many times and still have an overall attendance rate of 100%!) Schools also look at the reason for the absence (sports, illness, unexcused), and whether the student is falling behind because of attendance issues. RTI Teams look at combinations of factors, such as those outlined in the research article (absences, behavior, course grades), as well as data that is less easily quantified (e.g., student engagement).



Reports such as that published by the Oregonian are alarming at first glance. That is, of course, their intent. It is important to avoid jumping to any conclusions based on this data alone. A deeper dive is necessary in order to determine whether a problem actually exists.

Chart images from Oregonian article.





(Snipped from Executive Summary, pages 2-3)

LESSONS FROM THE RESEARCH

The development of predictive early warning indicator data systems has occurred rapidly over the past decade. In the early 2000s, researchers from the Consortium on Chicago School Research, the Center for Social Organization of Schools at Johns Hopkins University, and the Philadelphia Education Fund set out to identify the most highly predictive factors of dropping out. They identified three key factors—the ABCs—that were better predictors of student outcomes than demographics or test scores: Attendance, Behavior, and Course passing/ performance.^{4,5} In the last five years, their initial findings have been validated many times with state and large district longitudinal studies in Arkansas, Boston, Colorado, Florida, Indianapolis, Metropolitan Nashville Public Schools, and Tennessee.⁶ Research has also identified consistent thresholds for these indicators, though they should be assessed prior to implementation based both on local goals and policies. They indicators and their thresholds are:

- **Attendance:** Missing 20 days or being absent 10 percent of school days;
- **Behavior:** Two or more mild or more serious behavior infractions; and
- **Course performance:** An inability to read at grade level by the end of third grade; failure in English or math in sixth through ninth grade; a GPA of less than 2.0; two or more failures in ninth grade courses; and failure to earn on-time promotion to the tenth grade.



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VI. ADJOURNMENT

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



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Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841