



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
Thursday, December 9, 2021 6:30 PM	Special	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

Thursday, December 9, 2021
6:30 PM

AGENDA
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, December 9, 2021, 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/UC9Jtpte5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)*
- II. PLEDGE OF ALLEGIANCE
- III. SCHOOL IMPROVEMENT PLANS (6:35 p.m.)*
 - III.A. Middle School Presentation

509j Middle School Improvement Plan



About our schools

	Enrollment	Students navigating poverty *	Emerging bilingual	Students with disabilities
Cheldelin MS	524	143 (27%)	20 (4%)	56 (11%)
Corvallis Online MS	34	19 (56%)	0 (0%)	7 (21%)
Franklin MS	157	25 (16%)	1 (1%)	8 (5%)
Linus Pauling MS	764	276 (36%)	69 (9%)	94 (12%)

** Likely under-reported due to universal access to free lunch*



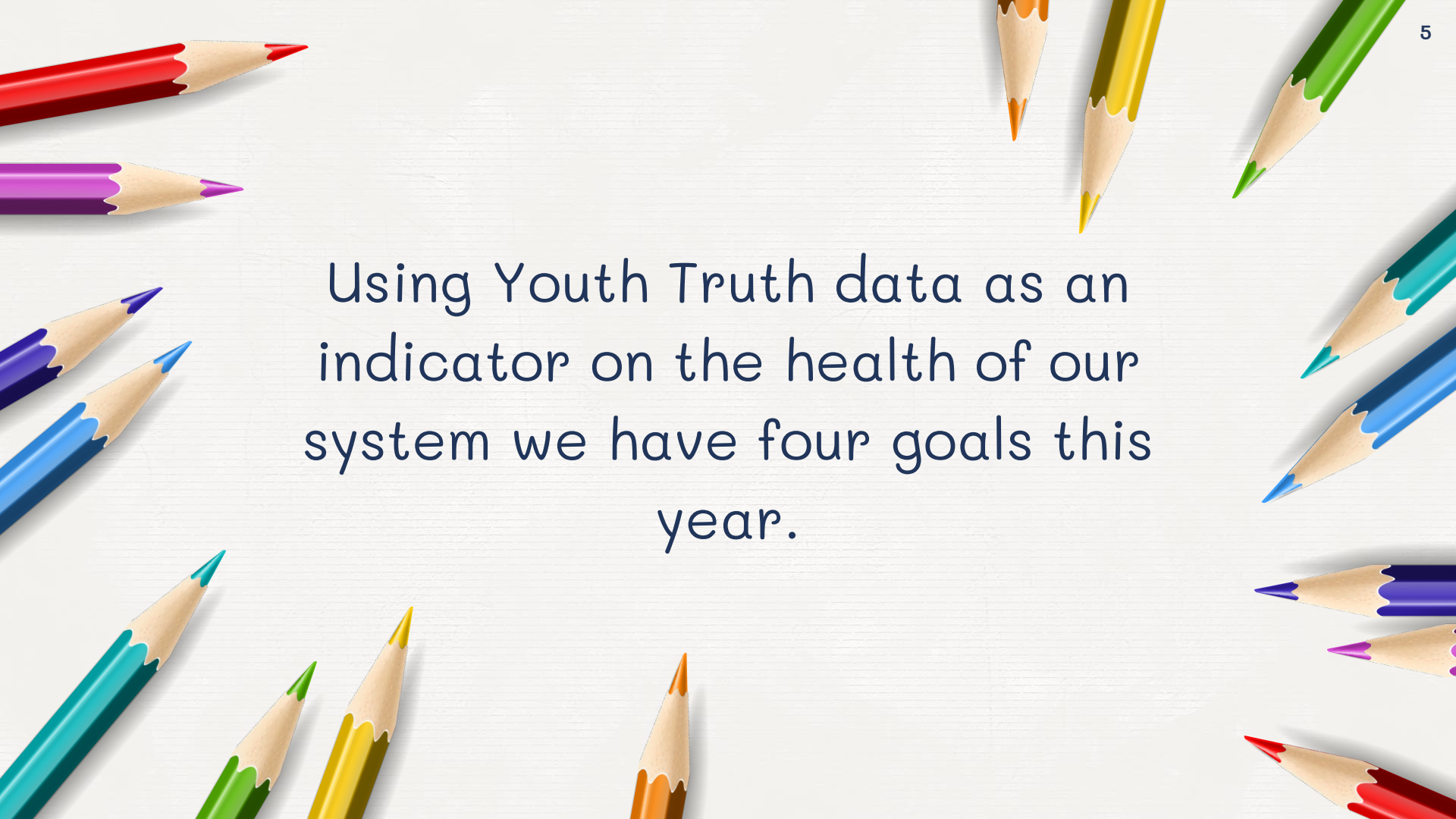
About our schools

	Native American/ Indigenous	Asian	Black	Hispanic/ Latinx	Multi-racial	Pacific Islander	White
Cheldelin MS	<1%	7%	<1%	10%	11%	1%	70%
Corvallis Online	0%	3%	3%	12%	12%	0%	71%
Franklin MS	0%	9%	3%	8%	9%	0%	72%
Linus Pauling MS	1%	2%	1%	24%	9%	0%	63%





How does our work at the middle
level support board goals?

A decorative border of various colored pencils (red, purple, blue, teal, green, yellow, orange) surrounds the central text on a light gray background.

Using Youth Truth data as an
indicator on the health of our
system we have four goals this
year.

Our Goals for the 21/22 School Year

We will work to ensure that students

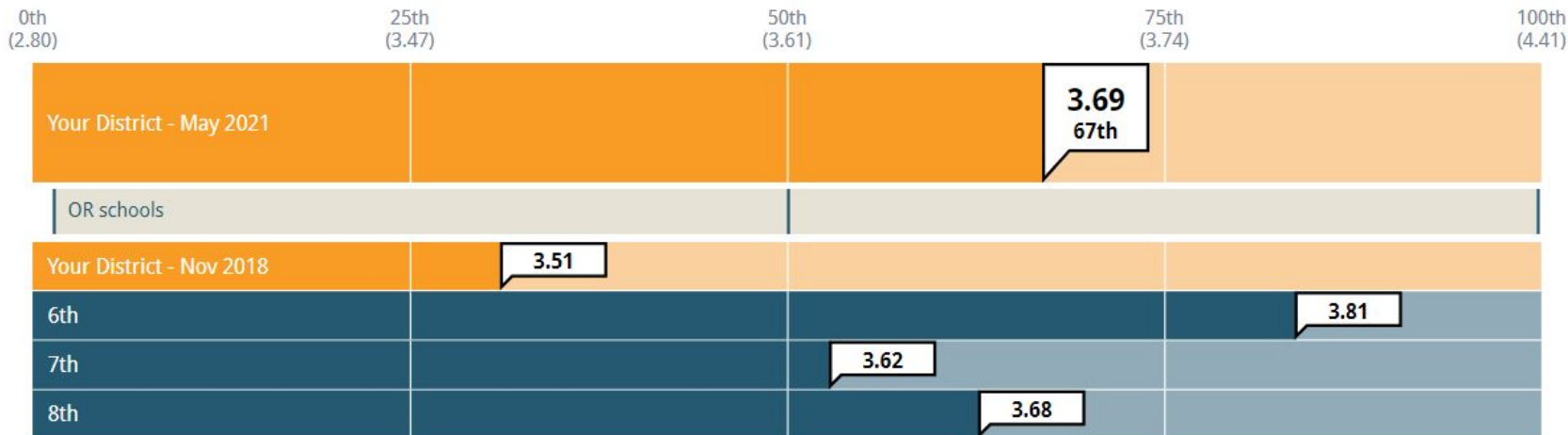
- ✗ Experience classes that really make them think
- ✗ Are able to be themselves at school, in the classroom and with their friends
- ✗ Have learning experiences that focus on solving real world problems
- ✗ Know an adult from school they can talk to, especially when they are feeling upset



Academic Achievement - Celebration

My teachers explain things in a way that I understand.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Academic Achievement

Current State

48%

of students
responded that
their classes make
them **really think**.

