

**MINUTES OF THE WORK SESSION & REGULAR MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

November 7, 2018

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a work session at 5:00 p.m., an executive session at 5:30 p.m., a work session at 6:00 p.m., and a regular meeting at 7:00 p.m. at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on November 2, 2018, and published in *The Register-Guard* on November 7, 2018.

ROLL CALL

BOARD MEMBERS:

Alicia Hays, Chair
Anne Marie Levis, Vice Chair
Eileen Nittler
Judy Newman
Evangelina Sundgrenz
Jim Torrey
Mary Walston

STAFF:

Dr. Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent for Instruction
Kerry Delf, Associate Director of Communications
Brooke Wagner, Director of Elementary Education
Andy Dey, Director of Secondary Education
Cheryl Linder, Director of Student Services
Cydney Vandercar, Assistant Superintendent for Administrative Services
Christine Nesbit, In-House Counsel
Steve Menachemson, Director of Technology
Oscar Loureiro, Director of Research and Planning
Lisa Fjordbeck, Executive Assistant / Board Secretary
Andrea Belz, Associate Director of Finance
Ryan Spain, Director of Facilities

STUDENT REPRESENTATIVES:

Claire Shepard, Churchill High School
Crystal Finnerty, ECCO
Jane Brinkley, IHS (alternate)
Zoe Chilhorek, IHS
Hannah Mitchell, North Eugene High School
Ainsley Abraham, Sheldon High School
Tiffany Huang, South Eugene High School

MEDIA: KRVM, Register Guard.

OTHER: None.

I. WORK SESSION: BOARD COMMUNICATION/THANK YOU NOTES

Board Chair Alicia Hays opened the work session at 5:01 p.m.

The board will spend the work session creating thank you notes for community members who volunteered their time participating in the 2018 bond campaign.

The board thanked the Eugene community for supporting the district in passing the 2018 bond measure.

The board moved into executive session at 5:30 p.m.

II. EXECUTIVE SESSION

The board will convene in executive session to consult with counsel concerning the legal rights and duties of a public body with regards to current litigation or litigation likely to be file, pursuant to ORS 192.660(2)(h).

The board will convene in executive session to conduct deliberations with persons designated by the governing body to carry on labor negotiations pursuant to ORS 192.660(2)(d).

Executive Sessions are not open to the public. Executive Sessions involving deliberations with persons to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

III. WORK SESSION: VISION 20/20 STRATEGIC PLAN – KEY PERFORMANCE INDICATORS UPDATE

Chair Hays called the work session to order at 6:00 p.m.

Ms. McGaughy, Mr. Loureiro and Ms. Vandercar presented a PowerPoint presentation entitled, "*Vision 20/20 Strategic Plan: Update on Key Performance Indicators (KPIs).*"

Dr. Balderas said staff put together a first draft KPI list to identify metrics for how the district performed. Many were static as they were one-year measures. He expected a fluid document, meant to accurately measure progress.

Ms. McGaughy explained why the district was examining the KPIs. Reasons included:

- To evaluate progress on the Vision 20/20 goals.
- To use the following elements of the 4J equity decision tool:
 - Purpose
 - Inequities
 - Positive Effects
 - Negative Effects

Ms. McGaughy reminded the board that they had helped create the vision, which was "Every student connected to community and empowered to succeed."

Ms. McGaughy and Mr. Loureiro covered goals and success indicators for Goals 1 and 2. Goals 3, 4, and 5 were briefly reviewed; their indicators would be discussed during a future work session.

Goal 1:

- Educational excellence with equitable access and outcomes for every student.
 - *Provide all students with a high-quality well-rounded educational experience that is rigorous, culturally responsive, healthful and engaging.*

Goal 2:

- **Multiple Pathways to Student Success**
 - *Provide multiple pathways to student success, including instructional and career pathways to engage all students for post-graduate readiness.*

Goal 1 and 2 KPI:

- Graduation & completion rates (4 & 5 year)
- 40-40-20 progress (postsecondary success indicators)
- Suspension & expulsion rates
- Attendance data
- 3rd grade reading
- 9th grade on track to graduate
- Opportunity and achievement gaps in all indicators

Goal 3:

