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, November 16, 2023 5:30 PM	Regular	Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, 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/UC9Jtpte5dmilZl9kySBJbVQ?
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, November 16, 2023
5:30 PM

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

Meeting Details: Thursday, November 16, 2023, 5:30 PM in the Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, 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/UC9Jtpte5dmilZl9kySBJbVQ? A recording of the meeting will also be posted to that channel.

I. CALL TO ORDER AND ROLL CALL (5:30 p.m.)*
The Board and presenters will have dinner from 5:30 p.m. - 6:00 p.m. and then proceed with the Board meeting.

II. WELCOME AND INTRODUCTIONS (6:00 p.m.)*

III. STUDENT REPRESENTATIVE REPORTS

IV. SCHOOL IMPROVEMENT PLANS (6:25 p.m.)*
During the SIP presentations, participants will move around the room, and audio may be limited.

IV.A. Cheldelin Middle School

Cheldelin Middle School

School Improvement Plan 2023-2024

Our mission is to foster a welcoming community where every student is given an opportunity to learn, grow and belong. We are committed to creating a safe environment that celebrates the culture, heritage, and identity of each student.

Math

By the end of the 2023-2024 school year, student performance on the state assessment will improve by 4.3%, putting ALL students on a trajectory to be proficient by 2026-2027.

Focal Group - Students w/ Disabilities

- Growth of 12.6% this school year

Objectives

- Math Skills Labs - Students with Disabilities
- Math Intervention Classes - Lagging Skills Based
- Implement new Math curriculum with fidelity
- PLC
- *Afterschool Homework Club*

Attendance

By the end of the 2023-2024 school year, the percentage of Regular Attenders will increase by 4.6%.

Focal Group - Students w/ Disabilities

- Growth of 12.5% this school year

Objectives

- Behavior System
- Accurate Attendance taken
- Communication Home - Phone Calls, Letters, Emails
- Affinity Groups
- Student Clubs
- Alternative Education Placement in Connections considered at SST

Literacy

By the end of the 2023-2024 school year, student performance on the state assessment will improve by 1.6%, putting all students on a trajectory to be proficient by 2026-2027.

Focal Group - Students w/ Disabilities

- Growth of 13.5% this school year

Objectives

- Language Arts Skills Labs - Students with Disabilities
- Implement new Language Arts curriculum with fidelity
- PLC
- *Reading Intervention Classes - Lagging Skills Based*
- *Afterschool Homework Club*

Cheldelin Middle School Cougars

Foster a Welcoming Community Where Every Student is Given:

Opportunity to Learn
Grow
Belong

Committed to Creating a Safe Environment that Celebrates:

Culture
Heritage
Every Student's Identity

Cheldelin Middle School

Additional Support Strategies & Policies

School Wide Policies

- Hire Dean of Students
- Personal Electronic Devices
- Lockers - Backpacks
- 10/10 Rule
- Hall Passes
- Cougar Den - Scheduled mental health breaks
- Daily Student Announcements
- Accurate Attendance taken, phone calls, letters, emails

Equity Work

- Staff Equity Team
- Counselor Led Student Groups
- SAFE - Leadership & Affinity Groups
- Pride Affinity Group
- Variety of Student Choice Clubs
- Advisor Lessons - Character Strong
- Youth Truth Survey

Staff Culture

- Consistent & Sustainable Behavior System
- August Staff Survey
- November TELL Survey
- Youth Truth Survey
- Communication System - Friday Focus
- Community Circle w/ Dean of Students
- Friday Family Forum w/Assistant Principal
- Student Service Office Hour
- Safety - Radios, 1122 Phone

Student Behavior

- Resurrect PBIS Team
- School Store
- PAWS Cards
- *Synergy Incident Referral System*

Classified Staff Support

- Focused support in Math & Language Arts
- Variety of Classes
- Reallocate staff to Alt Ed Program
- Homework Club
- XLT - Extended Learning Time
- Lexia digital academic support platform

Student Support

- Team Leaders
- Kid Talk Revamp
- SST Revamp
- Alternative Education Program
  - Connections
  - Academy

Classroom Environment & Culture

- Classroom Routines and Rituals
- *STOIC*
- *Scaffolds for Learning - Differentiation*
- 5 Dimensions of Teaching & Learning

School Culture is directly impacted by the Math, Literacy, and Attendance Objectives and the Additional Support Strategies and Policies. It is the beginning phase of a school with Collective Efficacy.

