

Redmond School District
School Board Meeting
April 30, 2014

In Attendance: Chair AJ Losoya, Vice-Chair, Ron Munkres, Directors - Rick Bailey, Bob Perry, Superintendent Mike McIntosh, RSD Staff: Linda Seeberg, Lynn Evans, Kathy Steinert, Trish Huspek, Kelly Richard, David Burke, Martha Hinman, Stephanie Wilcox, Erin Wolfe, REA representative, Karen Gray & Barry Branaugh, From the RPA –Brandon Ruben, Karissa Olson, and Sandy Cloud, Media – None present, Community Member, William Walker

AJ Losoya called the meeting to order with a quorum of four at 7:06 p.m. Shane Nelson was absent.

Citizen Participation for Non-Agenda Items

Brandon Ruben and Karissa Olson – Redmond Proficiency Academy

- Thanked the Board for their continued support of the RPA
- On May 1, the RPA middle school students participated in a community outdoor beautification event that will generate community service hours for Braydon, a fifteen-year-old boy who was diagnosed with ileocecal Crohn's Disease. The RPA adopted Braydon through Sparrow Clubs. Through their volunteering in this project, the RPA students will raise money to assist with Braydon's medical needs.
- The RPA will be hosting a dance to help with medical expenses for Cecila, a student who has been diagnosed with two brain tumors. They are encouraging all high school students in Redmond to attend. They are asking for a \$5.00 donation.
- RPA graduation is May 22. They are inviting all members of the community to attend.

PRESENTATIONS

Superintendent Report

Superintendent McIntosh reported the following:

- Two weeks ago Rob Saxton spent time in the district. He met with all of the superintendents in our region and then had lunch at Redmond High School. They then went to Lynch Elementary to get an overview of the CLC's. "Mr. Saxton then left our district in time to participate in the assembly at Bend High School to award their principal, Principal of the Year. One of the things Mr. Saxton takes a lot of heat for is the roll out and time frame for grant opportunities. He was forthright in saying that our district is poised to do great things. He was grateful for the work RSD has done on the evaluation process and was inspired by the work the students were doing."

Association Report

Karen Gray & Barry Branaugh – REA

- Their team has met three times with the district team regarding negotiations.
- Karen Gray stated that she would like to make a comment regarding a statement that was made at the last Board meeting regarding the "teachers feeling energized." She wanted to make sure that everyone doesn't believe that is the majority perspective. "I have been hearing that teachers are frustrated and exhausted. They are frustrated with Synergy and overwhelmed with the amount of things coming forward. We started the year with the motto of Simplify, Clarify and Prioritize. The general feeling is that we really haven't done that. I don't have any hard data to back this up but I didn't want there to be a misconception out there that the majority of teachers are feeling energized. People are high energy, almost manic in trying to keep up with everything that they

are required to do. I know that our teachers are doing it better than other districts but I also think there are things we are doing that we don't necessarily have to do."

- Barry Branaugh stated, "My hope is that given the things that have happened this year and the way people are feeling that we look at where we are going moving forward. A lot of people come with great ideas; it is the implementation that gets really sticky. We need to troubleshoot some of the problems ahead of time before implementing anything. How long can you expect people to be at 110%? You need to look at sustainability."
- Karen reported that they appreciated David Burke coming and listening to the input of staff. "People felt heard today."
- Barry reported that their association conducted a survey in the fall regarding the new organization of the REA. The feedback indicated that people are happy with it. The one thing they learned is that association members want direct communication from their executive board. Based on that feedback the structure will remain and the four directors will be coming back next year. Karen and Barry will also return next year.

Ron Munkres stated that as a board member he sees that the district is surpassing everyone on the things we are accomplishing. "I would recommend taking a day and bringing our crew together and do a real serious debriefing. Involve an outside facilitator. I think it is important to assess what the causalities are in the process both in regard to the teachers and leadership team."

AJ Losoya stated that the Board wants to hear the tough stuff. "We want to be the best. I have felt and heard from the business community that over the last school year there has been more positive energy in support of the school district than ever before. I have also heard this from teachers. We want to do it better than everyone else. We want to take care of our staff to retain and attract. You have our support and we want to get better. I hope that as leaders in the district we continue to remind everyone that we have to do it better than anyone else."

Karen Gray stated that her concern is sustainability. "Our teachers are doing all they can do and some are reaping a benefit from it. But that doesn't make it any less taxing. I just encourage you to be aware of that. I think we are doing it better and continuing to make gains which would lead me to believe that it is different than in other districts. We would just urge you to concentrate on the things that we are doing now so that we can do them well."