- **Communication and Connection with Community**
 - *Foster proactive and positive communication, engagement and partnerships with stakeholders.*

Goal 4:

- **Diverse, world-class workforce**
 - *Ensure that every classroom has a high-quality, effective teacher, supported by high-quality, effective administrators and support staff.*

Goal 5:

- **Stable, sustainable stewardship**
 - *Provide effective, efficient, and equitable stewardship of district resources to best support our instructional mission*

In regard to tracking graduation rates for Goals 1 and 2, Mr. Torrey asked how the district tracked a student who started at one school then later moved to another. Mr. Loureiro said if the student moved out of state, that student didn't count for 4J or the State. If they moved to another district in Oregon, they were counted within the other district's graduation rate. Mr. Torrey clarified Oregon Department of Education was responsible for tracking. He was told yes.

Mr. Torrey asked if Eugene Education Options (EEO) included ECCO. Mr. Loureiro said EEO included ECCO, GED programs, and some other alternative education programs. Mr. Torrey asked what happened to the trend between 2016-2017; the number went down 10 points. Mr. Loureiro said students generally entered traditional high school with the same number of credits. In ECCO, each member of the yearly cohort arrived at many different points in their educational career.

Mr. Torrey asked where a student would be counted if they left South Eugene High School and moved to ECCO. Mr. Loureiro explained the graduation rate had no impact on South Eugene High School, only on ECCO. Mr. Torrey responded that he was concerned by that tracking method. Dr. Balderas said the district discussed having ECCO counted as a program instead of a school, so a student would be counted with their neighborhood high school.

Ms. Nittler asked whether the four comprehensive high schools used the same metrics for graduation rates. She was told yes.

Ms. Newman thought it would be helpful to know the total number of kids reflected in EEO. Percentages could vary widely, especially when talking about a small number of kids. Ms. McGaughy told the board they were sent a 70-page in depth report of the strategic plan; the PowerPoint was a summary of that report. The report broke indicators down into greater detail and by demographics. The instructional leadership team used that report annually to conduct a deep dive into all indicators. There was a total of 161 EEO students.

Chair Hays requested staff conduct a deeper dive on ECCO for the board.

Mr. Loureiro explained the 40/40/20 goal, and 4J's contribution to reaching the goal.

The 40/40/20 goal was:

- Created in 2011 by SB253 and replaced by HB2311 in 2017
- 40% of Oregonians graduation from 4-year colleges
- 40% of Oregonians graduating from 2-year colleges
- 20% of Oregonians only graduating from high school.

Contribution of 4J to Oregon reaching the 40/40/20 goal:

- Highest educational level by age 25 for the 4J class of 2006:
 - 31% 4-year degree or higher
 - 4% 2-year degree
 - 1% post-secondary certificate
 - 46% high school diploma
 - 18% no known credentials.

Ms. McGaughy noted the State opted to move away from 40/40/20 goals, so the data would no longer be tracked in the same way. Staff was currently discussing which post-secondary indicators they wanted continue tracking. There was national clearinghouse data, released annually, which would be accessible to 4J around some post-secondary indicators, including: percentage of students enrolled in college within 6 months; number of graduates enrolled in college after 18 months; 2-year college; and from 4-year college in 6 years.

Ms. McGaughy said staff was looking for indicators that would track students who pursued careers directly after high school. There wasn't a similar database for workforce participation, so the district would consider different metrics.

Mr. Loureiro explained KPI3 for for Goals 1 and 2, Suspension and Expulsion Rates (or, number of suspensions and expulsions per 100 students).

- 2017-18: 10
- 2016-17: 8.3

- 2015-16: 8.8
- 2014-15: 8

Dr. Balderas said looking at individual students, the rate was about 5.7% of students who were either suspended or expelled. Ms. McGaughy clarified some students out of the 10 in the 2017-18 academic year were repeat students. What immediately surfaced within the data were the differences between schools in major referrals, so administration was working to create consistency in discipline and referral forms/matrices across schools. Staff was also focused on the district's behavioral framework, and on decreasing exclusionary discipline practices while increasing restorative practices.

Ms. McGaughy explained the largest category of referrals was drugs. The second largest category was physical aggression, which peaked at the middle school level. Staff was considering the numbers and several teams were looking to address the issues.

