A. WELCOME
1. **Call to Order**
2. **Flag Salute**
3. **Audience Comments:** This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers should identify themselves and state their name before speaking. Speakers are asked to write their name, address, and phone number. Each speaker will be allowed 3 minutes.

B. GOOD NEWS/COMMUNITY COMMUNICATIONS
1. **Report:** 2016 OSTA Outstanding High School Classroom Teacher – Emmet Whittaker (Enclosure B-1)
2. **Report:** Linn County Farm Bureau Ag Educator of the Year - Mike Wilson (Enclosure B-2)
3. **Report:** Lacomb School (Enclosure B-3)
4. **Report:** Class of 2016 4-Year Cohort Graduation Rate (Enclosure B-4)

C. GENERAL BUSINESS
1. **Policies**
   a. **Information Only:** Revised Policy ARs (Enclosures C-1)
      i. GBA-AR: Veterans' Preference – *new from OSBA*
   b. **Action:** Adopt Board Policies on Second Reading (Enclosure C-2)
      i. IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted diseases, Health Education
2. **Report:** Oregon Rising (Enclosure C-3)

D. DEPARTMENT REPORTS
1. **Finance**
   a. **Report** (Enclosure D-1)
   b. **Discuss:** Budget Meeting Calendar (Enclosure D-2)
2. **Operations**
   a. **Action:** Approve Contingent Sale of Crowfoot Property (Enclosure D-3)
3. **Human Resources**

E. COMMUNICATION
1. **Board**
2. **Superintendent**
   a. **Action:** Approve Superintendent Evaluation Process (Enclosure E-1)
   b. **Discussion and Demo:** Electronic Board Packets
3. **Discussion:** Election Impact

B. CONSENT AGENDA
1. **Action:** Approve October 13, 2016 Board Minutes (Enclosure F-1)
2. **Action:** Approve Hiring/Transfers/Leave of Absence
   a. Cami Beaty, Math Teacher – LHS (Temporary)
   b. Nathan B. Gartner, Math Teacher – Seven Oak Middle School (Temporary)
   c. Kathryn Baldwin, 2nd Grade Teacher – Lacomb (Temporary)
   d. Dawnae Gabel, Reclassification – Secretary to Administrative Secretary
   e. Vickie Kommer, Reclassification – Administrative Secretary to Administrative Assistant
   f. Shelly Shank, Reclassification – Secretary to Administrative Secretary

C. ADJOURN

The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's desire to hold an effective and efficient meeting to do the business of the District. In keeping with that objective the Board provides a

place for AUDIENCE COMMENTS on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The following quote is instructive to the Board and its visitors.

"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment."

"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings." Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000.

FUTURE MEETINGS

December 8, 2016	Green Acres School
January 12, 2017	Lebanon High School
February 9, 2017	Hamilton Creek School
March 9, 2017	Seven Oak Middle School

From:	Emmet Whittaker
Sent:	Wednesday, October 26, 2016 10:51 AM
To:	Laura Foley
Subject:	Fwd: OSTA Award

Greetings Laura,

Thank you so much for recommending me for this award. I'm honored and humbled....

Thank for for the great partnership in helping students and staff,
Emmet

---------- Forwarded message ----------
From: **Jomae Sica** <jsica@fgsd.k12.or.us>
Date: Wed, Oct 26, 2016 at 10:10 AM
Subject: OSTA Award
To: emmet.whittaker@lebanon.k12.or.us
Cc: membership@oregonscience.org, laura.foley@lebanon.k12.or.us

Dear Emmet,

Congratulations for being selected as the recipient of the 2016 OSTA Outstanding High School Classroom Teacher Award.

The OSTA Outstanding High School Classroom Teacher Award is to recognize and honor your outstanding work motivating student achievement and excitement in science as described by Laura Foley.

Laura writes: Mr. Whittaker is a former engineer who has let the science department in the high school and middle school to embrace the engineering design process while utilizing the scientific method through STEM practices. These practices have become the way in which our science teachers utilize best practices in their facilitation of student learning. In addition, Mr. Whittaker has become an outstanding leader in the high school, promoting college and career readiness through his connections with industry and his experiences internationally. He recently has become an AVID (Advancement Via Individual Determination) instructor and the AVID system coordinator for the high school. In this capacity, he directs and facilitates professional development that emphasizes equity for all students resulting in a shift in the school and district's culture to one of inclusion and high expectations for all students and staff while building strong communication systems of support for parents and community members and local businesses.

One of the most important functions of the Oregon Science Teachers Association is to recognize outstanding science educators across the state. As a high school teacher, we recognize and appreciate your often challenging role in providing your students with the skills and knowledge that continue to develop their science identities, as they are beginning to make decisions about their plans beyond high school.

As a 2016 OSTA Awardee, a general 1-year membership in OSTA will be activated or renewed.

In addition, we invite you to the Awards Ceremony on Thursday, November 10, 2016 from 4:30 to 6:30 pm at the Oregon Museum of Science and Industry (OMSI). The museum will be open until 9 pm for exploration and fun after the awards event. Please respond to Carolyn Clontz at registrar@oregonscience.org with the number of guests you will be bringing with you, and if any vegetarian food options are required, by **Monday, October 31st.**

Again, congratulations, and we look forward to meeting and honoring you at the Awards Ceremony.

Cheers,

Jomae Mertz Sica
Biology Instructor & STEM TOSA
OSTA President
Forest Grove High School
503.359.2432 x3657
jsica@fgsd.k12.or.us

--

Emmet Whittaker

Environmental Science/ 9th grade AVID/ AVID high school coordinator
Room 111. Phone: 541-451-8555 Ext. 1097

From: Mike Wilson [mailto:mike.wilson@lebanon.k12.or.us]
Sent: Monday, November 07, 2016 1:29 PM
To: Brad Shreve <brad.shreve@lebanon.k12.or.us>; Laura Foley <laura.foley@lebanon.k12.or.us>; Dale Moon <moond@linnbenton.edu>
Subject: Fwd: November 17, 2016

---------- Forwarded message ----------
From: "Theressa Cersovski" <tntcersovski83@yahoo.com>
Date: Nov 7, 2016 1:27 PM
Subject: November 17, 2016
To: "mike.wilson@lebanon.k12.or.us" <mike.wilson@lebanon.k12.or.us>
Cc:

Dear Mike,

First, I want to take this opportunity to thank you for speaking at our Annual Meeting and sharing your experiences with us.
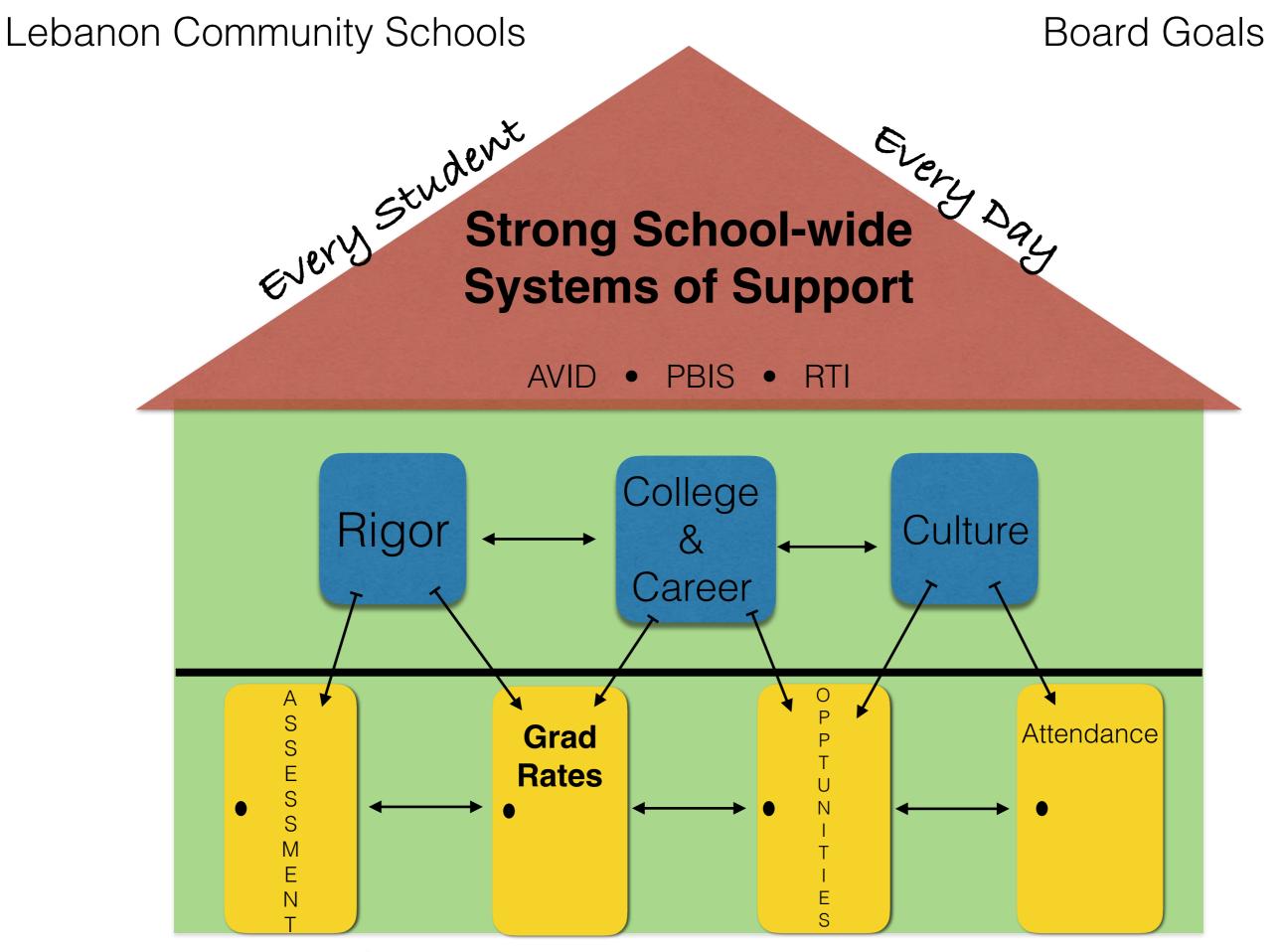
Now LCFB wants to share something with you.

The rest of the story: You will be receiving an invitation in the mail. Each year Linn County Farm Bureau names an LCFB Ag Educator of the Year. It is my pleasure to tell you that this year's award will be given to Mike Wilson of Lebanon High School, that is you!!!!!!

In years past, we kept the winner a secret until the meeting. This year the LCFB Board decided to announce the winners ahead of time so that friends and family members can attend.

Looking forward to seeing you on November 17th.

Tess Cersovski
Linn County Farm Bureau
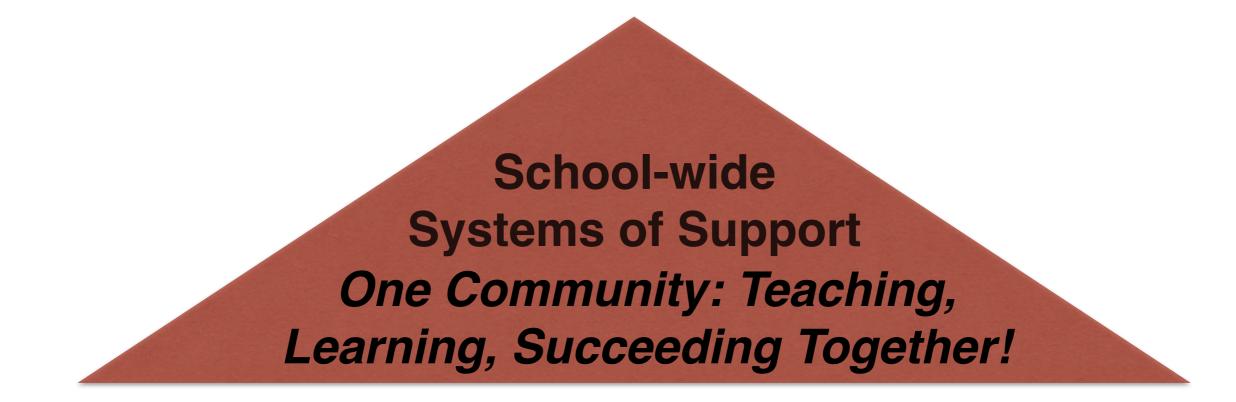
Our new play structure.

Thanks to all of our supporters... Lacomb Irrigation District, Zehner Farms, Lacomb PTC, The McUne Family, Wells Fargo Bank, friends and families of Lacomb Elementary School

School-wide
Systems of Support
One Community: Teaching,
Learning, Succeeding Together!

- **AVID:** College & Career Readiness for all

- **RTI:** Providing differentiated academic support for all

- **PBIS:** Providing differentiated behavior support for all

Graduation

•

Goal setting for STAR and SBAC and MAPS - Student are learning goal setting.

College Field trips 6th - 8th grade with plans to expand.

AVID Goals - Organization, note taking/note making STAR method, Inquiry focus 2016-17.

CTL - Commitment to Learning - focused attention on student success in grades 6-8.

Attendance

•

Track attendance data and celebrate regularly:

1. Monthly celebrations for 95% or better attendance. Developing incentives for monthly celebrations.
2. Year end celebration for families when attendance is 95% or higher.
3. Creating behavior goals and supports for students chronically absent.

Assessment

•

Lacomb 2015-16 SBAC scores compared to Oregon

ELA Grade	Lacomb	State
3rd	40.9	47.7
4th	51.9	49.9
5th	75	56
6th	58.6	53
7th	72.7	56.1
8th	78.3	57.2
Total	62.7	

MATH Grade	Lacomb	State
3rd	45.5	47.5
4th	40.7	43.5
5th	43.8	40.4
6th	34.5	38.8
7th	48.5	43.7
8th	69.6	42.4
Total	46.7	

Opportunities

●

1. Elementary counseling, PE everyday for most students and dedicated media assistant
2. A computer lab and at least one chrome-cart/grade level
3. Full-time behavior support
4. Running, Chess, and Good News Club. Makers space in development will include coding.
5. Garden instruction coming soon.
6. Rebel Readers + incentives
7. Wednesday Homework club (1:00 - 3:00) for homework and interventions.
8. SMART readers and Active PTC with 7-10 community events per year.

Class of 2016 4-Year Cohort Graduation Rate

Reporting Year	High School Entry Year	District ID	School ID	Student Group	Unadjusted Cohort	Transfer Out to Another State or Country / Private School / Homeschool	Adjusted Cohort	Regular High School Diploma Awarded	Post Graduate Scholars	Modified Diplomas	Graduation Rate	GED	Cohort Completer Rate	Alternative Certificates	Continuing Enrollment	Non-Completers/ Dropouts Not Continuing Enrollment
1617	1213	2101	688	All Students	375	44	331	225	7	7	72.21	11	75.53	3	23	55
1617	1213	2101	688	Male	196	16	180	110	5	6	67.22	7	71.11	1	14	37
1617	1213	2101	688	Female	179	28	151	115	2	1	78.15	4	80.79	2	9	18
1617	1213	2101	688	American Indian/Alaska Native	8	1	7	3	1	0	57.14	0	57.14	0	0	3
1617	1213	2101	688	Asian	9	5	4	4	0	0	100	0	100	0	0	0
1617	1213	2101	688	Native Hawaiian/Pacific Islander	1	0	1	1	0	0	100	0	100	0	0	0
1617	1213	2101	688	Asian/Pacific Islander	10	5	5	5	0	0	100	0	100	0	0	0
1617	1213	2101	688	Black/African American	8	3	5	1	0	2	60	0	60	0	0	2
1617	1213	2101	688	Hispanic/Latino	36	4	32	24	0	0	75	3	84.38	0	1	4
1617	1213	2101	688	Multi-Racial	10	0	10	8	0	0	80	0	80	0	0	2
1617	1213	2101	688	White	303	31	272	184	6	5	71.69	8	74.63	3	22	44
1617	1213	2101	688	Underserved Races/Ethnicities	53	8	45	29	1	2	71.11	3	77.78	0	1	9
1617	1213	2101	688	Not Underserved Races/Ethnicities	322	36	286	196	6	5	72.38	8	75.17	3	22	46
1617	1213	2101	688	Economically Disadvantaged	215	17	198	119	3	6	64.65	10	69.7	2	21	37
1617	1213	2101	688	Not Economically Disadvantaged	160	27	133	106	4	1	83.46	1	84.21	1	2	18
1617	1213	2101	688	Students with Disabilities	44	3	41	10	1	7	43.9	1	46.34	2	7	13
1617	1213	2101	688	Students without Disabilities	331	41	290	215	6	0	76.21	10	79.66	1	16	42
1617	1213	2101	688	Limited English Proficient	6	1	5	5	0	0	100	0	100	0	0	0
1617	1213	2101	688	Not Limited English Proficient	369	43	326	220	7	7	71.78	11	75.15	3	23	55
1617	1213	2101	688	Ever English Learners	17	1	16	15	0	0	93.75	0	93.75	0	1	0
1617	1213	2101	688	Talented and Gifted	46	1	45	40	1	0	91.11	0	91.11	0	2	2
1617	1213	2101	688	Not Talented and Gifted	329	43	286	185	6	7	69.23	11	73.08	3	21	53
1617	1213	2101	688	CTE Participants	276	17	259	202	6	5	82.24	4	83.78	2	15	25
1617	1213	2101	688	CTE Concentrators	143	7	136	118	2	2	89.71	0	89.71	1	4	9
1617	1213	2101	688	Migrant		0		0	0	0		0		0	0	0
1617	1213	2101	688	Combined Disadvantaged	242	25	217	132	4	7	65.9	10	70.51	3	21	40