Corvallis
SCHOOL DISTRICT

IV.B. College Hill High School

College Hill
WE GOT THIS

As we developed our School Improvement Plan we considered key measures of **key measures of High School Success**:

GOAL 1 All Seniors will graduate

PROBLEM WE ARE TRYING TO SOLVE	https://docs.google.com/spreadsheets/d/1ujXCKZEsB9EGA2-FMdqL2rsLpKDtTb8RfVTCQ7JUxjk/edit#gid=0
WHAT WE ARE FOCUSING ON	Students will earn the required credits to graduate on time.
STRATEGIES WE WILL USE TO ADDRESS PROBLEM	Daily Goal Sheet Green Zone Interventions ● Daily - Leave when done ● Monthly - field trips ● Credits earned when courses are complete Academic Advisors FOCUS Program Post-secondary Planning as a tool for hope
HOW WE WILL MEASURE GROWTH, IMPROVEMENT OR SUCCESS	Graduation numbers

GOAL 2 Students will have a concrete plan that takes them beyond high school

PROBLEM WE ARE TRYING TO SOLVE	Students need to know what they are doing after graduation.
WHAT WE ARE FOCUSING ON	Students will increase their confidence in their ability to articulate and to follow through on the necessary steps to match their interests, strengths, and skills to their post-high school lives, college or work, and independent living.
STRATEGIES WE WILL USE TO ADDRESS PROBLEM	Begin conversation at intake Success Course Twice yearly parent/teacher conferences Career Speakers Equity Speakers Senior Seminar Senior Project Authentic learning experiences
HOW WE WILL MEASURE GROWTH, IMPROVEMENT OR SUCCESS	We will keep a record of each student's plan We will also work with students who do not yet have a plan and will require one for graduation.

GOAL 3 All students will demonstrate mastery of “essential skills.”

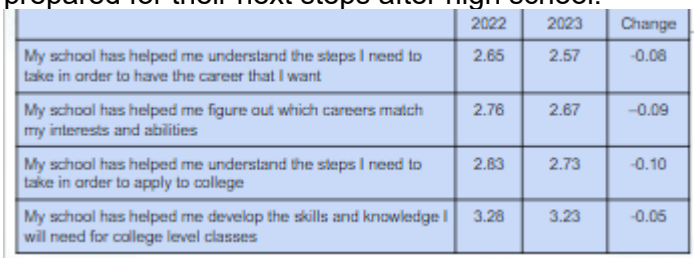
PROBLEM WE ARE TRYING TO SOLVE	No more essential skills at the state level.
WHAT WE ARE FOCUSING ON	Students will: 1. Write effectively 2. Read with comprehension 3. Solve mathematical problems in multiple settings 4. Speak clearly and confidently 5. Analyze and interpret data, develop and test hypotheses
STRATEGIES WE WILL USE TO ADDRESS PROBLEM	Embedded work samples Track proficiency Intervene systematically Celebrate successes
HOW WE WILL MEASURE GROWTH, IMPROVEMENT OR SUCCESS	Develop a tracking system for each essential skill and how they will be embedded into our courses. Develop intervention strategies. Tie credit to proficiency in these essential skills.

Corvallis
SCHOOL DISTRICT

IV.C. Corvallis High School

As we developed our School Improvement Plan, we considered the **key measures of High School Success**,

GOAL 1: Increase college and career readiness (to Avg. of 3.50, with no question below 3.0)

PROBLEM WE ARE TRYING TO SOLVE	Youth Truth data consistently shows that students do not feel adequately prepared for their next steps after high school. 
WHAT WE ARE FOCUSING ON	Students will increase their confidence in their ability to articulate and to follow through on the necessary steps to match their interests, strengths, and skills to their post-high school lives, college or work.
STRATEGIES WE WILL USE TO SOLVE THE PROBLEM	• Career-focused Advisor lessons • Major Clarity Platform- Career Planning • Senior seminar survey (at quarter) - formative to adjust focus • College and career center active outreach and promotion
HOW WE WILL MEASURE GROWTH, IMPROVEMENT OR SUCCESS	Youth Truth Survey in April 2024 (Summative) Senior seminar survey as formative data during semester 1

	2022	2023	Change
My school has helped me understand the steps I need to take in order to have the career that I want	2.65	2.57	-0.08
My school has helped me figure out which careers match my interests and abilities	2.76	2.67	-0.09
My school has helped me understand the steps I need to take in order to apply to college	2.83	2.73	-0.10
My school has helped me develop the skills and knowledge I will need for college level classes	3.28	3.23	-0.05

GOAL 2: All student groups will exceed 95% in terms of 9th grade on-track.

PROBLEM WE ARE TRYING TO SOLVE	9th grade on track dropped for the 22/23 school year from 92% to 86%. Disaggregated data shows that Hispanic/Latino students , FRL, ELL, and Students with Disabilities experienced the sharpest declines. Hispanic: 85% to 68% FRL: 92% to 69% ELL: 89% to 65% SPED: 82% to
WHAT WE ARE FOCUSING ON	9th Grade students will be on track to graduate in four years: earned 6 credits by the end of their 9th grade year. Systems of interventions will target the groups identified above.

