Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Monday, May 19, 2014 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/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

Monday, May 19, 2014
6:30 PM

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

Meeting Details: Monday, May 19, 2014, 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

II. SPECIAL REPORTS

II.A. 1:World Update

BrightBytes



Clarity™

PRODUCT OVERVIEW

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OUR ORGANIZATION

BrightBytes is a learning analytics organization that measures student-learning outcomes using data analysis and educational research. The outputs of the analysis are used to power an online platform that serves as a decision support system for educational leaders. The organization's product, Clarity for Schools, measures the modern learning outcomes and the factors that shape them –identifying strengths & gaps, writing detailed planning documents, and delivering the tools needed to take action. The platform also measures progress on the plan, creating reports that leaders can use to make the case for additional resources and report results to stakeholders.

OUR MISSION

IMPROVE STUDENT LEARNING THROUGH THE USE OF DATA

OUR APPROACH

Clarity for Schools is an online SaaS platform that is informed by the close collaboration between educational researchers, school practitioners, data scientists, statisticians, and experienced "system dynamics" modelers. This team of experts combines qualitative research and quantitative methods with a proprietary framework specifically designed to link educational factors to learning outcomes. BrightBytes has taken decades of practitioner experience and input from dozens of experts and researchers and applied these insights to a method that key decision makers can use to analyze school data.



OUR CUSTOMERS

THOUSANDS OF SCHOOLS, MILLIONS OF STUDENTS

Clarity uses a SaaS model and is delivered 100% online, making it scalable across the largest of regions.

OUR INVESTORS

We partner with mission-based investors who focus on the education space and are about student outcomes.

newschools venture fund

LearnCapital

rethinkeducation

WHAT OUR CUSTOMERS SAY

"There is NOTHING like BrightBytes out there to help schools measure their...strengths and needs at such a granular level."

Michael Mitchell
Supervisor of
Educational Technology



"This data allows us to target services more effectively and improve the quality of those services."

"This will also help me to grasp future professional development needs of our staff."

"Clarity helps schools learn how their full range of...resources are used to enhance learning."

"The data is rich and clearly identifies our strengths and where we can focus our efforts to improve."

"This kind of measurement has made our...initiatives dramatically more effective, while simultaneously saving valuable time and money."

Lisa Brady
Superintendent



"This level of regional data allows us to target services more effectively and improve the quality of those services."

"Clarity is an easy to use, comprehensive tool to improve the way we teach, learn, work and communicate."

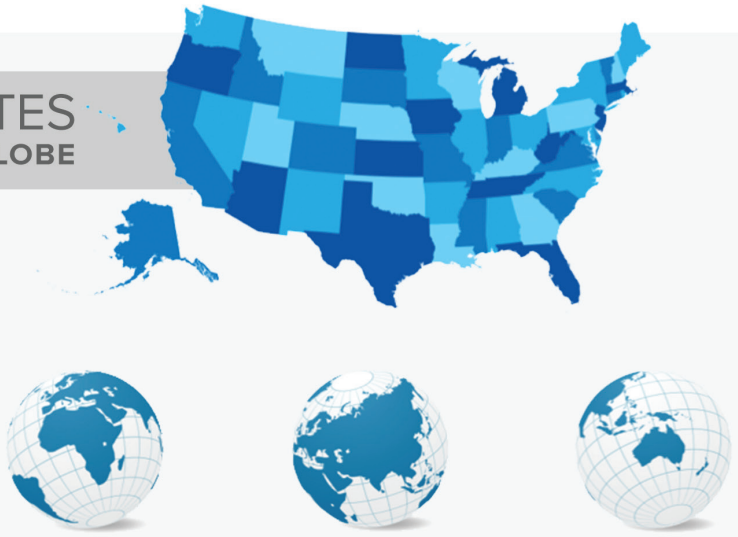
"The platform dashboards are fantastic. We've got clear directions for growth areas and resource allocation."

EDUCATORS AROUND THE WORLD ARE USING Clarity™

TO TRANSLATE COMPLEX DATA & RESEARCH

INTO FAST ACTIONS THAT IMPROVE STUDENT LEARNING

BRIGHTBYTES AROUND THE GLOBE



- The most common roll-outs are on the **regional**, **statewide**, and **national** level.
- **Thousands of schools** have purchased the platform in the past year in almost 40 states.
- BrightBytes is in conversations with several countries for national implementations.

Since its availability, the number of students using Clarity has **doubled** consistently every **three months**.



THOUSANDS OF SCHOOLS USE Clarity™

TO IDENTIFY NEEDS

AND MAKE SMARTER DECISIONS

ABOUT

WHICH PROGRAMS FILL THOSE NEEDS

TODAY MILLIONS OF STUDENTS HAVE IMPROVED the way they LEARN THANKS TO Clarity™

BRIGHTBYTES LABS

BrightBytes Labs is the research engine that drives BrightBytes' data analyses.



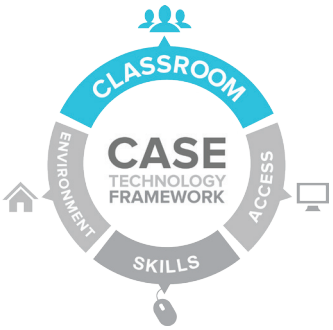
- Powered by a team of data scientists, researchers, thought leaders, and practitioners
- Informed by experts in their fields from world-class research institutions such as MIT, Stanford, Berkeley, Columbia, and UCLA
- Improving student learning through data analysis, research, thought leadership, and practitioner experience

BY THE NUMBERS:

- Researches vet **100** potential newsfeed articles weekly.
- More than **300** articles, reports, and studies have been pulled from this weekly list, with more being added daily.