Mr. Loureiro moved onto KPI4 for Goals 1 & 2, Student Attendance (percentage of students attending at least 90% of the days). The percentage of regular attendees over time was as follows:

- 2017-18: 78.8%
- 2016-17: 78.4%
- 2015-16: 80.4%
- 2014-15: 80.6%

Ms. Vandercar said the normal number of school days was 174. Missing 17 days got a student to 89% attendance. Ms. Nittler wondered if staff had any sense why the trend was steady across Oregon. Mr. Loureiro said most research was around consequences of missed days. The likelihood of a student graduating went up consistently after reaching 90% attendance. Dr. Balderas said chronic absenteeism was an issue in every district. There was a big push by ODE solve the problem with Every Day Matters, and the district also had attendance team.

Mr. Torrey asked at what point a student was out of school due to missed days. Dr. Balderas responded 10 consecutive days. At the 11th day, the school was dropped from the school's roster. Prior, the school did many interventions and reached out to the family. After the 11th day, the student was considered a drop out unless they reentered.

Ms. Sundgrenz asked how difficult it was to reenroll. She was told the student just needed to show up. Dr. Balderas said attendance mattered; students falling between 0-70% attendance had a 10% graduation rate.

Ms. McGaughy said the district shifted its attendance work away from a punitive model for truancy; student used to be suspended for not going to school. The district switched to a proactive, three-tiered system of support. Tier I was universal to get attendance up for all students; Tier II was intermediate; and Tier III included intensive home visits, and wraparound services.

Ms. Newman wondered if staff gathered the data around individual students within the new system. She thought they would eventually see themes contributing to absenteeism.

Dr. Balderas said chronic absenteeism was highest at the kindergarten and 12th grade levels. It was also important to teach parents about the effects. Ms. Newman said attendance was now being embedded as part of preschool curriculum.

Mr. Loureiro shared KPI5 for Goals 1 and 2, Proficiency Rate in the 3rd Grade ELA OAKS:

- 2018: 51.9%
- 2017: 52.3%
- 2016: 56.4%
- 2015: 55.4%

Ms. Wagner discussed some of the intensive early literary efforts the district was focused on. The biggest effort at the kindergarten through 3rd grade level was utilizing literacy leaders, whom represented elementary teachers. The district specifically shifted literacy leaders to kindergarten through 3rd grade only. Literacy leaders were piloting a supplemental curriculum known as the Hegarty Model, which focused on phonemic awareness and sound structure in 15 to 20-minute sessions a day.

Ms. Wagner explained when the district adopted Journeys a few years ago, the area around phonemic awareness, so administration had undergone a supplemental adoption process in order to utilize the Hegarty Model. Additionally, EEA had met with some of the instruction department about a project looking to infuse literacy in early ages.

Ms. McGaughy added that due to the bond passing, the district would have funds to adopt a new ELA curriculum.

Mr. Torrey clarified the district determined proficiency rate based on Smarter Balance scores. Ms. Wagner replied yes. He wondered what other ways the district could measure proficiency. Ms. Wagner said the assessment system, Evidence Based Classroom Management (ECBM), and benchmark testing in the fall, winter, and spring. The district was also in the process of an assessment adoption, led by Mr. Loureiro. The measures would be used in the winter benchmark test and would be done for every grade; however, staff would specifically consider 3rd grade progress since they were the first group to enroll in all-day kindergarten.

Ms. Newman clarified the board and district hadn't seen the data; they had not but would see a comparison between fall and winter in January 2019.

Mr. Loureiro introduced KPI6 for Goals 1 and 2, 9th Grade on Track to Graduate (percentage of students earning at least six credits in the 9th grade). Data included:

- 2018: 86.5%
- 2017: 87.6%
- 2016: 86.6%
- 2015: 83.9%

Ms. McGaughy said two high schools actually went up in percentages while one high school had a large dip. Staff was targeting what happened in that one high school to address the downward trend.