Class of 2016 4-Year Cohort Graduation Rate

Reporting Year	High School Entry Year	District ID	School ID	Student Group	Unadjusted Cohort	Transfer Out to Another State or Country / Private School / Homeschool	Adjusted Cohort	Regular High School Diploma Awarded	Post Graduate Scholars	Modified Diplomas	Graduation Rate	GED	Cohort Completer Rate	Alternative Certificates	Continuing Enrollment	Non-Completers/ Dropouts Not Continuing Enrollment
1617	1213	2101	2101	All Students	403	49	354	235	7	7	70.34	15	74.58	3	26	61
1617	1213	2101	2101	Male	206	18	188	113	5	6	65.96	9	70.74	1	16	38
1617	1213	2101	2101	Female	197	31	166	122	2	1	75.3	6	78.92	2	10	23
1617	1213	2101	2101	American Indian/Alaska Native	8	1	7	3	1	0	57.14	0	57.14	0	0	3
1617	1213	2101	2101	Asian	9	5	4	4	0	0	100	0	100	0	0	0
1617	1213	2101	2101	Native Hawaiian/Pacific Islander	1	0	1	1	0	0	100	0	100	0	0	0
1617	1213	2101	2101	Asian/Pacific Islander	10	5	5	5	0	0	100	0	100	0	0	0
1617	1213	2101	2101	Black/African American	8	3	5	1	0	2	60	0	60	0	0	2
1617	1213	2101	2101	Hispanic/Latino	38	4	34	25	0	0	73.53	3	82.35	0	1	5
1617	1213	2101	2101	Multi-Racial	11	0	11	9	0	0	81.82	0	81.82	0	0	2
1617	1213	2101	2101	White	328	36	292	192	6	5	69.52	12	73.63	3	25	49
1617	1213	2101	2101	Underserved Races/Ethnicities	55	8	47	30	1	2	70.21	3	76.6	0	1	10
1617	1213	2101	2101	Not Underserved Races/Ethnicities	348	41	307	205	6	5	70.36	12	74.27	3	25	51
1617	1213	2101	2101	Economically Disadvantaged	224	18	206	121	3	6	63.11	12	68.93	2	21	41
1617	1213	2101	2101	Not Economically Disadvantaged	179	31	148	114	4	1	80.41	3	82.43	1	5	20
1617	1213	2101	2101	Students with Disabilities	46	4	42	10	1	7	42.86	2	47.62	2	7	13
1617	1213	2101	2101	Students without Disabilities	357	45	312	225	6	0	74.04	13	78.21	1	19	48
1617	1213	2101	2101	Limited English Proficient	6	1	5	5	0	0	100	0	100	0	0	0
1617	1213	2101	2101	Not Limited English Proficient	397	48	349	230	7	7	69.91	15	74.21	3	26	61
1617	1213	2101	2101	Ever English Learners	17	1	16	15	0	0	93.75	0	93.75	0	1	0
1617	1213	2101	2101	Talented and Gifted	47	1	46	41	1	0	91.3	0	91.3	0	2	2
1617	1213	2101	2101	Not Talented and Gifted	356	48	308	194	6	7	67.21	15	72.08	3	24	59
1617	1213	2101	2101	CTE Participants	277	17	260	202	6	5	81.92	4	83.46	2	15	26
1617	1213	2101	2101	CTE Concentrators	144	7	137	118	2	2	89.05	0	89.05	1	4	10
1617	1213	2101	2101	Migrant		0		0	0	0		0		0	0	0
1617	1213	2101	2101	Combined Disadvantaged	254	26	228	135	4	7	64.04	13	69.74	3	21	45

Cohort Graduation Rate

Policy and Technical Manual

2015-16 Graduation Rates – Based on Students First Entering High School during the 2011-12 and 2012-13 School Years

OREGON DEPARTMENT OF EDUCATION

OFFICE OF ASSESSMENT AND ACCOUNTABILITY

This document was produced by

Oregon Department of Education
Assessment & Accountability
Public Service Building
255 Capitol Street NE
Salem, Oregon 97310-0203

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TABLE OF CONTENTS

2016-17 First Period Cumulative ADM

      September 29, 2016 (at 1:00 pm) to October 28, 2016 (at 11:59 pm) – Collection Window

      November 3, 2016 to November 14, 2016 – Review Window

2015-16 Cumulative ADM Exit Adjustment Window:

      October 13, 2016 (at 1:00 pm) to November 28, 2016 (at 11:59 pm)

2015-16 Cohort Graduation Validation Window open in ADI:

      October 27, 2016 (at 1:00 pm) to December 9, 2016 (at 11:59 pm)

2015-16 Embargoed Final Preview available in ADI

      January 5, 2017 (tentative)

2015-16 Cohort Graduation Report Publication Date:

      January 26, 2017

ACHIEVEMENT DATA INSIGHT

Validation of the cohort graduation report will occur through the Achievement Data Insight (ADI) application. Training on this application was conducted June 1, 2016, and a recording is posted at https://district.ode.state.or.us/search/page/?id=250.

Data submitters and validators will need to contact their district security administrators to request access to the validations. Access to the ADI is granted on a validation-by-validation basis. The cohort graduation rate (4-year and 5-year) will also be validated during this time, for a total of 3 graduation/dropout validations (4-Year Cohort Graduation Rate, 5-Year Cohort Graduation Rate, and NCES Dropout and Graduation Rates).

The ADI will display both aggregate data (on the summary tab) and student-level data (on the detail tab), and will be refreshed periodically throughout the validation window. Once the validation window has closed, data will still be available through the ADI, but it will no longer be refreshed, and updates will not be allowed. Click the "All" tab on the ADI's main page to view closed validations.

Note that even though districts will be able to access final graduation data after the close of the validation window, the data will be embargoed until the publication date. **Do not distribute these data to anyone outside your district prior to the publication date.**

REGIONAL ESD PARTNERS

Karen Brown Smith
1-800-706-4447 x 3124
(541) 966-3124 (locally)
karen.brown@imesd.k12.or.us

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1-800-706-4447 x 3203
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ronda.thornburg@imesd.k12.or.us

Regional ESD Partners support many accountability data collections and reports, including Cumulative ADM (collections, reviews, and the exit adjustment window), School and District Report Cards, and Graduation, Dropout, and Fall Membership Reports. They are available to answer your questions or guide you through the process of validating and making corrections throughout the validation window.

ODE STAFF CONTACTS

Topic	Contact	Email	Phone
Cohort Graduation Rates and Cohort Year Assignment	Isabella Jacoby	Isabella.Jacoby@state.or.us	503-947-5878
School and District Report Cards and Ratings	Josh Rew	Josh.Rew@state.or.us	503-947-5845
SSID Collection, merges, and technical assistance	ODE Helpdesk	ODE.Helpdesk@state.or.us	503-947-5715
Cumulative ADM Collection	Isabella Jacoby	Isabella.Jacoby@state.or.us	503-947-5878
LEP (Limited English Proficiency)	Kim Miller	Kim.A.Miller@state.or.us	503-947-5712
Special Education	Jackie McKim	Jackie.McKim@state.or.us	503-947-5629
Essential Skills	Cristen McLean	Cristen.McLean@state.or.us	503-947-5842
Freshman On-Track	Isabella Jacoby	Isabella.Jacoby@state.or.us	503-947-5878

Enclosure B-4

High School graduation rates are key indicators of accountability for high schools and school districts in Oregon. Beginning with the 2008-09 school year, the Oregon Department of Education (ODE) implemented the cohort method of calculating graduation rates. The cohort method identifies the year the student entered high school for the first time (known as the high school entry year, or cohort year) and uses longitudinal student data to determine the student's outcome after four years. An extended rate, allowing one additional year for completion, is also tracked and reported as the 5-year Cohort Graduation Rates.

The cohort graduation rate is published annually and the next report is scheduled for public release on January 28, 2016. These reports include other outcome categories for students in the cohort, in addition to graduates, and are disaggregated by student groups such as race/ethnicity and gender.

Under Oregon's Consolidated State Application Accountability Workbook, high school graduation rate targets were set for each year of accountability. Due to the additional time needed to calculate accurate Cohort Graduation Rates, the 2015-16 rates will be used as part of the 2016-17 Accountability Year determinations. This year, due to the reauthorization of the Elementary and Secondary Education Act, the targets and their use in the accountability system may change. See http://www.ode.state.or.us/search/results/?id=399 and http://www.ode.state.or.us/go/SchoolRC for more information.

WHAT IS A COHORT GRADUATION RATE?

A cohort graduation rate follows the students who are first-time high school students in a particular year and determines the percentage that graduate within a given time frame, such as four years. A four-year cohort graduation rate for the first-time ninth graders in the 2010-11 school year would represent the percentage who graduated by 2013-14. The table on the right shows the relationship between the school year that students enter high school and the expected graduation year.

The cohort of first-time high school students is adjusted by adding in those students who transfer into the school during the period being measured, and removing those students who transfer out of the school. Students who transfer into the cohort are assigned a cohort year based on their first high school enrollment in any state or country.

Cohort High School Entry Year	Graduation Year (Four-year Rate)	Extended Graduation Year (Five-year Rate)
2008-09	2011-12	2012-13
2009-10	2012-13	2013-14
2010-11	2013-14	2014-15
2011-12	2014-15	**2015-16**
2012-13	**2015-16**	2016-17
2013-14	2016-17	2017-18
2014-15	2017-18	2018-19
2015-16	2018-19	2019-20

WHAT IS THE FOUR-YEAR COHORT GRADUATION RATE?

The four-year cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, that earn a standard diploma within four years of entering high school. *See page 22 for definitions of the credentials and other outcomes.*

As an example, in early 2017, the Oregon Department of Education (ODE) will report on the graduation rate for the cohort of students who entered high school in 2012-13; these are the students who were expected to graduate by the end of the 2015-16 school year. The graduation rate for this cohort will be defined as:

$$\frac{\textit{Number of students in the adjusted cohort who earn standard diplomas by August } 2016}{\left(\begin{array}{c}\textit{Number of students who were first enrolled in high school in } 2012\text{-}13 \\ + \textit{ Students who transferred into the cohort} \\ - \textit{ Students who transferred out of the cohort}\end{array}\right)}$$

Note that the numerator includes only standard (Oregon or Modified) diplomas earned in four or fewer years. Students earning other high school credentials will be included in the adjusted cohort (i.e., the denominator), but will not be included in the count of graduates (i.e., the numerator).

WHAT IS THE FOUR-YEAR COHORT COMPLETER RATE?

The four-year cohort completer rate is similar to the graduation rate, but includes students who earned other completion credentials, such as extended and adult high school diplomas or GEDs, in the numerator. It also includes graduates with a standard (Oregon or modified) diploma. So, for a given cohort and student group, it should always be at least as high as the graduation rate. Note that four-year and five-year cohort and completion rates are released at the same time, so make sure you are looking at the right cohort(s) of students when making comparisons. Alternative certificates are a district-defined credential, and are not included as completers in the completer rate.

$$\frac{\textit{Number of students in the adjusted cohort who earn standard diplomas, extended diplomas, adult high school diplomas, or GEDs by August } 2016}{\left(\begin{array}{c}\textit{Number of students who were first enrolled in high school in } 2012\text{-}13 \\ + \textit{ Students who transferred into the cohort} \\ - \textit{ Students who transferred out of the cohort}\end{array}\right)}$$

WHAT ABOUT STUDENTS WHO TAKE LONGER THAN FOUR YEARS TO GRADUATE?

While students who take longer than four years to earn a diploma are not included as graduates in the four-year cohort graduation rate, they will be included as graduates in the five-year cohort graduation rate, which is published along with the four-year rate, if they graduate within five years. The five-year rate may serve to better reflect the success schools have had with certain groups of students, such as students with disabilities, English language learners, and students whose education was interrupted.

The five-year graduation rate is defined similarly to the four-year rate. The five-year rate for the 2011-12 cohort is:

$$\frac{\textit{Number of students in the adjusted cohort who earn standard diplomas by August } 2016}{\left(\begin{array}{c}\textit{Number of students who were first enrolled in high school in } 2011\text{-}12 \\ + \textit{ Students who transferred into the cohort} \\ - \textit{ Students who transferred out of the cohort}\end{array}\right)}$$

WHAT ABOUT STUDENTS WHO COMPLETE THEIR GRADUATION REQUIREMENTS OVER THE SUMMER?

Students who earn their credential by the end of August are included with the prior school year's graduates. So for example, a student in the 2012-13 cohort who earned a diploma on August 31, 2016, would count as a graduate in the 2012-13 cohort's four-year graduation rates.   A student in the 2012-13 cohort who earned a diploma on September 3, 2016, will count as continuing enrollment in the four-year graduation rates, and as a graduate in the five-year graduation rates.

WHAT ABOUT STUDENTS WHO EARN A CREDENTIAL OTHER THAN A STANDARD DIPLOMA?

Students who earn an extended or adult high school diploma, or a GED, are included (along with students who earned a standard diploma) as completers in the Cohort Completion Rate. This rate is not used for accountability purposes, but will be published. The cohort completion rate uses the same denominator (the adjusted cohort) as the cohort graduation rate.

WHAT ABOUT STUDENTS WHO ENROLL IN FIFTH YEAR PROGRAMS, SUCH AS ADVANCED DIPLOMA OR POST-GRADUATE SCHOLARS PROGRAMS?

As of the 2016-17 school year, new legislation prohibits school districts from withholding diplomas from students who have earned them and have been enrolled in high school for four or more years. Students are reported with their diplomas at the point at which they earn the diploma, and are considered graduates at that point, even if they continue to receive services from their school district. See http://www.ode.state.or.us/search/page/?id=5531 for more information.

Students who have earned their diploma but have not yet been awarded it, and students in post graduate scholars programs, are reported separately in the cohort data files, but are all counted as graduates in computing the rate.

CHANGES FOR THE 2015-16 CALCULATION

The Post Graduate Scholars program takes effect beginning with the 2016-17 school year. Students participating in this program are counted as graduates, provided that they earned their diplomas within the timeframes outlined on previous pages. See http://www.ode.state.or.us/search/page/?id=5531 for details.

New student groups: Career and Technical Education Participants and Concentrators. See page 19 for more information.

Technical adjustments to account for changes in Title III: Limited English Proficiency data collection. See page 19 for more information.

The calculation of the four-year graduation and completion rates is a multi-step process. The steps are shown below, and apply to the calculation of the graduation and completion rate for students who were first-time high school students in 2012-13. These are the students whose expected four-year graduation date was in Spring/Summer 2015.

1. Determine the students who were first enrolled in high school in 2012-13, based on their assigned high school entry year in SSID.
2. Determine which of those students were enrolled in a public Oregon high school between 2012-13 and 2015-16. Include only those students in the unadjusted state cohort.
3. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
4. Assign students to school, district, or state cohorts. The students assigned to the school or district are that institution's unadjusted cohort. This list includes all students whose last enrollment record between 2012-13 and 2015-16 in an Oregon public high school was at this school or district. Only those institutions that offer programs culminating in the awarding of a regular high school diploma are eligible to be an accountable school or district for the purposes of cohort graduation rates.
5. Determine the race/ethnicity and gender of each student.
6. Determine whether the student belongs to the English learners, ever English learners, students with disabilities, talented and gifted, CTE, and/or economically disadvantaged student groups.
7. Remove all students whose outcome (from step 3) was "transferred to a public high school in another state, a private school, or home school, " as well as all students who emigrated or are deceased. The result is the adjusted cohort for the school or district.
8. Count the number of students whose outcome was a standard high school diploma (including students who were awarded a modified high school diploma and students who are participating in a Post Graduate Scholars program). This is the numerator for the cohort graduation rate calculation.
9. Count the number of students whose outcome was a regular, modified, extended, or adult high school diploma, or a GED (including all students who were counted as graduates in step 8). This is the numerator for the cohort completer rate calculation.

The next few sections of this document will provide more details on each step of this process.

The first step in producing a cohort graduation rate is to determine the High School Entry Year for each student who has enrolled in a high school grade in Oregon. This process, including definitions, is described below.

HIGH SCHOOL ENTRY YEAR

Grade Progression for a Typical Member of the 2012-13 Cohort	
School Year	Enrolled Grade
2010-11	7
2011-12	8
2012-13	**9**
2013-14	10
2014-15	11
2015-16	12

The first school year in which the student attended any high school grade in the United States or elsewhere. For most students this is their first year as a ninth grader. (The table to the right describes the scenario for most students.)

SPECIAL CIRCUMSTANCES

Students who Skip (a) Grade(s)

For a student who skipped (a) grade(s), the district must record the student's first year in which the student attended any high school grade. Confusion may occur when the student skips grade 9 and enters grade 10. For example, in the case of a student who was enrolled in grade 8 in 2011-12 and was enrolled in grade 10 or higher in 2012-13, their high school entry year would be 2012-13.

Cohort years should not be determined by counting backwards from the student's currently enrolled grade to estimate the year he/she entered ninth grade, except in the absence of any documentation (see page 8).

Students moved down or "demoted" to an earlier grade

Students who begin the school year at one grade in high school and then are moved down or 'demoted' to an earlier grade will retain the High School Entry year that was recorded as the first school year in which the student attended any high school. Confusion may occur when the student begins the school year at grade 9 and is moved back to grade 8. In the example of a student who was enrolled in grade 9 at the beginning of 2012-13 and was moved back to grade 8 for the remainder of 2012-13, his/her high school entry year would be 2012-13.

Students who repeat a grade

Students who repeat a non-high school grade should not have their high school entry year set until their first high school enrollment. Students should not be "rolled forward" automatically from grade 8 to grade 9 until the school is certain that the student is enrolling in grade 9. For example, a student who is enrolled in grade 8 in 2011-12, then repeats grade 8 for 2012-13, should not have a high school entry year assigned prior to advancing to a high school grade.

Students who repeat a high school grade should not have their high school entry year adjusted to compensate for the repetition. Students should retain the year that corresponds to their *first* high school enrollment. For example, a student who enrolls in grade 9 in 2012-13, then repeats grade 9 in 2013-14, will retain the 2012-13 high school entry year.

Students from another country or students transferring into a high school from homeschooling

Documentation Available:

If students have a transcript or other documentation of prior high school enrollment, they shall be assigned to the cohort that corresponds with their first documented enrollment in any high school grade or grade 9, anywhere in the world.

No Documentation Available:

If there is no available documentation of prior high school enrollment, but there is evidence that the student, in the last three years, was either homeschooled or a resident of a foreign country, the cohort year may be set, at the discretion of the first Oregon public school or district to enroll the student in any high school grade, to a cohort year determined by the district or school to most closely align with the student's educational achievement and/or proficiency, but not more than three school years before the school year the student first enrolls with them in high school.

For example, if a student enters a high school during the 2016-17 school year, and there is no available documentation of prior high school enrollment, but there is evidence of homeschooling or residence in a foreign country, the district or school that the student first enters may either assign them the cohort year 2016-17, or assign them a cohort year of 2013-14, 2014-15, or 2015-16, based on the district's assessment of the student. The school or district may not assign a cohort year of 2012-13 or earlier, or a cohort year later than 2016-17, to a student who first enrolls with them in 2016-17. Once the assignment has been made, it cannot be changed unless documentation of prior high school enrollment is discovered.

High School Entry Year and the SSID Collection

The school year in which the student was first enrolled in high school will be recorded as that student's "High School Entry Year" in the Secure Student Identifier (SSID) collection. ODE policy, based on guidance from the U.S. Department of Education, requires that:

- Each student with a record of high school enrollment (grades 9-12) shall have an assigned High School Entry Year.
- The High School Entry Year shall be determined using the same procedure for all students, irrespective of English language learner, special education, or other student group membership.
- The High School Entry Year shall not be changed unless there is evidence that the prior submission was in error.

The following scenarios are examples of cases where the High School Entry Year *may* be modified, upon the approval of an appeal by the Oregon Department of Education:

- The district discovers a data submission error that incorrectly placed a student in a high school grade.
- A student has transferred into the district from out of state, and the district has received additional information from the prior district that indicates the recorded High School Entry Year is in error.

The following scenarios are examples of cases where the High School Entry Year *shall not* be modified:

- A student repeats a grade (such as grade 9) while in high school.
- A student "skips" a grade in high school, such as moving from grade 10 to grade 12.
- A student enrolls in district A as a first-time 9th grader in 2012-13 and transfers to district B in 2013-14. District B enrolls the student as an 11th grader for 2013-14.
- A student graduates after three years of high school.