STRATEGIES WE WILL USE TO SOLVE THE PROBLEM	• Disaggregated data study • Upward bound • 6 week intervention and support cycle • CHS prep • After school tutoring • Health 1/Spartan success • AVID
HOW WE WILL MEASURE GROWTH, IMPROVEMENT OR SUCCESS	6 week data to identify and intervene Quarter data to identify and intervene Semester data to identify and intervene

GOAL 3: Overall CHS graduation rate will be above 90%, including an 80% graduation rate for students with disabilities.

PROBLEM WE ARE TRYING TO SOLVE	Our overall graduation rate decreased from 91 to 87 percent, with our Hispanic/Latino students showing the biggest decrease, from 90 to 83%.
WHAT WE ARE FOCUSING ON	We will focus on seniors who are at-risk or credit deficient.
STRATEGIES WE WILL USE TO SOLVE THE PROBLEM	• Senior seminar converting to CHS Prep • Student tracking of progress against graduation during advisor • Spanish language support in Geometry • Increased Focus Skills Development classes • Tier 1 / Tier 2 structured support and intervention • Staffing meetings during conferences (parents, students, counselors, teachers, administrators).
HOW WE WILL MEASURE GROWTH, IMPROVEMENT OR SUCCESS	Student review at start of S1, end of semester 1 and during semester 2: Data drives interventions and support options. Schedules and layers of support will be revisited at the semester.

Corvallis
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IV.D. Crescent Valley High School

As we developed our School Improvement Plan, we considered the **key measures of High School Success**,

GOAL 1: Increase college and career readiness to an overall average of 3.55 with no question below 3.0

<table>
<tr><td>PROBLEM WE ARE TRYING TO SOLVE</td><td>Compared to other schools who use Youth Truth data, our percentile rankings show CV students do not feel they are adequately prepared for their next steps after high school.

<table><tr><th></th><th>2022</th><th>2023</th><th>Percentile (2023)</th></tr><tr><td>My school has helped me understand the steps I need to take in order to have the career that I want.</td><td>2.67</td><td>2.88</td><td>19th</td></tr><tr><td>My school has helped me figure out which careers match my interests and abilities.</td><td>2.77</td><td>2.99</td><td>29th</td></tr><tr><td>My school has helped me understand the steps I need to take in order to apply to college.</td><td>2.86</td><td>3.06</td><td>28th</td></tr><tr><td>My school has helped me develop the skills and knowledge I will need for college level classes.</td><td>3.35</td><td>3.39</td><td>54th</td></tr></table></td></tr>
<tr><td>WHAT WE ARE FOCUSING ON</td><td>Students will increase their confidence in their ability to articulate and to follow through on the necessary steps to match their interests, strengths, and skills to their post-high school lives, college or work.</td></tr>
<tr><td>STRATEGIES WE WILL USE TO SOLVE THE PROBLEM</td><td>• Career-focused Advisor lessons
• Major Clarity Platform - Career Planning
• Senior Seminar survey (at quarter) - formative to adjust focus
• College and Career Center active outreach and promotion
• Career Convention
• Career Fair
• Trade Fair
• College Visits
• Military Visits</td></tr>
<tr><td>HOW WE WILL MEASURE GROWTH, IMPROVEMENT OR SUCCESS</td><td>Youth Truth Survey in April 2024 (Summative)
Senior seminar survey as formative data during semester 1</td></tr>
</table>

GOAL 2: All student groups will exceed 95% in terms of 9th grade on-track.

PROBLEM WE ARE TRYING TO SOLVE	On track data for the 22/23 school year shows 84% of students earned 6 credits in their 9th grade year. This was the Oregon average and an 11% decrease from the previous year for CV. Disaggregated data shows students with disabilities and students receiving FRL had the lowest on track percentage at 43% and 62%, respectively.

WHAT WE ARE FOCUSING ON	9th Grade students will be on track to graduate in four years by earning 6 credits by the end of their 9th grade year. Systems of interventions will target the groups identified.
STRATEGIES WE WILL USE TO SOLVE THE PROBLEM	● Disaggregated data study ● Advisor Academic Seminar ● 6 week intervention and support cycle ● Raider Upgrader ● Health 1 / Raider Success ● Writing Support Center ● Math Support Center ● AVID
HOW WE WILL MEASURE GROWTH, IMPROVEMENT OR SUCCESS	6 week data to identify and intervene Quarter data to identify and intervene Semester data to identify and intervene

GOAL 3: Overall CV graduation rate will be above 90%, including the graduation rate for students with disabilities (92% in 22/23, 63% in 21/22).

