



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, February 15, 2018 5:00 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/UC9Jtpte5dmilZl9kySBjVQ?> 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, February 15, 2018
5:00 PM

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

Meeting Details: Thursday, February 15, 2018, 5:00 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. PLEDGE OF ALLEGIANCE
- III. PRIORITIZATION OF BOARD GOALS



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: February 15, 2018

Prioritization of Board Goals

NO ACTION REQUIRED

At the October 12, 2017 meeting, board members received current performance measures for each of the draft 2017-22 goals. I had noted that in some areas, performance measures were readily available, and were regularly gathered and reported. In other areas, our activities supporting the goals make the most sense in terms of district resources and staff capacity.

Attached are the draft 2017-22 board goals; the available data for each goal is shown in the tables below. At the February 15, 2018 meeting, board members will discuss available data and the need for additional data measures, review data trends, and potentially set targets.

1. Student Achievement	Data Available
Read grade level texts by 3 rd grade	SBAC 57.7% (2016-17) – See Appendix A
Student growth	SBAC – See Appendix B
Successfully complete Algebra 1 by end of 9 th grade	83.4% (2016-17) – See Appendix C
Freshman on track to graduate	91.3% (2016-17) – See Appendix D
Four-year graduation rate	85% (2015-16) – See Appendix E

2. Equitable Systems	Data Available
Read grade level texts by 3 rd grade	See Appendix A
Student growth	SBAC – See Appendix B
Successfully complete Algebra 1 by end of 9 th grade	See Appendix C
Freshman on track to graduate	See Appendix D
Four-year graduation rate	See Appendix E

3. Real-World Learning	Data Available
CTE Participants (.5 HS credit)	See Appendix F
CTE Concentrator (1.0 HS credit)	See Appendix F

CTE means content, programs, and instructional strategies based on business and industry workplace skills and technical skill sets and needs. Instruction incorporates standards-based academic content, technical skills and workplace behaviors necessary for success in careers and the 21st century.

4. Health and Wellness	Data Available
Oregon Healthy Teens Survey	2013, 2015, 2017 surveys
Oregon Student Wellness Survey	2010, 2012, 2014, 2016 surveys

The biennial Oregon Healthy Teens Survey collects information from students in grades 8 and 11. Physical activity data is collected in the survey. The Centers for Disease Control and Prevention (CDC) recommends that children and youth should be physically active at least 60 minutes per day, including aerobic, muscle strengthening, and bone strengthening activities.

The following tables show the percentage of students who were physically active for a total of 60 minutes per day during the last seven days of the survey period.

2017	Grade 8		Grade 11	
	District %	State %	District %	State %
0 Days	4.0	6.4	11.5	13.4
1 Day	3.0	5.1	6.5	7.5
2 Days	9.0	6.9	9.5	8.9
3 Days	10.2	10.7	15.0	11.5
4 Days	11.0	11.9	12.0	11.7
5 Days	22.4	18.8	18.0	15.9
6 Days	13.2	10.7	8.5	8.7
7 Days	27.2	29.4	19.0	22.5

2015	Grade 8		Grade 11	
	District %	State %	District %	State %
0 Days	3.2	6.7	12.7	11.6
1 Day	4.0	5.1	6.6	7.0
2 Days	5.3	7.3	9.1	8.8
3 Days	10.2	10.2	10.2	12.1
4 Days	15.8	12.6	10.7	10.5
5 Days	21.7	17.2	15.2	16.1
6 Days	9.6	10.2	10.2	10.2
7 Days	30.2	30.7	25.4	23.7

2013	Grade 8		Grade 11	
	District %	State %	District %	State %
0 Days	3.1	6.2	12.3	11.1
1 Day	3.7	5.2	5.2	6.7
2 Days	7.3	6.7	8.6	8.3
3 Days	15.0	10.1	14.2	11.7
4 Days	13.3	12.4	13.4	10.9
5 Days	20.6	16.7	15.3	15.6
6 Days	10.2	10.6	6.7	9.8
7 Days	26.8	32.2	24.3	25.8

The biennial Oregon Student Wellness Survey collects information from students in grades 6, 8, and 11; it asks questions about emotional and mental health including a series of five questions known as the Mental Health Inventory (MHI-5). When all five responses are considered together, the result is an estimate of the level of psychological distress that youth are experiencing.

The following tables show the percentage of students with high levels of psychological distress during the last 30 days of the survey period.

2016	Grade 6		Grade 8		Grade 11	
	District %	State %	District %	State %	District %	State %
Below MHI-5 Cutoff	94.2	93.5	88.9	87.9	86.2	85.3
At or above MHI-5 Cutoff	5.8	6.5	11.1	12.1	13.8	14.7

2014	Grade 6		Grade 8		Grade 11	
	District %	State %	District %	State %	District %	State %
Below MHI-5 Cutoff	96.3	94.6	93.3	89.3	89.8	88.4
At or above MHI-5 Cutoff	3.7	5.4	6.7	10.7	10.2	11.6