If your records indicate that the cohort year assigned to a student is not accurate, you can appeal by completing the High School Entry Year Correction Template, available via the Cumulative ADM Resources site, and sending it via secure file transfer to your regional ESD partner.

Once all students are assigned a High School Entry Year, the next step in the process is to determine those students who will be included in the state's unadjusted cohort. These are students:

- Who are or were enrolled in public schools, including youth corrections education programs (YCEPs), but excluding juvenile detention education programs (JDEPs), as recorded in the ODE Cumulative ADM submissions; and
- Whose education is the responsibility of a public school district or a state-run school or program.

The Cumulative ADM collection contains records that allow ODE to identify students who are or were enrolled in an accountable Oregon institution. The set of first time high school students in 2012-13 who received public or publicly funded education in Oregon at some point in their high school career is called the Unadjusted State Cohort. Students whose only enrollment within the state was at a JDEP are not included.

The Unadjusted State Cohort includes some students, such as students who transfer out of state, who will be excluded from the final calculation at a later point in the process when the adjusted state, district, and school cohorts are determined. The adjusted cohorts consist of students for whose graduation the state, district, or school was responsible at the end of the period being measured. The adjusted cohort forms the basis for the denominator of the four-year cohort graduation rate.

Examples of students not in the state cohort include students who are resident in another state but were placed in an Oregon school for the purposes of long term care and treatment or special education services, and students who were submitted to the SSID collection but were never reported as enrolled in a school or district.

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ODE will use available student data in the Cumulative ADM collection to determine a final outcome for each student. Possible final outcomes include, in order of precedence:

- Standard diploma
    - Oregon Diploma (Regular High School Diploma Awarded)
    - Oregon Diploma (Regular High School Diploma Awarded , continuing to Post Graduate Scholars)
    - Oregon Diploma (Regular High School Diploma Earned, but not Awarded)
    - Modified Diploma
- Removed from the cohort
    - Deceased/Permanently Incapacitated
    - Émigrés, including Honorary Diplomas
    - Documented transfer to homeschooling
    - Documented transfer to private school
    - Documented transfer to a degree-granting school in another state
- Other completer:
    - Adult High School Diploma
    - Extended Diploma
    - GED
- Non-dropout, non-completer
    - Alternative Certificate
    - Continuing Enrollment
- Dropout/non-continuing
    - Students who completed a course of study leading to a high school diploma, but did not meet all diploma requirements
    - Students who earned vocational certificates
    - Students who are not attending for health or disciplinary reasons
    - Students who dropped out
    - Unconfirmed transfers
    - Students whose status is unknown

HIERARCHY OF OUTCOMES

Most students have multiple enrollment records, and many have multiple outcome records as well. For example:

- A student may have dropped out of one district, then reenrolled and graduated the following year.
- A student may have dropout records submitted by more than one district, or may have multiple dropout records within a district.
- A student may have multiple completer records, such as a modified diploma and an adult high school diploma, or one record indicating that they earned a high school diploma and a later record indicating that it was awarded.
- A student may have a dropout record in one district, but receive a modified diploma from another district.

Enclosure B-4

When multiple outcomes exist, they must be [resolved into a single final outcome](#) or event for each student. When reviewing this ranking, please keep in mind the following:

- All students with outcomes other than "transfer out" or deceased are included in the adjusted state cohort and, hence, in the denominator of the state four-year cohort graduation and completion rates.
- Only those students whose outcome is a standard diploma are included in the numerator of the four-year cohort graduation rate.
- Students whose outcome is a regular, modified, extended, or adult diploma, and students whose outcome is a GED, are included in the numerator of the cohort completion rate.
- "Dropout/non-continuing" is the lowest ranked outcome. The state definition of dropout ([ORS 339.505](#)) specifically excludes those students with the other listed outcomes from being counted as a dropout. Please note that not all students in this category are dropouts. **Oregon does not calculate a cohort dropout rate**.
- For students with multiple instances of a particular outcome (e.g., dropout, modified diploma), only the latest record shall be used.

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Examples of Outcome Determination

Example 1: Maria has a dropout record for 2012-13 but subsequently enrolled in 2014-15 and continued enrollment into the fall of 2016-17. She will be reported as Continuing Enrollment.

Example 2: John received a modified diploma in 2014-15 and continued his enrollment in 2015-16 but dropped out in April 2016. He will be reported as a graduate (Modified Diploma).

Example 3: Carrie received a modified diploma in 2014-15 but has enrolled in 2016-17 and is working toward a regular diploma. She will be reported as a graduate (Modified Diploma).

Example 4: Adam dropped out in 2011-12 but earned a GED in 2012-13. He will be reported as GED.

Example 5: Jeanine dropped out in 2012-13 but returned in the summer of 2015-16 and earned a regular diploma in August 2016. She will be reported as a graduate (Regular Diploma Awarded).

Example 6: Marco dropped out in 2012-13, earned a GED in 2013-14, but then died in June 2014. He will be reported as deceased and removed from the adjusted cohort.

Example 7: Carla received a regular diploma in 2014-15 and then moved to France with her family. She will be reported as a graduate (Regular Diploma Awarded).

Example 8: George received a modified diploma in 2014-15 and then moved to Canada in July 2015. He will be reported as a graduate (Modified Diploma).

Example 9: Fiona dropped out in 2013-14. Her district notifies ODE that she enrolled in a private school in 2015-16. She will be reported as a transfer out of the cohort and removed from the adjusted cohort.

Example 10: Carlos moved to Mexico in 2013-14. In 2014-15, he returned to school in Oregon and earned a Modified Diploma. He will be reported as a graduate (Modified Diploma).

Example 11: Joan earned a regular diploma in 2014-15 but remained enrolled for an additional year. In 2015-16, her diploma was awarded. She will be reported as a graduate (Regular Diploma Awarded).

Example 12: Leanne earned a regular diploma in 2015-16 but remained enrolled for an additional year to participate in a Post Graduate Scholars program. She will be reported as a graduate (Post Graduate Scholars).

See https://district.ode.state.or.us/apps/info/docs/Outcome%20Rank%20Descriptions1516.pdf for a complete list of outcomes and rankings for the 2015-16 rates.

DETERMINING THE ACCOUNTABLE DISTRICT AND SCHOOL

The four-year cohort graduation and completion rates will be determined for every high school that provides a program of study that leads to the awarding of a high school diploma. This section describes the process by which ODE determines diploma-granting institutions and how ODE assigns high school students to districts and schools for the purpose of computing the cohort rates.

"DIPLOMA-GRANTING" HIGH SCHOOLS

By state statute (ORS 329.451), school districts and State Board of Education sponsored charter schools award diplomas. Individual schools do not award diplomas. However, the four-year cohort graduation rate must be computed for individual schools.

School districts may operate several kinds of institutions that serve students in grade 12, but some of these institutions do not provide educational programs that culminate in the awarding of a high school diploma. ODE will determine a graduation rate for all schools serving students in grade 12 that have instructional programs leading to the completion of a high school diploma. For the purpose of this manual, these schools will be called "Diploma-Granting Schools." They must meet the requirements below:

- Public School serving grade 12;
- District, ODE, or State administered;
- Regular, Alternative, and/or Charter.

This includes:
- Regular or Alternative High Schools administered by a district;
- Public charter schools serving grade 12; and
- Youth Corrections Education Program (YCEP) Schools.

These are also the schools serving grade 12 that receive School Report Cards and AMO reports.

Institutions that do not offer instruction leading to a high school diploma cannot be the school of record for a student. Students whose final outcome occurs while attending an institution that is not diploma granting are "rolled back" to the last diploma-granting school at which they were resident, in most cases (see page 18 for exceptions).

DETERMINING ACCOUNTABILITY FOR STUDENTS

By state statute, a student's resident district is the entity responsible for that student's education (See ORS 339.115 and ORS 339.133). As such, accountability for graduation falls on the resident district and school, not the attending district or school. In general, students are accountable to the last degree-granting district and school that enrolled them, or to the district and school that awarded their diploma, although there are exceptions.

Last Enrolled Degree-Granting District and School

A student's last enrolled degree-granting district is the resident district on the most recent of the student's records that reflect residency in a degree-granting district, within the school years being measured. Typically, this is the resident district of the student's last record, except in specific cases.

A student's last enrolled degree-granting school is the one at which the student was most recently enrolled (resident)during his/her last continuous period of enrollment within his/her last enrolled degree-granting district (as set above).

Certain students may be reported in a district's cohort, and attend an institution in the district, but not be reported in the cohort for any school within the district. This includes students whose last enrollment was in the district, but who were never resident at a diploma-granting school within the district during their last continuous period of enrollment within the district. This also includes students whose only high school enrollment within the district was at a district program.

Examples (green cells are the last-enrolled degree-granting district and school):

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2012	June 2016

This student was enrolled in the same school for his/her entire high school enrollment. This school is his/her last-enrolled degree-granting school.

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2012	June 2013
Beta District	Shirley Chisholm Charter School	September 2013	June 2015
Alpha District	Sacagawea Secondary School	January 2016	June 2016

This student enrolled in a new school during the 15-16 school year. Because the new enrollment occurred during the period being reported on, the new school becomes the last enrolled degree-granting school.

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2012	June 2016
Alpha District	Sacagawea Secondary School	September 2016	--

This student enrolled in a new school within the same resident district after the beginning of the 16-17 school year. Because the new enrollment did not occur until after the period being reported on was ended, the last enrolled degree-granting school is Elizabeth Blackwell High School.

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2012	December 2014
Alpha District	Alpha District[1]	January 2015	September 2015

This student began his/her enrollment at a high school and then transferred to a degree-granting program within the same district. The last-enrolled degree-granting school remains Elizabeth Blackwell High School.

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2012	December 2013
Alpha District	Alpha District	January 2014	September 2015
Beta District	Frances Perkins Preparatory Academy	October 2015	January 2016
Alpha District	Alpha District	February 2016	June 2016

This student began his/her enrollment at a high school and then transferred to a degree-granting program within the same district. Although he/she was once enrolled in a degree-granting high school within Alpha District, it was not during his/her last continuous enrollment with Alpha District, so he/she will not be accountable to Elizabeth Blackwell High School.

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2012	June 2014
ODE LTCT[2]	Victoria Woodhull Care Center	September 2014	June 2016

Because ODE LTCT is not a degree-granting district, the last-enrolled degree granting institution remains Elizabeth Blackwell High School.

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[1] This reporting indicates that the student was enrolled in a district-run public program. ODE does not currently identify most programs as separate institutions for the purposes of reporting.

[2] Students who are attending ODE-contracted Long-term Care and Treatment Centers use this as their resident district.

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Outcome District and School

A student's outcome district and school are the resident district and school on the record with the highest-ranked outcome for that student (see page 11 for more information on outcome determinations).

Examples (blue cells are the outcome district and school):

Resident District	Resident School	Outcome Date	Outcome Type
Gamma District	Sandra Day O'Connor High School	June 2016	Regular Diploma Awarded

Awarded Regular Diplomas are the highest possible outcome. The institutions on a record indicating the award of a regular diploma are always the outcome institutions.

Resident District	Resident School	Outcome Date	Outcome Type
Gamma District	Sandra Day O'Connor High School	June 2016	Regular Diploma Earned
Gamma District	Sally Ride Academy	September 2016	Continuing Enrollment

Regular Diploma Earned is a higher outcome than *Continuing Enrollment*.

Resident District	Resident School	Outcome Date	Outcome Type
Gamma District	Madeleine Albright High School	June 2015	Modified Diploma Awarded
Gamma District	Madeleine Albright High School	June 2016	Regular Diploma Awarded

Regular Diploma Awarded is a higher-ranked outcome than *Modified Diploma Awarded*. Since both outcomes occurred during the period being reported on, the higher-ranked one is selected.

Resident District	Resident School	Outcome Date	Outcome Type
Gamma District	Madeleine Albright High School	June 2015	Dropout/Non-Completer
Delta District	Arabella Mansfield High School	June 2016	Dropout/Non-Completer

In the event that there are two outcomes of the same type, and both outcomes occurred during the period being reported on, the later one is selected.

Choosing between the Outcome Institution and the Last Enrolled Degree-Granting Institution

ODE uses the student's final outcome, as determined in the previous section, to choose his/her accountable institutions. Note that the process is more complex than displayed here, in the event that one or more of the student's associated institutions is no longer an option (e.g. closed, not a high school, changed parent district, etc.).

Students who earned a standard high school diploma will be accountable to their outcome district and to the last high school they were enrolled in within that district. Students with all other outcomes will be accountable to their last enrolled degree-granting school and district. In the event that a student's last enrolled degree-granting school has changed parent districts, the student will be accountable to the current parent district of his/her last enrolled degree-granting school.

Special Circumstances

Students who were never a resident in a diploma-granting district: ODE attempts to connect these students with their last degree-granting institution wherever possible, but some students have never been reported as resident in a degree-granting district or school. These students are accountable to the State of Oregon and remain included in the State's cohort graduation rate, but are not part of any district's cohort.

Students who are "unconfirmed transfers": These are students who were enrolled in an Oregon public school district and transferred to another Oregon public school district but never enrolled in their new district within the cohort timeframe. These students are accountable to the State of Oregon and remain included in the State's cohort graduation rate, but are not part of any district's cohort. To be considered an "unconfirmed transfer," the student's prior school district must have documentation of his/her transfer to a new school district (for example, a records request or parental notification). Refer to the Cumulative ADM Manual section on documentation requirements ("Documentation Requirements to Remove Students from the Cohort"), for more information on documentation requirements.

Students who previously earned a regular diploma: The accountable district and school for these students will always be the resident school or district on the first report of the diploma being earned, which may not be the same as either the last enrolled or the outcome school.

Students who are enrolled in a private school or program: When these students' enrollment is being paid for with public funds, because they have been placed in the private institution by a public agency, they may be included in their resident district's cohort, even though the most recent enrollment by the student is not in one of the district's public schools or programs.

Students who are enrolled in a juvenile detention education program (JDEP): When these students have prior enrollment with a degree-granting district, they are included in the cohort of that district.   If the student's only enrollment was with JDEP, they are not included in the state's cohort or in any district's cohort.

Students whose accountable school has closed: Students who would be accountable to a closed institution are included only in the cohort of their accountable district and not in any school's cohort.

Students whose accountable school has changed districts: In rare cases, charter schools may change sponsoring districts but retain their institution ID. In this case, all of a charter school's accountable students move with the school and are accountable to the current sponsoring district as of the end of the period being measured, even if the students left the charter school prior to the move.

GENDER AND RACE/ETHNICITY

A student's gender and race/ethnicity is determined based on the information reported on the record with the student's highest-ranked outcome. If the student's highest-ranked outcome was based on a district update rather than a collection record, the information is taken from the student's most recent record in Cumulative ADM, within the school years being measured.

Historically Underserved Race/Ethnicity (USETH)

Students are included in this student group if their race/ethnicity is Black/African American, Hispanic/Latino, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander.

STUDENTS WITH DISABILITIES (SWD)

Students are included in the SWD student group if any district reported them as receiving special education services at any point during the school years being measured.

ECONOMICALLY DISADVANTAGED (ECD)

Students are included in the ECD student group if any district reported them as being eligible for free or reduced lunch in the spring membership extract at any point during the school years being measured.

TALENTED AND GIFTED (TAG)

Students are included in the TAG student group if they were reported with any of the TAG flags (Intellectually Gifted, Academically Talented in Math, Academically Talented in Reading, Creative Ability TAG, Leadership Ability TAG, Performing Arts Ability TAG, and/or Potentially TAG) in the spring membership extract at any point during the school years being measured.

ENGLISH LEARNERS (LEP) OR EVER ENGLISH LEARNERS (EVRLEP)

Students are included in the LEP student group if any district reported them as receiving or being eligible for LEP services in any of the NCLB Title III: Limited English Proficiency collections during the school years being measured.

Students are included in the EvrLEP student group if any district reported them as receiving or being eligible for LEP services in any of the NCLB Title III: Limited English Proficiency collections between 2006-07 and 2015-16.

MIGRANT (MGRNT)

Students are included in the migrant student group if they were reported in Oregon's Migrant Student Information System (OMSIS) at any point during the school years being measured.

HOMELESS (HMLSS)

Oregon does not currently have sufficient student-level data to report a cohort graduation rate for homeless students. The NCLB Title X: Homeless collection began in 2012-13, meaning that Oregon will begin including these data in cohort graduation rates by the 2016-17 calculation.

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COMBINED DISADVANTAGED (CDIS)

Students are included in this student group if they are members of at least one of the following student groups: Historically Underserved Race/Ethnicity, Students with Disabilities, Economically Disadvantaged Students, or Limited English Proficient/English Learners.

CAREER AND TECHNICAL EDUCATION PARTICIPANTS (CTEPARTIC)

Students are included in this student group if they were reported as a CTE Participant in any year from 2008-09 to 2015-16. See http://www.ode.state.or.us/search/page/?id=1623 for the definition of Participant.

CAREER AND TECHNICAL EDUCATION CONCENTRATORS (CTECONC)

Students are included in this student group if they were reported as a CTE Concentrator in any year from 2008-09 to 2015-16. See http://www.ode.state.or.us/search/page/?id=1623 for the definition of Concentrator.

See page 25 for more information on data sources used for the cohort rate calculations.

APPEALING COHORT GRADUATION RATES

All appeals for cohort graduation rates should be submitted during the validation window. If your data can be corrected by making edits to Cumulative ADM records from 2015-16 or 2016-17, you should make those edits, rather than submitting an appeal.

If the basis of your appeal is that an outcome occurring prior to 2015-16 was not appropriately reported in the Cumulative ADM collection, you should add those outcomes to the 2015-16 collection using a Program Type 14 record. Be sure that the record you are submitting has accurate dates associated with it.

If you are not sure how to correct the issue you have identified, or know that the issue cannot be corrected by any of the methods listed above, please use the "Ask a Question" feature to contact the validation's data owner and explain the issue. When using "Ask a Question," please be sure to include the SSIDs of any students involved and as many specifics about their outcome as is possible without disclosing personally identifiable information (e.g the student's name).

If you need to submit personally identifiable information with your appeal, use the "Ask a Question" button to provide a summary of the situation, and submit the remainder of the appeal by Secure File Transfer.

When you finish entering your question or appeal, click the "Submit" button at the bottom of the window. This will generate an email to the data owner, a shared validation inbox, and the email address we have on file for you. If you do not receive a copy of your question/appeal within an hour (remember to check your spam folder), then your question did not go through or the email address you have provided to ODE is incorrect. You should try again or contact the data owner directly.

Example Grounds for Appeal:
- Student group data were reported incorrectly in another collection and/or a previous year. See page 25 for more information on data sources used for the cohort rate calculations.
- A credential was reported in a previous year, but no credential was actually earned.
- The student was reported as earning a GED based on matching to data from another agency, but no GED was awarded.

If you have a student with other unusual circumstances that you believe merits an appeal, please submit one.

COHORT TERMINOLOGY

Adjusted Cohort – The cohort (see below), adjusted for students who transfer in, transfer out, emigrate, or are deceased.