PROBLEM WE ARE TRYING TO SOLVE	On-time graduation data from the 22/23 school year shows an overall rate of 94%. This is a 7% increase from the previous year. The Oregon average was 81%. Disaggregated data shows Hispanic/Latino students declined 10% (85%) from the 21/22 school year.
WHAT WE ARE FOCUSING ON	We will focus on seniors who are at-risk or credit deficient. Presently, 64% of seniors (137/214) at CV are on track to graduate. Our immediate and most intensive focus will be the 77 or 36% who are not on track, including isolating data on our Hispanic/Latino students and students with disabilities.
STRATEGIES WE WILL USE TO SOLVE THE PROBLEM	● Senior seminar ● CV Options ● ELA focused Advisor period ● Student tracking of progress against graduation during Academic Seminar ● Student tracking in Senior LRC ● Writing and Math Center support ● Student outreach ● Staffing meetings (parents, students, counselors, family liaison, teachers, administrators).
HOW WE WILL MEASURE GROWTH, IMPROVEMENT OR SUCCESS	Student review at start of S1, end of semester 1 and during semester 2: Data drives interventions and support options. Schedules and layers of support will be revisited at the semester.

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IV.E. Franklin K-8 School

As you develop your School Improvement Plan, consider the **Oregon Integrated Systems Framework**:

- Leadership & Culture
- Educator Growth
- Stakeholder Engagement and Partnerships
- Coordinated Learning
- Inclusive Policy and Practice

ORIS research

GOAL 1

EXAMINE THE EVIDENCE	What is the dilemma or problem of practice that you cannot easily resolve? What is the equity challenge/ opportunity gap you are aiming to address? What do you want to be true for your students?	In Math, our overall percentage of students meeting the state benchmark is 59%, which puts our school at a Level 3 for student achievement in Math.
DETERMINE A FOCUS	What do you want students to know and be able to do?	Students will meet the state benchmark for Math at an improved rate of 62%, which will meet state achievement criteria of Level 4.
IMPLEMENT STRATEGIES	What specific activities will your administrative team implement to change the current state?	• Implement the new math curricula at all levels • Continue to define and utilize instructional strategies that will build toward our school vision • Provide Professional Development and feedback for staff that promote student engagement and scaffolding strategies that will help all students achieve learning goals • Continue with our MTSS system to help students meet grade level standards • Utilize SEL curricula (Character Strong and CSC) to build growth mindset in students and increase their sense of belonging and voice • Use the 5D+ framework and and rubric to give teaching staff feedback on progress toward district goals
ANALYZE IMPACT	How will you measure the outcomes to understand the impact of your strategies?	We will use Spring 2024 OSAS results to measure progress toward this goal.

GOAL 2

EXAMINE THE EVIDENCE	What is the dilemma or problem of practice that you cannot easily resolve? What is the equity challenge/ opportunity gap you are aiming to address? What do you want to be true for your students?	In English Language Arts, our overall percentage of students meeting the state benchmark is 68%, which puts our school at a Level 4 for student achievement in ELA. This is worth celebrating as we continue to improve toward the 80% mark set as the long-term goal by the state. However, our percentage of students from underserved races meeting the state benchmark is 44%, which meets the state rating at a Level 2 for student achievement. We would like to see our students from underserved races meet the state benchmark in ELA at the same rate as our overall student population.
DETERMINE A FOCUS	What do you want students to know and be able to do?	Students from underserved races will meet the state benchmark for ELA at an improved rate of 54%, which will meet state achievement criteria of Level 3.
IMPLEMENT STRATEGIES	What specific activities will your administrative team implement to change the current state?	● Continue to define and implement instructional strategies that will build toward our school vision ● Provide Professional Development and feedback for staff that promote student engagement and scaffolding strategies that will help all students achieve learning goals ● Work with Jenn Vomocil (math TOSA) to host 6 parent nights to families can learn how to support their students in math ● Continue with our MTSS system to help students meet grade level standards ● Utilize SEL curricula (Character Strong and CSC) to build growth mindset in students and increase their sense of belonging and voice ● Use the 5D+ framework and and rubric to give teaching staff feedback on progress toward district goals
ANALYZE IMPACT	How will you measure the outcomes to understand the impact of your strategies?	We will use Spring 2024 OSAS results to measure progress toward this goal.

Corvallis
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IV.F. Linus Pauling Middle School

2023-2024 Linus Pauling School Improvement Plan

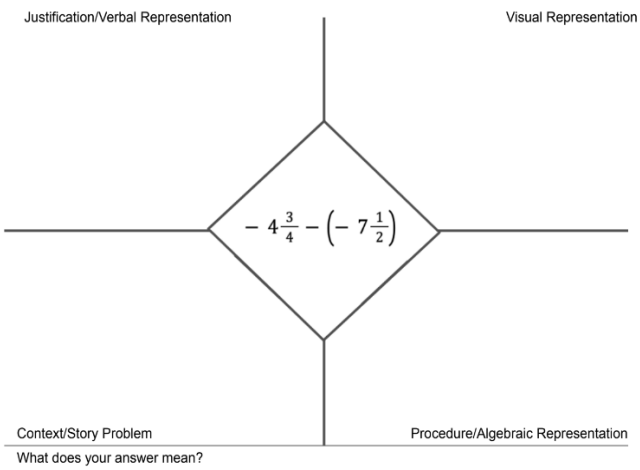
Slideshow presentation

GOAL 1: In the April 2024 YT survey, overall student agreement will increase to at least the level of a typical YT school, with reduced variation between racial groups.