Superintendent McIntosh stated that he appreciates Karen and Barry and their leadership team. "We have been responsive to their concerns and I am proud of the partnership that we have. I am proud that we can be responsive. It is important that we stick with something to see it through. I feel like I have been charged as the gate keeper to move an organization that is highly effective and is demonstrating some pretty incredible successes. We do acknowledge that people are tired and we are trying to make some adjustments to help with that. We need to work collaboratively as a team to establish the right path for the week before school. We haven't given up adding two more days to that week to address some of those pressures. There are some things we can't slow down on. There are perhaps other things we can look at."

ACTION ITEMS

Teacher Appreciation Week – May 5-11

AJ Losoya read the Teacher Appreciation Week resolution to meeting attendees.

Rick Bailey moved to declare May 5-11 Teacher Appreciation Week. Bob Perry seconded the motion. Motion carried 4-0.

Discussion:

Ron Munkres – He would encourage that each Board member get into their assigned schools during May 5-11 to reinforce the Board’s appreciation to staff.

Resolution 14:078 – Specific Purpose Revenue

Kathy Steinert, Director of Fiscal Services reviewed with the Board Resolution 14:078 which recognizes and appropriates additional specific purpose revenue for the fiscal year 2013-2014 budget.

1. The District received notice of a two-year grant award in the amount of \$72,250 from the Oregon Department of Education. The Network for Quality Teaching and Learning Educator Effectiveness and Common Core State Standards Grant will help build capacity for high quality professional learning to support implementation of Educator Effectiveness and the Common Core State Standards.
2. The District received notice of a two-year grant award in the amount of \$187,500 from the Oregon Department of Education. The Student Mentoring, Monitoring and Acceleration Grant will assist the District with programming and services for underserved students, specifically at-risk students entering high school

This resolution is a request by Fiscal Services to authorize the recognition and appropriation of \$49,900 of additional specific purpose grant funds not anticipated at the time the FY 2013-2014 budget was prepared. This authorization will allow the expenditure of funds granted to the Redmond School District.

Rick Bailey moved to recognize and appropriate additional specific purpose revenue for the fiscal year 2013-2014 budget as presented. The motion was seconded by Ron Munkres. Motion carried 3-0. Bob Perry abstained due to his objection to Common Core.

Consent Agenda

- Personnel Report
- Finance Reports
- Board Meeting Minutes from March 19, 2014
- Gift to the District

Bob Perry requested a report on the Redmond K-12 online program. Is it successful and cost effective? Superintendent McIntosh will provide during an upcoming Superintendent Report.

Chris Morton reported on the marketing that has been completed to inform the parents of home schooled students about Redmond K-12 online. Included in that marketing have been two evening meetings where families were able to come and hear about the program.

Rick Bailey moved to approve the consent agenda as presented. Ron Munkres seconded the motion. Motion carried 4-0.

PRESENTATIONS

Prior to the Achievement Compact Update, Linda Seeberg introduced from the audience two teacher leaders who are going through their Administrator’s License program. Stephanie Wilcox, grade 3 teacher at John Tuck Elementary. Erin Wolfe, special education teacher at Vern Patrick.

Achievement Compact Update

Linda Seeberg, Executive Director of Academic Programs, provided an update on where we are in the Achievement Compact process.

Objectives for tonight:

- Reminder about the purpose of Achievement Compacts
- Review Oregon Education Investment Board's (OEIB) recent Report and Recommendations related to Achievement Compacts
- Review the "work-to-date" of the RSD Achievement Compact Advisory Committee and recommendations for implementation.

What are Achievement Compacts

1. Under 2012's Senate Bill 1581, the OEIB are required to enter into achievement compacts with every K-12 school district, education service district, community college, the university system and individual universities, and Oregon Health Sciences University.
2. These two-way partnership agreements challenge educators across Oregon to set targets on key student outcomes and encourage broad collaboration to adopt transformational practices, policies and budgets to help students achieve the educational outcomes valued by Oregonians.