First-time High School Student in 2012-13 – A student whose first enrollment in a high school grade anywhere in the United States or elsewhere was during the 2012-13 school year. The student's enrollment in school years 2011-12 and earlier must be at elementary grades (see page 23) only. For most students this is the school year in which they enrolled in ninth grade for the first time. However, it also includes students who were enrolled in grade 8 or lower in 2011-12 and were enrolled in grade 10 or higher in 2012-13.

High School Entry Year – The first school year in which the student first attended any high school grade in the United States or elsewhere. For most students this is their first year as a ninth grader. Also referred to as "Cohort Year."

Transfer In – For the 2012-13 cohort, a student who is a member of the adjusted cohort and who transferred into the school or district after the beginning of the 2012-13 school year, but before the end of the 2015-16 school year. Students who transferred in to a school for the first time in the 2016-17 school year will not be included in that school's cohort for the 2015-16 rates.

Unadjusted State Cohort – For the 2012-13 cohort, this includes all students who were enrolled in a public school in Oregon at some point during the period 2012-13 to 2015-16 and who were first-time high school students in 2012-13.

CREDENTIALS

Adult High School Diploma – An Adult High School Diploma is one that meets or exceeds the requirements of OAR 589-007-0600. Only a community college is authorized to issue an Adult High School Diploma. This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

Alternative Certificate – As defined in OAR 581-022-1135, this is a credential that may be awarded to students who do not satisfy the requirements for a regular, modified, or extended diploma. Requirements for this award are determined at the district level. Students who earn this credential are not considered completers for the purposes of the cohort completion rate or graduates for the purposes of the cohort graduation rate.

Extended Diploma – As defined in ORS 329.451, an extended diploma may be earned by students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations. The requirements for this diploma are specified in OAR 581-022-1133. This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

GED – The award earned upon passing the General Educational Development tests. These are standardized tests designed to measure the skills and knowledge students normally acquire by the end of high school. Students are typically awarded these through community colleges. This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

Standard Diploma – A diploma earned when the student has fulfilled all school district and state requirements as described in ORS 329.451. Oregon law requires districts to offer two standard diplomas. Both diplomas count as "Graduates" for the purposes of the cohort graduation rate, beginning with the 2013-14 rates.

- **Oregon Diploma Awarded** – Also referred to as the Regular High School Diploma, this is the diploma described in OAR 581-022-1130.

- **Post Graduate Scholar** – The student has been awarded an Oregon diploma, but has elected to remain enrolled to participate in a Post Graduate Scholar program.

- **Oregon Diploma Earned (not Awarded)** – The student has met all state and local requirements for an Oregon diploma, but has elected not to receive the diploma and to instead enroll in additional coursework in pursuit of a locally-defined diploma with additional requirements.

- **Modified Diploma** – As described in ORS 329.451, a modified diploma may be earned by students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations. The requirements for this diploma are specified in OAR 581-022-1134.

NON-CREDENTIAL OUTCOMES

Continuing Enrollment – A student is classified as continuing enrollment if he/she is reported as enrolling during (for the four-year cohort rate) his/her fifth year (e.g., a first-time high school student in 2012-13 who was still enrolled during the 2016-17 school year). In the five-year cohort rate, a student is classified as continuing enrollment if he/she is reported as enrolling during his/her sixth year. Students must reenroll between the first school day in September and the first school day in October in order to be counted as continuing enrollment. Students who have graduated with a regular diploma are not eligible for state-funded enrollment following their graduation.

Deceased – A student whose last record indicates that he/she was permanently incapacitated or deceased.

Dropout/Non-completer – For the purposes of the cohort rate calculations, a dropout/non-continuing student is a student who was enrolled at some point during the period being measured, did not reenroll by the beginning of the school year following the period being measured, and for whom no higher-ranked outcome (e.g. modified or extended diploma, GED, transfer out) has been reported. This category includes both students explicitly reported as dropouts, as well as students who were reported as expected to return, but for whom no record of re-enrollment exists.

Transfer Out – A student who left the state of Oregon, or enrolled in private school or homeschool.

EDUCATIONAL SETTINGS

Attending District and School – For most students, this is the district responsible for the school or program the student attended and the school that provided the instruction to the student. Attending districts and schools are responsible for reporting enrollment and outcome data for their students. For most students, the Attending institutions are the same as the Resident institutions (see below).

Detention Facility - a facility established under ORS 419A.010 to 419A.020 and 419A.050 to 419A.063 for the detention of children, wards, youths, or youth offenders pursuant to a judicial commitment or order. See also ORS 420A.

Elementary Grade – Any grade from pre-kindergarten through 8th grade.

Enclosure B-4

High School – An institution within a school district or a public charter school that provides instruction that culminates in the awarding of a high school diploma.

High School Grade – Any reported enrolled grades of '09', '10', '11', or '12'.

Home School – Students taught by a parent, legal guardian, or private teacher at home are considered to be home schooled. Home schooled students are required to register their status with an Education Service District (see ORS 339.035), but are not included in any adjusted cohort. Students enrolled at least half-time in charter schools or virtual schools are not considered to be home schooled, even when most or all of the instruction occurs at the student's home.

Juvenile Detention Education Program (JDEP) - the provision of educational services to youths lodged overnight who receive educational services on consecutive days within a detention facility. See "Detention Facility" and ORS 326.695.

Public School – A school that provides educational services for at least one of grades K–12 (or comparable ungraded levels), has one or more teachers to give instruction, has an assigned administrator, receives public funds as primary support, and is operated by an education or chartering agency (National Center for Education Statistics Glossary, http://nces.ed.gov/programs/coe/glossary.asp).

Resident District and School – The district and school accountable for the education of the student. As defined in ORS 339.133, this is generally the district in which the parent or guardians of the student resides. The student usually lives within the district-defined boundaries of the resident school. There are a number of exceptions to this rule that apply to students with disabilities, charter schools, inter-district transfer agreements, and other situations. These exceptions are found in ORS 339.133 and ORS 339.134. The resident school can be the same as the resident district for students who are enrolled in district-level programs.

Youth Corrections Education Program (YCEP) – the provision of educational services to youths in youth correction facilities. See "Youth Correction Facility" and ORS 326.695.

Youth Correction Facility – a facility used for the confinement of youth offenders and other persons placed in the legal or physical custody of the youth authority and includes secure regional youth facilities, regional accountability camps, residential academies, and satellites, camps, and branches of those facilities. See ORS 420.005.

DATA SOURCES

The following ODE data collections were used in the preparation of the cohort graduation rate. For convenience, we have summarized their use in the rate calculation.

THE SECURE STUDENT IDENTIFIER COLLECTION

The Secure Student Identifier (SSID) collection assigns to each student a unique and secure student identification number, to be used each time the student is reported in another collection. It also contains demographic and programmatic data on each student who has enrolled in the Oregon public education system. This collection allows ODE to combine individual student data from multiple collections.

The SSID collection also contains the High School Entry Year field, containing the student's assigned cohort year. When this field was first created, at the beginning of the 2009-10 school year, it was filled programmatically, and districts were able to freely edit it. Now, once a student has been assigned a cohort year, it cannot be changed without an appeal to and review by the data owner.

To request a cohort year correction, complete the high school entry year correction template (also available via the Cumulative ADM schedule of due dates page) and send it to your Regional ESD partner by secure file transfer.

ENROLLMENT COLLECTIONS

ODE maintains several data collections that record student enrollment. These collections are used to determine the student's last enrollment in a diploma granting school or district and record outcomes and the dates of those outcomes.

Cumulative ADM

Cumulative ADM contains all enrollment and outcome records for school years 2009-10 and later.

Cumulative ADM records are used to help determine the last enrolled degree-granting institution and the student's outcome. Refer to the Cumulative ADM Manual for more information on reporting and outcomes.

Spring Membership

Spring Membership is a list of the students enrolled in Oregon on the first school day in May each year. Beginning with 2009-10, this list is extracted from the 3rd period Cumulative ADM collection.

Spring Membership records are used to help determine membership in the economically disadvantaged and talented and gifted student groups.

OTHER STUDENT LEVEL COLLECTIONS

ODE maintains several other student-level collections that are used in the cohort graduation rate calculation.

ESEA Title III: Limited English Proficiency (LEP Collection)
>The LEP collection contains data on all students who are classified as English Language Learners (ELL) in Oregon. It also includes a student's ELL instructional program type and date of entry into an ELL program, as well as data on students who have exited an ELL program.

>The LEP collection is used to determine which students were ELL at some point in their high school enrollment period, or at any point after 2006-07, for the purpose of setting the LEP and Ever LEP student groups.

Special Education Child Count (SECC) Collections
>The June and December SECC collections contain information on students with disabilities, including each student's specific disability/disabilities and the service(s) he/she is receiving.

>They are used to help determine which students were served by special education programs at some point during their high school enrollment.

CTE Collections
>The CTE collections include information on the credits and grades earned by Oregon students in CTE courses.

>They are used to help determine which students were CTE concentrators or participants.

ADDITIONAL DATA SOURCES

Higher Education Coordinating Commission (HECC)
>HECC provides ODE with information on students who have received a GED or Adult High School Diploma (AHSD) to supplement the data reported by schools and districts. Although both outcomes may be reported to ODE by the student's enrolled institution, some students earn a GED or AHSD after leaving their public school district, and do not inform the district when they receive the credential. ODE matches data provided by HECC to our existing enrollment data to incorporate these additional outcomes into cohort processing.

Oregon Migrant Student Information System (OMSIS)
>Students reported in this system are matched to ODE data in order to identify students in the Migrant Student group.

District Updates and Appeals
>After reviewing ODE's data, districts may provide additional outcome or student group data by appealing (for instance, to correct past data that were misreported). These data are reviewed by ODE and incorporated into the final reports if appropriate. Most outcome updates are now handled by submitting a Program Type 14 record to Cumulative ADM, rather than by submitting an appeal to ODE. See page 21 for more information.

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- ODE Video Training - https://district.ode.state.or.us/search/page/?id=257
  Graduation and Dropout Reporting trainings will be conducted and posted here.

- Achievement Data Insight:
  This is an application, available through ODE's secure district site (https://district.ode.state.or.us/home/), which provides access to aggregate and student-level data. A training on the use of this application was conducted on June 1, 2016, and a recording of that training is available at https://district.ode.state.or.us/search/page/?id=250.

- Cumulative ADM documentation and resources: https://district.ode.state.or.us/search/page/?id=156

- Program Type 14 Reporting Guidance:
  https://district.ode.state.or.us/wma/training/docs/cumadmprog14guidance.pdf

- Outcome rank descriptions:
  https://district.ode.state.or.us/apps/info/docs/Outcome%20Rank%20Descriptions1516.pdf

- Cohort Graduation Rates: http://www.ode.state.or.us/search/page/?id=2644

- Dropout Rates: http://www.ode.state.or.us/search/page/?id=1

- Other Accountability Measures: http://www.ode.state.or.us/search/page/?id=471

- School and District Report Cards: http://www.ode.state.or.us/search/page/?id=1786

- Statewide Annual Report Cards: http://www.ode.state.or.us/search/page/?id=1821

SUGGESTED VALIDATION CHECKLIST

Although not a complete list, the following steps can help you avoid some of the most common errors.

☐ All graduates are reported.

☐ All completers are reported.

☐ Dates on program type 14 records are accurate. Program type 14 records with dates occurring before the end of the student's last enrollment may not be picked up as the student's final outcome.

☐ Review student records for non-completers to make sure all "transfer out" outcomes have been reported. Some transfer documentation does not arrive until months after the student has left your district and may have been missed or unavailable when the student's original leaver event was reported.

☐ If you have documentation of a transfer to another Oregon school for a student who is still included in your adjusted cohort, check to see if there is another SSID for this student. If you find one, contact the ODE Helpdesk (ode.helpdesk@state.or.us), and request a merge.

☐ Review students who you know to be continuing their enrollment to make sure they have all been reported in 1st Period Cumulative ADM.

☐ Particularly for continuing students and transfers in, make sure that the correct high school entry year has been set.

☐ Review student group identifications for accuracy. Remember that most student groups are based on four or five years of records for a student. Include other district staff members, such as special education directors, when reviewing data for subpopulations on which they focus.

☐ Review accountable school determinations to ensure that students are accountable to the last school responsible for them. If students transferred between schools within your district, make sure their resident school in Cumulative ADM has been updated appropriately.

☐ Review all reported graduates to ensure that they were all awarded their high school diploma. Incorrectly reporting a student as a graduate can impact your ability to claim continued state school funding for them.

Veterans' Preference

Oregon's Veterans' Preference Law requires the district to grant a preference to qualified and eligible veterans and disabled veterans at each stage in the hiring and promotion process. To be **qualified** for veterans' preference, a veteran or disabled veteran must meet the minimum and any other special qualifications required for the position sought. To be **eligible** for veterans' preference a veteran or disabled veteran must provide certification they are a veteran or disabled veteran as defined by Oregon law[1].

The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran. The district is obligated to interview all minimally qualified veterans or disabled veterans and to hire or promote a qualified or eligible veteran or disabled veteran if he or she is equal to or better than the top candidate after the veterans' preference has been applied.

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position.[2] The district shall provide the reasons for not selecting the candidate when requested.

Recruitment Procedures

All job postings or announcements will include a concise list of minimum and any special qualifications required for the position. Job postings will include a statement that the district's policy is to provide veterans and disabled veterans with preference as required by law and the job posting will require applicants to provide certification of eligibility for preference, in addition to other requested materials.[3]

Selection Procedures [4]

Step 1: Before the review of any applications the [human resource director] will establish an evaluation scoring guide based on the minimum and any special qualifications listed in the job posting.

Step 2: The [human resource director] will review the application materials using the above evaluation scoring guide to determine which applicants meet the minimum and any special qualifications listed in the job posting. In assessing the applicant materials of a veteran or disabled veteran the [human resource director] shall evaluate whether the skill experience obtained in the military are transferable to the posted position. In this step the district **does not** apply a

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[1]Oregon Revised Statute (ORS) 408.225: definition of veteran.
[2] Oregon Revised Statute (ORS) 408.230(5)
[3]**Verification of Veteran's Preference**

A veteran will submit: (a) a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215); or (b) proof of receiving a nonservice connected pension from the U.S. Department of Veterans Affairs. A disabled veteran will submit a copy of their letter from the Department of Veterans Affairs verifying disabled veteran status.
[4]OSBA recommends use of a scored system. If the district chooses not to use a scored system the law requires that the district give special consideration in the district's hiring decision to veterans and disabled veterans and the district will need to be able to demonstrate the method used for providing special consideration." ORS 408.230(2)(c).

veterans' preference. Any applicants that do not meet the minimum and any special qualifications shall be removed from the applicant pool.

Step 3:   Based on Step 2, the [human resource director] determines who will be interviewed. All qualified and eligible veterans or disabled veterans shall be given an opportunity to interview.

Step 4:   Interview questions and scoring sheets will be developed and each scoring sheet must be completed after each interview by the interviewers.

Step 5:   Following completion of the interviews, the [human resource director] shall complete the selection matrix and score the applicants based on the scoring sheets completed during interviews. Veterans' preference points must be applied by adding 5 points to an eligible veteran and 10 points to an eligible disabled veteran.[5]

Step 6:   The [human resource director] makes the offer to the applicant with the highest final score. The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran.

The district is obligated to hire or promote a qualified or eligible veteran or disabled veteran if they are equal or better than the top candidate after the veterans' preference has been applied.

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position. The district shall provide the reasons for not selecting the candidate when requested.

Filing a Complaint

A veteran or disabled veteran is encouraged to contact the [human resource office] if they have any concerns or questions concerning the application of or the process used for veterans' preference.

A veteran or disabled veteran claiming to be aggrieved by a violation of Board policy GBA - Equal Employment Opportunity or this administrative regulation, may file a written complaint with the Civil Rights Division of the Bureau of Labor and Industries (BOLI) in accordance with Oregon Revised Statute (ORS) 659A.820.

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[5]The points are based on a 100 point scoring matrix. If a 100 point scoring matrix is not used, the district must use a multiplier equivalent to 5 percent for a veteran and 10 percent for a disabled veteran, or the equivalent.

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Lebanon Community Schools

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Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1.   Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;

2.   Allays those fears concerning HIV that are scientifically groundless;

3.   Is balanced and medically accurate;

4.   Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;

7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;

10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;

11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;

12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;

13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;

14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;

15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;

16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;

17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;

18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

19. Assists students to develop and practice effective communication skills, development of self esteem and ability to resist peer pressure;

20. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

21. Enhances students' ability to access valid health information and resources related to their sexual health;

22. Teaches how to develop and communicate sexual and reproductive boundaries;

23. Is research based, evidence based or best practice; and

24. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

END OF POLICY

Legal Reference(s):

ORS 336.035
ORS 336.107
ORS 336.455 to -336.475
ORS 339.370 to -339.400

OAR 581-022-0705
OAR 581-022-1440
OAR 581-022-1910

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Oregon RISING

Education in Oregon
OREGON RISING
a Public Outreach Project

Enclosure C-3

EARLIER THIS YEAR,

10,894 Oregonians

spoke their minds – and hearts – about education.

AND THEY ARE IN REMARKABLE AGREEMENT:

Simply, the gap between what Oregon students need and what we are giving them is far too large.

THEY ASKED THAT WE CLOSE THE GAP.

They believe that focusing on two essential things will help students be successful:

1 *Add teachers and staff* to make classes smaller and provide an education that better engages students so that they are able to learn what they need to be successful.

2 *Provide a broad education.* Move beyond science, to technology and engineering (STEM/STEAM). Restore art and music. Offer hands-on experiences. Provide vocational and career technical opportunities. Offer more reading and writing. Teach civics and culture.

In fact, the vast majority of the dreams people shared can be reached if we focus on teachers and programs.

For instance, with more teachers we can provide each student with the attention needed for success.

And with a broader education we can better engage students. We are all interested in a variety of subjects. Imagine if every child had that favorite class, that favorite teacher, to help pull him or her through the rough spots that every student experiences.

We would surely improve graduation rates. We would undoubtedly improve motivations. We would certainly set Oregon students up for success.

We think it's astonishing that such a coherent vision could come out of so many diverse voices. 10,894 people are rarely in agreement about anything, yet here we are, all focused on Oregon, rising. The will of the people is strong and supportive when it comes to education.

In fact, *97% of them consider a good education "very important" to the future of each student*.

And *94% consider it "very important" to the success of the state as a whole*.

Perhaps it's not a mandate for improvement. But what we heard was about more than dreams. The language was direct. People voiced hopes, fears and worries. *And then they described education as the solution to many of the challenges that face us.*

We learned a tremendous amount by reading the words of our neighbors. *Read on* for details of the Oregon Rising survey findings.

Ensuring All Voices Are Heard – And Equal

Oregon Rising was devoted to hearing from as many Oregonians as possible. It was also important to ensure that those surveyed reflected the state's demographics.

Because of the way the survey was administered – through an open, mass invitation rather than to people of particular age, ethnicity, and gender – we used statistical methods to ensure that results were representative and valid. To accomplish this, the research firm randomly selected 1,800 responses that mirror Oregon in terms of geography, ethnicity, age and other characteristics. Details are available on pages 17-19.