CASE FRAMEWORK

CASE is one of the research-based frameworks that inform the data gathering and analytical processes that power Clarity.



- Comprehensive and global
- Quickly identifies strengths and gaps
- Easy to Use and Implement

BY THE NUMBERS:

- CASE, including Domains, Data Points, and Success Indicators, is composed of approx. **300** parts.
- About **3200** articles, reports, studies, and analyses have been vetted in order to keep the Framework current.
- A **1800**-page annotated bibliogrphy contains this research and is updated daily.

PLATFORM FEATURES

Technology and PD plans

Dozens of simple data dashboards

Track progress over time

Disaggregate data by state, district, school, and grade level

Intuitive design

Makes data simple & actionable

Quick

Takes less than 15 minutes

Bank grade security

256-bit encryption and Ferpa Compliant

SaaS platform

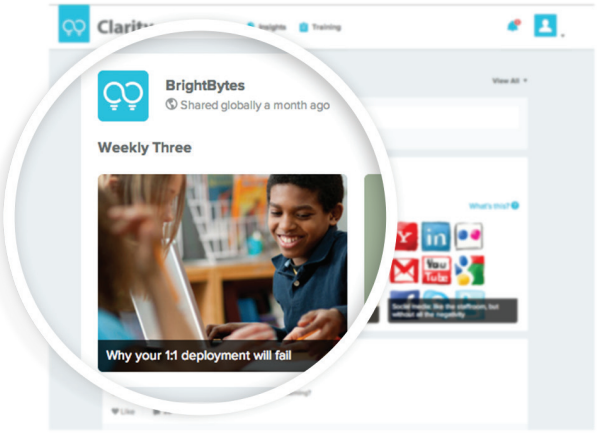
100% online, scalable solution

APPLICATION

Home Page

Customized News and Social Feed

☑ Spotlight your successes and receive instant access to leaders in similar roles with details about the programs in their schools, districts, or regions.



Main Dashboard

Instant Data Overview

☑ Know in a single glance if your school(s) has/have the elements that research says impact student achievement.



APPLICATION

Sub Dashboard

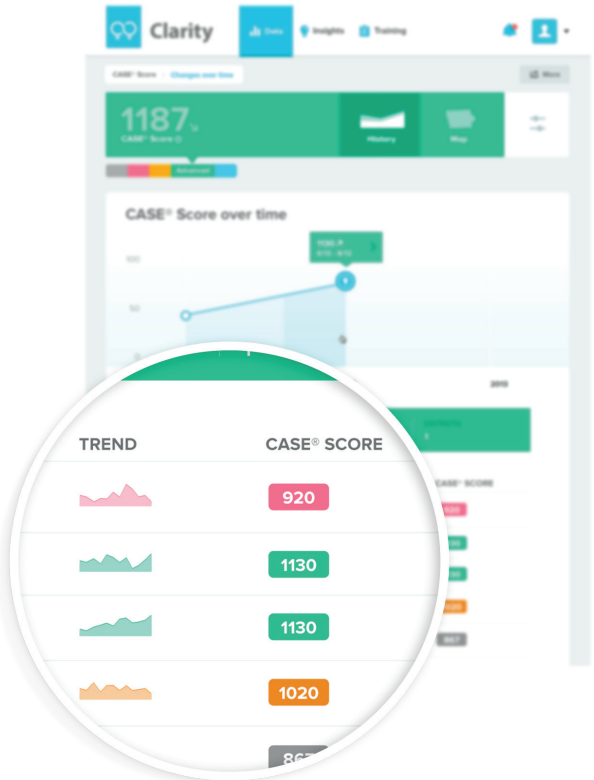
Simple Map and List Views of Schools' Data

☑ Identify in seconds which schools and grades need additional attention, determine ideal pilot sites for programs, and group schools with similar needs.



CASE Scores Over Time

☑ Know whether money spent is producing desired results, and see whether adjustments are making a difference.

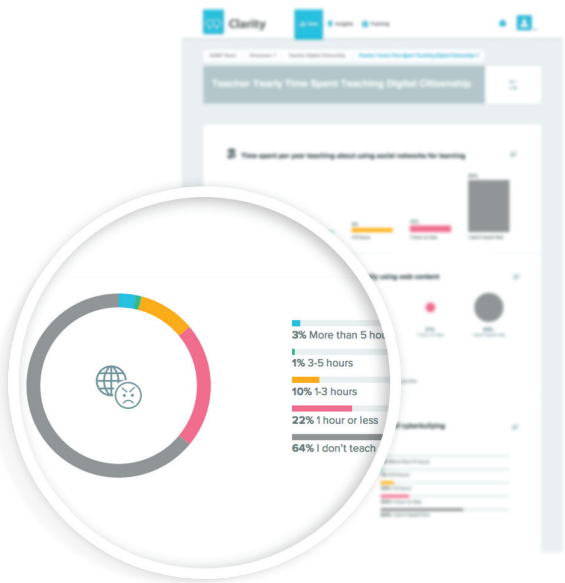


APPLICATION

Success Indicator Dashboards

Specific Data Points and Supporting Information

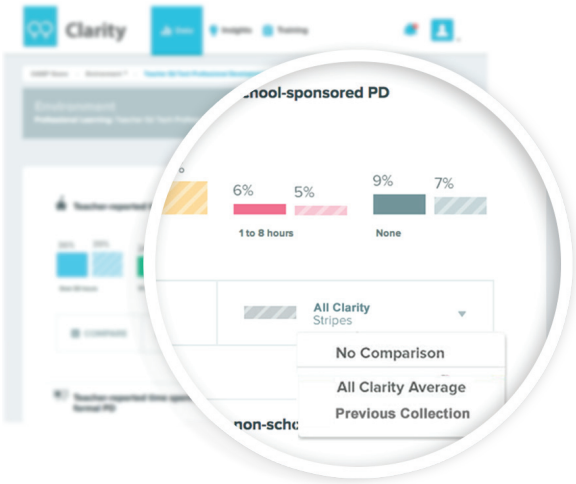
☑ Take snapshots of data points for presentations to key stakeholders and obtain easy-to-read data highlights.