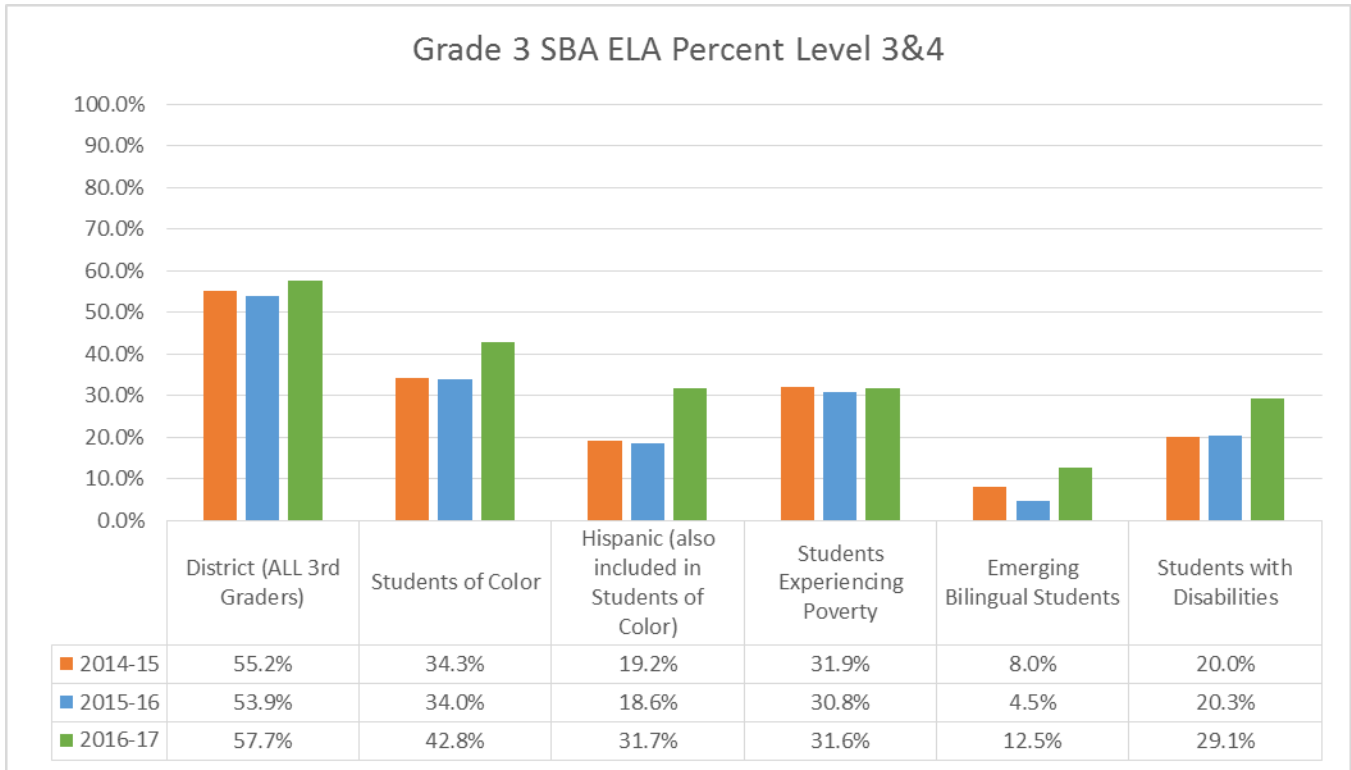
2012	Grade 6		Grade 8		Grade 11	
	District %	State %	District %	State %	District %	State %
Below MHI-5 Cutoff	95.7	94.1	91.7	91.6	90.9	91.7
At or above MHI-5 Cutoff	4.3	5.9	8.3	8.4	9.1	8.3

2010	Grade 6		Grade 8		Grade 11	
	District %	State %	District %	State %	District %	State %
Below MHI-5 Cutoff	97.0	95.2	95.0	93.3	95.4	93.9
At or above MHI-5 Cutoff	3.0	4.8	5.0	6.7	4.6	6.1

5. Long Range Facilities Planning	Data Available
Building assessments	2013 report
Approval of Long Range Facilities Master Plan	Plan Adopted January 11, 2018
Election results	

Appendix A

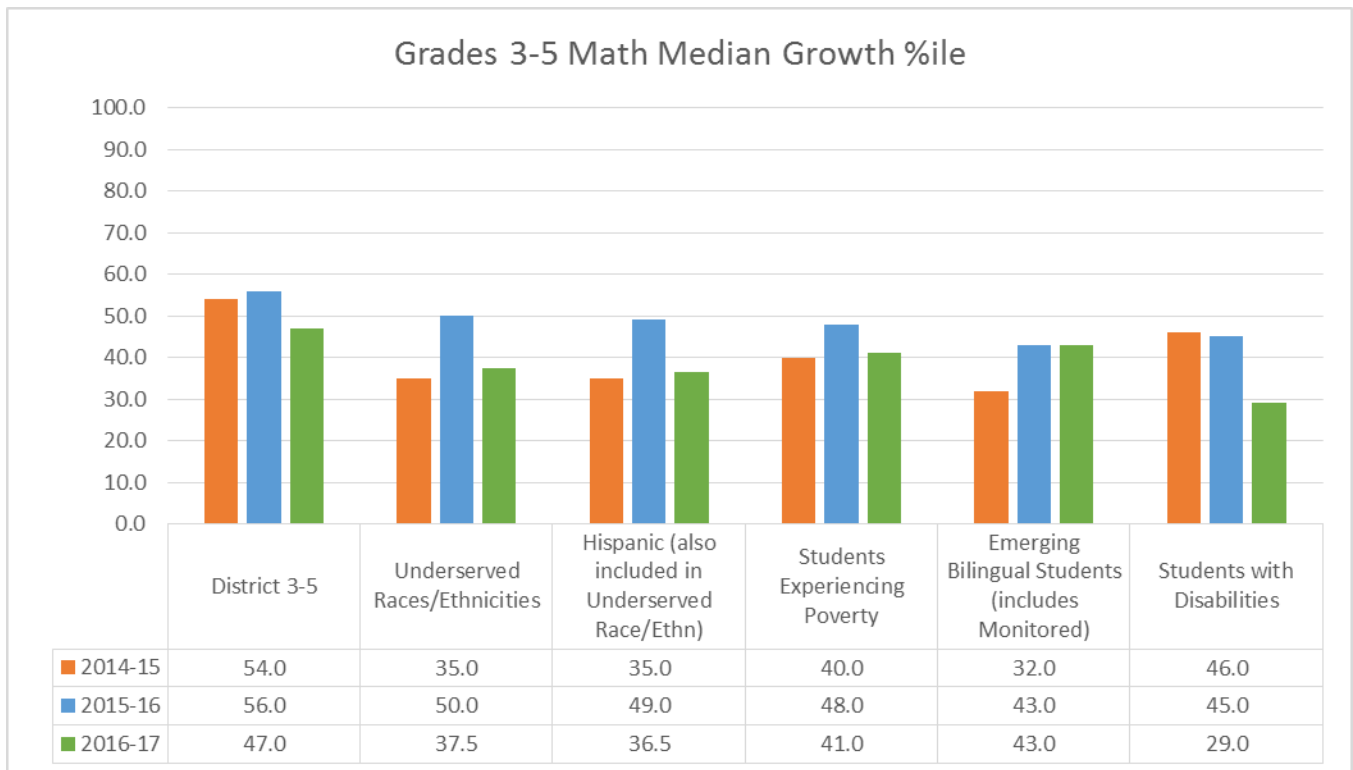
Source: PAGR (AGR via ADI)