<table>
<tr><td>EXAMINE THE EVIDENCE</td><td>What is the dilemma or problem of practice that you cannot easily resolve? What is the equity challenge/ opportunity gap you are aiming to address? What do you want to be true for your students?</td><td>Student perception of culture and belonging on the YouthTruth survey has seen reduced positive responses.
<table>
<tr><th>Question</th><th>LPMS April 2023</th><th>LPMS Mar 2022</th><th>Typical YT school</th><th>Highest averaging disaggregate groups</th></tr>
<tr><td>Students from my school treat adults with respect</td><td>12%</td><td>19%</td><td>32%</td><td>AI/AN, Hispanic, Asian</td></tr>
<tr><td>Adults from my school treat students with respect</td><td>56%</td><td>66%</td><td>63%</td><td>AI/AN, Asian, Hispanic</td></tr>
<tr><td>I really feel like part of my school's community</td><td>35%</td><td>45%</td><td>47%</td><td>Asian, AI/AN, White</td></tr>
</table></td></tr>
<tr><td>DETERMINE A FOCUS</td><td>What do you want students to know and be able to do?</td><td>Student perception will increase in key areas of culture and belonging addressed with the three statements in the above table.</td></tr>
<tr><td>IMPLEMENT STRATEGIES</td><td>What specific activities will your administrative team implement to change the current state?</td><td>Pride Advisory class as home base at the start of the year and trimesters. Schoolwide teaching of expectations, behavior matrix, and district guidelines. Character Strong in Pride class. Student voice surveys. Present YT data to SAFE and PRIDE clubs and collect student feedback. Increase the number of student interest clubs and form a student government team. PD for staff on asset-based language.</td></tr>
<tr><td>ANALYZE IMPACT</td><td>How will you measure the outcomes to understand the impact of your strategies?</td><td>Spring 2024 YouthTruth survey data.</td></tr>
</table>

GOAL 2: By May of 2024, all students who participate in fall and spring math local performance assessments will increase at least one level of proficiency in methods of representation.

EXAMINE THE EVIDENCE	What is the dilemma or problem of practice that you cannot easily resolve? What is the equity challenge/ opportunity gap you are aiming to address? What do you want to be true for your students?	This is the third year of de-tracked math in 6th grade and the second year in 7th grade. Students are continuing to grow in their ability to represent math solutions visually and verbally. This includes students who are proficient at procedure/algebraic representation.
DETERMINE A FOCUS	What do you want students to know and be able to do?	Students will improve in their ability to provide visual representation, justification/verbal representation, and context/story problems for math problems.

		
IMPLEMENT STRATEGIES	What specific activities will your administrative team implement to change the current state?	Use of diamond pages (see 7th grade example above) as a classroom assessment and for teacher Student Learning and Growth (SLG) goals. Implementation of the new curriculum (Mid School Math). Use of structured discourse models in math classes. Increased use of open problems with multiple solution pathways.
ANALYZE IMPACT	How will you measure the outcomes to understand the impact of your strategies?	Use of diamond paper for local performance assessment (work sample) and SLG goals.

GOAL 3: By June of 2024, the percentage of students meeting in OSAS will increase for both Math and English Language Arts

EXAMINE THE EVIDENCE	What is the dilemma or problem of practice that you cannot easily resolve? What is the equity challenge/ opportunity gap you are aiming to address? What do you want to be true for your students?	The percentage of students meeting essential skills has been declining. While above the state average, we have seen a drop in scores in the last two years. The percentage met in Spring 2023 was 49% in ELA and 35% in Math. Disparities exist between disaggregate groups.
DETERMINE A FOCUS	What do you want students to know and be able to do?	The percentage of students who meet essential skills will increase from 49 to 60% in ELA and from 35 to 45% in Math. Institutionally underserved groups will increase at a greater rate.
IMPLEMENT STRATEGIES	What specific activities will your administrative team implement to change the current state?	Implementation of new math curriculum, Mid School Math. Implementation of new Language Arts curriculum, Open Up. Reading RTI and supported instruction. Train math and ELA teachers to proctor OSAS for an improved testing environment. Professional development on differentiation and Universal Design.

ANALYZE IMPACT	How will you measure the outcomes to understand the impact of your strategies?	Spring 2024 OSAS results, including all disaggregate groups.