Data Elements

Comparative Data Points

☑ Prioritize initiatives with one-click data comparisons to national averages, previous collections, and all Clarity users.



APPLICATION

Reports

Role-Specific, Actionable, Visually-Engaging Reports

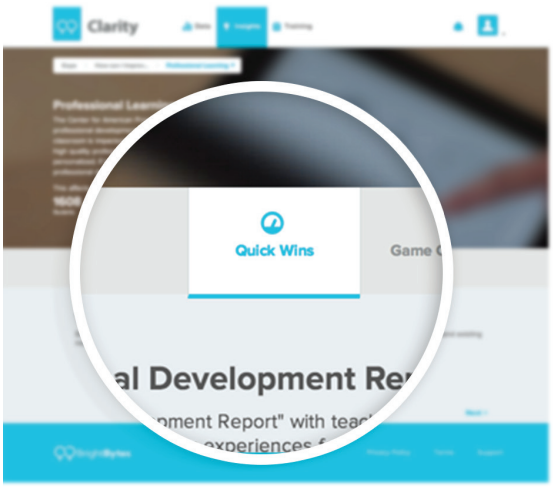
☑ Access the right report for every role with easy-to-read infographics for quick decision-making.



Insights: Quick Wins

Tips for Immediate Improvement

☑ Save time by quickly increasing the impact of your initiative using a list of tips that are known to make the biggest differences.

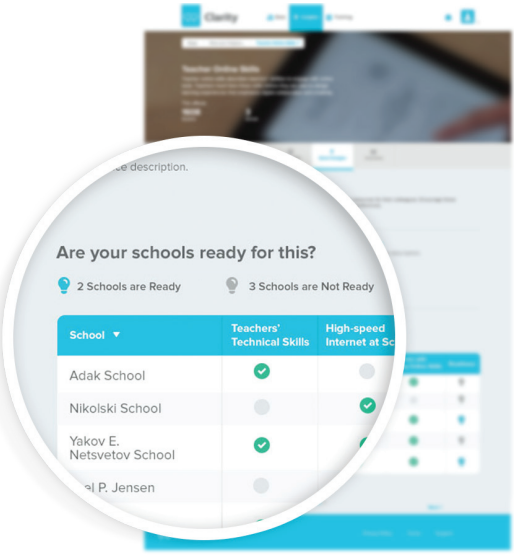


APPLICATION

Insights: Game Changers

Extensive Plans for Addressing Institutional Gaps

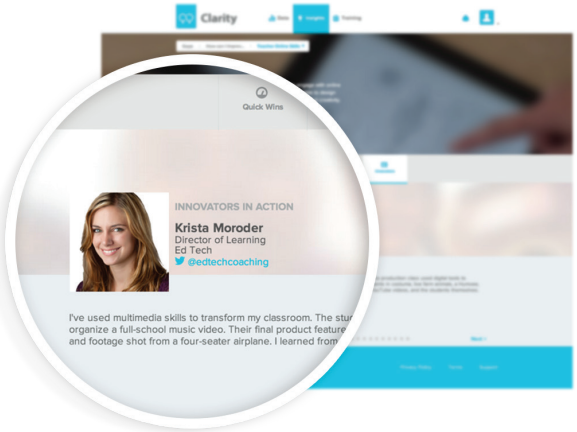
☑ Address larger scale gaps with links to game changing program plans and initiatives.



Insights: Innovators

Educational Leaders who have Faced Similar Challenges

☑ Connect to a database of innovators in similar roles—who have faced similar challenges—through direct social media links.

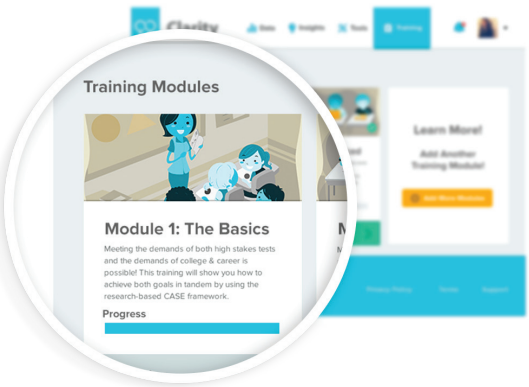


APPLICATION

Training

Formative Training Modules

☑ Earn Professional Development credit, develop expertise in navigating Clarity, and become a data guru through fun, exploratory games.



Questionnaires

Responsive, Age-Specific, Adaptive Questionnaires

☑ Engage students and teachers with engaging, age-specific questionnaires that take less than 15 minutes to complete and can be viewed on all devices.



BrightBytes

THANK YOU!

Contact us anytime. We would love to hear from you.

490 2nd Street, Suite #302
San Francisco, CA 94107
877.436.4033

Clarity™ IN ACTION

Educational leaders in thousands of schools around the world use Clarity to increase student outcomes through improved data and analysis. Clarity provides engaging, educative, and actionable data that can be used to drive the impact of technology on learning.