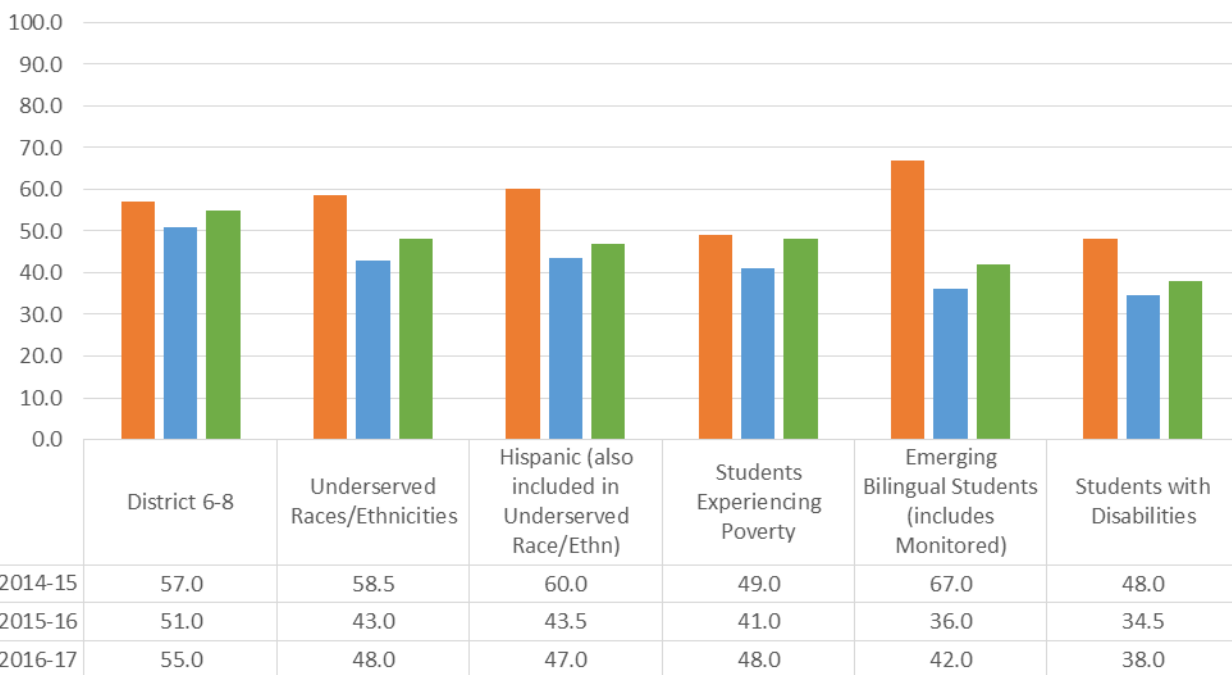
Smarter Balanced ELA – Grade 3	Numerator			Denominator		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
District (ALL 3rd Graders)	238	272	292	431	505	506
Students of Color	46	54	65	134	159	152
Hispanic (also included in Students of Color)	15	16	26	78	86	82
Students Experiencing Poverty	53	62	62	166	201	196
Emerging Bilingual Students	4	3	7	50	67	56
Students with Disabilities	13	12	16	65	59	55

Appendix B

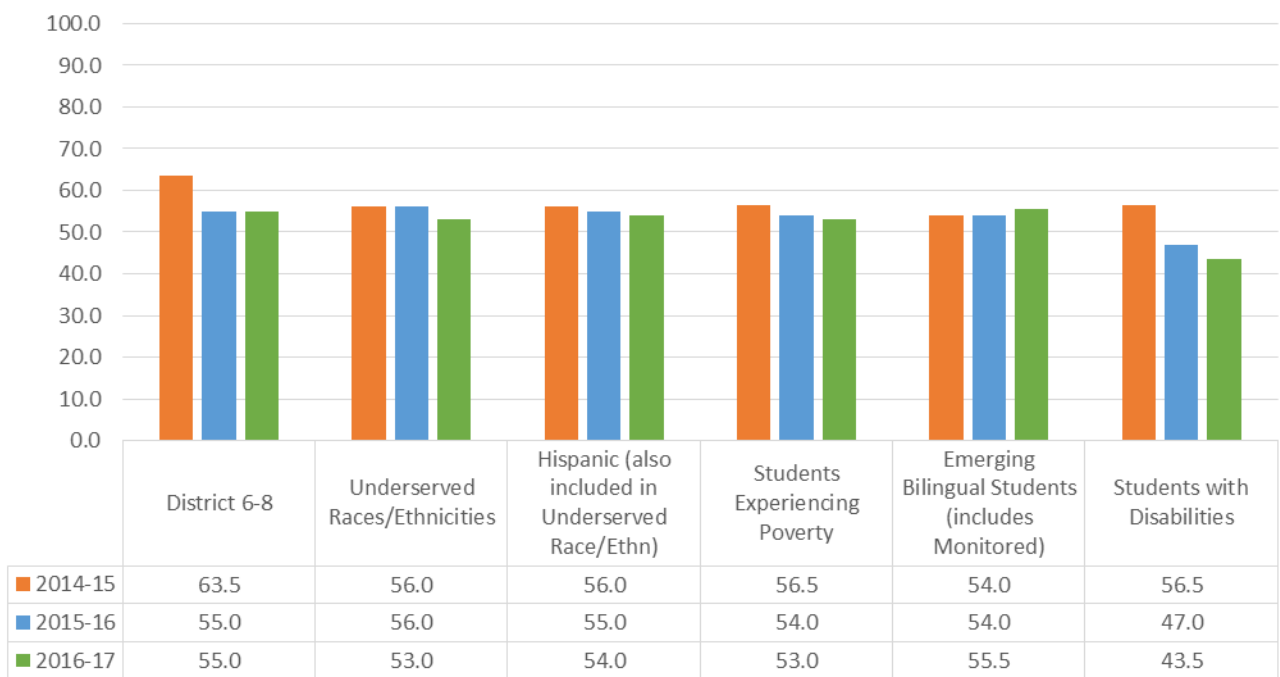
Source: Report Card Detail Sheets (public)