Corvallis
SCHOOL DISTRICT

V. REFLECTION - BOARD AND PRINCIPALS

VI. LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGT) PRESENTATION (8:30 p.m.)*

Corvallis School District

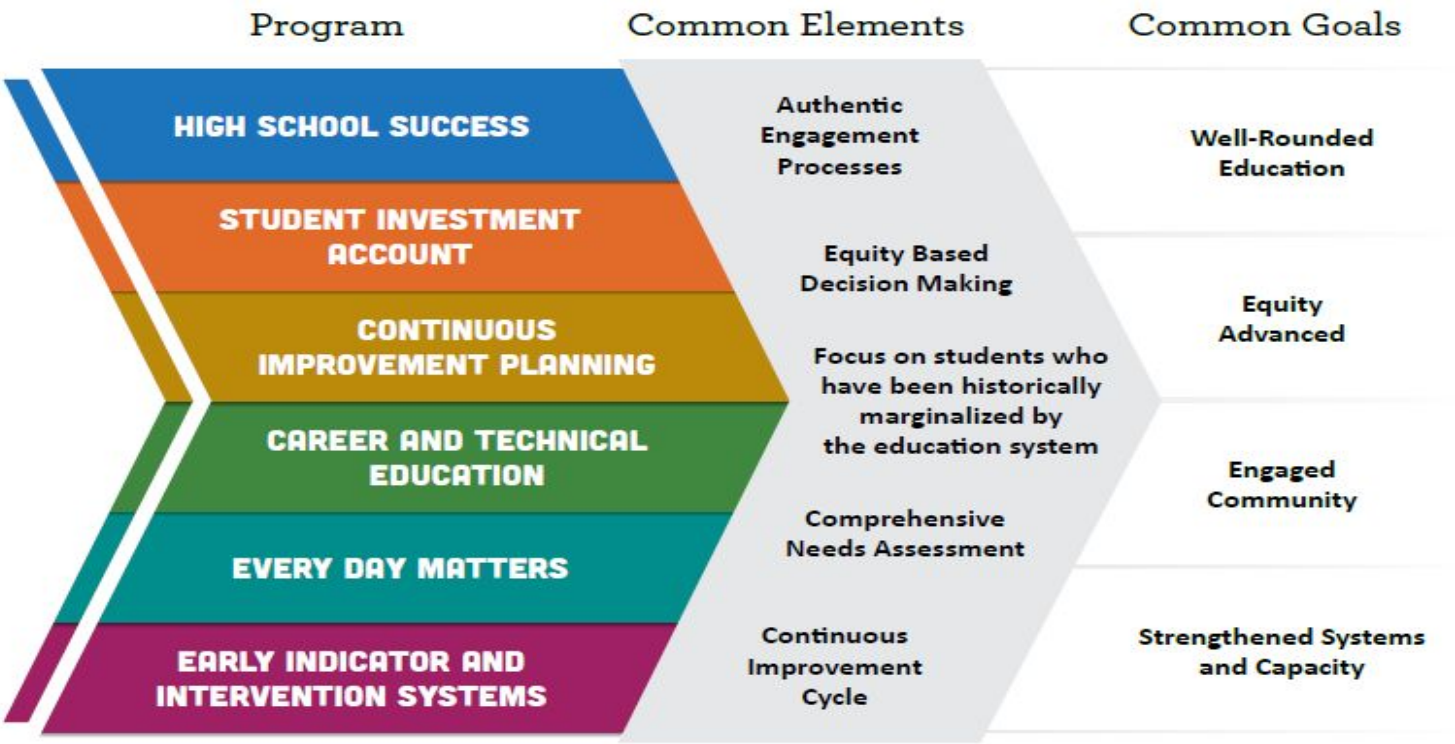
2023 Longitudinal Performance Growth Targets Presentation

In Alignment with “Aligning for Student Success: Integrated Guidance for Six ODE Programs”

Tonight's Presentation

- Describe CSD's approved Longitudinal Performance Growth Targets (LPGTs)
- Provide additional context on LPGTs
- Answer board member questions

Six Programs & Common Goals



As a Reminder - Our Integrated Plan Outcomes

All students read grade level texts by third grade and remain at or above grade level.

Students successfully complete Algebra 1 by the end of ninth grade.

Students are on track with required credits by the end of ninth grade and and graduate with a postsecondary plan.

As a Reminder - Our Integrated Plan Outcomes

Student identity does not predict or predetermine success in school.

All students participate in real-world learning with a global perspective.

The health and wellness of students and staff is improved in a culture of safety and respect that supports social, emotional and physical well being.