CAPITAL AREA INTERMEDIATE UNIT, PENNSYLVANIA

After implementing technology initiatives based on Clarity's findings, CAIU saw huge advances in digital readiness in just one year:

- **60%** Increase in access for students to 1:1 mobile technology on carts
- **52%** Increase in number of teachers who post student work online
- **55%** Increase in number of students reading and collaborating online

caiu educational excellence

"As a service agency, this level of regional data allows us to target services more effectively and improve the quality of those services."

Brian Griffith
Director of Curriculum Services
CAIU

UTICA COMMUNITY SCHOOLS, MICHIGAN

The Clarity findings at UCS directly impacted professional development initiatives and helped educational leaders prioritize digital purchases:

- **81%** Savings when converting from conventional textbooks to digital techbooks
- **87%** Teachers who believe technology enhances learning
- **75%** Teachers who are interested in multimedia skill development

Utica Community Schools · UCS · Imagine the Potential · Education Can Make It Happen!

"Clarity can help us reach our goals for learning by advising us on our specific needs and in gauging our readiness for various tools and resources with specific recommendations for our schools."

Dr. Christine Johns
Superintendent
Utica Community Schools

ASSETS SCHOOL, HAWAII

The Assets School focused on key growth areas following Clarity's actionable recommendations and saw major improvements in year two:

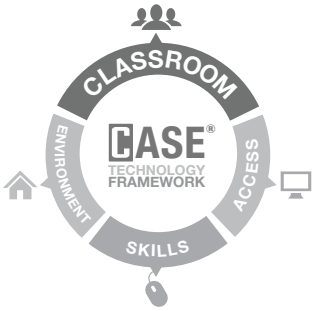
- **49%** Increase in quality of technology, e.g. internet speed
- **51%** Increase in number of teachers who rated PD as excellent
- **54%** Increase in students who say they collaborate or post work online

Assets School
Learning that transforms lives

"Working with BrightBytes has been incredible. We finally have the concrete metrics we need to steer our technology decisions and improve student learning."

Jon Pennington
Technology Coordinator
Assets School

BrightBytes



CASE is a research-based framework outlining the essential factors schools need in order to improve learning through the use of technology.

There are four **domains**: Classroom, Access, Skills, and Environment. These are the essential factors needed for successful implementation of technology in the classroom. Each domain is consists of what we call **success indicators** – these are the areas from which the questions we ask teachers, students, and parents come.

Our research and development wing, BBLabs, analyzes data and research from thousands of sources to inform and improve the CASE framework, as well as ensure we continue to ask the right questions at the right time of your teachers and students.

This document is intended to explain how the CASE framework aligns to the questionnaires distributed to teachers and students. For each **success indicator,** example questions are shown demonstrate how the success indicators are defined and how they are measured.

BrightBytes

ACCESS

Student & Teacher Access at Home

- Do you have access to the following: laptop, tablet, desktop, MP3 player, e-Reader, digital camera? Is it shared or unshared?
- Do you have access to the Internet at home? Is it wireless?

Collecting this information from your *students* helps gauge their preparedness for things such as a flipped classroom, a bring-your-own-technology plan, or use of online collaboration tools for school assignments.

Collecting access at home information from your teachers is used to inform decisions around at-home access to school information systems so grades, attendance, assessment information, etc. can be worked on from home.

Student Access at School

- What is the typical student-to-device ratio? Where do these devices come from?
- How easy is it for [teachers] to get the device carts or access to the computer lab?

Teachers provide the data around student access at school. The access at school questions inform administrators from a global perspective about achieving a 1-to-1 ratio, but they also provide detailed information into the frequency of student access to them, where they are coming from, and what their quality is.

Teacher Access at School

- Do you have access to a device in your classroom for your OWN use?
- Do you have a school-owned mobile device? Are you able to take it home?
- What is the quality of the Internet at school?

Not only do the teacher access at school questions inform administrators of not only the devices teachers have for their own use, but also the various devices found in their classroom (LCD projectors, digital cameras, ...). Additionally, the teacher access at school success indicator provides insight into the various systems teachers have access to (a place for entering grades, attendance, assessment data, IEPs, ...).

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SKILLS

Teacher & Student Foundational Skills

- How easy is it for you to send an email?
- How easy is it for you to connect to a printer?
- Do you agree with the following, “When faced with a technology-related problem, I usually find a good solution.”

The foundational skill questions gather information on both frequency of exercising various skills, but also how easy they find certain activities to be. These questions help administrators understand how comfortable their teachers and students are with basic computing and interactions with the Internet. We ask about connecting to printers not because we think it’s important to know how to print, but rather it is used to gauge one’s understanding of the ports and system preferences found on their device. The questions regarding solving problems with technology and learning new technologies are used to understand teachers’ and students’ self-efficacy around using technology. Research shows that self-doubts can easily overrule even the most expert skillsets.

Teacher & Student Online Skills

- How easy is it for you to collaborate using online documents (Google Drive, dropbox, ...)?
- How often do you
    - Chat on the Internet (Skype, Facebook, Google Chat, ...)?
    - Read online content (news, magazine articles, blogs, ...)
    - Use the following social networks: Twitter, Google+, Facebook, LinkedIn?*

The online skills questions help understand how frequently teachers and students are interacting with the Internet – be that communicating with others, collaborating on shared documents, consuming content (news, RSS feeds, blogs, ...), or creating content by writing reviews or blogs, posting photos or videos, etc.