The Story Behind Oregon Rising

Oregon Rising was initiated and supported by three organizations that dedicate their work to the education of Oregon's students – Oregon Education Association (educators), Oregon School Boards Association (school board members), and the Confederation of Oregon School Administrators (principals, superintendents and other administrators).

The power of this trio rests in our shared, long-term devotion to the education of Oregon students. Such a collective effort toward improving education is ground-breaking in Oregon, and a model nationally.

The name for our effort – Oregon Rising – is intentionally aspirational. Oregon Rising is about hearing and sharing Oregonians' hopes and dreams for the schools our students deserve. The decision to remove the funding element from the equation was also intentional: We find that as soon as the conversation turns to money, aspirations are tempered. *Oregon Rising is focused on defining what Oregon students need to be successful, and how we can ensure those needs are met and that all dreams are within reach.*

Oregon Rising is about hearing and sharing Oregonians' hopes and dreams for schools.

Enclosure C-3

That Oregon's public education system has been under stress since the 1990s is well understood and widely accepted*. Fights for funding are no longer the exception, but the rule, and resources are always scarce. Arguments over sources for revenue, or opportunities for cuts, are well-worn paths through territory that is increasingly partisan.

Oregon Rising sought to disrupt the pattern by inviting Oregonians to temporarily ignore the funding discussion and, instead, to envision what they would like an Oregon education to be. We urged respondents to "dream unencumbered...."

When the project launched, *we had no predictions of what might be learned*. All of us worried that the effort could become a lightning rod for financial reform, particularly given the heightened sensitivities related to national elections and several education funding initiatives on the November 2016 ballot.

Yet the invitation to dream was met with what meeting sponsors consistently characterized as "relief" and "gratitude" for the opportunity to focus on outcomes and pathways to success, rather than spreadsheets and budgets. Conversations in the Oregon Rising gatherings and comments provided in the survey were sharply focused on students and Oregonians' dreams for their children, grandchildren and future citizens.

Oregon Rising sought to disrupt the pattern... We urged respondents to dream unencumbered.

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* In all three Oregon Values and Beliefs surveys (1992, 2012, and 2013), funding for public education was one of the most important problems Oregonians wanted their government officials to do something about. — DHM Research

Specific Findings

In two months, 10,894 people participated in Oregon Rising by attending more than a hundred community gatherings or completing a survey. The survey posed 23 questions. Of those, 11 were geographic or demographic. The core 12 questions included 6 open-ended questions, allowing free-form, unlimited responses. In those, respondents got specific about their dreams for the kind of education they want for Oregon's children. Responses ranged from a few words to a full page or more.

When the results were processed, tabulated and analyzed, what we learned was shockingly simple. Regardless of home town, age, gender, education or background, feedback could be generalized as the following: *Oregonians want more for their children and grandchildren and they believe in the power of education*. Specifically…

- *Oregonians are not satisfied* with education as it is today.

- *Oregonians value a "well rounded" education* that includes a range of offerings from classical to technical skills.

- *Oregonians make the connection* between more teachers and lower class sizes.

- *College attendance* remains a high priority.

- *But college is not the only priority:* there is strong support for vocational training and pathways that lead to destinations other than college.

Oregonians know there is a connection between education and individual success; their community's quality of life and future; and the future of Oregon.

97% Believe that good schools are *very important for the future of their children*, grandchildren or any young person they know.

94% Believe that good schools are *very important* to the *future of Oregon*.

93% Believe that good schools are very important for *their community's future*.

92% Believe that good schools are *very important* to their *community's quality of life*.

Statistically Dreaming

Nearly 9,000 respondents answered our first open-ended question, what we called the "Big Dream question." Reviewing a randomly selected sub-sample of 1,800 responses, this is what they reported:

The question: Please describe the education you want for your children or grandchildren. If you don't have children or grandchildren, think of any young people you know. You can describe this however you'd like...anything that reflects your hopes for their education.

33%   Be prepared for life after high school

Students prepared for life after graduation regardless of path	9%
Skills that prepare students for life after high school	6%
College prep (AP, IB, more rigor)	5%
Fosters curiosity and lifelong love of learning	5%
More career exploration	5%
More technical/vocational	3%

33%   Well-rounded, broad education

More STEM/STEAM (Curriculum that includes Science, Technology, Engineering, Math and Art)	6%
Well-rounded, broad education (general)	5%
More art	5%
More reading/writing	4%
More civics/community awareness	4%
More culture/viewpoints	3%
More electives	3%
More music	3%

29%   Encourage student engagement and learning

Encourages critical thinking	8%
Schools support and challenge all learners	5%
Center on student needs/personalized education	4%
Incorporates student interests	3%
Makes schools/learning fun	3%
Keep kids interested/motivated	3%
More experimental/hands-on learning/exploration	3%

21%   Good schools and education (general)

8%   Teachers – quantity and quality

More teachers/staff per student	8%
High quality teachers	5%

3%   Other

Eliminate or reduce standardized testing	3%

Rating the Elements of Education

One question provided respondents with a list of categories and asked that they indicate which would achieve quality schools. The respondents could choose as many or as few as they wished.

The question: The following categories are often discussed in conversations about education. Please mark those that you think need to be addressed in order to achieve quality schools.

1 *Career technical education and vocational training*, and increased opportunities for hands-on, real-world experiences such as field trips and job shadows. (82%)

2 *Smaller class sizes*, with more educators and support staff so students receive more personal attention. (78%)

3 *Increased elective courses* during middle and high school, including greater emphasis on music, drama and art. (72%)

4 *A focus on closing opportunity and achievement gaps*, and on making sure all students are successful regardless of income level, race, first language, or advanced or special needs. (69%)

5 *More science, technology, engineering, and math* (STEM) education for students. (68%)

6 *Access to more rigorous programs* that enable students to earn college credit while in high school, such as AP, IB and dual-credit. (65%)

7 *Access to extended learning time*, such as summer-school and after-school programs, for students who need it. (62%)

8 *Greater student access to health care and counseling*, and more mental health services to ensure the health and safety of our students. (61%)

9 *Opportunities for students to graduate fluent* in two languages, if they choose. (61%)

10 *Improved communication* between parents and school staff. (58%)

11 *Programs to help improve attendance* for students who are chronically absent. (55%)

12 *Access to a tablet or laptop* for all students to enhance their learning. (49%)

13 *A longer school year* so that Oregon students have as much learning time as students in other states. (43%)

14 *School-based programs* to prepare preschoolers for kindergarten. (41%)

15 *A longer school day* so that Oregon students have as much learning time as students in other states. (31%)

Education Priorities

Although we asked respondents to stay away from solutions or causes for the financial challenges related to schools, we did ask that they identify priorities for use. This open-ended question was presented in three steps, as first, second, and third priorities. Reviewing a randomly selected sub-sample of 1,800 responses, this is what people said:

Responses to Questions 9-11

68% Teachers-quantity and quality

More teachers/staff per student	44%
Pay teachers more	10%
Teacher training/professional development	7%
Teacher support/resources	4%
Good teachers	3%

50% More well-rounded, broader education

More electives	9%
More athletics	8%
More art	8%
More STEM/STEAM	6%
More technical/vocational	6%
More music	4%
More languages	3%
More civics/community awareness	3%
Well rounded, broad education (general)	3%

16% Up-to-date resources

Schools that support technology	5%
Up-to-date curriculum/books	4%
Access to Internet, devices for all students	4%
Up-to-date equipment in schools	3%

14% Increase instruction time

More school days/longer year	8%
Longer school day	6%

14% Health, wellness and student safety

Better/free healthy lunches	7%
Mental health counseling	4%
Schools that are safe	3%

7% Facility improvements

Upgrade the buildings	4%
Better school facilities	3%

6% Focus on family

Parents	3%
Family/parental involvement	3%

6% Enrichment activities

After school opportunities	3%
Field trips	3%

9% Other

College prep	3%
Support for students with disabilities/special needs	3%
Experiential/hands-on learning/exploration	3%

Dreams

The words that appeared most in the open-ended responses are telling.
Asked for dreams, people used these terms most often:

**LEARN, KIDS, TEACHERS, SKILLS,
ABLE, COLLEGE, FUTURE.**

Others that were often used are:

**ARTS, MUSIC, MATH, LIFE, WORLD, READING,
STUDENT, WELL BEING, OPPORTUNITIES,
CLASSES, TEACHING, TEACH, SYSTEM, SCIENCE,
PROGRAMS, COMMUNITY, BEST, OREGON,
CURRICULUM, BETTER, SUPPORT, HOPE.**

Sampling of Representative Comments

Small enough class sizes so teachers have time to pay attention to the needs of all students and in environments that communicate to students that their education, safety, and wellbeing are important. Also, schools should provide an enriched environment that exposes students to a broad array of subjects in a manner that appeals to all learning styles, preparing students to fulfill their goals and realize their potential. Schools should create a culture of respect for all individuals, foster an environment of community involvement and global stewardship.

Mother, Age 50-64, Willamette Valley

I want my children to be able to attend a safe school where they are made to feel valued and cared for by the staff. Where children are challenged and have expectations, but are also guided with patience and an understanding that there will be differences between children. Where they get the basic skills to succeed academically, but also are taught in ways that promote grit and persistence. Where there are a variety of classes (PE, art, music, foreign language, sciences, advanced math). Where parents are engaged in their child's education.

Mother, Age 25-35, Willamette Valley

I want kids to look forward to going to school most days. I want them to feel proud that they are learning important things.

Woman, Age 65-74, Portland Metro

Well rounded, but an education that complements the individual child's talents and abilities, but still offers opportunities to challenge the student. An education that gets away from the cookie-cutter mentality that says every student must go to college or every student must excel in certain things to be a success. With all this, students must know that not everything they undertake is going to be an overwhelming success, that life is made up of successes and failures, and that what makes us winners is what we do in the face of those failures.

Father, Age 50-54, Coast/South/East

I would love to see an education where kids come out of school with a sense of purpose and feeling that they are important and can do anything.

Mother, Age 50-64, Willamette Valley

I want the sort of education you can get only when society funds education properly. Where we're not one of the states that funds at the lowest level in the country. When people understand that you get what you pay for, and that you can't get great education without money. When people realize that teachers are professionals and should be paid at a professional level. When education is valued, period.

Mother, Age 50-64, Portland Metro

I want them to not be held back by any limits because of funding, and to be able to study anything that they want to. This will help them learn important skills for the future.

Male, Under 18, Portland Metro

Industrial technology that relates to the manufacturing, construction, mechanical, electrical and civil technologies. I feel the emphasis is now on digital technology, which is a maturing market, but other "hands on" trades, skills and so forth are lacking in schools.

Man, Age 50-64, Portland Metro

No boundaries. Technology that is current.

Father, Age 50-64, Coast/South/East

Interactive and small classes, hands-on activities ... art, music and technical programs for high schoolers.
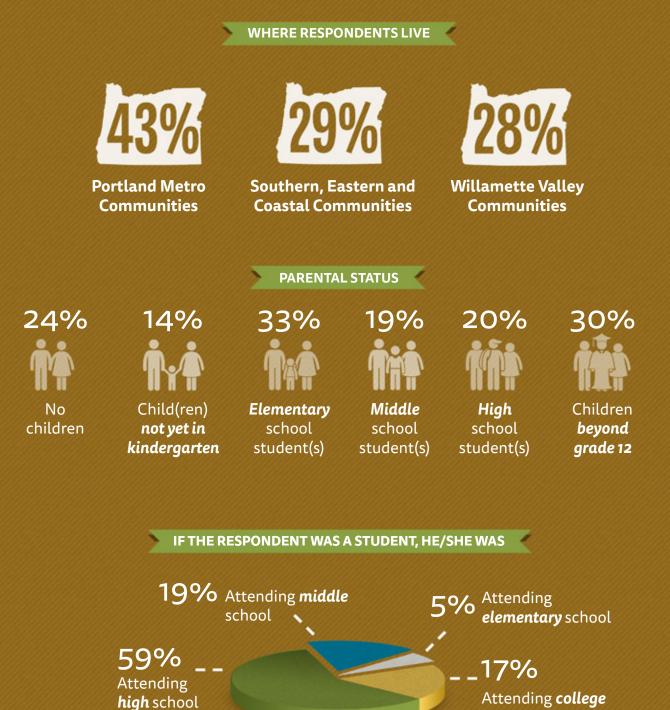
Woman, Age 36-49, Willamette Valley

Who Responded

Weighted samples are reported here. The 'weighting' reflects the statistical adjustments made to the survey data analysis to ensure that the findings were representative of the state's population. For example, slightly more women than men took the survey, so slightly more weight was applied to the male responses so that, taken as a whole, the responses were in line with the state's 50/50 male/female population.

WHERE RESPONDENTS LIVE

43%
Portland Metro Communities

29%
Southern, Eastern and Coastal Communities

28%
Willamette Valley Communities

PARENTAL STATUS

24%
No children

14%
Child(ren) *not yet in kindergarten*

33%
Elementary school student(s)

19%
Middle school student(s)

20%
High school student(s)

30%
Children *beyond grade 12*

IF THE RESPONDENT WAS A STUDENT, HE/SHE WAS

19% Attending *middle* school

5% Attending *elementary* school

59% Attending *high* school

17% Attending *college*

RACE OR ETHNICITY

White	82%
Hispanic / Latino	9%
American Indian /Alaskan Native	4%
Asian	4%
American Indian /Alaskan Native	4%
African American	3%
African	1%
Middle Eastern	1%
Slavic	1%
Pacific Islander	1%
Unknown	1%
Other	1%
Decline	1%

These percentages add up to more than 100% because some respondents selected multiple answers to more fully represent their race/ethnicity.

FIRST LANGUAGE

English	91%
Spanish	3%
Chinese	2%
Russian	1%
Arabic	1%
"Other"	2%

It was important to hear from people from all backgrounds. To make that possible, the survey was available in six languages and additional efforts were taken to engage a representative sampling of Oregon's population.

GENDER

Male	50%
Female	50%

EDUCATION LEVEL

Graduate degree or more	30%
Bachelor's degree	27%
Associate degree	6%
Some high school, no diploma	13%
No high school	4%
Some college, no degree	12%
High school diploma, no college	8%

AGE

Under 18	17%
18-24	10%
25-35	15%
36-49	26%
50-64	18%
65-74	8%
75-84	5%
85 and over	2%

Survey Methodology

The discussion in this report summarizes responses to Oregon Rising's first survey. That survey was fielded from March 30, 2016 until June 25, 2016. The survey was taken during gatherings at schools and attended by parents, community members and staff, and it was also available online.

Respondents were invited to participate by superintendents, principals, school board members, educators and other partners. They were also alerted to the site by media coverage and a social media campaign. It was open to anyone who wanted to respond.

Several other groups helped reach out to engage communities of color, and to invite participation by those whose first language is not English. The survey was available in English, Spanish, Vietnamese, Chinese, Russian and Somali.

Over the course of the survey's availability – approximately two months – 10,894 Oregonians participated. Approximately 70% responded online, and the balance took the survey in an Oregon Rising gathering.

The survey instrument was administered electronically except in cases during community gatherings when technology was limited or users preferred a traditional paper copy. In those cases, the responses were collected and later entered into the same online survey collector.

Answers were not required for any question on the survey, yet completion rates were extremely high, suggesting a very high level of engagement.

Nearly two-thirds of respondents voluntarily provided their email address to be kept apprised of Oregon Rising's efforts. For purposes of privacy, these email addresses were removed from the responses before analysis.

About the Independent Analysis

An independent, non-partisan research firm, DHM Research, was hired to process the data and analyze the responses to the survey.

They first divided the responses into two main groups – those who work for a school district and those who don't. This was done to ensure that if a high number of people employed by school districts responded to the survey, they didn't skew the results. The two sets of data were then processed and analyzed. This document reports the weighted findings. This ensures you are receiving the numbers that most accurately reflect Oregon's demographics of geography, age, ethnicity and other characteristics, including district employment. For the open-ended verbatim responses, 1,800 responses that represented the state's statistics in terms of geography, ethnicity, age, gender, district employment and parenthood were randomly selected, ensuring a statistical balance that is reflective of Oregon demographics, geography, ethnicity, age and other characteristics.

"
I haven't seen anything like Oregon Rising in my 40 years of doing opinion research and public outreach across the state. It is special for both the number of Oregonians who participated, and the quality of their responses.
"

— Adam Davis, DHM Research

Consistency Across Demographics

DHM Research conducted analysis of the variances between the two largest subgroups – employees and non-employees of school districts. Both have the same dreams about the kind of education system they want for our children and what the funding priorities should be to improve education in their communities.

They also marked most often the same two (out of fifteen) areas of importance to achieve quality schools: "Career technical education and vocational training, and increased opportunities for hands-on, real world experiences such as field trips and job shadows" and "Smaller class sizes, with more educators and support staff so students receive more personal attention." And finally, both felt similarly about the relative value of longer school days and school years.

There were some variations, but they were not as significant or surprising as some might have anticipated. For example, though both groups felt they were important, school district employees were more likely to be strong in their sentiments about the importance of more teachers/staff per student and school-based programs to prepare preschoolers for kindergarten.

The firm also analyzed differences between respondents of various geographies, genders, age, education level, parent status, and all other demographics requested. There were surprisingly few variances between the groups. Some differences were thought-provoking, though again perhaps not surprising:

- *Respondents with no children felt differently about some of the areas needed to achieve quality schools than those with children.* Those with no children were more likely to feel that programs to improve attendance were important.

- *Hispanic/Latino respondents felt differently about some of the areas of importance compared to White respondents*, including being more likely to feel that having school-based programs to prepare preschoolers for kindergarten was important.

- *Portland Metro respondents were more likely than Willamette Valley and Coast/South/East to prioritize more teachers/staff per student as a funding priority.* (It is worth noting that class sizes in smaller and rural districts are likely to be smaller than in more urban settings.)

Acknowledgments

We are grateful to the ongoing support of the members of the organizations who created Oregon Rising. This project would not be possible without their shared commitment to hearing from the people of Oregon.

As deeply as people care about education, it still took significant effort to spread the word about Oregon Rising. We appreciate the commitment and expertise of Verb Marketing + PR. The firm guided all aspects of outreach, from helping to name the effort, to creating the videos and inspiring participation. We consider them a true partner.

We are indebted to Adam Davis and his team at DHM Research. We did not anticipate the number of responses received, nor did we expect the complex verbatim responses to the questions. When we realized that a professional research group was going to be essential to processing the feedback and reporting back on it with an independent view, we sought help. Adam and his team contributed a significant amount of time to process and analyze the survey. DHM also included a series of our questions in their independent polling, helping us to identify variations between the self-selecting respondents and the general public.

We extend thanks to the following organizations for their help: Oregon PTA, Oregon Association of School Business Officials, Oregon Association of Education Service Districts, Oregon Association of Student Councils. Some groups played a vital part in reaching into all the communities of Oregon. Others shared their specialized knowledge as we translated the dreams we heard into action items for Oregon schools.