Measure

In May 2022

57%

of students will
respond that their
classes make them
really think.

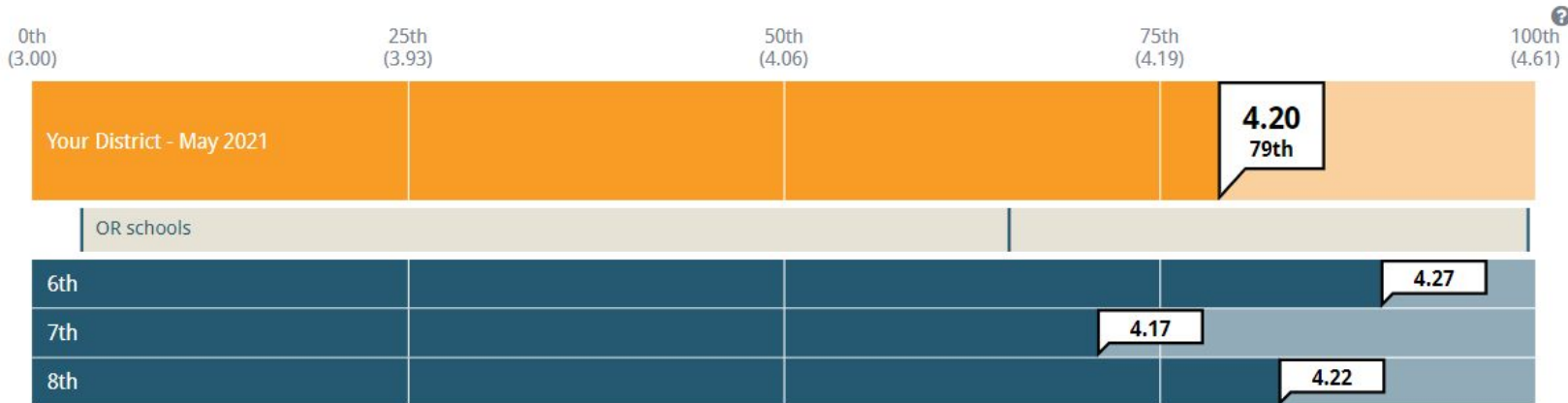
Strategies

Provide teacher
feedback on the
quality of
intellectual work in
which students are
engaged.



Equitable Systems - Celebration

Adults from my school respect people of different: Races and ethnicities



Equitable Systems

Current State

42%

of Black students responded that they really feel a **part of their school's community.**

Measure

In May 2022

50%

of Black students will respond that they really feel a **part of their school's community.**

Strategies

Provide teachers feedback on how classroom materials and learning activities promote inclusivity and equity in the classroom.



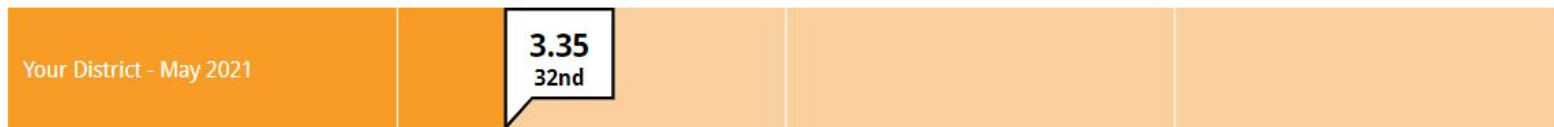
Real World Learning - Celebration

I care more about what I'm learning when I feel like I'm solving a real-world problem.

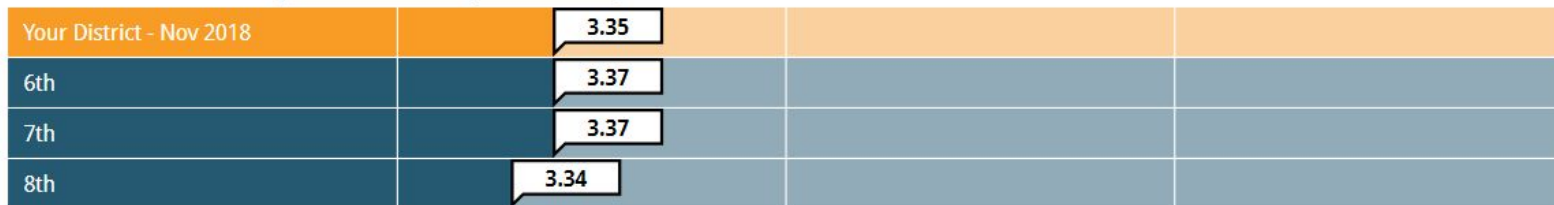
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



0th (2.99) 25th (3.30) 50th (3.45) 75th (3.59) 100th (3.89)



OR schools



Real World Learning

Current State

15%

of students responded that they worked with other students to **design a solution to a real world problem.**

Measure

In May 2022

25%

of students will respond that they worked with other students to **design a solution to a real world problem.**

Strategies

Recognize when teachers engage students in real world learning.

Provide teachers feedback about missed opportunities to connect learning activities to the real world.



Health and Wellness - Celebration

When I'm feeling upset, stressed, or having problems...

I know someone outside of school who I can talk to about it

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree

0th (3.20) 25th (3.67) 50th (3.85) 75th (3.97) 100th (4.40)

Your District - May 2021

3.85
50th

OR schools

Your District - Nov 2018

3.75

6th

3.93

7th

3.80

8th

3.80



Health and Wellness

Current State

33%

of Black students responded that there is **an adult from school who they can talk to** when they are feeling upset, stressed or having problems.

Measure

In May 2022

42%

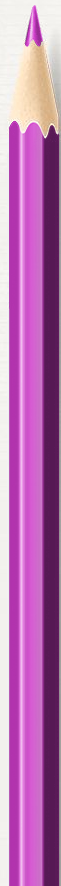
of Black students will respond that there is **an adult from school who they can talk to** when they are feeling upset, stressed or having problems.

Strategies

Survey to identify which individuals have a trusted adult

Connect one on one with students who do not have a trusted adult at school





Thank you

Any questions?