Teacher & Student Multimedia Skills

- How easy is it for you to record and edit audio?
- How easy is it for you to record and edit video?
- How often do you download or stream music to a device?

Research shows that teachers with strong multimedia skills are better prepared to engage their students in digital creativity – a key component to successfully implementing use of the 4Cs in the classroom. The multimedia skills questions inform administrators of the ease with which teachers and students are able to interact with various media. This information can be used to inform curriculum and professional development planning.

ENVIRONMENT

The 3Ps – Policies, Procedures, & Practices

- How often is technology part of department/grade-level meetings?
- How strongly do you agree with the following, "I am recognized for integrating technology into my teaching (school recognition, advancement, funding for professional development, or similar)."
- Do Internet filters get in the way of accessing websites needed for class?
- Are students allowed to use personal mobile devices in class for academic purposes?

Understanding how the policies, practices, and procedures in place impact your teachers and their classrooms will help administrators understand where they may need to focus their attention. Additionally, finding out how much technology is part of the conversation during department meetings, evaluations and class observations provides insight into how embedded technology is in the school culture.

Support

- Rate the average *speed* and *quality* for the following technology services at your school:
    - Support for problems disrupting instruction
    - Answers to routine questions
    - Instructional technology planning
    - Hardware repair

Understanding how teachers perceive the support services at school can help inform resource allocation and identify gaps in services provided. Additionally, it is important to remember that teachers are reporting the *perceived* quality of these services. Sometimes, it's a matter of better communicating what is available to your teachers when they are in need of support.

Professional Learning

- How many hours of the following types of technology PD have you done in the last 12 months? What was their quality?
    - School sponsored PD (in-service days, summer/after-school classes, mentoring, peer coaching, ...)
    - Non-school sponsored FORMAL PD (degree programs, conferences, workshops, seminars, ...)
    - Non-school sponsored INFORMAL PD (blogs, videos, social networks, webinars, ...)

The professional learning questions shed light on the level of engagement and the *perceived* quality of the services teachers participated in over the last year. In

breaking teacher participation into school-sponsored and non-school-sponsored (both formal and informal) the opportunities expand for conversations around what professional learning looks like in the 21st century.

Teacher & Student Beliefs

- Technology use in the classroom can enhance student learning.
- My school encourages technology use for teaching and learning.
- I think that computers and technology enhance my daily life.

Traditional beliefs have been found to have a negative impact on the integration of technology in the classroom. Therefore, collecting information on teacher and student beliefs around technology use establishes a greater understanding of where you may need to begin. Teacher beliefs are particularly important when considering professional development offerings, as one's ability to learn information is hinged upon whether they believe that it will benefit them.

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CLASSROOM

The 4Cs: communication, collaboration, creativity, & critical thinking

Teacher Use of the 4Cs

- How often do you ask your students to do the following:
  - Collaborate online with classmates
  - Make an arguments using evidence from online sources?
  - Use chat or video chat applications (IM, GoogleTalk, Skype, ...)
  - Create and upload art, music, movies, webcasts ...

By asking teachers about the frequency with which they have their students engage in activities that require them to use technology, administrators can begin to identify gaps in the translation of existing skills into the classroom. Regular use of the 4Cs in will provide students with the learning opportunities that are critical to developing the knowledge needed for college- and career-readiness.

Student Use of the 4Cs

- How often do the majority of your teachers ask you to do the following:
  - Collaborate online with classmates
  - Make an arguments using evidence from online sources?
  - Use chat or video chat applications (IM, GoogleTalk, Skype, ...)
  - Create and upload art, music, movies, webcasts ...

By asking students the same questions that we ask their teachers, we are able to identify gaps in the use of digital tools for these activities. In particular, we see that students report doing these activities more often than their teachers report asking them to do them. This is likely a result of students' natural inclination to take advantage of these tools and is often evidenced in their online skills data.

Teacher Digital Citizenship

- How much time do you spend per year teaching your students about:
  - Legal use of online content
  - Online safety
  - Cyberbully prevention
  - Using social networks for learning
  - Evaluating the credibility of online content
- Rate your knowledge of:
  - Legal use of online content
  - Online safety
  - Cyberbully prevention
  - Using social networks for learning
  - Evaluating the credibility of online content

Student Digital Citizenship

- How often do your teachers talk to you about:
    - Legal use of online content
    - Online safety
    - Cyberbully prevention
    - Using social networks for learning
    - Evaluating the credibility of online content

We contrast teachers' self-reported knowledge with the amount of time they spend teaching their students about the topics in order to help identify where gaps may exist. By asking students how often they are taught these topics, we are able to see at a more micro level, how frequently these conversations are happening.

Assistive Technology

- Do you have access to assistive technology for your students?
    - If so, how often do you use it with English language learners, general education students, and special education students?
    - How often do you receive professional development of their use?
- How often do you use the following in your class:
    - Classroom display devices
    - Digital textbooks

The assistive technology questions are intended to gauge the level of involvement teachers have in the decisions around what technology to bring into the classroom, who will be using it, and how to use it. We include opportunities to measure assistive technology use for all students, and ask about informal uses of assistive technology, such as digital textbooks and display devices. Together, these provide insight into how teachers and administrators are approaching the use of technology to differentiate instruction for their students.

Digital Assessments

- How often do you digital polling mechanisms with your class?
- How often do you administer digital or online assessments to a majority of your students?
- How often do you use subject- or grade-specific software with a majority of your students?

The use of digital assessments allow for higher quality and more frequent feedback for students. Additionally, they offer the opportunity to take quick polls so teachers can gauge what students might be missing in their understanding of the lesson. Additionally, research shows that teachers who use subject- and/or grade-specific software have greater comfort using technology in their classrooms.