Most of all, we thank those who responded. This was not an easy survey, and it typically took 15 minutes or more to complete. Respondents provided long and thoughtful answers to our questions. They answered an uncommon number of the questions, skipping few. More important, we were awed as we witnessed a true willingness to set aside politics, policies and traditional financial discussions in order to dream, unencumbered by the complications of reality. That is, we believe, where solutions take root.

Confederation of Oregon School Administrators

The Confederation of Oregon School Administrators (COSA) serves Oregon students by developing and supporting those who guide the state's schools and programs. These leaders are our members – more than 2,200 school administrators, managers and executives. COSA was founded in 1974 to help educational leaders collectively shape public policy, advocate for schools, and speak on behalf of students. COSA also serves members with professional development, administrative licensure, and master's and doctoral degree programs.

Oregon Education Association

The Oregon Education Association represents 44,000 educators in every community across our state. Founded more than 150 years ago, OEA's pre-k, k 12 and community college members are united in a shared vision "to improve the future of all Oregonians through quality public education."

Oregon School Boards Association

The Oregon School Boards Association (OSBA) is dedicated to improving student achievement through advocacy, leadership, and service to locally elected volunteer Oregon public school boards. Today the association provides services in board development, policy, labor relations, legislative, litigation, communications, and liability and property insurance. OSBA's "The Promise of Oregon" campaign helped set the stage for Oregon Rising.

OREGON RISING
GREAT SCHOOLS. GREAT STATE.

www.oregon-rising.org

For More Information

The data and insights collected through the Oregon Rising survey effort are sure to have value and use for many other users. For more information, or for a more detailed reporting, please email *info@oregon-rising.org* or visit the Oregon Rising website at *oregon-rising.org*.

Business Report
By: Linda Darling, Business Director
November 17, 2016

Financial Report: (enclosure D-1)
The 2016-2017 Financial Board report included in this Board packet reflects all of projected revenue and expenditures for 2015-2016 through 2017-2018, along with the budgeted and spent or encumbered amounts for 2016-2017. The projected Ending Fund Balance for 2015-2016 is $3,024,733. There may be continued change of this amount until Audit is completed (Nov. 2016). The amounts in 2016-2017 salaries and benefits will change some throughout the year but the majority of change is reflected in this report, since employees have selected their benefit plans and the Sept. payroll has been completed. The projected Ending Fund Balance (EFB) for 2016-2017 is $2,841,936. This is a slight decrease from October's Financial Report of $2,911,246. There are many factors that impact this projected EFB, like staffing changes, contract conditions, and items required for district operations.

Budget Calendar:
This proposed budget calendar includes a Budget Committee Training and Discussion session on February 9th. The proposed budget would be presented on April 27th. This allows for the Budget Committee to have the most current information from Legislation.

2016-2017 General Fund Summary Report

	13/14 Actual	14/15 Actual	15/16 Project		16/17 Budget	11-8-16 YTD & Enc	11-8-16 Balance		16/17 Project
General Fund - Revenue			*9/29/2016*						*9/29/2016*
SSF Formula	33,010,958	34,926,096	36,112,627		36,450,825	11,374,019	25,076,806		37,125,600
SSF Adjustment	354,709	48,134	(330,463)		-	-	-		(400,000)
Interest	55,090	62,596	91,245		70,000	21,429	48,571		70,000
Third Party Billing	35,680	25,179	45,178		50,000	6,231	43,769		50,000
TMR	189,021	154,930	149,514		175,000	-	175,000		164,000
JROTC	44,877	64,220	66,034		65,000	22,415	42,585		66,000
Other	493,650	379,017	297,128		450,000	145,682	304,318		390,000
Interfund Transfer	680,000	60,000	60,000		60,000	27,672	32,328		60,000
BFB	1,065,336	3,162,455	3,932,387		2,950,000	-	2,950,000		3,025,000
Total	**35,929,322**	**38,882,628**	**40,423,650**		**40,270,825**	**11,597,448**	**28,673,377**		**40,550,600**
	========	========	========		========	========	========		========
General Fund - Expenses									
Salaries	15,946,123	16,263,399	17,884,343		18,652,514	17,700,533	951,981		18,731,000
Benefits	9,581,618	10,020,660	10,645,144		11,477,648	10,353,320	1,124,328		10,797,250
P. Services	4,781,674	5,112,768	5,027,111		4,805,057	1,812,461	2,992,596		4,316,914
Supplies	1,123,636	1,477,643	1,380,753		1,708,226	890,175	818,051		1,348,300
Capital Outlay	-	6,779	20,047		50,000	33,317	16,683		50,000
Other Objects	262,806	308,993	286,294		337,380	270,899	66,481		300,200
Transfers	902,369	1,760,000	2,155,225		2,240,000	-	2,240,000		2,165,000
Contingency	-	-	-		1,000,000	-	1,000,000		-
Total	**32,598,226**	**34,950,241**	**37,398,917**		**40,270,825**	**31,060,706**	**9,210,119**		**37,708,664**
	========	========	========		========	========	========		========
Projected Ending Fund Balance			*3,024,733*						*2,841,936*

2016-2017 General Fund Revenue Report

	13/14 Actual	14/15 Actual	15/16 Project		16/17 Budget	11-8-16 YTD	11-8-16 Balance		16/17 Project
			11/8/2016						*11/8/2016*
SSF Formula									
Taxes	7,903,432	8,234,812	8,533,160		8,675,000	69,670	8,605,330		8,677,600
Federal Forest Fees	270,219	264,679	205,708		150,000	-	150,000		150,000
Common School	390,784	409,884	492,013		416,000	-	416,000		507,000
State Timber	210,996	405,152	181,382		100,000	-	100,000		181,000
School Support Fund	24,235,526	25,578,283	26,623,971		27,109,825	11,304,349	15,805,476		27,534,000
Adjustments to SSF Payments									
Adj for 05/06 payments	-	-	-		-	-	-		-
Adj for HC Disability Grant	44,585	33,286	76,394		-	-	-		76,000
Adj for 11/12 payment	-	-	-		-	-	-		-
Adj for 12/13 payment	310,123	-	-		-	-	-		-
Adj for 13/14 payment	-	48,134	-		-	-	-		-
Adj for 14/15 payment	-	-	(330,463)		-	-	-		-
Adj for 15/16 payment	-	-	-		-	-	-		(400,000)
Total SSF Formula	33,365,667	34,974,231	35,782,164		36,450,825	11,374,019	25,076,806		36,725,600
							-		
Interest of Investments	55,090	62,596	91,245		70,000	**21,429**	48,571		70,000
Third Party billing - Medicaid	35,680	25,179	45,178		50,000	6,231	43,769		50,000
TMR	189,021	154,930	149,514		175,000	-	175,000		164,000
JROTC reimbursement	44,877	64,220	66,034		65,000	**22,415**	42,585		66,000
Other									
Rental Fees	24,989	27,828	10,474		10,000	**1,212**	8,788		8,000
Fees Charged to Grants	-	-	800		50,000	-	50,000		-
Miscellaneous	396,771	282,468	202,944		310,000	67,624	242,376		296,000
E-Rate reimbursement	71,891	68,721	82,910		80,000	**76,847**	3,153		86,000
Interfund Transfer - Athletics	680,000	60,000	60,000		60,000	**27,672**	32,328		60,000
Beginning Fund Balance	1,065,336	3,162,455	3,932,387		2,950,000	-	2,950,000		3,025,000
Total	**35,929,322**	**38,882,628**	**40,423,650**		**40,270,825**	**11,597,448**	**28,673,377**		**40,550,600**
	========	========	========		========	========	========		========

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2016-2017 General Fund Expenditure Report

Obj	Description	13/14 Actual	14/15 Actual	15/16 Project		16/17 Budget	11-8-16 YTD	11-8-16 Encumb	11-8-16 Balance		16/17 Project
111	Certified salaries	9,312,212	9,311,147	10,161,648		10,626,822	1,838,625	8,882,092	(93,895)		10,751,000
112	Classified salaries	3,821,771	4,164,521	4,545,055		4,967,526	1,070,369	3,649,421	247,737		4,715,000
113	Administrative salaries	1,409,054	1,464,907	1,648,330		1,612,788	540,531	1,081,063	(8,806)		1,622,000
114	Managerial - classified	92,856	94,714	178,755		187,684	62,599	125,198	(113)		188,000
116	Retirement stipends	99,065	76,123	51,134		44,000	12,284	23,337	8,379		41,000
118	Retirement Support Program	159,600	-	-		-	-	-	-		-
119	Confidential salaries	125,872	125,785	84,504		95,139	36,390	95,307	(36,559)		168,000
121	Certified subs	364,590	373,350	432,293		382,854	55,431	-	327,423		448,000
122	Classified subs	147,575	148,818	155,004		162,800	20,642	-	142,158		163,000
123	Temp certified	61,461	62,030	73,949		53,500	7,888	-	45,613		81,000
124	Temp classified	3,775	982	-		500	-	-	500		-
127	Student helpers salaries	12,466	11,768	7,895		6,000	-	-	6,000		6,000
132	Compensation time	19,026	23,861	25,767		32,650	2,514	-	30,136		27,500
133	Extra duty	149,434	254,381	324,897		324,201	105,628	42,603	175,970		325,000
134	Classified extra hrs	123,909	142,975	185,048		135,000	47,880	-	87,120		185,000
135	Vacation Payoff	17,384	4,377	6,938		15,650	-	-	15,650		7,000
136	Mentor teacher pay	1,568	990	609		-	-	-	-		1,000
137	Personal Leave Payout	22,057	75	-		-	-	-	-		-
138	Department Head Extra Duty	2,122	2,159	1,613		4,000	344	-	3,656		1,500
142	Taxable Meal Reimbursement	328	436	903		1,400	388	-	1,012		1,000
	Total Salaries	**15,946,123**	**16,263,399**	**17,884,343**		**18,652,514**	**3,801,512**	**13,899,021**	**951,981**		**18,731,000**
									-		
210	PERS	3,955,693	3,976,407	4,187,401		4,682,670	888,016	3,282,092	512,563		4,293,800
220	Social Security	1,183,575	1,207,537	1,328,140		1,391,886	280,769	1,011,094	100,023		1,370,700
231	Worker's Comp	119,163	136,822	173,370		219,075	50,284	147,741	21,050		205,100
241	Employee Ins - Admin		177,948	212,862		220,380	69,477	140,073	10,830		209,000
242	Employee Ins - Certified	2,146,033	2,307,416	2,328,554		2,432,267	398,158	1,919,400	114,709		2,330,000
243	Employee Ins - Classified	1,721,374	1,874,827	2,137,321		2,249,129	427,789	1,590,810	230,530		2,120,000
244	Employee Ins - Other	20,636	20,700	7,731		25,820	6,881	13,766	5,173		30,650
245	Employee Ins - Retired	389,149	276,090	228,774		230,000	88,941	-	141,059		200,000
247	TSA	45,996	42,912	40,991		26,421	9,619	28,411	(11,609)		38,000
	Total Benefits	**9,581,618**	**10,020,660**	**10,645,144**		**11,477,648**	**2,219,933**	**8,133,387**	**1,124,328**		**10,797,250**
				-							

2016-2017 General Fund Expenditure Report

Obj	Description	13/14 Actual	14/15 Actual	15/16 Project	16/17 Budget	11-8-16 YTD	11-8-16 Encumb	11-8-16 Balance	16/17 Project
311	Instructional Services	69,272	152,856	157,581	180,800	18,768	60,000	102,032	160,000
312	Instr Prog Improve Service	18,733	43,468	36,748	20,000	17,512	-	2,488	35,000
319	Other Instr-Prof-Tech SVCS	14,977	21,870	9,745	15,000	-	-	15,000	15,500
322	Repairs & Maintenance	101,489	163,270	168,482	108,517	40,492	34,107	33,918	144,414
323	Radio Service	-	-	7,767	-	2,665	38,248	(40,913)	37,900
324	Rentals	121,204	135,308	104,777	140,350	31,142	33,425	75,783	125,000
325	Electricity	440,338	467,896	473,758	472,100	139,743	-	332,357	460,700
326	Fuel	187,486	177,759	187,899	236,000	10,371	-	225,629	184,400
327	Water & Sewer	112,986	139,255	121,239	145,900	60,027	-	85,873	124,500
328	Garbage	77,676	86,324	96,811	95,600	14,885	-	80,715	86,900
329	Other Property Services	420	13,001	19,246	11,400	22,965	1,850	(13,415)	10,900
330	Reimb. Student Transportation	4,204	6,950	-	8,800	-	-	8,800	15,000
340	Travel	65,317	114,592	140,225	136,690	86,297	4,575	45,818	140,000
343	Travel - Student - Out of Dist.	1,665	-	-	4,150	-	-	4,150	-
346	Meals/Transportation	148	104	48	500	-	-	500	200
348	Staff Tuition	30,645	49,577	44,768	40,000	5,807	2,536	31,657	48,000
351	Telephone	67,513	82,642	70,529	71,300	6,319	3,995	60,987	73,000
353	Postage	25,894	23,607	21,909	28,650	2,324	-	26,326	23,800
354	Advertising	1,874	4,416	3,551	4,700	680	-	4,020	3,300
355	Printing & Binding	13,897	68,861	48,223	82,100	26,337	378	55,384	43,700
360	Charter School Payments	1,954,971	2,064,403	1,961,788	2,085,000	848,589	-	1,236,411	1,800,000
371	Tuitions Payments to Other Dist.	37,250	40,570	29,701	125,000	29,536	-	95,464	47,000
373	Tuition Pay Private School	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	782,257	605,954	625,503	257,000	30	-	256,970	250,000
381	Audit Services	27,150	27,650	25,150	30,000	10,000	-	20,000	30,000
382	Legal Services	9,011	2,028	5,288	25,000	188	104	24,708	5,400
384	Negotiation Services	14,344	5,934	13,784	10,000	-	-	10,000	11,400
386	Data Processing SVCS	57,261	59,787	76,794	81,300	25,385	2,370	53,545	76,800
388	Election Services	-	4,565	-	10,000	-	-	10,000	8,500
389	Other Non_instr Pro/Tech	510,398	515,889	539,114	330,600	69,046	126,614	134,940	319,500
391	Physical Exams - Drivers	2,175	2,380	3,168	3,700	1,640	1,860	200	2,600
392	Drug Tests Drivers	1,110	1,110	635	3,000	440	1,560	1,000	1,000
393	Child Care Services	22,000	22,000	22,000	25,000	4,400	17,600	3,000	22,000
394	Sub calling service	5,536	5,559	7,489	8,000	6,464	-	1,536	7,500
396	Criminal History checks	2,332	2,546	2,928	2,900	1,190	-	1,710	2,600
398	Fingerprinting	138	639	462	1,000	-	-	1,000	400
	Total P. Services	**4,781,674**	**5,112,768**	**5,027,111**	**4,805,057**	**1,483,240**	**329,221**	**2,992,596**	**4,316,914**

2016-2017 General Fund Expenditure Report

Obj	Description	13/14 Actual	14/15 Actual	15/16 Project	16/17 Budget	11-8-16 YTD	11-8-16 Encumb	11-8-16 Balance	16/17 Project
406	Gas Oil & Lubricants	189,904	152,805	103,868	211,000	17,345	142,501	51,154	149,000
410	Supplies & Materials	356,317	457,671	419,096	534,498	222,988	56,031	255,480	438,000
413	Vehicle repair parts	54,783	50,201	48,980	63,000	12,511	23,156	27,332	51,300
414	Transportation operations	5,262	5,674	6,060	5,300	1,803	3,002	495	5,700
420	Textbooks	173,653	240,685	131,379	195,300	45,682	17,777	131,841	84,420
430	Library Books	6,636	9,934	8,588	11,200	138	1,095	9,967	8,400
440	Periodicals	3,753	6,012	1,937	4,920	3,711	-	1,209	3,900
460	Equipment under 5K	122,132	125,632	212,514	233,322	57,151	19,606	156,566	169,000
470	Computer software	139,153	173,513	195,888	241,775	108,737	23,517	109,521	185,000
480	Computer hardware	72,041	255,516	252,444	207,911	80,190	53,235	74,486	254,000
	Total Supplies & Materials	**1,123,636**	**1,477,643**	**1,380,753**	**1,708,226**	**550,255**	**339,920**	**818,051**	**1,348,300**
540	Equipment	-	6,779	20,047	50,000	29,340	3,977	16,683	50,000
	Total Capital Outlay	**-**	**6,779**	**20,047**	**50,000**	**29,340**	**3,977**	**16,683**	**50,000**
621	Regular Interest	-	-	-	500	-	-	500	-
640	Dues & Fees	51,933	92,488	67,655	103,080	38,140	3,580	61,360	80,100
650	Insurance & Judgments	210,873	216,456	218,639	233,600	229,179	-	4,421	220,000
670	Taxes & Licenses	-	49	-	200	-	-	200	100
	Total Other Objects	**262,806**	**308,993**	**286,294**	**337,380**	**267,319**	**3,580**	**66,481**	**300,200**
710	Transfer - Technology	50,000	175,000	200,000	225,000	-	-	225,000	225,000
711	Transfer - Classroom Furniture	-	50,000	50,000	25,000	-	-	25,000	25,000
712	Transfer - Textbook Adoption	50,000	350,000	350,000	300,000	-	-	300,000	300,000
713	Transfer - Capital Improvement	150,000	225,000	250,000	250,000	-	-	250,000	250,000
714	Transfer - Track and Turf Fund	100,000	110,000	110,000	10,000	-	-	10,000	10,000
715	Transfer - Athletic Fund	336,000	365,000	365,000	405,000	-	-	405,000	405,000
716	Transfer - Bus Replacement	150,000	250,000	250,000	250,000	-	-	250,000	250,000
717	Transfer - Unemploy Ins	50,000	25,000	15,000	25,000	-	-	25,000	25,000
718	PERS Reserve	-	150,000	500,000	500,000	-	-	500,000	500,000
719	Transfer - Food Service	16,369	50,000	65,225	150,000	-	-	150,000	75,000
730	Transfer - Debt Service	-	-	-	100,000	-	-	100,000	100,000
731	Transfer - Academic Achievemer	-	10,000	-	-	-	-	-	-
	Total Transfers	**902,369**	**1,760,000**	**2,155,225**	**2,240,000**	**-**	**-**	**2,240,000**	**2,165,000**
								-	
810	**Reserve/Contingency**	-	-	-	1,000,000	-	-	1,000,000	-
	Grand Total	**32,598,226**	**34,950,241**	**37,398,917**	**40,270,825**	**8,351,600**	**22,709,107**	**9,210,119**	**37,708,664**

