

**Redmond School District  
School Board Work Session  
October 9, 2013**

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**In Attendance:** Chair AJ Losoya, Vice-Chair Ron Munkres, Directors Rick Bailey, Lisa Klemp, Superintendent Mike McIntosh, RSD Staff; Linda Seeberg, David Burke, Martha Hinman, Kelly Richard, Trish Huspek. REA representative, Shelley Brower. Bob Perry was out of town.

Board Chair AJ Losoya called the meeting to order with a quorum of four at 5:30 a.m.

### **2012-2013 School and District Report Cards**

Superintendent McIntosh reported the official Oregon School and District Report Cards will be available to the public. At this time the information is embargoed so the information that will be reviewed tonight is general information about the report cards and what the ratings mean.

Linda Seeberg, Executive Director of Academic Programs stated that the objective is to give the board a sneak peak of the new Oregon report card, the thinking about the design, and the elements they will see when the official report cards come out tomorrow morning. There will be a press release from ODE tomorrow morning and that is when the media and the general public will have access to the specific data regarding Redmond School District.

#### **Report Card Redesign**

- Report cards were first published in 2000
- There have been small changes over the years, but this was the first significant redesign effort since the report's inception

#### **Process**

- A 17 member steering committee was brought together last fall to make recommendations on the design of new report cards
- There was a broad-based effort to gather feedback on the design process. The steering committee heard from:
  - Over 130 people via in-person focus groups
  - Over 200 responses to online surveys

#### **Redesign Goals**

- More accurately reflect student learning and growth
- Incorporate key measures of college and career readiness
- Align the report card with district's achievement compacts
- Make the report cards more user-friendly and accessible to parents and communities

#### **Key Changes**

- A letter from the principal or superintendent is included on the report card
- A redesigned and enhanced school/district profile with demographic charts
- Two overall ratings are provided
- A greater emphasis on student learning and growth
- Information on the curriculum and learning environment
- High school report cards now also include a completer rate, the percent of freshman on track to graduate, and the percent of students going on to college

Linda Seeberg and David Burke walked the board through the various areas on the report card and the types of data that will be reported. Those areas include:

- Message from the Principal
- School Profile (including enrollment and demographics)
- Overall State Rating (How are students at this school performing compared to those at other schools)
- Progress (Are students making adequate gains over time)
- Outcomes (What are students achieving in high school)
- Curriculum and Learning Environment (What is this school doing to improve student learning and to prepare students for the future)
- Federal Title I Designation (schools designated as *Priority* and *Focus* are required to develop a plan for improvement and resources are designated to support this effort)

Linda Seeberg stated, “When you look at the dropout rates, you want to look for a negative number because that indicates that the dropout gap is closing. Ours will show a negative number because it is below the state average dropout rate. This is the one area where a negative number is favorable.”

Charter schools are under the State of Oregon and do receive a report card. Private schools do not fall under the state funded system and therefore do not receive an Oregon report card.

Ron Munkres suggested that the district highlight promising practices that we have achieved in our district. “This will help the public see the areas where we are excelling.”

### **School Ratings Information**

- New accountability system has a greater focus on student learning and growth. It uses multiple measures to rate schools.
  - For all schools these measures are:
    - Academic achievement
    - Academic growth (all students)
    - Subgroup growth
  - High Schools also include:
    - Graduation
    - Subgroup graduation

### **School Ratings**

- Schools receive an overall rating of Level 1-5
  - Level 1 – bottom 5% of schools
  - Level 2 – next lowest 10%
  - Level 3 – next 30% of schools
  - Level 4 – those that fall between 44% and 90% of schools
  - Level 5 – top 10%

### **School Ratings System**

- Student growth compares “academic peers” – students with similar prior test scores
- Achievement and growth scores translate to levels in the following way:
  - Schools receive points if achievement and growth meet cutoff levels (e.g., Level 5 for Reading = 87% and above = 5 points) – *Annual Measurable Objectives*
  - Points earned out of total points possible establishes percent of Points Earned
  - Percent of points earned multiplied by Weight calculates Weighted Points
  - Weighted Points add up to a Weighted Percent
  - Weighted Percent is matched to the Level Assignment to determine Overall Level
  - Overall Level is included on the Report Card

### **Ratings Detail Sheets**

- Oregon Growth Model Rating System calculates:
  - Overall Academic Achievement (all students)

- Academic Growth (all students)
- Subgroup Growth (for each student group)
- Graduation (both 4 and 5 year cohorts)
- Subgroup Graduation (both 4 and 5 year cohorts)
- Participation (all students): In OAKS assessment – there is a 95% participation rate requirement

### **How the Rating is Calculated**

- Elementary and Middle Schools
  - 50% - academic growth
  - 25% - subgroup growth
  - 25% - academic achievement
- High Schools
  - 35% - graduation
  - 15% - subgroup graduation
  - 20% - academic achievement
  - 20% - academic growth
  - 10% - subgroup growth

Students are compared based on similar test scores over a two year period. For like students, those students are compared to other students across the state. It measures if they are growing more or less than their peers.

### **How we are using the data**

- Parents
  - Receive important information about their schools and their district
- Schools
  - Use this data to track progress and plan for improvement (principals, leadership teams, staff)
  - Identify successes and improvement targets
  - School Performance Plans address improvement needs (strategies)
- District
  - Annual review of school progress
  - Determine necessary supports for schools (resources, systems, professional development)
  - Achievement Compact – data is used in target setting and strategic plan priorities/strategies

### **Distribution of Report Card Information**

- School and district data will be released on October 10<sup>th</sup> to the public
- Districts must send report card information to parents by January 15
- RSD Plan for Distribution:
  - The report cards, FAQ's, and tonight's PowerPoint presentation will be available on the district website beginning October 11.
  - Parents will receive an email and phone message letting them know that the report card is available on the district website. If parents want a hard copy, they can obtain one at their individual school.
  - A media release will also be sent out tomorrow.

Linda Seeberg reported that the Achievement Compact targets were approved at the last board meeting. The board members were provided data on the various sub-groups. Some sub-groups in the district have such small numbers (six students or less) they are not tracked due to confidentiality. Those groups include, Black (not of Hispanic origin), American Indian/Alaska Native, Pacific Islander and Asian. The largest sub-groups in the district are economically disadvantaged, limited English proficient, students with disabilities, Hispanic origin, and Talented and Gifted. Targets were set for all of these groups on the Achievement Compact.

## Updates from Superintendent McIntosh

- **OSAA Designation**

The OSAA classification and districting committee has met to draw up their final recommendations for the new four-year OSAA school classification time block beginning in fall 2014. Superintendent McIntosh reported the Redmond School District will remain in a five team league consisting of Ridgeview, Redmond, Bend, Mt. View, and Summit High Schools. Both Bend and Summit were granted geographic exceptions to maintain their 5A status. Superintendent McIntosh continues to investigate appeal options.

- **Legislature**

Superintendent McIntosh stated that he had hoped that the additional revenue the legislature allocated for K-12 education would have been distributed during the 2013-2014 school year. However, the allocation won't be distributed until the 2014-2015 school year. It is anticipated that \$100 million will be added to the distribution to schools across the state.

- **Enrollment**

We currently have 86 more students in our district than we did one year ago. The district had projected a 60-70 student increase with the K-12 Online program.

**ADJOURN**

*The work session was adjourned at 7:35pm*

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AJ Losoya, School Board Chair

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Trish Huspek, Executive Assistant