Mr. Torrey asked what the district did to help a 9th grader at end of the year who was credit deficient. Mr. Dey said there were a few approaches, and which one used really depended on the individual student. For example, administration could intervene with a schedule change for remediation in certain classes; a reduced schedule so the student could effectively make progress in specific classes without becoming overwhelmed; or assign an advisory period to help the student stay organized. It was imperative for students to start the 10th grade year on track to graduate, and staff would exhaust all possibilities to get a student to that point.

Mr. Torre noted additional supports costed money, so he wondered if remediation was budgeted for. Mr. Dey thought there were a number of ways to approach funding based on the specific need, such as identifying district resources, reallocating resources, or finding partnerships. Sometimes, intervention took a different approach by looking at student data more frequently and intervening in real time, rather than the end of the year. Mr. Torrey asked if counselors were responsible for tracking and identifying students in need. Mr. Dey said they were one member of the team, consisting of the administrator, the freshman counselor, the freshman transition coordinator, and first year teachers.

Ms. Newman asked how the parents fit into interventions. Mr. Dey said parents/guardians were an extensive part of the process. There were advisory programs, and counselors made direct outreach to families about resources and options for additional support.

Ms. McGaughy said interventions were one pillar of the Measure 98 High School Success Plan, so there was some funding available. Traditionally, summer school was only offered to incoming 12th graders but the district was looking to create summer school for 9th graders going into 10th grade for credit recovery.

Dr. Balderas pointed out the board was running out of time to cover all goals, so the board could return for questions at the next board meeting.

Mr. Loureiro explained KPI 7 for Goals 1 and 2, Opportunity and Achievement Gaps in All Indicators (4-year graduation rate for the class of 2017).

The board stopped prior to covering KPIs for Goal 3 and would return to finish the presentation at a future date.

Ms. Delf provided a brief update on communications key metrics. The district issued 126 news releases district-wide (not counting individual schools and their programs); there were 487 documented news stories; and there were 2,785,960 webpage views. The peak of views was on snow days.

Ms. Delf stated the district used social media more and more every year to connect with the community in a two-way manner. The district put communication out, but also allowed opportunity for community members to engage, provide comments, and ask questions. There were almost 3 million Facebook interactions and 400,000 Twitter impressions. In those outlets, staff was not trying to reach students but parents and community members.

An annual qualitative survey was sent to Title I school parents, which asked if they were satisfied with school-parent communication and partnership opportunities. About 85% of parents felt there was a strong two-way channel for communication. The district would continue work to improve responses.

Ms. Newman asked who completed the survey. Ms. Delf said the survey was sent to all parents at all Title I schools. Of course, not everyone filled out a survey.

Ms. Sundgrenz asked if the survey was paper or online. Ms. Delf responded the survey was available in both format and was also available in Spanish and English.

Chair Hays closed the work session at 6:46 p.m.

IV. REGULAR MEETING

Chair Hays called the regular meeting to order at 7:00 p.m.

V. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Hays led those present in the pledge of allegiance.

VI. AGENDA REVIEW

There were no changes to the agenda.

VII. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

1. Recognize Rebecca Sprinson, Director of Eugene Education Foundation (EEF)

Dr. Balderas recognized Rebecca Sprinson, Director of EEF. She was leaving the foundation for a new opportunity.

Dr. Balderas thanked everyone for efforts in passing the 2018 school bond levy. The funding would build new schools and increase capacity, update curriculum, purchase additional busses, and allow for necessary capital improvements. Next steps in the process were to schedule a board work session focused on specific bond items. Dr. Balderas also wanted the community to know they would be involved in all school design processes.

Dr. Balderas addressed the district's behavioral program. There had been a spike in concerns within schools, and the district saw impacts. The board and staff heard specific as well as general issues. The district budgeted for new curriculum and professional development to help address some of the issues. Staff also implemented year one of the behavioral framework, a kindergarten through 8th social-emotional (SE) curriculum. There were also 4.5 FTE behavioral specialists, which they hoped to increase.

Dr. Balderas explained a management work group was working on restorative practices at the secondary level and would work on a high school SE curriculum to augment elementary curriculum. Staff was actively working with public agencies to explore options for additional supports and would actively engage the broader community to review current practices. There was not a simple answer as a solution, but the district and community needed to continue working together.