Enclosure: D-1

H:\Board Meetings\2016-2017 Financial Board Reports.xlsxExpenses 11-17-16

2016-2017 All Funds Summary Report

Fund	Description	13/14 Actual	14/15 Actual	15/16 Proj. Actual	15/16 Proj. EFB	16/17 Adopted Budget	11-8-16 Y-T-D	11-8-16 Encumb	11-8-16 Balance	16/17 Proj. Actual	16/17 Proj. EFB
100	General Fund	32,766,866	34,950,241	37,398,917	3,024,733	40,270,825	8,351,600	22,709,107	9,210,119	37,708,664	2,841,936
200	Grant Funds	2,663,753	2,591,884	2,353,551	2,002	5,200,500	716,682	1,614,644	2,869,173	2,536,000	-
205	Senate Bill 1149	-	185,000	-	88,329	171,500	-	-	171,500	-	165,000
212	Academic Achievement	1,500	-	-	18,650	28,650	-	-	28,650	5,000	13,650
230	Bus Replacement	-	100,735	-	554,882	804,900	633,327	-	171,573	634,000	171,000
233	Athletic Facility Fund	-	-	-		-	-	-	-		
232	Classroom Furniture	-	50,000	40,792	9,208	38,000	1,102	-	36,898	15,000	20,000
240	Textbook Adoption	107,421	18,550	759,564	973	485,000	48,095	7,952	428,953	301,000	-
272	Capital Improvments	319,070	284,536	156,950	93,050	330,000	94,074	33,686	202,241	300,000	43,000
274	Technology	52,899	124,500	495	270,949	496,444	-	-	496,444	150,000	350,000
277	Track and Turf Replacement	100,000	100,000	100,000	77,754	118,000	-	-	118,000	-	100,000
279	Student Activity	593,221	590,053	632,780	483,120	1,120,000	169,610	49,365	901,025	615,000	500,000
286	High School Athletics	445,218	445,055	453,152	91,820	581,000	177,313	100,017	303,671	475,000	100,000
292	CTE Local Fund	-	-	-		100,000	-	-	100,000	-	-
296	Nutrition Services	1,683,116	1,596,163	1,615,906	339,810	2,020,907	387,510	879,695	753,703	1,630,000	400,000
299	PERS Reserve	630,000	-	-	650,000	1,150,000	-	-	1,150,000	-	1,150,000
300	Debt Service	3,359,330	3,442,481	3,528,481	65,481	3,618,482	-	-	3,618,482	3,618,500	25,000
310	Debt Service / SB 1149	5,151	-	-	-	-	-	-	-	-	-
311	2011 Non-Bonded Debt	223,547	223,547	223,547	119,551	349,715	-	-	349,715	223,547	126,000
400	Capital Projects	-	-	-		-	-	-	-		
411	Capital Projects - Bond # 2	-	-	-		-	-	-	-		
530	Vocational House Fund	-	-	-	-	250,000	-	-	250,000	-	-
601	Unemployment	37,166	37,539	10,646	95,630	120,000	764	-	119,236	20,000	100,000
	Grand Total	**42,988,258**	**44,740,285**	**47,274,779**	**5,985,942**	**57,253,923**	**10,580,076**	**25,394,464**	**21,279,383**	**48,231,711**	**6,105,586**

Lebanon Community School District #9
Lebanon, Oregon

PROPOSED BUDGET CALENDAR FOR 2017-2018

November 17, 2016   *   **Regular Board Meeting:** Review/Approve Budget Calendar

February 9, 2017   *   **Special Board/Budget Meeting:** Budget Committee Training, and Set Budget Parameters

February 10 – April 27, 2017   *   **Preparation of Proposed Budget**: Budget Officer

March 30, 2017   *   **Send** notice of Budget Committee meeting to paper (3-4 days prior to publication)

April 5, 2017   *   **Publication** of public notice of Budget Committee meeting in newspaper and webpage
(not more than 30 days before the meeting and & not less than 10 days before meeting).

April 27, 2017   *   **Budget Committee Meeting #1**: Present budget message and proposed budget

May 11, 2017   *   **Budget Committee Meeting #2**: Continued budget discussion

May 25, 2017   *   **Budget Committee Meeting #3:** Target date for approval of budget

May 26, 2017   *   **Send** notice of Budget Hearing to paper (3-4 days prior to publication)

May 31, 2107   *   **Publication** of Notice of Budget Hearing, Financial Summary and Fund Summaries
(not more than 30 days nor less than 5 days prior to the hearing).

June 8, 2017   *   **Public Budget Hearing & Special Board Meeting** on budget as approved by Budget Committee

                               Adopt final budget and make appropriations *(after Budget Hearing)*.
The amount of tax levy in the published budget may not be increased, a new fund added, or expenditures increased by more than 10 percent without full republication and another public hearing.

(Enclosure D-2)

Crowfoot Property update:

The Crowfoot property has an offer of $80,000.00 from the city of Lebanon. This offer is contingent upon School Board and City Council approval. I would like to move this process forward, by having Lebanon City Engineer Ron Whitlach, seek formal approval from the Lebanon City Council.

Bo Yates

Superintendent Evaluation

Rigor
Staff uses inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding. Expectations are high for all.

College and Career Readiness
Students are prepared to be successful at the 4 year university level, 2 year college level, trade school, military, CTE programs, or work force depending on their career interests and plans.

Culture
Schools are inviting, encouraging, and positive places to be that listen to student interests, support student needs, engage parents/community involvement, and develop the whole child.

Key Result Areas

	2014-2015	2015-2016	2017 Goal
Graduation: Quantitative Helping students to graduate within four years with a standard diploma and a strong plan for their future is the #1 job of our school district.			
Key Result: 4-year Graduation Rate			
Attendance: Quantitative Research shows that when students attend at least 90% of the school days in a year, they are more likely to have the skills and grades necessary to graduate.			
Key Result: Regular Attenders			
Assessment: Quantitative Students need academic skills in reading, writing, and math to graduate and be college/career ready.			
Key Result: SBAC Success Rate			
Opportunities: Qualitative Opportunities for students come in a variety of formats and ways throughout their K-12 experience. When students feel connected to school through these opportunities, they are more likely to successfully graduate.			
	NA	NA	NA

Graduation Rate: Leading Indicators

- Graduation Rates
  - RIT System
  - Standard diploma in 4-years graduation rate
  - Standard diploma in 5-years graduation rate
  - 5-year completion rate
  - State-defined 4-year cohort graduation rate

- Percentage of Students Passing High School Core Academics (Language Arts, Math, Social Studies, Science)

- Percentage of Students on Track to Graduation (6 credits earned per year)

- Early Education/Pre-School Students Served

- Mobility

Superintendent Reflection:

_____

Ranking:

1	2	3	4	5

Unacceptable ⟵———————————————————⟶ Exemplary

Comment:

Attendance: Leading Indicators

Percentage of Regular Attenders (at least 90% of total school days) by Grade	2014-2015	2015-2016	2017 Goal
K-3			
3-5			
6-8			
9-12			

Percentage of Regular Attenders (at least 90% of total school days) by School	2014-2015	2015-2016	2017 Goal
Cascades			
Green Acres			
Pioneer			
Riverview			
Hamilton Creek			
Lacomb			
Seven Oak Middle School			
Lebanon High School			

Superintendent Reflection:

_____

Ranking:

1	2	3	4	5

Unacceptable ⟵_____⟶ Exemplary

Comment:

Assessment: Leading Indicators

English/Language Arts SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by Grade	2014-2015	2015-2016	2017 Goal
3-5			
6-8			
9-12			

English/Language Arts SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by School	2014-2015	2015-2016	2017 Goal
Cascades			
Green Acres			
Pioneer			
Riverview			
Hamilton Creek			
Lacomb			
Seven Oak Middle School			
Lebanon High School			

Math SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by Grade	2014-2015	2015-2016	2017 Goal
3-5			
6-8			
9-12			

Math SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by School	2014-2015	2015-2016	2017 Goal
Cascades			
Green Acres			
Pioneer			
Riverview			
Hamilton Creek			
Lacomb			
Seven Oak Middle School			
Lebanon High School			

Other Assessments
- Essential Skills (high school)
- STAR Assessment (K-5)
- Map Assessment (6-12)
- AP Passing Rate
- PSAT, SAT, ACT
- Report Cards (GPA)
- Teacher developed formative and summative assessments

Superintendent Reflection:

_____

Ranking:

1	2	3	4	5

Unacceptable ⟵————————————————————⟶ Exemplary

Comment:

Opportunities: Leading Indicators

- AP Enrollment
- AP Offerings
- CTE Programs
- AVID Elective
- Middle School Electives and Activities
- Elementary School Counseling, Music, PE, and Art
- Access to Technology (K-12)
- Alternative Learning Settings and Support
- Sports, Clubs, Activities, and Electives
- Social and Emotional Support

Superintendent Reflection:

_____

Ranking:

1	2	3	4	5

Unacceptable ← ─────────────────────────────→ Exemplary

Comment:

SUPERINTENDENT EVALUATION

A Guide for School Boards

OREGON SCHOOL BOARDS ASSOCIATION

Dear school board member:

Congratulations! Opening this workbook shows you're taking a most important job very seriously – evaluating your superintendent.

The information, research, tips and worksheets you'll find here represent a wealth of experience compiled by our Board Development and Policy Services experts that not only makes your job *easier*, but also ensures that your schools have the qualified, progressive leadership they *deserve*.

This guide will also help you establish and clarify the roles and responsibilities within the superintendent-board team.

OSBA's Superintendent Evaluation program and workbook give you the tools to create and maintain a solid leadership team that focuses on student achievement. Because the public demands increased accountability for student achievement and community involvement, this job is more important than ever. OSBA's approach to evaluation is designed to enhance student achievement.

We are here whenever you need assistance.

Betsy Miller-Jones

Betsy Miller-Jones
OSBA Executive Director

Superintendent Evaluation Workbook

Contents

Superintendent Evaluation Overview

S electing and evaluating the superintendent is one of the school board's most important jobs. A high-quality superintendent evaluation process helps develop good board/superintendent relationships, clarifies roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability.

The evaluation process involves the four core board governing roles:

▌ Vision: What does success look like?

▌ Structure: Developing a clear written evaluation plan and timeline.

▌ Accountability: Measuring the superintendent's performance.

▌ Advocacy: Communicating progress among the board, superintendent and community.

Performance evaluations are most effective when they are designed and used for communicating future expectations, not simply for reviewing past performance. As many superintendents are aware, if you don't know what the board expects, it is difficult, if not impossible, to meet those expectations. On the other hand, if the board fails to monitor progress towards its goals, it will not know when they have been successfully completed.

Most boards find themselves asking questions such as these:

▌ What should we evaluate?

▌ How can we do it objectively and fairly?

▌ When should the superintendent's evaluation take place?

OSBA has developed an evaluation process and three-part evaluation tool that can help answer these questions and serve as the foundation upon which school boards can build their own evaluation process and documents.

What should we evaluate?

The superintendency is a professional position equivalent to the chief executive officer in the private sector. As such, the superintendent is charged with leading and administering the organization according to the policies adopted by the school board. The purpose of evaluating the superintendent is not to micromanage the organization, but to provide oversight and public assurance that the district's policies are being effectively implemented. Another critical purpose is to provide input and feedback to the superintendent to help him or her continually improve.

The evaluation process is also used to make critical decisions about contract extensions, non-extensions or terminations. The evaluation process keeps school boards informed about district activities and progress being made toward goals. The superintendent can use the feedback to engage in personal professional development. A quality superintendent evaluation process is a win/win for the board, the superintendent and the community. So where do we begin?

Three-Part Evaluation Tool

OSBA has developed a three-part tool for evaluating superintendents. Part 1 is based on Standards for School Leaders established by the Interstate School Leaders Licensure Consortium (ISLLC) and augmented by standards jointly developed by the American Association of School Administrators and the National School Boards Association. Part 2 evaluates progress towards the goals established by the board and superintendent at the beginning of the evaluation cycle. Both Parts 1 and 2 are designed to be filled out by individual board members. Board members meet in executive session to discuss their input and come to a board position on each item evaluated. A report is prepared by the board for discussion with the superintendent. The superintendent may also fill out these parts as a self-evaluation and a basis for discussion with the board. Part 3 consists of a 360-degree evaluation of the superintendent by members of the community and staff. It is designed to be used by the superintendent to receive feedback leading to professional development and an understanding of staff and community concerns that might not otherwise surface in Parts 1 or 2. The 360-degree evaluation may also be used by the board to inform them in preparing their final evaluation. Parts 1 and 2 are administered, compiled and reported by the board. Part 3, as it is presented here, is administered, compiled and reported by the superintendent. (Other options for the 360-degree evaluation include having a board designee or outside third-party administer and compile the information.)

Parts 1, 2 and 3 are independent of each other and may be used separately or in combination.

Part 1: Performance Standards

Oregon has adopted Standards for School Leaders established by ISLLC for principals and other district administrators. While ORS 342.815 specifically exempts the superintendent, deputy superintendent or assistant superintendent from the legally required evaluation process, these standards provide a baseline understanding of the superintendent's performance.

OSBA recommends the ISLLC standards augmented by professional standards developed by the American Association of School Administrators (AASA) with the National School Boards Association (NSBA). These standards serve as the foundation of the performance standards section of the OSBA Superintendent Evaluation Form.

In addition to indicators for each standard, rubrics are provided as a performance scoring guide.

Part 2: Superintendent's Goals

Each year, the board and superintendent or district's administrative team should meet to develop a clear set of goals for the organization for the coming year. The superintendent then prepares an action plan defining the means to be used to achieve the goals. These goals, and the action plans, serve as a basis for Part 2 of the evaluation process.

Part 3: 360-degree Evaluation

A 360-degree evaluation allows the board and superintendent to request more subjective information from direct reports, union leadership, and/or community stakeholders. Participants should be selected by the superintendent or by the superintendent and board together. The superintendent compiles that information received in the 360-degree evaluation to share with the board at the performance review, or the board may receive the information directly.

It is important that everyone understand that the 360-degree evaluation provides additional information to the board but it is not "the" evaluation. The board is responsible for determining the final evaluation.

Superintendent Self-Evaluation

The superintendent responds to Parts 1 and 2 as a self-assessment to be presented to the board as part of the evaluation process. The superintendent's self-evaluation should be presented to the board by the superintendent before the board members fill out their individual worksheets.

This process, or any variation on it, needs to be agreed to by all parties at the beginning of the year.

Compiling Results

The board meets in executive session to discuss the results and agree on a consensus evaluation that will be presented in the meeting with the superintendent. The individual responses in Parts 1 and 2 are worksheets only. Compiling results is best done by discussion among all board members sitting together in executive session. It is important that the members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The superintendent works for the board as a whole, not individual board members.

Evaluation responses from individual board members can be confusing, particularly when they are in opposition to one another. The board must make every effort to speak with a single voice in setting expectations and assessing success.

How can we do it objectively and fairly?

It is the responsibility of the school board to evaluate the performance of the superintendent. No process or form is completely objective. There will always be some subjectivity and judgment on the board's part. Remember that board members are elected to make those judgments. Parts 1 and 2 of this workbook are designed to reduce subjectivity and increase objectivity. Fair application of the evaluation process is best determined through collaboration and agreement by the board and superintendent about what, how and when the superintendent evaluation will be conducted. The 360-degree evaluation (Part 3) allows the superintendent and board to receive additional input from individuals in what may be a more subjective manner.

Documentation

The forms in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be provided orally, as written lists, or as specific documents. Some boards and superintendents may select a portfolio approach.

Performance Ratings

A wide variety of scoring scales can be used with this evaluation form. The scale that appears on the form is the common numerical scale that corresponds to letter grades. Part 1 of the form includes a list of performance indicators for each standard. Board members should not rate indicators but, rather, consider indicators in determining the overall rating for that performance standard.

Written Comments

Written comments always help clarify the evaluation. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final summary evaluation form.

Public Meetings Law

A governing body such as a school board, ESD board or community college board may hold an *executive session* to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an *open session*. ORS 192.660(2)(i). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of an agency goal or give directives to personnel about agency goals. ORS 192.660(8). The governing body must give advance warning of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

There is no longer a requirement that "standards, criteria and policy directives to be used in evaluating the chief executive officer" must

be adopted in a public meeting in which there is an opportunity for public comment.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy and, therefore, disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA recommends that a narrative summary of the performance evaluation be released to the public with the consent of the superintendent after the evaluation is complete.

Evaluation Conferences

Face-to-face conversations between the board and superintendent are essential to an effective process. Meetings should occur to establish the superintendent's goals, the evaluation document and process to be used, the documentation of the superintendent's performance and a summary evaluation conference. It is recommended that the superintendent fill out a self-evaluation of Parts 1 and 2. When the board meets to discuss the results of its evaluation, it should hear the superintendent's report of his or her self-evaluation, as well as the 360-degree evaluation report.

When should the superintendent's evaluation take place?

Pre-Evaluation

Before the new school year begins, goals and expectations for the superintendent should be mutually established with the board. These goals are often established during a planning retreat or work session during the spring or summer. Planning retreats must be held within a district's geographic boundaries.

If possible, set goals before the budget process begins. Setting goals early allows the incorporation of district goals into budget planning, staffing and professional development for the coming year.

Contract Extension

Pursuant to state law, superintendents must be given notice of whether their contract will be extended by March 15. However, this process does not seem to match what most districts have, which is two- to three-year contracts. As a result, the most common practice is to include notice of non-renewal pursuant to the law within the contract itself. It is important as you review your superintendent's performance to double-check the language in the contract to ensure that the necessary notice of non-renewal is included. Provided the non-renewal notice is included, the board need only affirmatively act regarding the superintendent's contract if they intend to extend the term, or issue a new contract. This is also a good time to look to see if the superintendent's contract has any specified criteria regarding evaluation that must be followed by the board. If you have questions on the terms of

the superintendent's contract we advise that you consult with legal counsel.

Evaluation Results

The evaluation should result in steps for professional development for the superintendent and a plan for informing the community about the results of the evaluation and status of the district's goals.

Evaluation Conclusion

Before the beginning of the next school year, the board and administration should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be publicized to keep the district informed.

Communication

The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A summary of the board's conclusions should be prepared by the board from the worksheet data after the evaluation.

How should we evaluate a superintendent/principal?

In 2011, the Oregon Legislature passed SB 290 which directed the State Board of Education, in consultation with the Teacher Standards and Practices Commission, to "adopt statewide core teaching standards to improve student academic growth and learning by assisting school districts in determining the effectiveness of teachers and administrators and improving professional development and classroom and administrative practices."

ORS 342.856 (4) A school district board must include the core teaching standards adopted under this section for all evaluations of teachers and administrators of the school district.

The Oregon Department of Education (ODE) has issued a guidance document (http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf) which defined an administrator as "any licensed educator (ORS 342.125 & 342.144), the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district."

ODE also addressed the dual superintendent and principal roles (http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/faqs-for-educator-effectiveness.pdf).

How will individuals filling the dual roles of superintendent and principal be evaluated?

An individual filling the dual roles of principal and superintendent is considered to be a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB290, it is up to local school boards to determine how these individuals are evaluated.