BrightBytes

HOW TO APPROACH CASE

When thinking about the framework and how to approach it when looking at the data, approach it as an opportunity to thread together the pieces of your organization's technology use into a meaningful and easily digestible story.

- First, look at **Access** to determine the levels of connectivity your students and teachers have at home and at school.
- Second, look to see if your teachers and students have the **Skills** needed to take full advantage of the tools they have access to.
- Third, look to see if the school **Environment** has created a supportive and encouraging atmosphere when it comes to this technology.
    - Do they have policies in place that do not interfere with teacher use of the Internet for class?
    - Do your students and teachers believe the school encourages technology use for learning?
    - Do your teachers feel they are provided with adequate support for using technology with their students in the classroom?
- Finally, now that we understand
    - the level of **Access** your teachers and students have to devices
    - how they are applying their **Skills** to use the devices
    - how the school **Environment** has created a culture that supports the use of those devices and enhances those skills

We want to find out if these are all translating into effective **Classroom** activities that provide students with the learning opportunities needed to gain college- and career-readiness for the 21st century.

Corvallis
SCHOOL DISTRICT

II.B. AVID (Advancement Via Individual Determination)

AVID AT CHS:

FIRST YEAR REVIEW

Purpose of AVID

To prepare students for their futures by:

- Making them leaders in the classroom
- Giving them strategies for success in secondary and post-secondary education
- Equipping them with skills necessary to be future leaders in society.

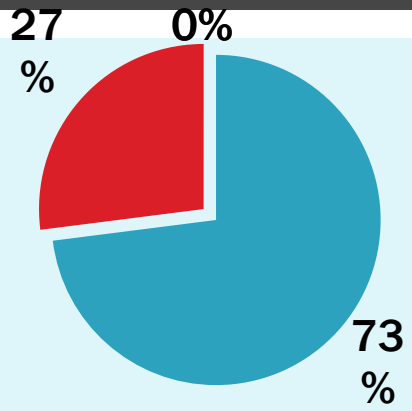
How does AVID accomplish its goal?

- **Writing**: Develop writing skills specific to college success
- **Inquiry**: Ask thoughtful questions
- **Collaboration**: Lead and participate in group-centered work
- **Organization**: Build organization skills crucial for success
- **Reading to Learn**: Thoughtfully engage with reading materials.

Who does AVID serve?

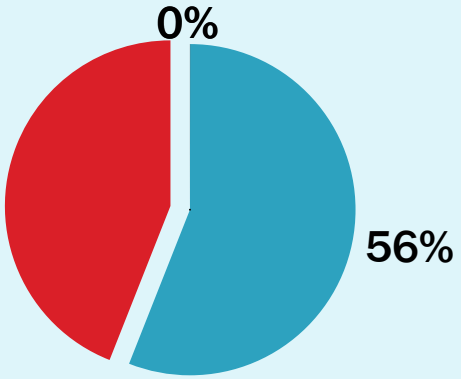
- AVID is not a magic pill.
- Targets students in underserved populations
- AVID supports “kids in the middle,” students who are capable and determined but may not be performing to their highest potential.
- If you serve the “kids in the middle,” the entire school will start achieving at a higher level.
- AVID supports theory and research based principles of learning as defined by Carnegie Mellon’s Eberly Center for Teaching Excellence and Educational Innovation.

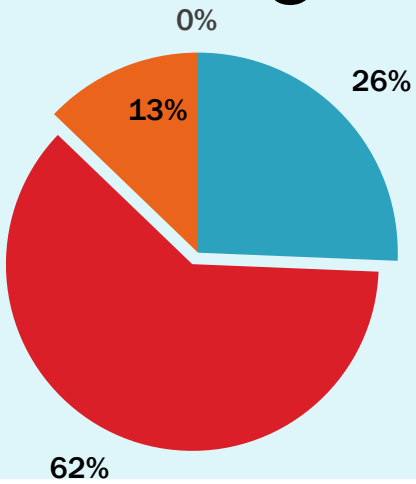
Demographics of AVID at CHS



73% of AVID students are on free and reduced lunch

56% of AVID students will be first-generation college students





13% White
26% African American
61% Hispanic

What students are saying about AVID…

"AVID is helping me with some skills I severely lack such as organization, study habits, working together, and self-worth."
– Shyla, AVID 10

"We have all gotten to know each other so well, and think of ourselves as an AVID family; we trust in each other."
– Brian, AVID 10

"I feel like AVID helps me by giving me motivation to keep on going, to keep on studying and not give up.“
– Alexis, AVID 9

What kids are saying about AVID…

"AVID has taught me skills to overcome various academic obstacles …. The scaffolding method helped me by building an academic tower one skill at a time. TRFs, Learning Logs, Cornell Notes, and many more methods help me become a better student, and are preparing me for college."
– Conner, AVID 9

"AVID will help me succeed in challenging courses like AP US History and Honors American Literature. AVID will also be there when I need to do the college application process, and if I get in to college it will be thanks to myself, my family, and the AVID elective." – Sergio, AVID 10

AVID After Year One

- Students have grown together as a community to support one another academically and socially.
- Students have begun to implement AVID strategies in elective and core classes.
- Students are motivated to study, and regularly organize study sessions together outside of school.
- In forecasting for next year, several students are challenging themselves with AP and Honors classes.
- Students developed a realistic picture of what it will take to be admitted to college and earn financial aid by visiting Oregon State, University of Oregon, Western Oregon University, and Linfield on four AVID organized fieldtrips.