Lastly, Dr. Balderas noted the board recently heard sexual harassment concerns. He clarified the district followed board policy and practice every time a complaint arose, and administration took allegations seriously. This year, the district updated its policies, as well as its complaint process, and staff was being trained on the policies. Harassment of any kind wouldn't be tolerated, and neither would retaliation against complainants.

VIII. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Ms. Jane Brinkley reported IHS teachers were very excited about the bond passing. The IHS apparel contest would end the following week, and staff would choose the schools' annual travel scholarship soon; there were a few service trip opportunities. Teachers were working on revising school goals and re-understanding foundational beliefs of the program. To aid the process, administration recently attended a training for immersion principals. There would be some changes in the coming year, as administration wanted to align and revamp the International Baccalaureate curriculum as well as the 9th and 10th grade curriculums.

Ms. Hannah Mitchell said students were very excited to have a new North Eugene High School in the near future, due to the bond passing. Ms. Mitchell provided a fall sports update. In other news, the music program held its North Region Music Festival, where middle school students in the theater program came to North Eugene High School and toured the campus. There was a Wildish Jazz Festival the previous week at Springfield High School, which many different schools attended. Ms. Mitchell said Associated Student Body (ASB) started Project Give, a food drive running from December 10-20, 2018 that benefitted North region families.

Tiffany Huang shared student government was planning a food drive, which was a competition between South Eugene, Churchill, and Sheldon high schools. Student government was holding freshman elections for positions soon; applications were due November 26, 2018. Student government was also planning its Acts of Kindness week, which involved different events around giving. Finally, a blood drive was scheduled for December 21, 2018. If a certain number of kids signed up, the school would earn a scholarship to award. Ms. Hang provided a fall sports update and shared news on the school musical.

Ms. Crystal Finnerty said that evening was preview night for families, and November 8, 2018 was open house for parents and students. That week GED and the reconnection center partnered with South Town Rotary to provide Oregon ID cards and driver's permit tests. ECCO's Oregon Leadership Academy (OLA) went to Alton Baker Park to complete habitat restoration, and later that month they would do a salmon watch at Winter Creek Campground. Senior meetings had begun to ensure students were on track, and staff was preparing students for Accuplacer testing. Ms. Finnerty concluded ECCO would host a day of remembrance and recognition for transgender individuals who had passed away.

Ms. Claire Shepard said homecoming the previous week was a great success. Ms. Shepard said the school was hosting a food drive competition, which coincided with the Acts of Kindness Day. The Acts of Kindness club would send out individual notes to every student at Churchill High School. It was college application season, so the school was hosting a workshop to help students' complete essays. Lancer Extended Application Project (LEAP) was also approaching, which was a graduation requirement.

IX. ITEMS RAISED BY THE AUDIENCE

There was no public comment.

X. COMMENTS BY EMPLOYEE GROUPS

Sheila Waggoner, president of OSEA, said it had been an exciting couple of weeks in her new role. She looked forward to working with the administration as needs arose. Ms. Waggoner

congratulated the district for passing the bond; OSEA was looking forward to having improved facilities for students. Ms. Waggoner mentioned the recent rise in extreme student behaviors. The district was working closely with OSEA to document these extreme behaviors and work place injuries, and the incident reports would help zero in on areas of concern. After three months of school, OSEA hoped to have enough reports to analyze.

Tad Shannon, president of EEA, thanked the community, the board, and 4J staff in passing the bond. In addition, Mr. Shannon was encouraged by the results of the November 6, 2018 election. There were now education friendly law makers in the house and senate which was significant in Oregon because supermajorities were needed to raise revenue to fund schools. He noted the bond would help capital needs, but the district still needed money for staff and other programs, so he was hopeful the work done in passing the bond could be replicated as they moved into the legislative session. Moving forward, Mr. Shannon thought Oregon would have an imperative to begin dealing with the inequities within its educational system. He pointed out the State of Washington recently dedicated \$2 billion toward education, under order of the courts. He also provided a salary comparison between Washington and Oregon districts; teachers entering profession earned about 28% more in Washington. Other districts already anticipated a huge exodus of teachers moving north. Mr. Shannon concluded the district needed to lobby legislators for state funding.

XI. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

All board members thanked voters for their generous support of the bond.