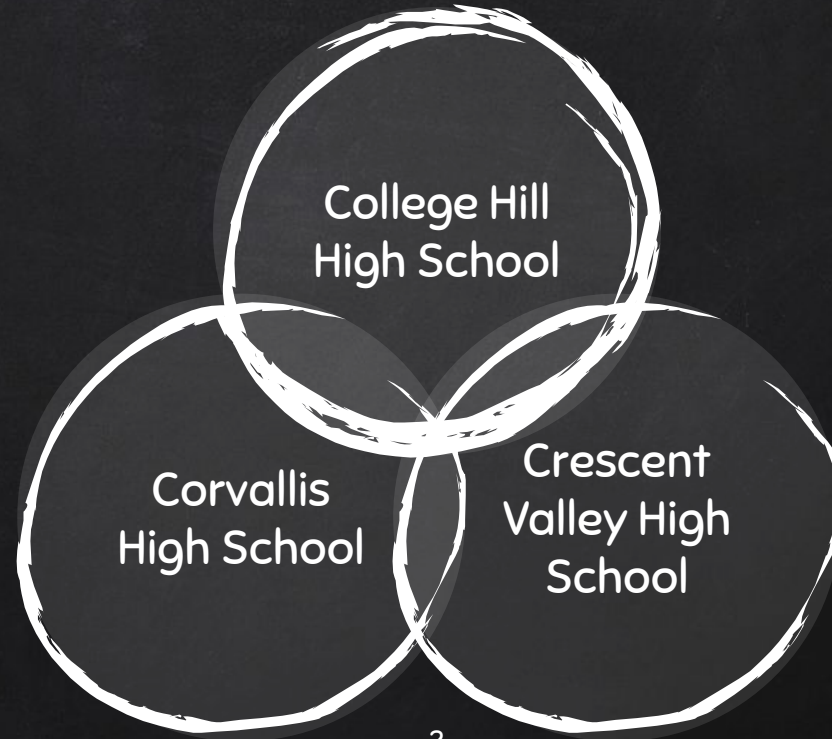


Corvallis
SCHOOL DISTRICT

III.B. High School Presentation

CSD HIGH SCHOOL IMPROVEMENT PLAN

WORKING TOGETHER TO IMPROVE OUTCOMES FOR OUR STUDENTS AND OUR COMMUNITY





ABOUT OUR SCHOOLS

	Enrollment	Students navigating poverty *	Emerging bilingual	Students with disabilities
College Hill HS	119	72 (61%)	4 (3%)	15 (13%)
Corvallis HS	1155	363 (31%)	77 (7%)	130** (11%)
Corvallis Online HS	49	16 (33%)	4 (8%)	6 (12%)
Crescent Valley HS	911	168 (18%)	9 (1%)	99** (11%)

* Likely under-reported due to universal access to free lunch

** CHS includes 19 LifeSkills; CV includes 24 WINGS

STUDENT ENROLLMENT BY RACE & ETHNICITY

	Native American/ Indigenous	Asian	Black	Hispanic/ Latinx	Multi-racial	Pacific Islander	White
College Hill HS	3%	1%	0%	26%	8%	1%	62%
Corvallis HS	1%	4%	1%	24%	8%	<1%	62%
Corvallis Online HS	0%	10%	2%	10%	8%	2%	67%
Crescent Valley HS	0%	6%	2%	9%	10%	<1%	72%



YOUTHTRUTH DATA AND BOARD GOALS
WERE USED TO WRITE OUR GOALS

HIGH SCHOOL IMPROVEMENT GOALS

We will work to ensure that students:

- ✗ Experience classes that really make them think
- ✗ Are able to be themselves at school, in the classroom and with their friends
- ✗ Have learning experiences that focus on solving real world problems
- ✗ Know about programs and services in the school that can support them when they are feeling upset.



WHAT STRATEGIES WILL WE
IMPLEMENT TO SUPPORT
BOARD GOALS?

STUDENT VOICE – YOUTH TRUTH

National nonprofit student survey (online). Data shown in the next slides is taken from May 2021 survey (CHS n = 498 to 675, CVHS n = 299–544, CHHS n=33–42)

Areas of focus in the survey:

<u>Engagement</u>	<u>Academic challenge</u>
Culture	<u>Belonging & Peer Collaboration</u>
Relationships	College & Career Readiness
Health & Wellbeing	Project based learning
<u>Emotional & Mental Health</u>	Diversity, Equity & Inclusion

OUR WORK THIS YEAR

ACADEMIC ACHIEVEMENT

CURRENT STATE

54%

of students responded
that their classes make
them **really think**

MEASURE

In May 2022

60%

of students will respond
that their classes make
them **really think**

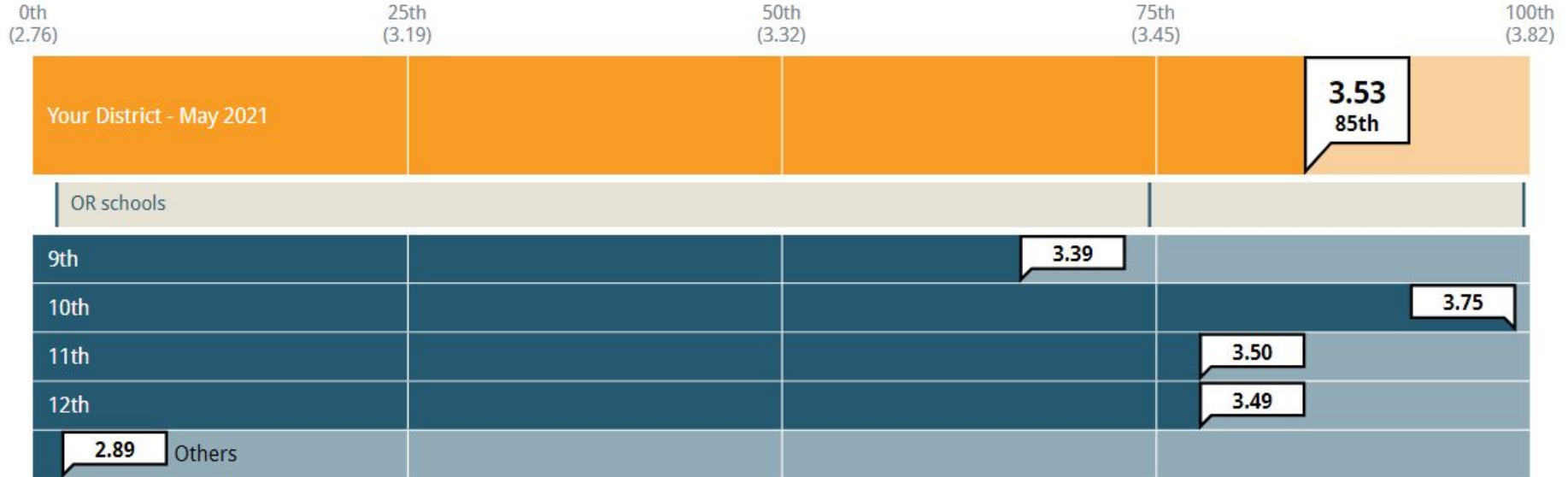
STRATEGY

Provide teacher
feedback on the quality
of intellectual work in
which students are
engaged.

EQUITABLE SYSTEMS – CELEBRATION

Within your school, how often do you learn about the lives and experiences of people of diverse countries?

1 = Very rarely 3 = Sometimes 5 = Very often



OUR WORK THIS YEAR

EQUITABLE SYSTEMS

CURRENT STATE

17%

of Black students
responded that they
“really feel a part of
their school
community.”

MEASURE

In May 2022

40%

of Black students will
respond that they
“really feel a part of
their school
community.”

STRATEGY

Support students in
SAFE to continue to
meet, have voice in
school spaces & share
goals and priorities..

Focus staff learning on
equity and equity
lessons.