Context for LPGTs

- The final stage of our application process
- Statutorily required under the Student Investment Account
- Embedded in our Grant Agreement
- Reported on annually
- Performance Review required every four years
- Co-developed with support from ODE

LPGTs - Required to Monitor

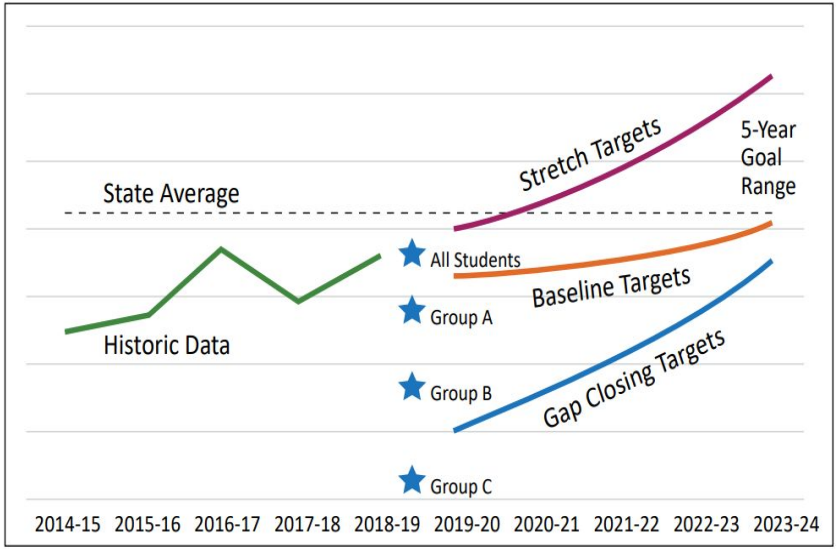
- **Four-year Graduation**: The percentage of students earning a regular or modified diploma within four years of entering high school.
- **Five-year Completion:** The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
- **Third Grade Reading:** The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
- **Ninth Grade On-Track:** The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
- **Regular Attenders:** The percentage of students attending more than 90 percent of their enrolled school days.

LPGTs – Target Categories

5 Year Targets

- Baseline – the minimum level of realistic growth
- Stretch – more ambitious, still realistic
- Gap Closing – reduction of academic disparities for focal student groups

Visual Example



LPGTs Must Be:
Realistic and Attainable

In developing our LPGTs with ODE we considered:

1. Historic trends for that metric
2. An evaluation of the likely impact of new or expanded programs on that metric
3. Statewide averages and trends for LPGTs

CoDeveloped Targets

Four Year Graduation

4 Year Cohort Grad Rate	Most Recent Data	23-24	24-25	25-26	26-27	27-28
Baseline All Students	**22-23** 89	90.6	91.4	92.2	93	93.8
Stretch Target		91.4	92.6	93.8	94	94.8
Gap Closing Target for Focal Students	**21-22** 83.3	85.5	86.5	88.2	89.1	90

Annual Growth Achieved by Top 10% of Districts from 2013 - 2018	**4.2**

Average Annual Growth Statewide from 2014 - 2019	**2.4**

CoDeveloped Targets

Fifth Year Completion

5 Year Cohort Completion	Most Recent Data	23-24	24-25	25-26	26-27	27-28
Baseline All Students	**22-23** 95	>95	>95	>95	>95	>95
Stretch Target		>95	>95	>95	>95	>95
Gap Closing Target for Focal Students	**21-22** 91.4	92.8	93.6	94.3	94.8	>95

Annual Growth Achieved by Top 10% of Districts from 2013 - 2018	**2.6**

Average Annual Growth Statewide from 2014 - 2019	**0.8**

CoDeveloped Targets

Regular Attenders

Regular Attenders	Most Recent Data	23-24	24-25	25-26	26-27	27-28
Baseline All Students	**22-23** 60	62	64	66	68	70
Stretch Target		64	68	72	76	79
Gap Closing Target for Focal Students	**21-22** 46.2	46.2	48.4	50.6	52.8	55

Annual Growth Achieved by Top 10% of Districts from 2013 - 2018	**1.2**

Average Annual Growth Statewide from 2014 - 2019	**-0.5**

CoDeveloped Targets

3rd Grade ELA

3rd Grade ELA Proficiency	Most Recent Data	23-24	24-25	25-26	26-27	27-28
Baseline All Students	**22-23** 38	39	40	42	45	50
Stretch Target		49	50	52	55	60
Gap Closing Target for Focal Students	**21-22** 24.5	22	25	28	34	40