Ms. Walston acknowledged staff and volunteers who worked on the bond. Passing the bond was a huge reinvestment into the community and into kids' future. Because the bond included safety measures, Ms. Walston pointed out that January 26, 2018 was the 318th anniversary of the last major Cascadia event. The City of Eugene would hold a symposium on the issue, so she hoped the district would participate.

Ms. Nittler said some constituents were concerned that their school or project wasn't included in the bond. She reassured people the district would tackle facility upgrades outlined, but the board recognized there were more needs. Ms. Nittler added that EEF would invest into early literacy learning, in addition to the annual grant the organization awarded.

Ms. Levis said community comments throughout the bond planning process were extremely helpful. She invited more people into the conversation as the district was just beginning to determine its future.

Ms. Newman felt grateful to be part of the community. She thought the most enjoyable part of working on the bond was the coalition of people who came together around a common cause.

Mr. Torrey reiterated the board didn't take the public's votes for granted. Passing the bond was the community choosing to make the Eugene community a better place. Mr. Torrey said the board would ensure the district stayed in budget and do the best job with the dollars given.

Ms. Sundgrenz also felt grateful to be part of a community where education was highly valued. All kids would benefit from the bond. The board spent 18 months listening to community members and she felt positive because of the feedback she'd heard from voters.

Chair Hays reported the board recently held a work session on the equity lens. The previous week there was an equity forum which had a good turnout. There would continue to be forums held the first Thursday of every month. Finally, later that meeting the board would discuss setting a time and date for the annual legislative breakfast. Chair Hays hoped student representatives would be able to attend.

XII. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Minutes from Work Session and Regular Board Meeting on September 26, 2018
2. Approve Minutes from Work Session and Regular Board Meeting on October 3, 2018

MOTION: Mr. Torrey moved, seconded by Ms. Sundgrenz, to approve Items 1 and 2 of the Consent Calendar.

VOTE: The motion passed unanimously, 7-0.

XIII. ITEMS FOR INFORMATION

1. Receive an Update on 2017-18 State School Report Cards

Ms. Delf, Ms. McGaughy, Mr. Loureiro presented a PowerPoint presentation entitled, “*State School Profile Reports – 4J Board Meeting, November 7, 2018.*”

Ms. Delf said the annual school report cards were released by the state on October 24, 2018 and were immediately posted to the district website.

Ms. Delf explained the annual school report cards:

- Annual report cards display consistent information to provide an at-a-glance view of each school and district
- Oregon produces annual report cards for all schools and districts
- School districts distribute to parents
- Were mandated by the 1999 Oregon Legislature (ORS 329.105)

Ms. Delf shared the slide of graphics entitled, “*Fresh Look: Report Card Redesign.*” The format of the report card had morphed a little bit over time, but that year (2017-2018), the state did a very significant redesign. Additionally, the report cards now drilled down on a few selective pieces of data, which were provided in an easy to understand graphical format.

There was also a new “at a glance district profile.” Ms. Delf said these were what was sent to every parent and published throughout the community and the ODE website. In addition to the graphics, the reports contained some narrative information about the individual district.

Ms. Delf said there were a few selective pieces of data looked at for all schools, and some looked at only for specific levels.

Data looked at for all schools:

- Student enrollment
- Demographics (race & ethnicity, etc.)
- Immunization rates

- School staffing

For elementary and middle schools:

- Average Class sizes
- Attendance
- Student learning growth
- State tests of learning standards
- Selected measures by student groups

For high schools:

- Average class size
- Attendance

Finally, district wide demographics and staffing was considered.

Ms. Delf said one element of the reports discussed with the board previously were the “Additional Reports: ESSA Accountability Details.” There had been a change in how student proficiency rates were reported, which impacted districts with high opt out rates.

Ms. Delf summarized that opt outs were counted as “nonproficient.” Specifically:

- Student achievement calculations had changed
- Federal requirement was 95% of students participating in assessments
- Oregon now counted non-participants beyond 5% as non-proficient
- Effect = Students who opt out count as having taken tests and scored 0%

Ms. Delf said most 4J schools had a lower participation rate than 95% (in ELA and Math), thus most were affected by the change.