OUR WORK THIS YEAR REAL WORLD LEARNING

CURRENT STATE

39%

Of students responded
that what they learn in
school **helps them**
outside of class.

MEASURE

In May 2022

45%

of students will respond
that what they learn in
school **helps them**
outside of class.

STRATEGIES

In walkthroughs ask
students about what
they are learning and
why they are learning it.

Provide teachers
feedback on
opportunities to make
real-world connections.

HEALTH AND WELLNESS – CELEBRATION

Overall, how do you feel about your life?

1 = Never content 3 = Sometimes content 5 = Content all the time



0th
(2.97)

25th
(3.40)

50th
(3.50)

75th
(3.59)

100th
(4.23)

Your District - May 2021

3.57
71st

OR schools

9th

3.64

10th

3.54

11th

3.49

12th

3.60

Others

4.00

OUR WORK THIS YEAR HEALTH & WELLNESS

CURRENT STATE

31%

of students responded that when they feel upset, stressed, or having problems, my school has programs or services that can help me.

MEASURE

In May 2022

38%

of students will respond that when they feel upset, stressed, or are having problems the school has programs or services that can help me.

STRATEGIES

Expanding the Mental Health Supports provided to students

Improve participation, expansion and visibility of Sources of Strength.



QUESTIONS





Corvallis
SCHOOL DISTRICT

IV. MATH CURRICULUM UPDATE (8:05 P.M.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Amy Lesan, Nikki McFarland, and Melissa Harder
Meeting Date: December 9, 2021

Corvallis School District Math Update

Background

On October 21, 2021, the State Board of Education adopted the Oregon Mathematics Standards, which represent K-12 learning expectations in mathematics for all students and are a foundational expectation of the Oregon Diploma.

Key revisions from the previously adopted mathematics standards include:

- Addition of a K-12 Data Reasoning Domain
- Merging of measurement content with Geometry content
- Revision of K-12 domains to reflect the learning pathways of Algebraic Reasoning, Numeric Reasoning, Geometric Reasoning & Measurement, and Data Reasoning
- Identification of a core two-credit requirement in high school that aligns to the Oregon 2+1 course design

Overview of Equitable Mathematics Education Vision from ODE

Engineering an equitable system of math education requires a collective commitment by policymakers, leaders, educators, students, and families. It requires replacing the historical system that filters students to one that elevates and develops each student's mathematical ability to use mathematics to make sense of the world. Such a system develops all students' identities as a person who can use math to solve problems they are interested in and make the world a better place. ODE is dedicated to building a math education system that propels students to their career and college goals through the following commitments:

Commitment 1: Provide a strong foundation of mathematical understanding and fluency for every student

Commitment 2: Apply mathematics through authentic problem-solving opportunities for students

Commitment 3: Implement inclusive, active learning strategies that engage students with content both inside and outside the classroom

Commitment 4: Dismantle systemic barriers based on perceptions of student's mathematical readiness rooted in racially-biased or otherwise invalid assumptions

Overview of Changes in Mathematics in Corvallis Schools

Given local evidence of inequitable systems in mathematics, our Teaching and Learning department has collaborated with teachers, administrators, math professionals, and students to develop a plan aligned to ODE guidance in mathematics.

Our goal is to create an “equitable mathematics system that intentionally broadens participation and engagement of all students in light of the cultural, linguistic, and mathematical competencies they bring to the classroom while maintaining high expectations for mathematical reasoning, fluency, and application.” [Oregon Department of Education](#)

To understand and support changes in mathematics, we have examined local **EVIDENCE** and research, determined a **FOCUS**, and created a **PLAN** to implement and support change. Over the next several years, we will **ANALYZE** the impacts of changes.

Evidence and Research that has Informed Change

Evidence:

- *Disproportionate representation of students of color and students navigating poverty in grade-level math tracks (Data from 2018 school year)*

8th Grade Core Math (Foundations)		
Race/Ethnicity	Representation in course	District Demographics
American Indian / Alaskan Native	0.40%	1.00%
Asian	5.16%	6.00%
Black	1.98%	1.00%
Hispanic / LatinX	22.22%	17.00%
Multi-Racial	4.37%	7.00%
Native Hawaiian / Pacific Islander	0.79%	1.00%
White	65.08%	67.00%
9th Grade Core Math (Algebra 1)		
Race/Ethnicity	Representation in course	District Demographics
American Indian / Alaskan Native	2.09%	1.00%
Asian	2.09%	6.00%
Black	0.84%	1.00%
Hispanic / LatinX	25.52%	17.00%
Multi-Racial	10.46%	7.00%
Native Hawaiian / Pacific Islander	0.42%	1.00%
White	58.58%	67.00%

- *Students who accelerate in a tracked system have math concept and reasoning gaps;*

Qualitative data from our middle schools regarding students who have been accelerated in a tracked system (typically in 4th-6th grade) show many students have gaps in:

- The concept of place value for decimals - foundational to all decimal and fraction work
- The concept and use of factors and multiples
- The concept of and ability to multiply decimals, fractions, and mixed numbers
- The concept of and ability to divide two-digit whole numbers, decimals, fractions, and mixed numbers
- The concept and use of negative whole numbers
- The concept and use of the distributive property with all types of numbers
- The application of negative number concepts to decimals and fractions
- The awareness of the reasonableness of answers or computation results

Often the students who are accelerated are the "good memorizers." They can remember all math facts and procedures but do not understand why they are used or how they connect to other concepts. They also tend to have an over-reliance on calculators for all of the above examples.

- *Less than 40% of students on track to take AP Calculus actually enroll in the course*
 - Mathematics standards are not isolated concepts. When we skip entire years of standards or condense multiple years into one year, there will be gaps in students' understanding.
 - Many skill gaps can easily be covered up until students enter Algebra 1 and above, at which point they have significant trouble due to increased level of difficulty and connectivity to K-8 math standards. Students who have traditionally accelerated into Geometry (skipping two years of standards-based mathematics) lack a deep understanding of fractions (and the related skills of percents and proportion word problems).

Research/Articles:

[Ability and Mathematics: the mindset revolution that is reshaping education](#)

This article reviews evidence for brain plasticity, the importance of mindset, and the ways that mindset messages may be communicated through classroom and grouping practices.

[Antiracist math education adds up to better results for students](#)

Jennifer Ruef, Rebekah Elliott, and Eva Thanheiser

Ruef, who has a doctorate in mathematics education, is an assistant professor of mathematics education at the University of Oregon. Elliott, who has a doctorate in curriculum and instruction, is associate professor of mathematics education at Oregon State University. Thanheiser, who has a doctorate in mathematics education, is professor of mathematics education at Portland State University. All three teach educators how to teach math.

[Closing the Opportunity Gap: A Call for Detracking Mathematics](#)

...NCSM calls instead for detracked, heterogeneous mathematics instruction through early high school, after which students may be well-served by separate curricular pathways that all lead to viable, post-secondary options.

[Dismantling Academic Tracking in Mathematics - Achieve the Core Aligned Materials](#)

Researching academic tracking reinforced for me what I already knew — that standardized assessments can contribute to and uphold a system that isn't designed for students of color.

[Is It Time to Detrack Math?](#)

Districts and schools can't simply detrack and assume great results will follow. Districts that have successfully detracked have had to work with both educators and parents to adapt to the new system—especially addressing the status and perceived advantage of tracking with families and students.