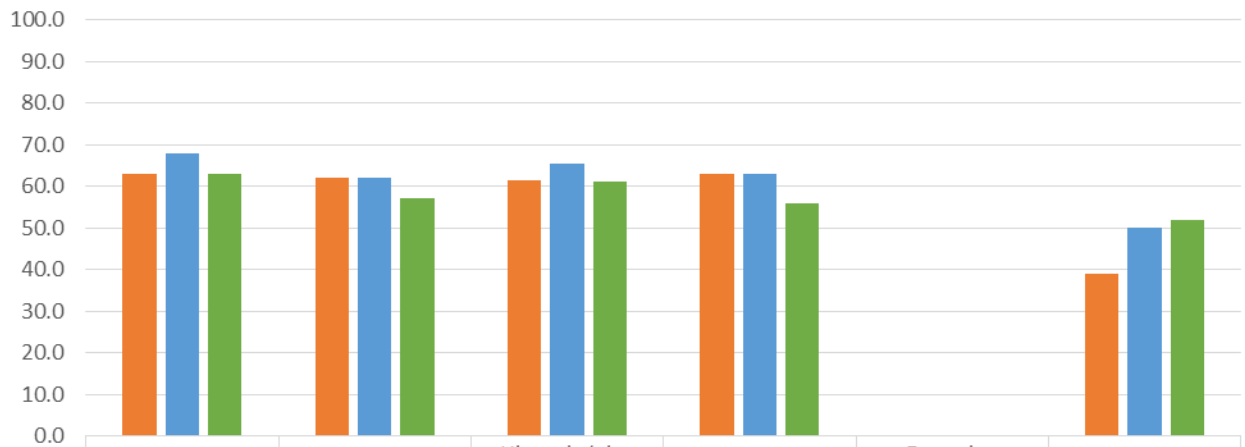
Grades 6-8 ELA Median Growth %ile



Grades 6-8 Math Median Growth %ile

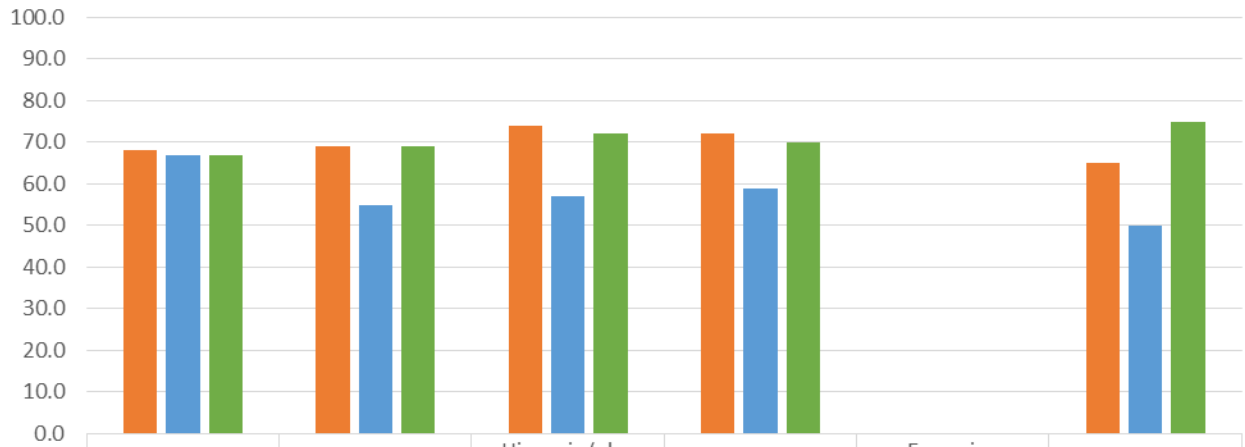


Grade 11 ELA Median Growth %ile



	District HS	Underserved Races/Ethnicities	Hispanic (also included in Underserved Race/Ethn)	Students Experiencing Poverty	Emerging Bilingual Students (includes Monitored)	Students with Disabilities
2014-15	63.0	62.0	61.5	63.0		39.0
2015-16	68.0	62.0	65.5	63.0		50.0
2016-17	63.0	57.0	61.0	56.0		52.0

Grade 11 Math Median Growth %ile



	District HS	Underserved Races/Ethnicities	Hispanic (also included in Underserved Race/Ethn)	Students Experiencing Poverty	Emerging Bilingual Students (includes Monitored)	Students with Disabilities
2014-15	68.0	69.0	74.0	72.0		65.0
2015-16	67.0	55.0	57.0	59.0		50.0
2016-17	67.0	69.0	72.0	70.0		75.0

Smarter Balanced ELA & Math: Grades 3-5 (N-size for growth)	ELA			Math		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
District 3 rd -5 th	804	786	852	804	787	858
Underserved Races/Ethnicities*	162	158	168	165	159	170
Hispanic (also included in Underserved Race/Ethn)	144	144	146	147	145	148
Students Experiencing Poverty	290	284	297	291	283	297
Emerging Bilingual Students (includes Monitored)	91	89	113	91	89	113
Students with Disabilities	92	88	91	94	88	95