Ms. Delf stated the cards no longer reflected that 4J students who completed state tests outperform their peers statewide — every subject, every grade, and nearly every student group. Unfortunately, many 4J schools had an unusually high rate of opt-outs from state testing, and beyond 5%, non-participating students counted as non-proficient. The reported data was not an accurate representation of student achievement, as reported performance did not match demonstrated performance.

Ms. Delf said the report was distributed to families in a 2-page brochure with more accessible and user-friendly information. The brochure was sent via email and postal service.

Ms. Levis couldn’t understand why opt outs were counted as a zero, when the legislature gave students permission to do so. She thought highly proficient schools were being penalized, in a punitive way.

Ms. Delf agreed it seemed contradictory. There was a conflict between the state’s legislative decision to allow opt outs and the federal requirement of 95% participation. The change of state reporting took the federal requirement into account.

Mr. Loureiro explained part of the change was due to the state’s interpretation of ESSA. Ms. Levis asked if many other states interpreted ESSA in the same way as Oregon. Mr. Loureiro

was unsure; he knew of at least three. Ms. Delf said the district did not have a comparison on how other states were responding to the law.

Ms. McGaughy added the report cards were part of the state's accountability system. The state would identify crucial indicators and then hold schools accountable, as an incentive for schools to act and improve student outcome. There were five schools in 4J identified as needing additional supports and resources, including Spring Creek, Chavez, and Edison elementary schools; as well as Kelly Middle School and Network Charter School. Dr. Balderas and Ms. McGaughy were in communication with ODE staff and would soon meeting with them.

Ms. McGaughy explained when administration used the equity lens and a need index, the schools in need of additional supports were not the same as those identified by ODE. She was encouraged though, because there would be flexibility in use of the additional funds. Previously, that hadn't been possible because funding went from the state directly to the school; in the state's new model, funds went to the district. Ms. McGaughy had been told it was acceptable for the district to shift resources toward schools with greater need.

Mr. Loureiro explained the in-depth analysis he conducted of why those five schools were identified. The schools were small. The state looked at accountability, and within small groups, only one student's performance made huge difference.

Ms. Newman thought it was good news that resources could be shifted. She asked what happened after several years if opt out rates remained high. Dr. Loureiro said in the old system, consequences became direr over time. The new system was more flexible; if a school was re-identified, it was again given some resources.

Mr. Torrey asked if there was opportunity to amend the Smarter Balance process. The district was mandated to test on Smarter Balance, but he thought it could be given in select years, such as 3rd, 5th, and 7th grades. Ms. McGaughy responded that in order to change the system, the federal requirement would have to change. Adjustments could be made to the state plan, via a waiver submitted to the U.S. Department of Education. It was not a change the district could make, but it was one they could advocate for.

Ms. Sundgrenz wondered if the district was penalized for being identified as nonproficient. Ms. McGaughy said there were no longer punitive sanctions, but for the five schools identified, there was a required improvement process known as ORUS Integrated Systems. It was a needs assessment and school improvement planning process. The district would use the process district wide to create individual improvement plans aligned with the district's 2020 plan.

Ms. Walston understood the district couldn't change federal law, but she didn't understand why they couldn't work with state legislators to modify the process, especially if many districts were being negatively affected. Dr. Balderas replied it was the first year implementing the new system. He thought as ODE continued to move forward, the process would morph. Ms. Walston thought that priorities by ODE were misplaced and that it wasted resources to misidentify schools.

XIV. ITEMS FOR ACTION

1. Approve Revisions to Board Policy Section I - Instruction

MOTION: Ms. Levis moved, seconded by Ms. Nittler, to approve revisions to Board Policy Section I – Instruction.

VOTE: The motion passed unanimously, 7:0.

2. Approve the deletion of Board Policy Section H - Negotiations

MOTION: Ms. Levis moved, seconded by Ms. Walston, to approve the deletion of Board Policy Section H - Negotiations

VOTE: The motion passed unanimously, 7:0.

XV. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider Approving Memorandum of Agreement with Eugene Education Association

Ms. Nesbit said district representatives worked with EEA representatives on a memorandum of understanding (MOU) that, if approved, would result in changes to the collective bargaining agreement, specifically the section related to fair share dues deductions. Fair share was now illegal, so the agreement would delete the fair share agreement in its entirety and would clarify that union dues were deducted only at a member's request.