The following concepts guided the development of Achievement Compacts:

- Collaboration and Shared Accountability
 - Intended to foster collaboration among school or institutional administration, boards, associations and staff/faculty
 - Intended to foster input, innovation and a sense of shared responsibility
- Impact on Local Budgeting
 - Compact goals and implementation strategies should drive budget priorities
 - Achievement Compacts should incent educational entities to "budget the plan not plan the budget"
- Tight-Loose-Tight Accountability
 - Tight on key outcomes
 - Loose on the local strategies implemented to meet the associated goals
 - Tight accountability framework, taking a more active role in determining the supports and/or interventions necessary to meet our shared goals for struggling institutions
- Evidence-Based Outcomes
 - They are student outcomes (as opposed to process outcomes or inputs)
 - They are highly predictive of whether a student will earn a diploma or degree
 - They are evidenced-based
- Focus on Equity
 - Reflects the many unique student groups the state has an obligation to serve
 - Stakeholders urged that the compacts require that goals be set for each student group on each metric
 - In a state with persistent achievement gaps, the OEIB opted for a focus on equity over simplicity
- Alignment with OEIB Strategic Investments
 - Advocate for increasing base funding for all levels of education—using the Achievement Compact to shape local decisions about how to use to dollars

Achievement Compact Measures

1. College and Career Readiness – Are students completing high school ready for college or career
2. Progression – Are students making sufficient progress toward college and/or career readiness
3. Local Priorities (Optional for districts)
 - a. 11th grade Writing (OAKS)
 - b. 7th Grade Reading Proficiency
4. Priority or Focus Schools – Schools with lowest overall rating on School Report Card
5. Investment – What is the public investment in the District?

Students who are participating in the fifth year program will now be included in our four-year graduation rates.

In September 2013, the OEIB initiated a research process that entailed a series of in-depth interviews with a representative group of education professionals who participated in the Achievement Compact goal-setting process. This research allowed for understanding the processes, uses, and effectiveness of the Achievement Compacts.

Key Findings:

- Need for clarification regarding purpose of Achievement Compacts and the purpose of OEIB
- Challenges with Select Outcomes
- Challenges with Goal-setting
- Impact on Local Strategy and Budget

Key Recommendations were identified:

- Timely and targeted feedback on Achievement Compacts
- Aggregated data to show statewide patterns
- Comprehensive communication strategy
- Alignment of Missions
- Revised timeframe (move from annual to 4 year targets)
- Support regional achievement collaboratives
- Coordinated research and Policy P-20
- Continue to link policy and investment strategies
- Develop accountability for AC programs aligned to other frameworks
- Continued refinement of AC progress
- Revise technical manual and clarify roles of ESDs

Role of Achievement Compact Advisory Team

- Recommend targets/measures for annual Achievement Compact
- Inform development of the implementation plan for annual AC
- Serve as a representative advisory board to support and inform work toward district goals (aligned with the Achievement Compact)

Work to Date for RSD AC Advisory Team

- Reviewed 2012-13 Achievement Compact data
 - Gap analysis with projected targets
 - Adjustments made to some targets
- Reviewed progress-to-date toward Strategic Plan goals
 - Only modification recommended: Address strategies to support exceptional learners
- Discussed internal metrics to track progress toward student achievement measures (during implementation phase for Smarter Balanced Assessment)
 - Examples: Common Assessments, Report Cards, easyCBM Screener, SBA Interim Assessments)

Next Steps

1. Reconvene the Achievement Compact Advisory Team in the fall of 2014 to review student achievement data and revised target setting where needed
2. Participate in Regional Achievement Collaboratives (Better Together)
3. Continue planning toward internal metrics system
4. Recommend modifications to Strategic Plan based on Achievement Compact targets.

Strategic Priorities Update

Superintendent McIntosh stated, “If we are to assign a grade to a student, that grade should accurately reflect their ability. That is where HB 2220 was intending to take us. The provisions in HB 2220 were that teachers were assessing academics only to the exclusion of behavior and homework. The other half was that we as a system were to report to parents their student’s progress toward standards. The legislature enacted HB 4150 that erased the provisions of HB 2220 and put the decision and power on school districts and boards on what we are doing with grading reform. We are in that process in figuring out what we will do with HB 4150. I am proud of the progress that we have made but also admit that our trajectory has been steep. We need some grading reforms with respect how we report student progress and their ability to do what is expected. What matters is that when a student walks across the stage and graduates that they are prepared for what is next. HB 4150 provides us some space to take these reforms at our pace. I don’t want to lose ground in respect to where we are going with grading but at the same time I want to provide that breath to assess our position and tool cabinet and assess where are going to make sure we are accurately reporting a student’s grade. Overtime I expect us to get to a place where I can say that, as your superintendent, we are giving grades to students that accurately represent what they can do.”

Linda Seeberg reported that grading reform has been a part of our strategic plan for a long time. We need to make sure that we aren’t giving feedback that falsely inflates what students can do. HB 2220 came along and accelerated the trajectory that we were already on. HB 4150 simply slows down the process. Changing learning and systems that have been in place for a long time is about getting teams together to get a better understanding and how to give voice to moving forward together. This allows our tools and supports to be put into place at a slower pace.”