[Oregon Math Project Practice Brief: Promoting Equity](#)

Megan Brunner, Elyssa Stoddard & Rebekah Elliott, Oregon State University

Studies have shown that students who hold positive mathematical identities are more likely to succeed in math and continue in the field.

[NCTM Position: Access and Equity in Mathematics Education](#)

Question: What is required to create, support, and sustain a culture of access and equity in the teaching and learning of mathematics?

[Prove it to Me! Mathematics Teaching in the Middle School](#)

In this article, I describe a teaching intervention that highlighted problem-solving and reasoning and result in changed mathematics pathways for students, whether they were at the low, middle, or high end of the achievement spectrum.

[Raising Expectations and Achievement: The Impact of Two Wide-Scale De-Tracking Mathematics Reforms](#)

This paper shares evidence of two professional development interventions given to 120 school districts in California. When teachers de-tracked classes, taught all students high-level work, engaged students in rich tasks, and used formative assessment, student achievement on state tests increased dramatically for students at all levels of achievement.

[Research Overwhelmingly Counsels an End to Tracking | National Education Policy Center](#)

Rather than achieving its purported goal – to tailor instruction to the diverse needs of students – tracking has, over decades of extensive research, been repeatedly found to be harmful to students enrolled in lower tracks and to provide no significant advantages for higher-tracked students, writes Dr. William Mathis, the author of the series.

[Students' experiences of ability grouping – disaffection, polarization and the construction of failure](#)

Such studies have consistently found the net effects of tracking on achievement to be small (Slavin 1990), with evidence that tracking gives slight benefits to students in high tracks at the expense of significant losses to students in low tracks (Hoffer, 1992; Kerchhoff, 1986)

[What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K–12 Students' Academic Achievement: Findings of Two Second-Order Meta-Analyses - Saiying Steenbergen-Hu, Matthew C. Makel, Paula Olszewski-Kubilius, 2016](#)

Two second-order meta-analyses synthesized approximately 100 years of research on the effects of ability grouping and acceleration on K–12 students' academic achievement. Outcomes of 13 ability grouping meta-analyses showed that students benefited from within-class grouping ($0.19 \leq g \leq 0.30$), cross-grade subject grouping ($g = 0.26$), and special grouping for the gifted ($g = 0.37$), but did not benefit from between-class grouping ($0.04 \leq g \leq 0.06$); the effects did not vary for high-, medium-, and low-ability students.

What recent research is available regarding middle school tracking in mathematics, closing the achievement gap in mathematics, and acceleration in middle school math and HS Algebra I in 8th grade?

We focused on identifying resources that specifically addressed research on tracking middle school students in mathematics, closing the achievement gap in mathematics, and acceleration in middle school mathematics and high school Algebra 1 in 8th grade.

Our **Focus** Areas: Changes to Mathematics Teaching Practices and Math Pathways

The Oregon Department of Education has identified four commitments to equitable math practices. These state commitments serve as a guide to focused changes in mathematics practices and pathways in Corvallis. Impacts of changes implemented will be reflected in student outcomes over the next seven years.

ODE Commitments	Corvallis SD Focus Areas	Student Outcomes
Commitment 1 Provide a strong foundation of mathematical understanding and fluency for every student	Adhere to Grade Level Content in grades K-7 to ensure deep understanding of mathematical concepts and math reasoning.	All 9th-grade students will be enrolled in Algebra 1 or Geometry/Data Science
Commitments 2 and 3 Apply mathematics through authentic problem-solving opportunities for students Implement inclusive, active learning strategies that engage students with content both inside and outside the classroom	Improve mathematics literacy by engaging students in relevant, open-ended math tasks.	All students will achieve in math at high levels by enrolling in advanced courses
Commitment 4 Dismantle systemic barriers based on perceptions of student's mathematical readiness rooted in racially-biased or otherwise invalid assumptions	Restructure math course sequence to align to new standards and high school math pathways by adding Data Science and applied mathematics courses beyond year 2 of high school math.	Math class rosters at the secondary level will be diverse and not predictable by race or income level

Our Plan to Implement and Support of Changes to Math Teaching Practices and Pathways

Our math education system was developed over 130 years ago. It has resulted in sorting students into groups of “math brain” and “no math brain” students. This system has worked well for relatively few students.

We will work toward a new math system that better serves all students by:

- Engaging with students and families
- Restructuring math pathways, and
- Providing ongoing professional learning.

Engaging with students and families

As we sunset math tracking and placement practices at all Corvallis elementary and middle schools (grades 6 & 7), it is imperative that we engage students and families in conversations about math practices. We will accomplish this by:

- Holding affinity group conversations about math
- Offering information sessions with families
- Hosting family math events at elementary schools
- Conducting empathy interviews with students

Restructuring Math Pathways

Detracking is a deep commitment and an investment in people, curricula, and time to reach the goal of every student accessing grade-appropriate, academically rigorous, and intellectually challenging learning. CSD is committed to supporting and engaging each and every student in learning mathematics and increasing their opportunities.

The district is shifting away from leveling math classes in grades K-7 because of the irreparable damage tracking in math does to our students. **We are not ending higher-level math course availability at secondary schools.**

In high school, students will be able to take:

- Geometry
- Data Science
- Honors Algebra 2/ College Algebra
- Algebra 2
- Financial Algebra
- College Algebra/Trigonometry
- Honors Pre-Calculus
- AP Calculus (AB and BC)
- AP Statistics

The multi-year plan below outlines changes to mathematics pathways in grades 6-9.

	6	7	8	9
20/21 Detracking at Kathryn Jones Harrison Communication of changes, summer professional development	Math Concepts Or Pre-Algebra 6a Or Foundations of Algebra and Geometry	Pre-Algebra (7th grade standards) or Foundations of Algebra and Geometry or Algebra 1	Foundations of Algebra and Geometry or Algebra 1 or Geometry	Algebra 1 Or Geometry Or Algebra 2
21/22 Detracking at Bessie Coleman Ongoing professional development and standards review	Math 6 or 16 (from Bessie Coleman) going to Foundations at CMS	Pre-Algebra (7th grade standards) or Foundations of Algebra and Geometry (8th grade standards) or Algebra 1 (9th grade standards)	Foundations of Algebra and Geometry (8th grade standards) or Algebra 1 (9th grade standards) or Geometry (10th grade standards)	Algebra 1 Or Geometry Or Algebra 2
22/23 Professional Development and Materials Pilot	Math 6	Math 7 or Algebra 1	Foundations of Algebra and Geometry (8th grade standards) or Algebra 1 (9th grade standards) or Geometry (10th grade standards)	Algebra 1 Or Geometry Or Algebra 2
23/24 New HS Pathways in place New materials In classrooms in fall	Math 6	Math 7	Math 8 or Algebra 1 (9th grade standards) or Geometry	Algebra 1 (9th grade standards) Or Geometry(.5) & Data Science(.5) Or Algebra 2 (11th grade standards)
24/25 and beyond	Math 6	Math 7	Math 8 or Algebra 1 (9th grade standards)	Algebra 1 (9th grade standards) Or Geometry(.5) & Data Science(.5) (10th grade standards)

In addition, based on the most recent guidance from the Oregon Department of Education, there will likely be other additions to high school math options in the coming years. The aim is for all students to be successful in mathematical thinking and problem solving and to see themselves as mathematicians who can use math to understand and make sense of our world.