Annual Growth Achieved by Top 10% of Districts from 2013 - 2018	**3.4**

Average Annual Growth Statewide from 2014 - 2019	**0.1**

CoDeveloped Targets

9th On Track

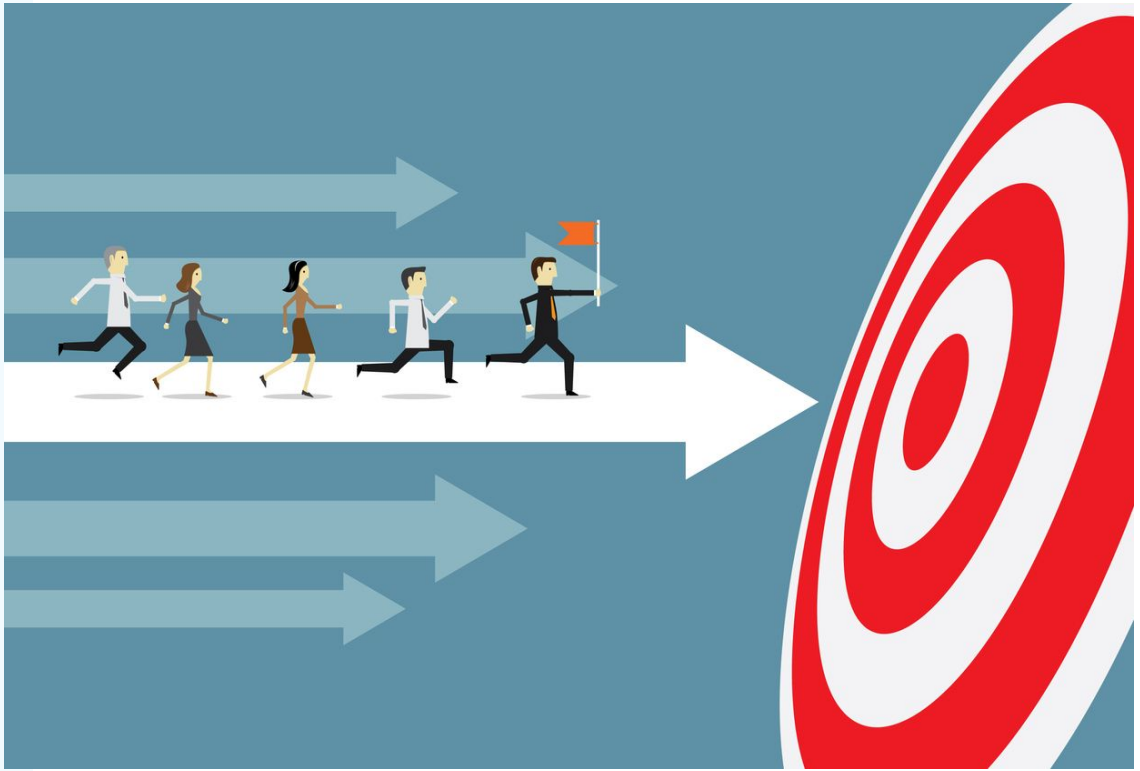
9th Grade On Track	Most Recent Data	23-24	24-25	25-26	26-27	27-28
Baseline All Students	**22-23** 85	86	87	89	91	93
Stretch Target		87	88	91	93	95
Gap Closing Target for Focal Students	**21-22** 85.5	80.2	81.4	84.6	87.8	90

Annual Growth Achieved by Top 10% of Districts from 2013 - 2018	**5.4**

Average Annual Growth Statewide from 2014 - 2019	**5.5**

Alignment

How are our SIPs aligned with these LPGTs?




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Questions

ODE's Values

- Monitoring and evaluation is central to learning and program implementation.
- Context matters. LPGTs & LOMs must be flexible and adaptive.
- Goals and metrics need to be realistic, ambitious and attainable.
- Progress is not linear and all measures of progress are not created equal.



Additional Performance Measures

Besides LPGTs, these additional inputs inform progress:

- High School Success Eligibility Requirements
- State CTE Perkins Performance Targets
- Progress Markers
- Local Optional Metrics
- Quarterly and Financial Reporting
- Annual Reporting
- Auditing (SIA funds only)
- Performance Reviews

ODE's Approach to Shared Responsibility

- Shared Responsibility. ODE is responsible for ensuring that taxpayer dollars are being expended appropriately for compliance with federal and state laws, regulations and policies, while also meeting the intent of the legislation and enacting real change in districts, charter schools, communities and the lives of students.
- Monitoring and reporting progress is a responsibility and opportunity to share a performance review back to our communities and boards whether our investments are reaching outcomes we were aiming for.
- Previous accountability measures often served to narrow the curriculum, using shame and blame of schools as an overly simplistic tactic while offering over-promised or oversimplified outcomes.

Co-Development Process

- ODE has supported applicants in co-developing LPGTs & LOMs in collaboration with ESD Liaisons.
- This work will included finalizing baseline, stretch and gap-closing targets for each of the common metrics detailed on the next slide.
- The aim of this co-development effort was to create meaningful opportunities for grantees to re-analyze current data, center focal student groups, and support public transparency and learning, while not being penalized for complexities in the current available data.

Local Optional Metrics

Applicants are encouraged to put forward local optional metrics that may more accurately align to the particular strategies, activities and investments outlined in their integrated plan.

Corvallis
SCHOOL DISTRICT

VII. ADJOURNMENT (8:45 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