David Burke, Director of Secondary Education, reported that in ensuring that the District is in line with Priority 1, Objective 3 of the District Strategic Plan in elevating student achievement and focusing on personalized feedback about performance to students and parents, the following process was implemented to ensure alignment:

The process

- Starting in the winter of 2013, a representative group of teachers and administrators came together to address the need for improved feedback to students and parents as outlined in the District Strategic Plan.
- The group clearly recognized that there is a need to more clearly and articulately provide feedback on both student academics and student behaviors.
- As a result, the group developed Grading Recommendations in order to start a dialogue about how to improve current grading practices.
- The Grading Recommendations provide a basis for professional conversation on how to ensure course grades measure both students’ academic skill as well as behaviors that ensure success both in college and careers.

Grading Recommendations

Work Group Recommendation: Academic achievement (Defined as a measure of student performance towards content standards) should be isolated and reported separately from non-academic achievement (Defined as behaviors that cannot be measured by content standards).

Goal: Address academics and behaviors in a way that keeps the academic grade accurate and holds students accountable for their behavior at the same time

- 80% of teachers surveyed recommend a common set of behavior standards in grades 6-12, so that teachers could more easily isolate academics from behaviors in an organized and meaningful way.
- Many teachers are not satisfied with the results they get from reducing student grades as a way to change behavior. Reducing the number of points a student earns on an assignment is not always a great motivator for students, especially those students who are not motivated by points in the first place.

College and Career Related Learning Standards:

- Common and clearly defined behavior standards for grades 6-12
Penalties for late work, missing work, lack of participation, disruption, poor attendance

Student behavior matters:

- Surveyed teachers: 90% agreed that we need common behavior standards to hold students accountable.

Chris Morton, Assistant Director of School Improvement, provided the Board with several scenario examples as to how the grading process would work.

The work group has recommended three possible interventions that could support students:

1. Career Skills Card (still in the research stage)
2. Camp Nine – Has four strategic focal points:
 - a. Providing targeted supports for 8th grade students who are behind in math and reading
 - b. Providing a summer camp to ensure at-risk 9th grade students are high school ready
 - c. Giving at-risk students continuous access to learning through 1:1 technology in the classroom
 - d. Investing in meaningful peer and mentor relationships
3. AVID – A college readiness system for elementary through higher education that is designed to increase school-wide learning and performance.

Standards-based Report:

1. Increase feedback pinpointing specific learning and behavioral needs of students.
2. Create clear alignment between student work and learning standards.
3. Collect data for system wide supports to enhance meaningful, personalized acceleration and remediation.
4. Create broader engagement in the learning process with students, teachers and parents.

Our Supports:

1. Teachers working in departments on how to teach, to assess to and provide feedback at a standards level.
2. Listening sessions to carefully consider needs of teachers.
3. Development of communication plan for parents and students

Next Steps:

1. HB 2220 required standards based report this June. Changes to the law (HB 4150) came out last month no longer requiring the report by law.
2. Not requiring more than three standards per course
3. Piloting the standards based report this spring
4. Will continue to meet as a district team of teachers and administrators to determine further steps in the pilot.

DISCUSSION

Board Member Updates and Requests for Agenda Items

Ron Munkres

- Reported that he played golf with a chemical engineer from Korea who shared what is going on in relation to plastics. They are working on making plastic models that are as strong as iron. The industry is going to evolve.

Rick Bailey

- He reported that on the April 22 Opinion Page of the Wall Street Journal there was an article on the shortage of welders and the wage that welders can command due to that shortage. The article spoke to the need for bringing back shop classes in high schools. Electricians are also being recruited for high wages. The CTE grant is getting us headed in the right direction. "I would hope as we get the CTE program going that students who are interested in going in that direction would receive a lot of counseling on the requirements for the jobs."
- He would encourage the District to identify students who are high achievers so that the Board could acknowledge and honor them at meetings.

Bob Perry

- None

AJ Losoya

- Reported that he had the opportunity to sit in on part of the accreditation process for the high schools. "There are a lot of great things happening in both of our high schools. I learned that in order for us to award a diploma we must have met a minimum of standards." Accreditation is a process by which we are authorized to award a diploma that is meaningful. They accredit every five years. The accreditation team is made up of state and local leaders. One of the comments AJ heard is that at some point they might look at accrediting districts and not just individual high schools.

ADJOURN

A motion was made by Rick Bailey and seconded by Bob Perry to adjourn the meeting at 10:10pm. Motion carried 4-0.

AJ Losoya, Board Chair

Trish Huspek, Executive Assistant