Providing Ongoing Professional Learning

Our Teaching and Learning coordinators will guide the work utilizing the expertise of our elementary and secondary math teacher leaders and local math education network. We are currently working with universities (WOU, OSU, Stanford), Oregon Department of Education, National Council for Teachers of Mathematics, and Teacher's Development Group to provide ongoing professional learning for all K-5 teachers and secondary math instructors. Areas of focus for professional learning include:

- Math Growth Mindset
 - Teaching Heterogeneous Groups
 - Complex Math Tasks, and
 - Data Science
-

Analyze the Impact

To understand and evaluate the impacts of changes to mathematics teaching practices and pathways, we will monitor data in three areas and adjust practice to improve outcomes.

Focus Area ([student outcome](#))

CURRENT STATE: 22% of students enrolled in Algebra I in 9th grade received a D or F in 2019. Latinx students enrolled in this course received a D or F at two to four times the rate of their white classmates.

THEORY of ACTION: When teachers adhere to grade-level content in K-7, they can focus instruction around learning goals that consider mathematical concepts, language, and representations. Supporting connections between concepts strengthens students' understanding of grade-level content and leads to success in higher-level content. When we intentionally use prerequisite knowledge standards to scaffold lessons and use just-in-time supports in the classroom, we promote the success of every student in high school level mathematics.

ANALYZING the IMPACT: Successful completion of Algebra 1 by the end of Grade 9.

Focus Area ([student outcome](#))

CURRENT STATE: Students of color are not represented in advanced mathematics courses in proportion to their enrollment in our high schools, and many students do not enroll in a fourth year of math.

THEORY of ACTION: When teachers support connections between concepts, they strengthen students' understanding of grade-level content, which leads to success in higher-level content. If math is accessible, connections to real-life are made explicit, and students feel successful in math, there will be joy and humanity in learning, and students will enroll in advanced mathematics and/or a fourth year of math.

ANALYZING the IMPACT: Equitable representation in advanced learning such as advanced placement courses. Monitor for increased numbers of students enrolled in a 4th year of high school math.

Focus Area: ([student outcome](#))

CURRENT STATE: Students of color are overrepresented in grade-level math at the secondary level and intervention groups at the K-8 level.

THEORY of ACTION: When we believe all students are mathematically brilliant and we assess, activate, and build on prior knowledge as a normal part of the teaching process, students will be more successful in mathematics courses. When we notice, name, and document student strengths, design lesson plans, and scaffold accordingly, students will develop mathematics identity and agency.

ANALYZING the IMPACT: Math class rosters at the secondary level will be diverse and not predictable by race or income level.

Involvement

District staff: Amy Lesan, Nikki McFarland, Leigh Santy, and Melissa Harder.

Cost Impact

The Teaching and Learning Department will incorporate costs for the following areas of focus into future budgets:

Professional Development

- Title II (already funded for 21-22, will continue for future years)
- Potential calendar adjustments to allow for more PD time within the school year without the use of substitute teachers

Curriculum Adoption

- Instructional Materials - will budget in 22-23 and 23-24 school years
- Instructional Rounds and Implementation Oversight (Title II)

Family Involvement

- Ongoing in budgets (Title I and III, General funds)

Function

Review and discussion

Appendix - Equity and Access Statements from National Mathematics Organizations

American Mathematical Association of Two-Year Colleges (AMATYC)

- [Diversity, Equity, and Inclusion in Mathematics](#)
- [Response to Systemic Racism](#)

American Mathematical Society (AMS)

- [Promoting equity, diversity, and inclusion in the mathematical sciences](#)

American Statistical Association (ASA)

- [ASA Statement on Justice, Equity, Diversity, and Inclusion](#)

Association for Symbolic Logic (ASL)

- [Statement on diversity and inclusiveness](#)

Association of Mathematics Teacher Educators (AMTE)

- [Equity in Mathematics Teacher Education](#)

Association of State Supervisors of Mathematics (ASSM)

- [Response to Systemic Racism](#)

Benjamin Banneker Association (BBA)

- [Implementing a Social Justice Curriculum: Practices to Support the Participation and Success of African-American Students in Mathematics](#)

Conference Board of Mathematical Sciences (CBMS)

- [Active Learning in Post-Secondary Mathematics Education](#)

Mathematical Association of America (MAA)

- [Black Lives Matter: A message from the MAA committee on minority participation in mathematics](#)
- [A Common Vision for Undergraduate Mathematical Sciences Programs in 2025](#)
- [Guide to Evidence-Based Instructional Practices in Undergraduate Mathematics](#)

National Council of Teachers of Mathematics (NCTM)

- [Access and Equity in Mathematics Education](#)
- [A Statement on George Floyd, Breonna Taylor, and Ahmaud Arbery](#)
- [NCTM Supports Research and Researchers](#)

National Council of Supervisors of Mathematics and TODOS: Mathematics for ALL

- [Mathematics Education Through the Lens of Social Justice: Acknowledgment, Actions, and Accountability](#)

TODOS: Mathematics for ALL

- [The Mo\(ve\)ment to Prioritize Anti-Racist Mathematics](#)
- [TODOS Live! Podcasts](#)

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Mathematics Learning 2021 and Beyond



Teaching & Learning
Department Board Presentation



Board & Community Members

You will need a piece of paper to write on.

HINT: You will be doing some math this evening.