AVID Challenges

Challenges	Proposed Fix
Recruiting students who align with the AVID profile	• Streamlined interview process by involving middle school team in a more meaningful way, revising application and interview process, and stressing the need for individual determination. • Summer camp prepares 8th graders with key AVID strategies before school begins and tests students' commitment to the program. • Maintaining the integrity of the program while increasing the use of strategies and supports to best fit our current population

AVID Challenges

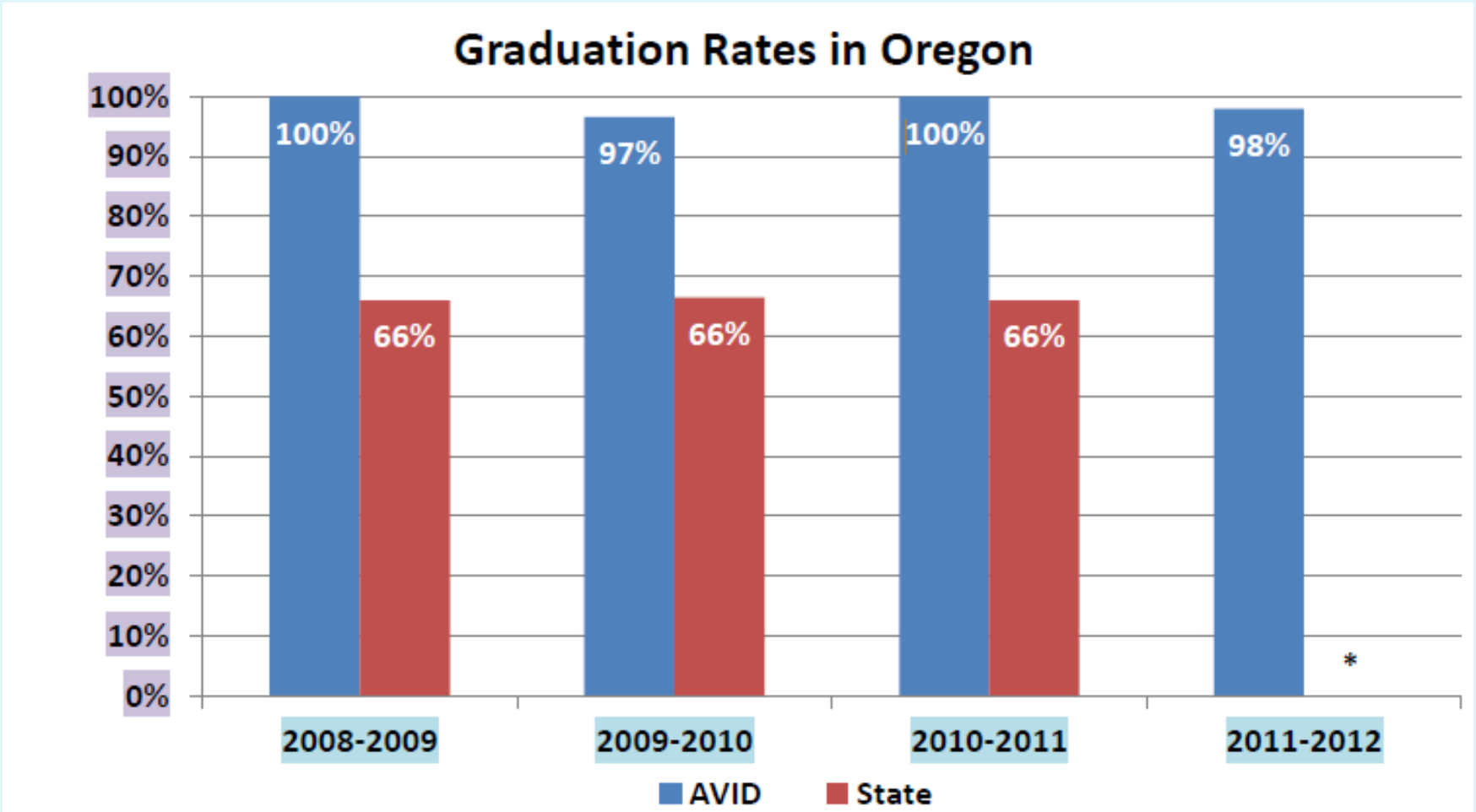
Challenges	Proposed Fix
Overburdened Leadership and AVID team members Lack of communication and time needed to support and grow AVID at this stage	• Designate multiple people for AVID leadership positions. Share responsibilities by having each individual play a specific role. • Different teachers for each AVID elective class

AVID Challenges

Challenges	Proposed Fix
Lack of knowledge and buy-in among AVID site team Lack of support for site team members Limited accountability within site team	• Create organized recruitment process: Foster buy-in and trust by seeking out site team members who show interest, are informed, and are willing to participate in the program • Regular, deliberate, and focused site team meetings with increased accountability • Continued training by visiting AVID demonstration schools as a group