Smarter Balanced ELA & Math: Grades 3-5 (% Level 3/4) (Note: Different N size than growth)	ELA			Math		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
District 3 rd -5 th	60.5%	60.3%	58.8%	56.0%	57.7%	55.6%
Underserved Races/Ethnicities	33.3%	30.6%	28.8%	25.4%	28.8%	27.5%
Hispanic (also included in Underserved Race/Ethn)	30.0%	28.0%	26.7%	24.2%	27.1%	24.4%
Students Experiencing Poverty	34.7%	35.3%	34.2%	30.0%	32.4%	33.2%
Emerging Bilingual Students (includes Monitored)	17.2%	15.5%	19.4%	16.0%	20.0%	22.2%
Students with Disabilities	36.1%	29.3%	29.9%	30.4%	32.6%	29.0%

*Underserved Races/Ethnicities includes:

American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Black/African America, Hispanic/Latino

Smarter Balanced ELA & Math: Grades 6-8 (N-size for growth)	ELA			Math		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
District 6 th -8 th	1298	1243	1246	1290	1232	1232
Underserved Races/Ethnicities	224	241	241	225	239	238
Hispanic (also included in Underserved Race/Ethn)	197	216	216	198	214	213
Students Experiencing Poverty	422	409	405	420	408	397
Emerging Bilingual Students (includes Monitored)	71	77	89	72	75	88
Students with Disabilities	137	126	113	134	126	112

Smarter Balanced ELA & Math: Grades 6-8 (% Level 3/4) (Note: Different N size than growth)	ELA			Math		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
District 6 th -8 th	73.0%	69.2%	66.0%	61.0%	60.8%	59.3%
Underserved Races/Ethnicities	52.8%	46.4%	38.3%	36.4%	33.1%	26.0%
Hispanic (also included in Underserved Race/Ethn)	53.3%	45.0%	37.9%	37.6%	32.6%	25.5%
Students Experiencing Poverty	50.6%	45.8%	38.2%	36.1%	33.8%	30.9%
Emerging Bilingual Students (includes Monitored)	22.1%	18.1%	13.3%	14.0%	14.9%	17.7%
Students with Disabilities	36.9%	29.2%	28.0%	28.9%	27.9%	27.2%

Smarter Balanced ELA & Math: Grade 11 (N-size for growth)	ELA			Math		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
District 11 th	388	381	359	385	331	323
Underserved Races/Ethnicities	54	58	71	54	56	67
Hispanic (also included in Underserved Race/Ethn)	44	44	63	44	43	60
Students Experiencing Poverty	99	97	107	99	95	103
Emerging Bilingual Students (includes Monitored)	**	**	**	**	**	**
Students with Disabilities	31	47	45	31	47	41

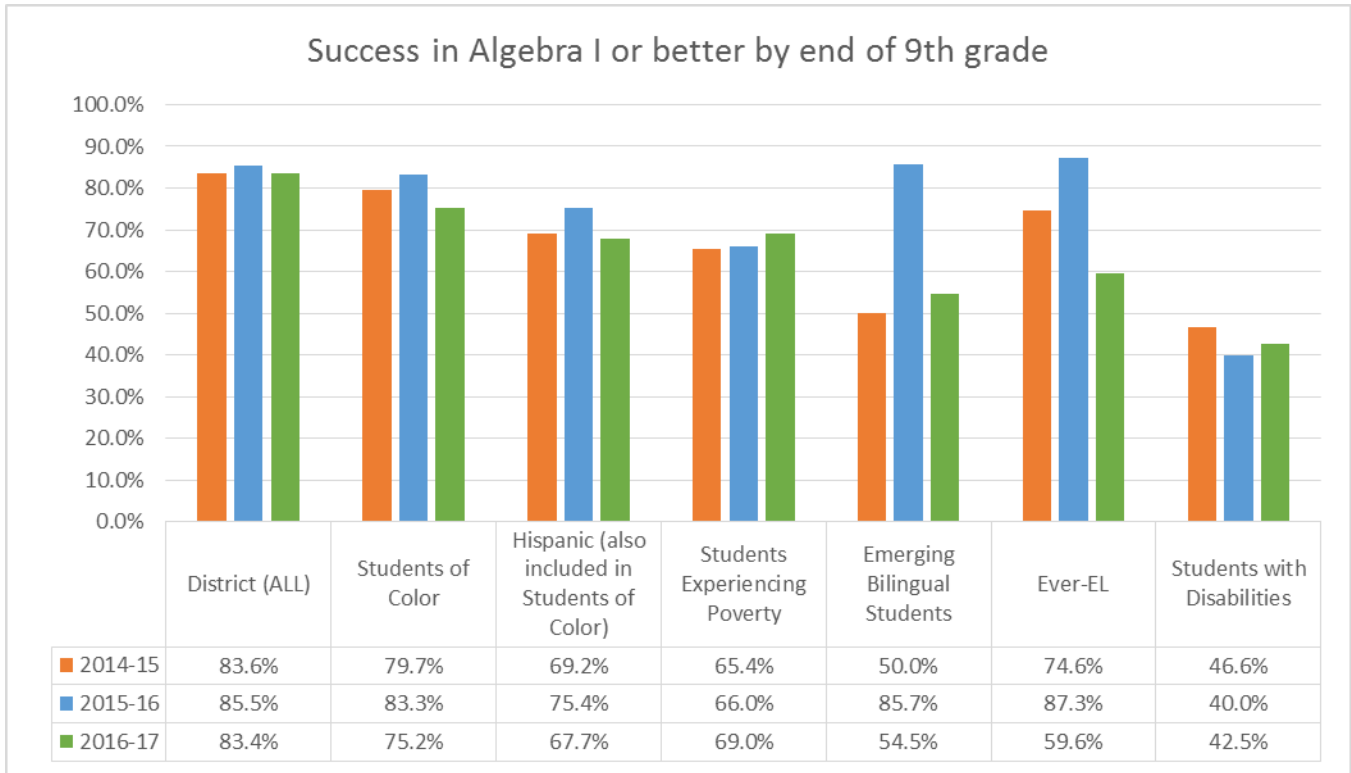
Smarter Balanced ELA & Math: Grade 11 (% Level 3/4) (Note: Different N size than growth)	ELA			Math		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
District 11 th	87.3%	87.6%	84.7%	53.5%	52.5%	47.1%
Underserved Races/Ethnicities	77.6%	71.2%	72.4%	32.8%	24.2%	29.4%
Hispanic (also included in Underserved Race/Ethn)	75.9%	75.5%	77.8%	35.2%	30.4%	31.0%
Students Experiencing Poverty	74.6%	74.8%	75.0%	27.3%	28.4%	30.5%
Emerging Bilingual Students (includes Monitored)	50.0%	36.4%	60.0%	25.0%	50.0%	42.9%
Students with Disabilities	47.5%	53.2%	43.6%	10.3%	21.7%	14.5%