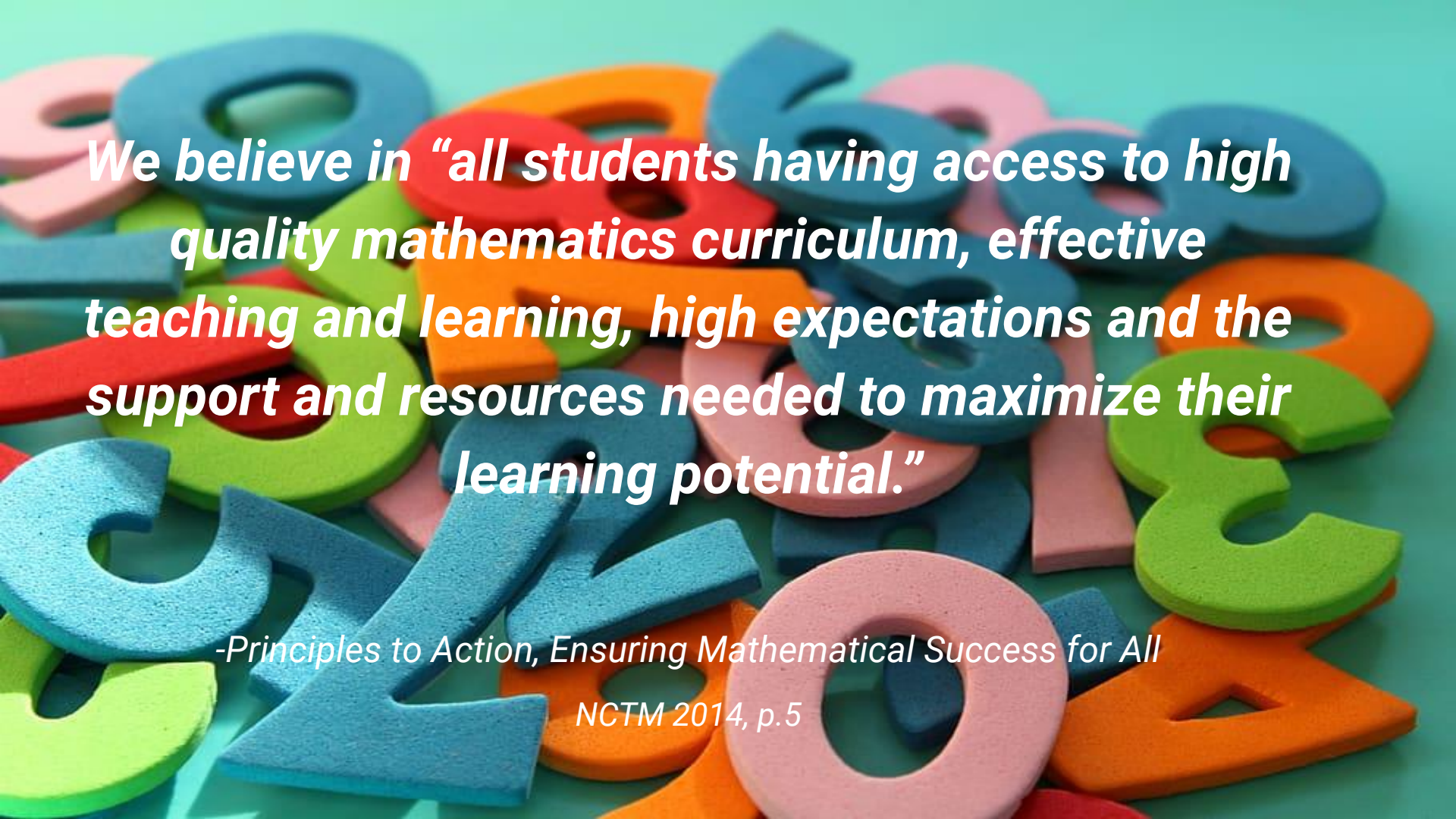


We believe that:

- Math should be visual, collaborative and engaging
- ALL students should have a positive mathematical identity



Different Experiences With Math Facts

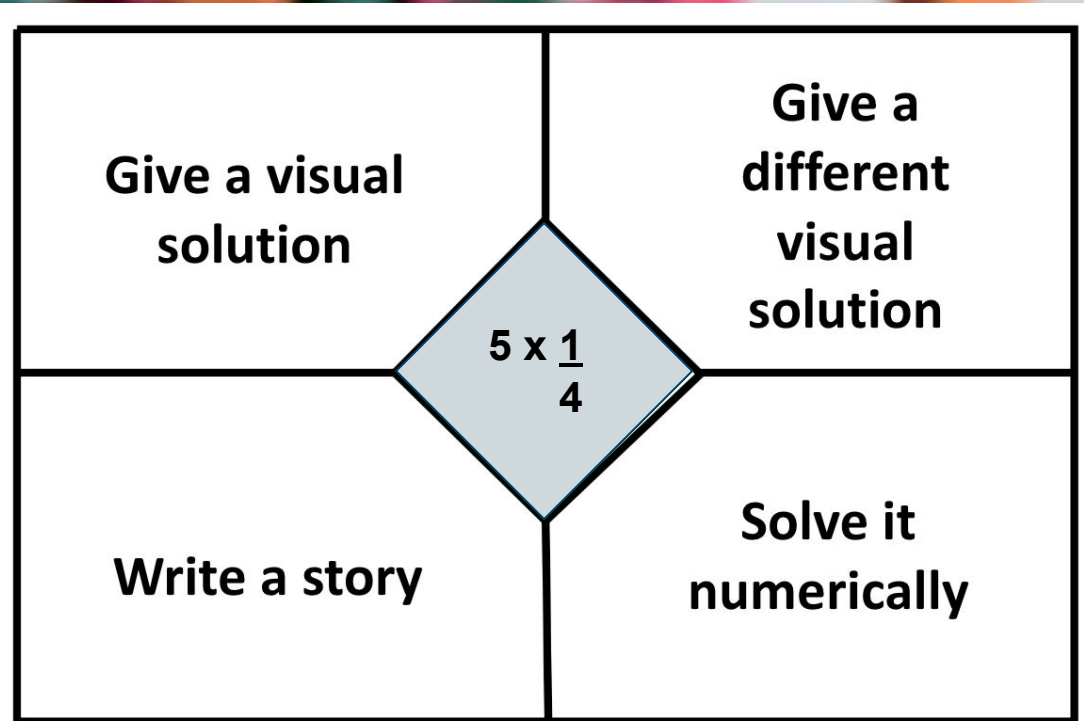


We believe in “all students having access to high quality mathematics curriculum, effective teaching and learning, high expectations and the support and resources needed to maximize their learning potential.”

-Principles to Action, Ensuring Mathematical Success for All

NCTM 2014, p.5

On your piece of paper, solve the equation in 4 ways.



Our work in math supports Corvallis Board goals

CSD Board Goal Areas	Key areas with implications for equitable access to high quality mathematics teaching & learning (NCTM, July 2021)
Academic Achievement	Grade Level Content Student work must be focused on grade level mathematics content
Equitable Systems	Equitable and Effective Instruction All students should be positioned as competent, confident and capable learners and doers of mathematics
Real World Learning	Advocacy Students should engage in work that supports equitable access to high-quality, meaningful mathematics.

Our Approach to Change



Examine the Evidence

Disproportionate representation of students of color and students navigating poverty in “low” math tracks

Students who accelerate in a tracked system have math concept and reasoning gaps

Less than 40% of students on track to take AP Calculus in 8th grade actually enroll in the course



Determine a Focus

Adhere to Grade Level
Content

Improve mathematics literacy

Restructure math course
sequence K-12 to align to new
standards and high school
math pathways



Implement and Support

Engage families in conversations about math practices

Provide ongoing professional learning related to

- Math Growth Mindset
- Teaching Heterogeneous Groups
- Complex Math Tasks
- Data Science

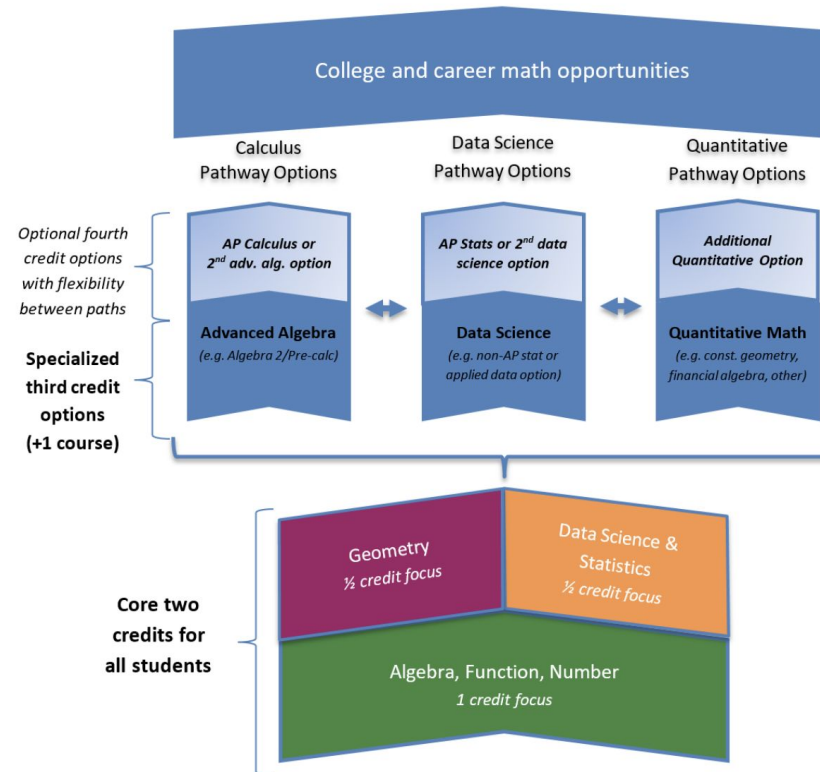
Restructure math pathways



Pathways

Guidance from Oregon Department of Education

Figure 2: Long Term (2023-24) Course Pathway Options



Analyze the Impact

Successful completion of Algebra 1 by the end of Grade 9

Ensure equitable representation in advanced learning such as advanced placement courses and monitor for increased numbers of students enrolled in a 4th year of high school math.