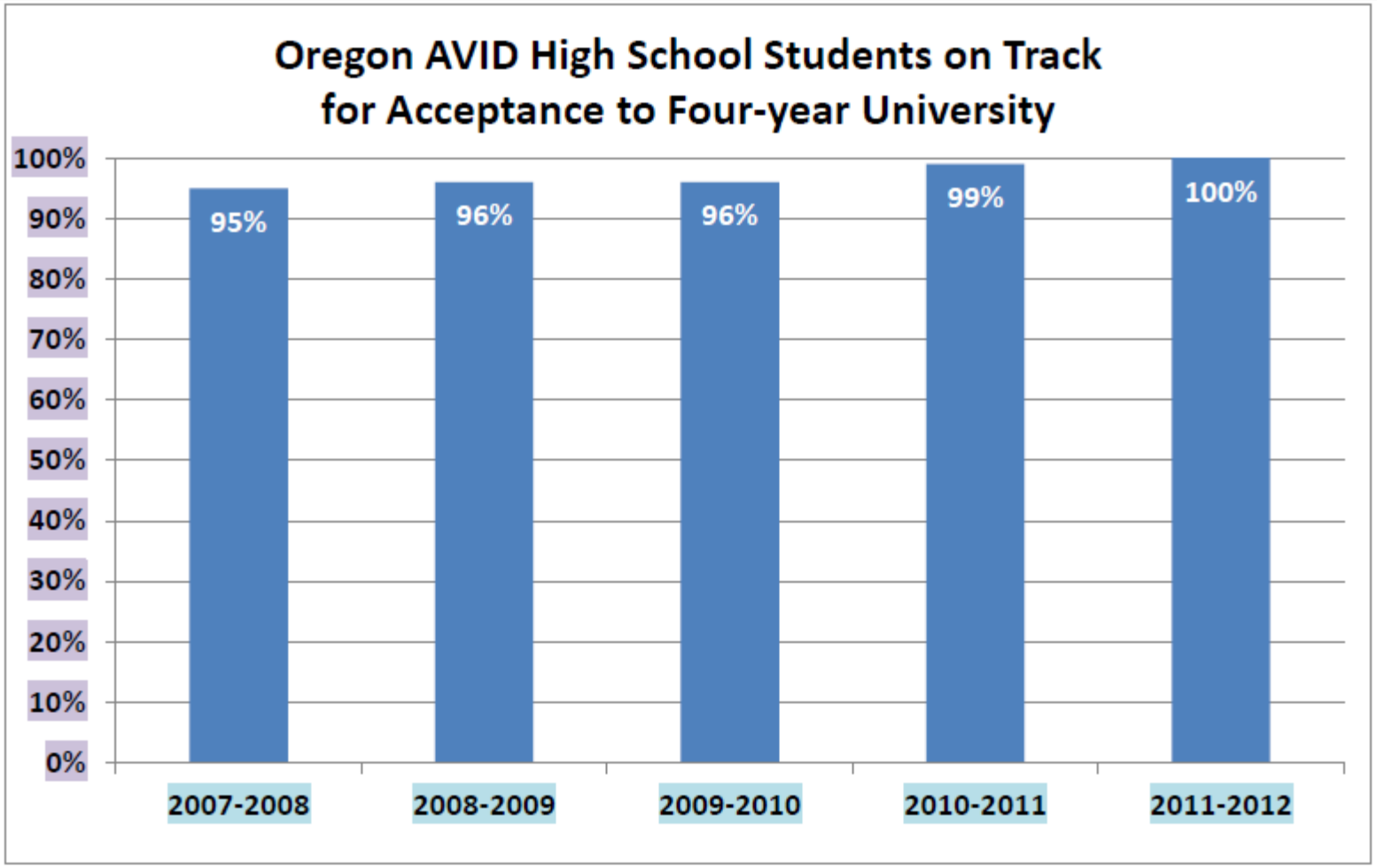
AVID Challenges

Challenges	Proposed Fix
Battling misconceptions about AVID Expanding AVID strategies and goals school wide	• Communicate “big picture” up-front • Focus solely on AVID and eliminate other district initiatives. Honest commitment to AVID will naturally accomplish other district goals. • Build district professional development around AVID • Provide the whole staff with AVID strategies, support, and increased accountability. • Clear communication is key.



Source: Oregon Depatment of Educaition website: http://www.ode.state.or.us/search/page/?id=2644

** Oregon 2012 graduation rates unavailable at this time.*



AVID: State Report on Academic Years 2007-2008, 2008-2009 2009-2010, 2010-2011, 2011-2012; AVID Center. View the full reports at https://data.avidcenter.org/AnnualReports/StateRen.aspx.

NOVEMBER 2012

Corvallis High School Report Card - 2013

2013 PERFORMANCE RATINGS WHAT'S THIS?

Below average

ACHIEVEMENT	GROWTH	SUBGROUP GROWTH	GRADUATION	SUBGROUP GRADUATION	UNDERTESTED GROUPS	POVERTY FUNDS?	COMPARED TO SIMILAR SCHOOLS
80	80	67	60	30	0	NO	ABOUT AVERAGE

McKay High School Report Card – 2013*

2013 PERFORMANCE RATINGS WHAT'S THIS?

Above average

ACHIEVEMENT	GROWTH	SUBGROUP GROWTH	GRADUATION	SUBGROUP GRADUATION	UNDERTESTED GROUPS	POVERTY FUNDS?	COMPARED TO SIMILAR SCHOOLS
70	90	85	80	60	0	YES	ABOVE AVERAGE

*McKay's first AVID class graduated in 2010, and they have implemented AVID school wide.

What can the District Office and School Board do to support AVID?

- District and administrator support is vital for successful implementation
- Continued financial support in sending teachers to AVID trainings
- Support through district initiatives

Corvallis
SCHOOL DISTRICT

III. SCHOOL BOARD SELF-EVALUATION

IV. GRADUATION EXERCISES

V. EXECUTIVE SESSION - The Board will meet in Executive Session at 5:00 p.m. under ORS 192.660(2)(i) – Superintendent's Evaluation, and ORS 192.660(2)(d) – To consult with persons designated for labor negotiations.

VI. ADJOURNMENT

*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