PORT ORFORD-LANGLOIS SCHOOL DISTRICT 2CJ

School Board Work Session Meeting Minutes & Agenda Record

Meeting Date: October 26, 2026 | **Meeting Time:** 5:00 p.m. | **Location:** Pacific High School Library & Zoom

Category	Attendance & Operational Summary
Board Members Present In-Person	Judy Miles (Board Chair), Korinn Hockett (Vice Chair), Angel Ashdown (Board Member), Bob Brown (Board Member arrived at 5:03PM)
Board Members Present Online	Carol Hacherl (Board Member)
Board Members Absent	NONE
District Staff Present	Aaron Miller (Superintendent); Bonita Stout (PHS Principal); Lisa Wendel (Driftwood Principal); Rusty Raymond (IT Dir.); Kari Senn (Admin Assistant)

1. Call to Order & Opening

- **Call to Order:** Judy Miles called the School Board Work Session to order at 5:01PM.
- **Pledge of Allegiance:** Judy Miles led the board in the pledge of allegiance

2. Review of District Data Highlights (Summary Overview)

A summary overview of key district metrics was distributed to the Board, detailing performance criteria evaluated by the state:

- **Key Metrics Covered:**
  - 3rd Grade Reading Proficiency
  - Attendance Rates (K–8 and High School)
  - 8th Grade Math Proficiency
  - 9th Grade On-Track Status
  - 4-Year Graduation Rates
  - 5-Year Completer Rates
- **Data Availability Note (2026–2027 Academic Year):**
  - **3rd Grade Reading Proficiency:** Data for the current school year is not yet available as state assessments occur in the spring. (Significant gains in Language Arts were noted for the prior year).
  - **High School Metrics (9th Grade On-Track, Grad Rates, 5-Year Completers):** Pending final semester grades to confirm student progress.

3. Elementary & Building-Level Data Presentation

(Presented by Lisa Wendell)

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A. Attendance (Driftwood K–6)

- **Target:** State target is **90% or higher** regular attendance.
- **Historical Context:** Attendance rates hovered around 60% regular attenders over the previous three years.
- **Current Year Data (Driftwood K–6, excluding SOFA):**
  - **90%+ Regular Attenders:** 78% (significant improvement over previous years).
  - **85%–89% Attendance:** 7%.
  - **Below 84% (Chronic Absenteeism):** 15%.
- **Current Year Data (Including 24 Southwestern Oregon Family Academy [SOFA] Students):**
  - **90%+ Regular Attenders:** 80%.
  - **85%–89% Attendance:** 6%.
  - **Below 84% (Chronic Absenteeism):** 12%.
- **Contributing Factors to Improvement:** Positive shifts in student engagement, staff presence (e.g., student response to specific staff and PE curriculum updates), and a welcoming school environment.

B. Student Behavior & Discipline Referrals

- **Referral Trends:**
  - **2024–2025 School Year:** 956 total referrals.
  - **2025–2026 School Year:** 790 total referrals.
- **Key Observations:** Overall reduction in referral rates and a significant decrease in physical aggression incidents. Behavior Interventionist (Kayla Kemp) and structured spaces (e.g., Eagle's Nest) contributed to decreases in classroom referrals. Unstructured environments (e.g., gym/PE, art) continue to present minor management challenges.

C. Reading & Assessment Performance

- **DIBELS Progress (Prior Year):**
  - **Fall:** 25% of students tested well below grade level.
  - **Spring:** Reduced to 15% well below grade level.
  - **Proficiency:** Increased from 58% to 62% at or above grade level by year-end.
- **Current 3rd Grade Fall DIBELS Baseline:**
  - 50% at or above grade level.
  - 42% requiring intensive support (target is to transition these students into strategic support by mid-year).
- **iReady Assessment Data:**
  - Demonstrated growth across reading and mathematics over the course of the year.
  - Current 3rd-grade baseline highlights a strong need for targeted math interventions.

D. Oregon Statewide Assessment System (OSAS) – Spring Results

- **3rd Grade ELA (Reading):**
  - **District Proficiency:** 46% at or above grade level (exceeded State Average of 42%).

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- **3rd Grade Math:**
    - **District Proficiency:** 61.5% proficient or above (exceeded State Average of 41%).
- **Key Interventions:** Implementation of targeted small-group math interventions and weekly reading monitoring.
- **Curriculum Updates:** Introduction of the *Step Up to Writing* curriculum to address the writing component of state ELA evaluations (which makes up 40% of the OSAS reading/ELA score).

4. Secondary & District Comparative Data

(Presented by Bonita Stout)

A. Grade-Level Attendance Analysis

- **Historical Review:** Multi-year grade-level review showed steady improvements in attendance trends across secondary cohorts.
- **Reporting Note:** A historical anomaly in ODE reporting from 2024–2025 (showing 100% attendance across grades) is being investigated for data accuracy.
- **Engagement Strategies:** Implementation of positive school culture initiatives (such as "Pirate Pride Mondays") to support consistent attendance.

B. Behavior & Referrals (Middle/High School Level)

- **Location Analysis:** Highest concentration of referrals occurs within the classroom setting.
- **Administrative Strategy:** Focusing on proactive classroom management support, administrator presence in classrooms, and teacher collaboration.
- **Early 2026–2027 Trends:**
    - Referral rates for September and October show a noticeable decline compared to prior years.
    - District referral rates remain below national averages.
    - Clarified the distinction between minor infractions (handled within the classroom by teachers) and major infractions (referred to administration).

C. Academic Support, Family Academy Tracking & Student Belonging

- **Family Academy Tracking:** Middle and high school administration is working on improving attendance tracking and accountability mechanisms for Southwestern Oregon Family Academy (SOFA) students.
- **Academic Interventions & Supports:** Supporting secondary students through dedicated Math Lab sessions and differentiated classroom instruction.
- **Assessment Participation:** Focusing efforts on increasing student participation rates in state and standardized assessments across secondary grades.
- **School Culture & Engagement:** Strengthening student belonging and engagement across campus, while actively exploring additional academic enrichment opportunities for middle and high school students.

5. Summary & Adjournment

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- **Summary Takeaways:** Overall positive trends across attendance growth, lower discipline referrals, and state test performance exceeding state averages in key 3rd-grade benchmarks.
- **Adjournment:** The work session concluded following the presentation and board discussion.

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Board Chair Signature Superintendent Signature

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