Math class rosters at the secondary level will be diverse and not predictable by race or income level



What are you curious about?





Corvallis

SCHOOL DISTRICT

- V. BOARD POLICY ACB - ALL STUDENTS BELONG - REVISED -- FIRST READING



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Melissa Harder

Meeting Date: November 30, 2021

NO ACTION REQUIRED

Board Policy ACB – Every Student Belongs – Revised – First Reading

Administrative Regulation ACB-AR – Bias Incident Complaint Procedure – Revised – For Information

Background

In September 2020, in response to a student request, the Oregon State Board of Education adopted Oregon Administrative Rule (OAR) 581-022-2312. The OAR was All Students Belong and required all districts, ESDs, and charter schools to adopt a policy prohibiting hate symbols and addressing bias incidents. In December 2020, the Corvallis School Board adopted Board Policy ACB—All Students Belong.

In February 2021, amendments to the OAR were adopted, including changing the title to Every Student Belongs. In May 2021, the Oregon Legislature adopted House Bill 2697, which placed many of the same requirements into statute. Finally, in October 2021, the OAR was amended again to align with the legislative action more closely.

While the general intent and impact of the law have not changed, the changes made by the legislature and the State Board necessitate several changes to the policy and its accompanying AR. OSBA recommends that boards and school districts replace existing documents with these new versions by January 1, 2022.

Involvement

District staff: Assistant Superintendent Melissa Harder and Superintendent Ryan Noss.

Cost Impact

None

Function

Review of revisions.



Code: ACB
Adopted: 12/17/20
Orig. Code: ACB

Every All Students Belongs

The district is committed to equity. For reference, see **Racial Educational** Equity Board Policy - JBB.

All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, gender expression, sexual orientation, disability, or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, gender expression, sexual orientation, disability, or national origin.

All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, gender expression, sexual orientation, disability, or national origin.

~~All employees are entitled to work in an environment that is free from discrimination or harassment. All visitors are entitled to participate in an environment that is free from discrimination or harassment. For reference, see Nondiscrimination Board Policy – AC.~~

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, gender expression, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means nooses^[1], symbols of neo-Nazi ideology or the battle flag of the Confederacy. ~~“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including but not limited to, the noose, Nazi hakenkreuz, or confederate flag², and whose display:~~

- ~~1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or~~

¹ [The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).]

2. ~~Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.~~

The district prohibits the use or display of any symbols of hate on school property³ district grounds or in an education program⁴ ~~any district or school sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly,~~ except where used in teaching curriculum that is aligned with state standards of education for public schools ~~that is aligned to the Oregon State Standards.~~

In responding to the use of any symbols of hate, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual^{5} because that individual has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation. ~~The district prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing, and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.~~

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

[ORS 659.850](#)

[ORS 659.852](#)

[OAR 581-002-0005](#)

[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

[House Bill 2697 \(2021\)](#)

[House Bill 3041 \(2021\)](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

³ “School property” means any property under the control of the district.

⁴ “Education program” includes any program, service, school or activity sponsored by the district.

⁵ {ORS 659.852 prohibits retaliation only against students. Other statutes (and other complaint procedures) prohibit retaliation against staff and others for reporting or providing information regarding a complaint or investigation.}

Cross Reference(s):

AC - Nondiscrimination

GBEA - Workplace Harassment

GBNA - Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying - Staff

GBN/JBA - Sexual Harassment

JBA/GBN - Sexual Harassment

JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying,

Teen Dating Violence, or Domestic Violence - Students

JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying,

Teen Dating Violence, or Domestic Violence – Students



Code: ACB-AR
Adopted: 12/17/20
Orig. Code: ACB-AR

Bias Incident Complaint Procedure

The term “bias incident” and “symbols of hate” are is defined in policy. Persons impacted by a bias incident or display of a symbol of hate shall be defined broadly to include persons directly targeted by an act, as well as the community of students as a whole who are likely to be impacted by the act. ~~individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.~~¹

Step 1: When a staff member learns of a potential bias incident or display of a symbol of hate, the staff member will prioritize the safety and well-being of all persons impacted and immediately report the incident to the building or program administrator.

Step 2: The administrator or designee shall acknowledge receipt of the complaint, document the complaint in writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- ~~Educational components that~~ Address the history and impact of hate symbols;
- ~~Advance Procedural components to ensure the safety and~~, healing, and agency of those impacted by bias and hate;
- ~~Promote accountability~~ Accountability and transformational opportunities for people who cause harm; and
- ~~Promote transformation~~ Transformation of the conditions that perpetuated the harm.

The administrator or designee must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The administrator or designee will render a written decision within 10 school days of receiving the complaint.

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation, including: ~~At a minimum, the information provided must include:~~

- Notice that ~~that~~ an investigation has been initiated;
- Notice when ~~When~~ the investigation has been completed;
- Findings ~~The findings~~ of the investigation and the final determination based on those findings; and
- Actions taken ~~with the person or persons who committed the harassing behavior~~ to remedy a person's behavior and prevent reoccurrence; and ~~when the actions relate directly to a person impacted by the event.~~
- When applicable, the legal citation of any law prohibiting disclosure of any information described above, and an explanation of how that law applies to the current situation.

~~If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.²~~

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator or designee, the complainant or respondent may submit a written appeal to the Assistant Superintendent's Office within 10 working days after receipt of the administrator or designee's response to the complaint.

The Assistant Superintendent's Office shall acknowledge receipt of the appeal and may meet with all parties involved. The Assistant Superintendent will review the merits of the complaint and the administrator or designee's decision. The Assistant Superintendent will respond in writing to the complainant within 10 working days.

The Assistant Superintendent will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the Assistant Superintendent, a written appeal may be filed with the Board of directors in care of the Superintendent within 10 working days of receipt of the Assistant Superintendent or designee's response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing within 20 working of this meeting.

² Refer to policies GBL - Personnel Records, JOA - Directory Information and JOB - Personally Identifiable Information and district legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator or designee, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the Assistant Superintendent's Office and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

If the complainant or the parent or guardian of a student complainant is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal³ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁴

District administration will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

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³ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

⁴ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>



Corvallis

SCHOOL DISTRICT

- VI. BOARD MEMBER COMMENTS (9:00 p.m.)*
- VII. ADJOURNMENT (9:20 p.m.)*

*All times are approximate.

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



Corvallis

SCHOOL DISTRICT

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