** Fewer than 6 students.

Report Card Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	65 & above
Level 4	50 to 64.5
Level 3	40 to 49.5
Level 2	35 to 39.5
Level 1	Less than 35

Appendix C

Combined Sources: Argos, WebSIS, 3rd Period ADM (ADI)

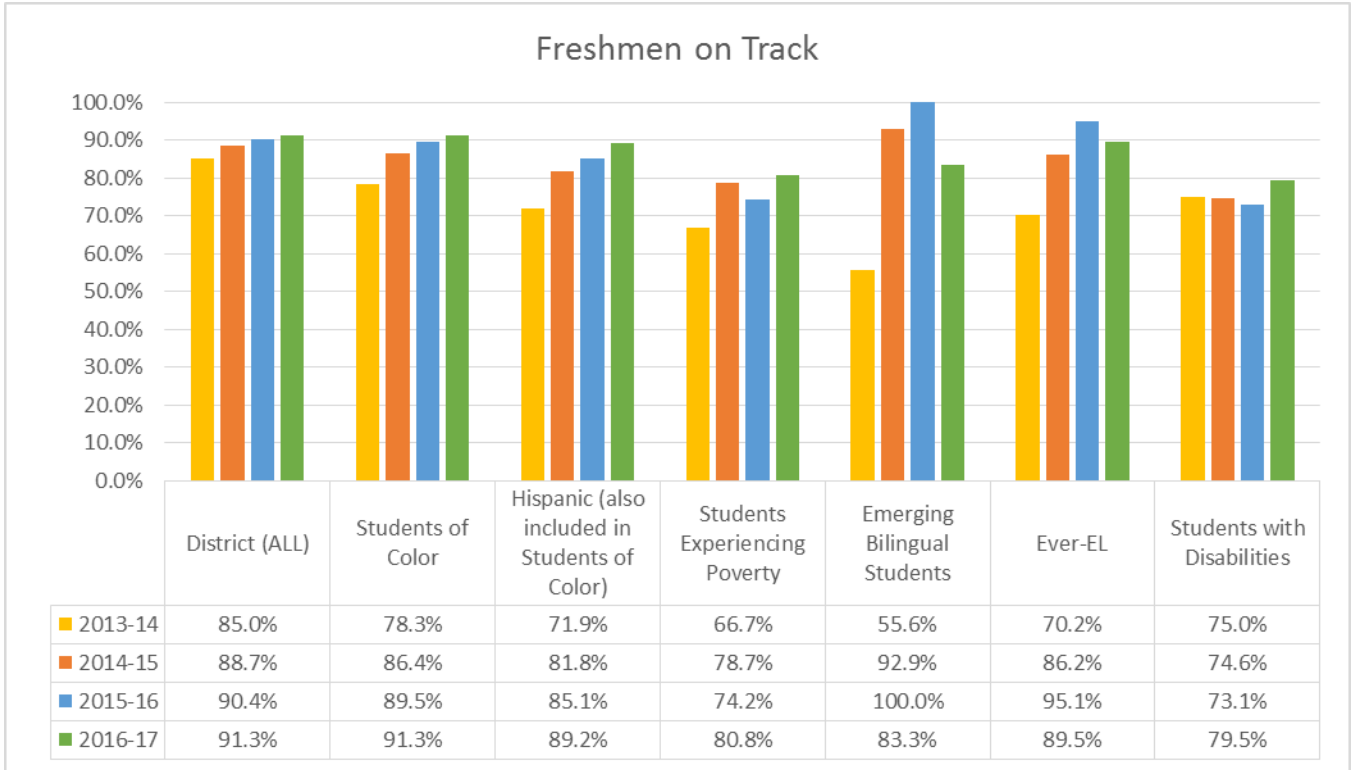


Numerator / Denominator	2014-15	2015-16	2016-17
District (ALL)	=460/550	=466/545	=442/530
Students of Color	=137/172	=145/174	=121/161
Hispanic (also included in Students of Color)	=54/78	=52/69	=63/93
Students Experiencing Poverty	=104/159	=103/156	=107/155
Emerging Bilingual Students	=8/16	=12/14	=6/11
Ever-EL	=50/67	=55/63	=34/57
Students with Disabilities	=34/73	=22/55	=17/40

- Excludes YES House
- Includes Algebra I or higher
(Excludes Alg 1.1, Alg Intervention, Gen Math, Math Support, Life Skills Math, Pre-Alg, Voc Math)
- Removed duplicate students (some freshmen took more than one math class)
- Counted as successfully completing for credit: Grades A,B,C,D,P

Appendix D

Source: ADI (FOT Collection)