Ms. Nesbit said the MOU continued existing maintenance of membership language, although revised the language for clarity. The change provided the union and district would share certain information which helped both parties and provided authorizations and cancellations would be maintained in the employee personnel record. Finally, the MOU included strong indemnification language for the district in the event of a claim by an employee or another group.

Chair Hays stated the MOU would be brought back in two weeks for a vote.

2. Consider Approving Revisions to Board Policy Section J – Students

Dr. Balderas stated the item was up for first read. He explained the revisions were to a variety of policies impacting students. The changes went through the board subcommittee, prior to board consideration.

There were no questions.

3. Consider Adopting Resolution 2019-03 for Supplemental Budget No.1 Making Appropriations for the 2018-19 Fiscal Year

Ms. Vandercar and Ms. Belz presented the first supplemental budget, which included a small request for additional spending of \$5,000. Ms. Belz explained Ms. Pilgrim-Ricker was selected as teacher of the year and would be traveling. The district was awarded \$5,000 by the state to hire a substitute teacher in her absence.

Ms. Belz explained other items within the budget. There was \$938,111 in contingency funds to address economic issues included in OSEA's contract, such as cost of living adjustments and the tax shelter annuity contribution increase. The district would also add dollars for classified substitute wages. Finally, there was an addition of 1.75 FTE classified special education bus drivers, as well as funding toward student supervision assistance.

4. Review Oregon School Board Association's (OSBA) 2018 Election

Dr. Balderas the item was first read. There were two resolutions from OSBA. Resolution 1 adopted the OSBA legislative priorities. Resolution 2 amended the bylaws from OSBA, relating to composition of the board of directors by adding a voting seat representative of OSBA Members of Color Caucus. The item would be up for action at the next board meeting.

Ms. Walston asked what the legislative priorities were. An attachment explaining the priorities was included within the agenda packet.

Ms. Newman read through the priorities; she wondered if the board would need to agree with all of them. Dr. Balderas responded it was first read for consideration, so the board was not voting that evening. Ms. Newman asked if it was appropriate to bring questions forward at an OSBA meeting, as some implications of priorities were not clear to her. She was told yes.

Ms. Walston clarified the board got one vote on the entire package. Members could still offer comments; however, she didn't believe the OSBA board would change the list of priorities at that point.

XVI. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING

Ms. Levis wondered when the board would receive an update on bond processes and timelines. Dr. Balderas said there would be a board work session to discuss a timeline. He thought there would be multiple timelines, for construction, curriculum adoption, etc. Dr. Balderas would provide a clear update in an upcoming Friday memo.

Ms. Levis wanted to communicate to the community how they could provide input. Dr. Balderas said staff would do so, in a variety of ways. There would be many conversations about program moves and impacts to schools with affected populations.

Ms. Walston thought it was important to continue transparency and accountability. She hoped to build the bond oversight committee into the process, as a link back to the greater community. Dr. Balderas said the goal was to create a long-range planning advisory group that folded in the bond oversight committee, to marry the Education Specifications and the outdoor space into a true master plan that incorporated both indoor and outdoor areas to have a complete master plan.

XVII. DATE OF NEXT BOARD MEETING

1. Wednesday, November 28, 2018 – Work Session and Regular Meeting

Chair Hays highlighted upcoming dates. The next board meeting was November 28, 2018. There would be a work session on legislative priorities.

The board would interview budget committee applicants during a work session on December 5, 2018. Ms. Walston added the board also had to approve the superintendent evaluation form.

Chair Hays asked what date was selected for the legislative breakfast. Ms. Sundgrenz responded Friday, December 7, 2018 at 8:00 a.m. The board would invite student representatives. Ms. Fjordbeck would send invitations to legislators, and board members would follow up with personal invitations.

Dr. Balderas reported the board was invited to a tour of the Springfield Public School District the Natives Center. Board members would email Ms. Fjordbeck if they wanted to attend.

XVIII. ADJOURN

Chair Hays adjourned the meeting at 8:36 p.m.

(Recorded by Marina Brassfield)

Dr. Gustavo Balderas
District Clerk

Alicia Hays
Board Chair