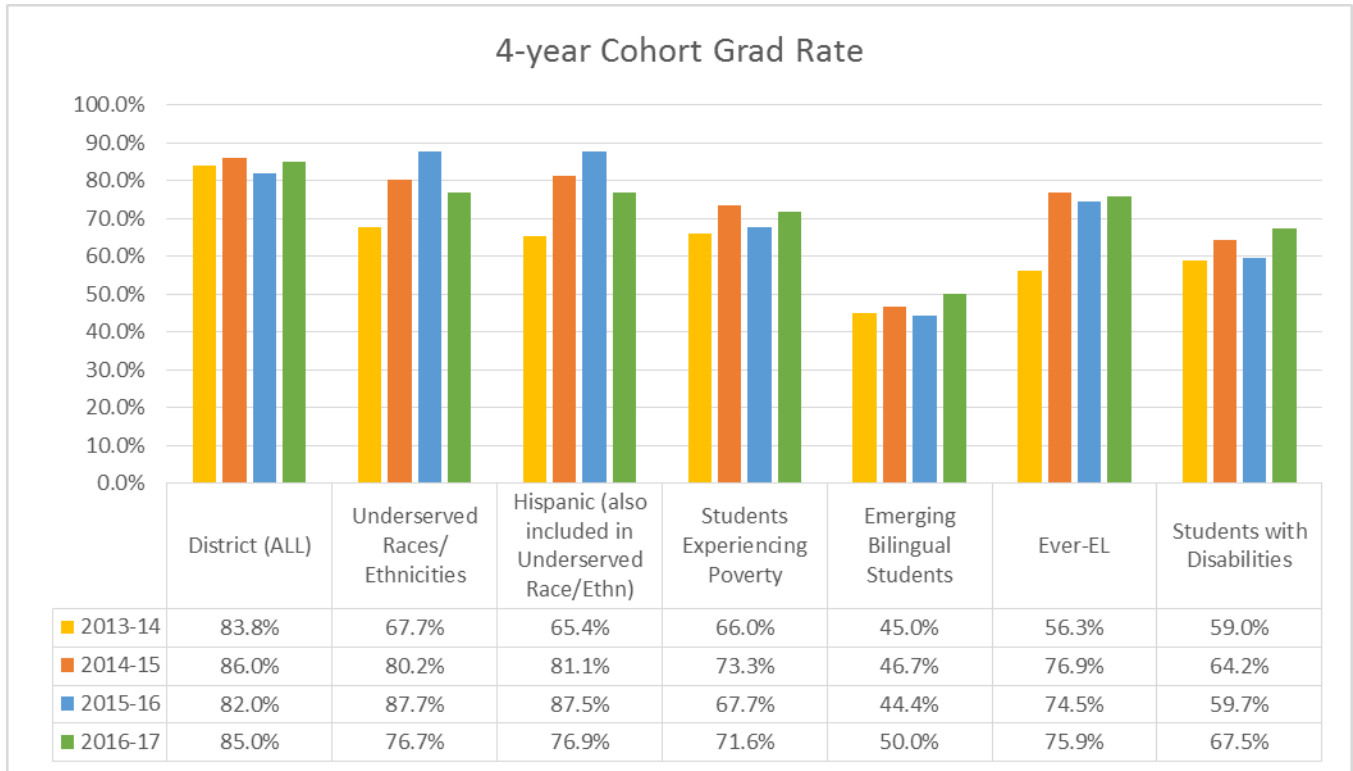


Numerator / Denominator	2013-14	2014-15	2015-16	2016-17
District (ALL)	=455/535	=479/540	=481/532	=474/519
Students of Color	=108/138	=146/169	=153/171	=147/161
Hispanic (also included in Students of Color)	=41/57	=63/77	=57/67	=83/93
Students Experiencing Poverty	=106/159	=122/155	=112/151	=122/151
Emerging Bilingual Students	=5/9	=13/14	=13/13	=10/12
Ever-EL	=33/47	=56/65	=58/61	=51/57
Students with Disabilities	=54/72	=53/71	=38/52	=31/39

- Students must earn 6 credits before start of next school year.
- May 1st; FAY

Appendix E

Source: ADI (4-Year Cohort Grad Rate)

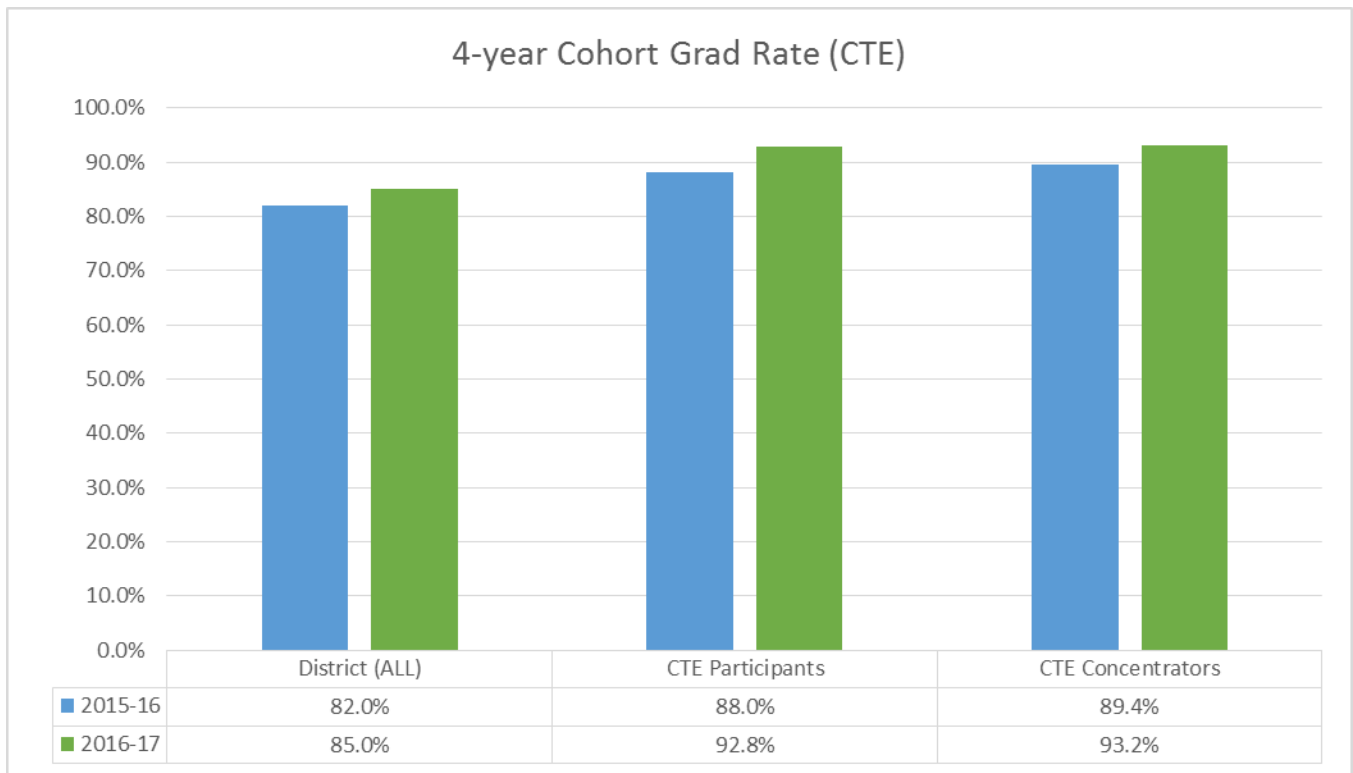


	1011	1112	1213	1314	← HS entry year
	2013-14	2014-15	2015-16	2016-17	← Grad year
District	=480/573	=490/570	478/583	=489/575	
Underserved Races/ Ethnicities	=124/159	=127/151	=147/169	=135/164	
Hispanic (also included in Underserved Race/Ethn)	=51/78	=60/74	=56/64	=50/65	
Students Experiencing Poverty	=132/200	=151/206	=132/195	=144/201	
Emerging Bilingual Students	=9/20	=7/15	=8/18	=8/16	
Ever-EL	=27/48	=40/52	=38/51	=41/54	
Students with Disabilities	=36/61	=43/67	=40/67	=54/80	

- Cohort rate began including Modified Diplomas in 2013-14 grad year.

Appendix F

Sources: ADI (4-Year Cohort Grad Rate), CTE Summary Reports (ADI and consolidated collections), CTE Production Download (consolidated collections)



- 2015-16 is first year CTE was included in reporting groups for 4-year grad cohort.

	1213	1314	← HS entry year
	2015-16	2016-17	← Grad year
District (ALL)	=478/583	=489/575	
CTE Participants	=367/417	=400/431	
CTE Concentrators	=186/208	=218/234	

1,077 students took one or more CTE courses in 2016-17. (Approximately 45% of 2,376 high school students.)
(Excludes 21 dual enrolled.)

2016-17 CTE Enrollment Demographics	% of CTE Students	% of All HS Students in that Group
Students of Color	295/1077 = 27.4%	295/727 = 40.6%
Hispanic (included above)	122/1077 = 11.3%	122/331 = 36.9%
Students Experiencing Poverty	251/1077 = 23.3%	251/686 = 36.6%
Emerging Bilingual Students	21/1077 = 1.9%	21/60 = 35.0%
Students with Disabilities	102/1077 = 9.5%	102/269 = 37.9%
9 th graders	392/1077 = 36.4%	392/547 = 71.7%
10 th graders	291/1077 = 27.0%	291/587 = 49.6%
11 th graders	218/1077 = 20.2%	218/586 = 37.2%
12 th graders	176/1077 = 16.3%	176/656 = 26.8%

2016-17: 9 CTE Programs: 96% course success rate (credit earned)

110201 – Computer Science (3 courses): 51 course enrollments
 470600 – Automotive (2 courses – these are also included under Manufacturing): 269 course enrollments
 480599 – Manufacturing (5 courses): 420 course enrollments
 500605 – Digital Arts (7 courses): 393 course enrollments
 100303 – Digital Imaging (6 courses): 237 course enrollments
 120500 – Culinary Arts (4 courses): 107 course enrollments
 150000 – Pre-Engineering (7 courses): 543 course enrollments
 151202 – Information Support & Services (5 courses): 175 course enrollments
 500401 – Design & Applied Arts (9 courses): 478 course enrollments



Draft School Board Goals 2017-2022

Goal 1: Student Achievement

All students will read grade level texts by 3rd grade and stay on track; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a plan for college and/or career. Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategy 1: Monitor students' reading progress in grades pre-K - 3rd grade using the response to instruction (RTI) system to assess, intervene, and ensure sound instruction is occurring so that all students are reading at grade level by 3rd grade.

Strategy 2: Prepare students to successfully complete Algebra I by the end of 9th grade.

Strategy 3: Develop a system that ensures each 9th grade student is on track to graduate.

Strategy 4: All students graduate with a plan for the future.

Goal 2: Equitable Systems

Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school. Disaggregated data will be used to measure progress on goal.

Strategy 1: Recruit and retain racially and culturally diverse staff.

Strategy 2: Increase student voice, empowerment, and leadership in our schools.

Strategy 3: Expand parent and community partnerships.

Strategy 4: Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.

(Continued on next page.)

Goal 3: Real-World Learning

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future. Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategy 1: Integrate project-based learning experiences in all grades.

Strategy 2: Move the district to be a leader in sustainability practices (environment, social, economic).

Strategy 3: Create additional learning pathways toward graduation and life beyond high school.

Strategy 4: Foster cultural responsiveness and biliteracy in our students and staff.

Strategy 5: Integrate a 21st century skill (communication, critical thinking, collaboration, creativity and problem solving) into all learning experiences.

Goal 4: Health & Wellness

Increase the health and wellness of district students and staff. Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategy 1: Enhance programs that promote student physical wellness.

Strategy 2: Enhance programs that promote student mental wellness.

Strategy 3: Implement a robust worksite wellness program for district staff.

(Continued on next page.)

Goal 5: Long Range Facility Planning

Transform aging school facilities to provide safe, innovative and equitable learning opportunities for all students.

Strategy 1: Explicitly link school district facility improvements with core values for educational design (common vision and why).

Strategy 2: Communicate the needs for improved infrastructure and facilities with the Corvallis community.

Strategy 3: Fund facility improvements through a voter-approved bond levy.

Strategy 4: Engage staff, parents, students and community in execution of bond projects.

Strategy 5: Establish a Facilities Planning Advisory Committee.



Corvallis
SCHOOL DISTRICT

IV. 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