Timeline

Timeline	*Action*
July-August	1. Superintendent and board set goals for the upcoming year.
	2. Superintendent and board clarify vision and mission and update long-range plans for the district.
No later than the completion of previous evaluation cycle.	3. Board and superintendent review superintendent job description and the evaluation process, forms and timelines to be used next year.
January	4. Superintendent reports interim progress on district goals to the board.
February	5. Superintendent decides to use the 360-degree evaluation, prepares questions, selects individuals to participate, distributes the forms, collects and collates the results to be shared with the board.
	6. Board members complete Parts 1 and 2 of the superintendent evaluation form.
	7. Board members meet to discuss their evaluations and develop the board's official written evaluation document(s) that will be shared with the superintendent.
	8. Superintendent completes a self-assessment of the evaluation forms parts 1 and 2.
By March 15 or date specified in contract.	9. Board and superintendent meet to discuss and clarify the results of the evaluation documents. Changes to the evaluation may be made as a result of the discussions. Evaluation meetings may be held in executive session. ORS 192.660(2)(i).
	10. A copy of the final written evaluation form is placed in the superintendent's personnel folder.
As soon as evaluation is complete.	11. The results of the evaluation and progress on district goals are shared with the community.
	12. Return to the beginning of the cycle.

Evaluation Forms
Part 1: Performance Standards

Instructions

1. Attached are forms to be completed by each board member rating each of the nine performance standards. A separate page is provided for each performance standard.

2. Each board member should rate all nine of the performance standards. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.

3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.

4. Please return your completed forms to the board chair or designated board member for compilation. The designated board member or chair will compile the results on a preliminary summary evaluation form.

5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.

6. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

1.1 Collaboratively develops and implements a shared vision and mission;

1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;

1.3 Creates and implements plans to achieve goals;

1.4 Promotes continuous and sustainable improvement; and

1.5 Monitors and evaluates progress and revises plans.

Ineffective	Developing	Effective	Accomplished
Little or no evidence exists of a district vision implemented in the work of the school. Actions, staffing and resources have little connection to a vision. It is difficult to know what the school stands for.	References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision. Is engaged in learning and occasionally incorporates new ideas to support the vision.	Articulates the vision of the school in writing and speech. Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision. Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. The school vision is focused on student learning.	Articulates a clear and coherent vision for the school through words and actions. Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision. The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the school.

1-2

Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;

2.2 Establishes procedures for superintendent/board interpersonal and working relationships;

2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;

2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ineffective	Developing	Effective	Accomplished
Not engaged in work related to policies nor enforces district policies.	Engages minimally in policy work.	Fully engaged in policy work.	Develops an exemplary system of policy consideration and revision.
Behavior indicates a lack of value in a healthy working relationship with the board.	Unevenly or inequitably enforces policies.	Appropriately and equitably enforces policies.	The district takes pride in the equitable enforcement of district policies.
Does not engage the board in the work of advancing organizational goals.	Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.	Demonstrates reasonable value of a healthy working relationship with the board.	Proactively and effectively engages the board in the work of advancing organizational goals.
	Unevenly engages the board in the work of advancing organizational goals.	Effectively engages the board in the work of advancing organizational goals.	

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as a whole, responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

3.1 Develops formal and informal techniques to gain internal and external perceptions of district;

3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);

3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling;

3.4 Establishes effective school/community relations, school/business partnerships and public service;

3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

Ineffective	Developing	Effective	Accomplished
Ineffective in communication with staff, parents and students.	Advocates for some students and families.	Keeps staff, students and parents informed on a regular basis.	Communicates key information to all stakeholders in an appropriate and timely manner.
Staff and students feel undermined by the lack of leadership in the school.	Stakeholders frequently feel out-of-the-loop.	Communication with individuals and groups is seen as clear and effective.	Alert to potential issues; predicts and shares possibilities with school board in advance.
Not aware of the undercurrents with staff or the school environment.	Many staff members do not feel positive about district leadership.	The majority of staff and students identify positively with district leadership.	Constituent groups report a positive relationship with district leadership.
	Staff and students do not feel stimulated to do their best work.	Works as a member of a district team to positively influence education decisions.	Has influence in the school, district and beyond in supporting student learning.

1-4

Standard 4: EFFECTIVE MANAGEMENT

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

4.1 Monitors and evaluates the management of operational systems;

4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;

4.3 Promotes and protects the welfare and safety of students and staff;

4.4 Develops the capacity for adaptive leadership; and

4.5 Ensures teacher and organizational time is focused to support quality instruction and student learning.

Ineffective	Developing	Effective	Accomplished
Management of the operations of the district is poor or non-existent. The district is disorderly, disorganized and there is a feeling that the district is "out-of-control." Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.	Expectations for staff and students are inconsistent and not well known. The daily operating procedures are occasionally followed but are frequently changed. The budget does not support the district's priorities and budget category limits are not always followed.	Establishes a clear set of operating procedures for effective operation of the district. Discipline of students is handled fairly and consequences are used to maximize student learning. Students and staff are held accountable for their performance and conduct. The annual budget is adhered to with only approved variances.	Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning. Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance. Students and staff hold each other accountable for high quality performance. Develops and manages a budget that maximizes the learning goals of the school. Supportive partnerships are developed and managed to enhance learning experiences.

Standard 5: CURRICULUM PLANNING/ DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

The superintendent:

5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices;

5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;

5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;

5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming;

5.5 Assesses student progress using a variety of appropriate techniques;

5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

Continued

Ineffective	Developing	Effective	Accomplished
Primary focus is not teaching and learning. Fails at creating an organizational culture focused on teaching and learning. Does not put in place systems to ensure curricular alignment to standards. Does not create systems to customize learning to students.	Peripherally focused on teaching and learning. Discusses teaching and learning, but no real systemic organizational focus exists. Puts in place an uneven and sometimes chaotic process to align curriculum to assessments. Discusses customized learning, but execution is uneven, unclear and chaotic.	Primary focus is teaching and learning. Keeps the organization primarily focused on teaching and learning. Puts in place systems to align curriculum to standards. Puts in place systems to customize instruction to students.	Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective. Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically. Creates clear and systemic systems curricular alignment to standards that result in curricula and assessments of exceptional quality. Establishes personalized learning systems, unique to every student.

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

6.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;

6.2 Creates a comprehensive, rigorous and coherent curricular program;

6.3 Creates a personalized and motivating learning environment for students;

6.4 Supervises and supports instruction;

6.5 Develops assessment and accountability systems to monitor student progress;

6.6 Develops the instructional and leadership capacity of staff;

6.7 Maximizes time spent on instruction;

6.8 Promotes the use of the most effective and appropriate technologies to support teaching and learning; and

6.9 Monitors and evaluates the impact of instruction.

Continued

Ineffective	Developing	Effective	Accomplished
A shared understanding of instruction is not evident in the district.	Participates in professional development based on feedback and student performance-data.	Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching.	Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.
Professional development is infrequent and is not connected to student or staff performance data.	Participation in district-led professional development is inconsistent.	Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.	Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.
A year-long plan for professional development of the school does not exist or is inadequate.	Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.		Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the district.
There are no or few effective teacher planning teams.	Teachers are observed and given face-to-face feedback based on the observation.		Uses data about teaching practice to guide specific improvement efforts.
There is no consistent system in place for teacher observation and feedback.			

Standard 7: RESOURCE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students are able to attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;

7.2 Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;

7.3 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

Ineffective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services for staff and students. Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students. Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe. Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability are universally followed.

Standard 8: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

8.1 Ensures a system of accountability for every student's academic and social success;

8.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;

8.3 Safeguards the values of democracy, equity and diversity;

8.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Ineffective	Developing	Effective	Accomplished
Actions and intention are not always grounded in shared district values. Has demonstrated inconsistent or unethical behavior and does not always stand by their word. Is not self-aware and does not reflect on their practice.	Actions and intentions are not always clear and transparent. Fairness to staff and students is frequently raised as an issue. Reflects on practice but does not always implement changes from that learning.	Treats students and staff fairly and shows respect at all times. Is grounded in shared district values for how to do the work of leadership and learning. Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps. Demonstrates self-awareness and uses reflection to improve practice.	Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning. Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage. Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps. Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.

Standard 9: LABOR RELATIONS

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

9.1 Develops bargaining strategies based upon collective bargaining laws and processes;

9.2 Identifies contract language issues and proposes modifications;

9.3 Participates in the collective bargaining processes as determined by the board;

9.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

Ineffective	Developing	Effective	Accomplished
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Board Ratings Summary Forms
Part 1: Performance Standards

Instructions

This summary section is to be used to compile individual board member responses. The board members should meet in executive session to discuss their individual input and prepare composite results. Once board members have met and agreed on the ratings and comments to be presented to the superintendent, the same forms can be used as the final evaluation document for Part 1. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Sample Computation

Standards	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Average Rating
Visionary Leadership	3	4	4	3	4	3.6
Policy and Governance	3	4	3	3	4	3.4
Communications and Community Relations	4	4	4	4	4	4.0
Effective Management	4	3	4	3	4	3.6
Curriculum Planning/ Development	4	4	4	4	4	4.0
Instructional Leadership	4	4	3	4	3	3.6
Resource Management	4	4	4	4	4	4.0
Ethical Leadership	4	4	4	4	4	4.0
Labor Relations	2	3	3	3	3	2.8
Goal 1	3	3	3	4	4	3.4
Goal 2	3	4	4	3	4	3.6
Goal 3	4	4	4	4	4	4.0

Recommended grading:

Scores between:	Grade
3.5 - 4.0	Exemplary
3.0 - 3.5	Strong
2.5 - 3.0	Average
2.0 - 2.5	Needs improvement

Board Ratings Summary Forms
Part 1: Performance Standards

This section is to be used by the designated board member to compile individual board member results.

Standard 1: VISIONARY LEADERSHIP

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multicultural and ethnic differences.

Summary Rating — Standard 1:

1 **INEFFECTIVE**
2 **DEVELOPING**
3 **EFFECTIVE**
4 **ACCOMPLISHED**

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 2: POLICY AND GOVERNANCE

This standard describes the superintendent's ability to work with the board to formulate internal and external district policies, define mutual expectations of performance with the board and demonstrate good school governance to staff, students and the community at large.

Summary Rating — Standard 2:

1   INEFFECTIVE
2   DEVELOPING
3   EFFECTIVE
4   ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications and engagement with students, staff, parents, media and the community as a whole. It also stresses responding to community feedback and building community support for and engagement with the district.

Summary Rating — Standard 3:

1 **INEFFECTIVE**

2 **DEVELOPING**

3 **EFFECTIVE**

4 **ACCOMPLISHED**

Comments:

Standard 4: EFFECTIVE MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Summary Rating — Standard 4:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 5: CURRICULUM PLANNING/DEVELOPMENT

This standard tests the superintendent's skills in keeping current with the latest curriculum, teaching, learning and testing theories. It requires the superintendent to recommend learning technologies.

Summary Rating — Standard 5:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Summary Rating — Standard 6:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 7: RESOURCE MANAGEMENT

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Summary Rating — Standard 7:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 8: ETHICAL LEADERSHIP

This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Summary Rating — Standard 8:

1 INEFFECTIVE
2 DEVELOPING
3 EFFECTIVE
4 ACCOMPLISHED

Comments:

Standard 9: LABOR RELATIONS

This standard requires the superintendent to provide technical advice to the board during labor negotiations, keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Summary Rating — Standard 9:

1 INEFFECTIVE
2 DEVELOPING
3 EFFECTIVE
4 ACCOMPLISHED

Comments:

Evaluation Forms
Part 2: Goals

Instructions

Part of the superintendent's job is to guide the school district toward successful completion of district goals as adopted by the board of directors and to report progress toward goal attainment on a regular, prescribed periodic basis.

1. Attached are forms to be completed by each board member rating the superintendent's performance in meeting the goals agreed to by the superintendent and the board at the beginning of the year. Before the forms are distributed, insert each of your district's goals on a separate form.

2. Each board member should rate the performance level for each goal.

3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.

4. Bring your forms to the executive session to use as notes for discussion.

5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.

6. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. It is important that the board speak with one voice in evaluating the superintendent.

Goal Statement 1:

Performance Indicators:

(Insert indicators of success here)

    1.1
    1.2
    1.3
    1.4
    1.5

The superintendent's performance rating:

(circle one rating only for each goal)

    1   INEFFECTIVE
    2   DEVELOPING
    3   EFFECTIVE
    4   ACCOMPLISHED

Comments:

Goal Statement 2:

Performance Indicators:

(Insert indicators of success here)

2.1

2.2

2.3

2.4

2.5

The superintendent's performance rating:

(circle one rating only for each goal)

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Goal Statement 3:

Performance Indicators:

(Insert indicators of success here)

      3.1

      3.2

      3.3

      3.4

      3.5

The superintendent's performance rating:

(circle one rating only for each goal)

    1 INEFFECTIVE

    2 DEVELOPING

    3 EFFECTIVE

    4 ACCOMPLISHED

Comments:

Goal Statement 4:

Performance Indicators:

(Insert indicators of success here)

       4.1

       4.2

       4.3

       4.4

       4.5

The superintendent's performance rating:

(circle one rating only for each goal)

      1 INEFFECTIVE

      2 DEVELOPING

      3 EFFECTIVE

      4 ACCOMPLISHED

Comments:

Goal Statement 5:

Performance Indicators:

(Insert indicators of success here)

      5.1

      5.2

      5.3

      5.4

      5.5

The superintendent's performance rating:

(circle one rating only for each goal)

      1 INEFFECTIVE

      2 DEVELOPING

      3 EFFECTIVE

      4 ACCOMPLISHED

Comments:

Summary Ratings Forms
Part 2: Goals

Instructions

This summary section is to be used to compile individual board member responses. Board members should meet in executive session to discuss their individual input and prepare composite results. Once board members have met and agreed on the ratings and comments to be presented to the superintendent, this form can be used as the final evaluation document for Part 2. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Goal 1:

Summary Rating — Goal 1:

1 **INEFFECTIVE**

2 **DEVELOPING**

3 **EFFECTIVE**

4 **ACCOMPLISHED**

Comments:

Summary Ratings Forms
Part 2: Goals

Goal 2:

Summary Rating — Goal 2:

1 **INEFFECTIVE**

2 **DEVELOPING**

3 **EFFECTIVE**

4 **ACCOMPLISHED**

Comments:

Summary Ratings Forms
Part 2: Goals

Goal 3:

Summary Rating — Goal 3:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Summary Ratings Forms
Part 2: Goals

Goal 4:

Summary Rating — Goal 4:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Goal 5:

Summary Rating — Goal 5:

1   INEFFECTIVE

2   DEVELOPING

3   EFFECTIVE

4   ACCOMPLISHED

Comments:

Evaluation Forms
Part 3: 360-degree Evaluation

Instructions for Board and Superintendent

The 360-degree evaluation is a superintendent-led part of the evaluation process that asks constituents for input leading to appropriate professional development and changes in interpersonal and administrative methods. The superintendent should design the questions and collate and summarize responses. The purpose of the 360-degree evaluation is to give the superintendent information he or she might not receive from board members.

Suggested evaluators in addition to school board members: teachers, administrators, parents, support staff, other community members with whom the superintendent regularly interacts. Multiple evaluators reflect the collective wisdom of groups who work for or with the superintendent. The evaluation provides a variety of stakeholders an opportunity to voice their understanding of how the top educational leader is performing.

Steps for the superintendent:

Step 1: Identify and define the questions to be asked of evaluators or the goals/competencies to be evaluated.

Suggested questions:

1. Goal #__ for the superintendent and district is (fill in goal). How has the superintendent done in leading the school district toward reaching this goal?

2. What is working well with regard to the superintendent's role in our district? Please list specific examples.

3. What areas offer room for improvement? Please list specific examples.

4. Has the superintendent effectively communicated with members of the community this year?

5. Are community expectations of the superintendent being met?

Step 2: Select the evaluation respondents. The evaluators should represent all constituent groups: administrators, teachers, staff members, school board members, parents and community members. The number of respondents should be high enough to give fair representation to all groups. Responses should be anonymous.

Step 3: Distribute the 360-degree survey to the respondents with instructions and a date for return of the materials.

Step 4: Analyze the data from the respondents and create the final report to be shared by the superintendent with the school board.

Step 5: Develop an action plan to improve on successes and address concerns raised from the 360-degree survey responses.

3-3

Evaluation Forms
Part 3: 360-degree Evaluation

You have been selected to participate in a 360-degree evaluation of our school district super-intendent. This evaluation will be read and tabulated by the superintendent. It is intended to help the superintendent assess his or her own performance, strengths and weaknesses, and topics for professional development. The questions and participants in the evaluation were selected by the superintendent.

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 1:

The superintendent's performance:
- **1 INEFFECTIVE**
- **2 DEVELOPING**
- **3 EFFECTIVE**
- **4 ACCOMPLISHED**

Explanation of your rating, examples:

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 2:

.

The superintendent's performance:

       1 INEFFECTIVE

       2 DEVELOPING

       3 EFFECTIVE

       4 ACCOMPLISHED

Explanation of your rating, examples:

Evaluation Forms
Part 3: 360-degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 3:

The superintendent's performance:

      1 **INEFFECTIVE**

      2 **DEVELOPING**

      3 **EFFECTIVE**

      4 **ACCOMPLISHED**

Explanation of your rating, examples:

Sample: Evaluation Summary

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). The past year has been positive (or challenging) for education in our school district. All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on: 1) nine professional standards; 2) district goals; and 3) a 360-degree review of the superintendent's performance by representatives of the community.

Regarding the nine professional standards, we determined that Superintendent (name)'s performance was excellent in the areas of leadership and district culture, communications and community relations, and organizational management. In the areas of policy governance, curriculum planning and development and labor relations, the board felt his/her performance was outstanding. Instructional leadership, human resources management and values and ethics of leadership all received a rating of good.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

Superintendent (name) chose to distribute a 360-degree evaluation to members of the staff and community for feedback on his/her performance. He has shared with us the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.

We will be working with Superintendent (name) over the next several weeks to develop goals for our district and look forward to working together to make our district successful.

Goal-Setting Worksheet

Goal Statement:

Action Steps	Timeline	Estimated Resources	Who is responsible?
1.			
2.			
3			
4.			
5.			
Evaluation Plan:		Communication Plan:	

Pertinent Oregon Revised Statutes (ORS)

192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits. (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.

(2) The governing body of a public body may hold an executive session:

(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

(8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

ORS 342.513

342.513 Renewal or nonrenewal of contracts for following year. (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815. In case the district school board does not renew the contract, the material reason therefor shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator. If any district school board fails to give such notice by March 15, the contract shall be considered renewed for the following school year at a salary not less than that being received at the time of renewal. The teacher or administrator may bring an action of mandamus to compel the district school board to issue such a contract for the following school year.

(2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year. [Formerly 342.635; 1975 c.770 §47; 1979 c.714 §1; 1997 c.864 §24; 2005 c.22 §236]

ORS 342.120(1)

342.120 Definitions. As used in this chapter, unless the context requires otherwise:

(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents and principals in the public schools or education service districts.

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┌─────────────────────────────────────┐
│  Oregon School Boards Association    │
│  Selected Sample Policy              │
└─────────────────────────────────────┘
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Evaluation of the Superintendent

The superintendent's job performance will be evaluated formally at least annually. The evaluation will be based on the administrative job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and his/her performance will be in an executive session, unless the superintendent requests an open session. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

Any time the superintendent's performance is deemed to be unsatisfactory, the superintendent will be notified in writing of specific areas to be remedied and will be given an opportunity to correct the problem(s). If performance continues to be unsatisfactory, the Board may dismiss the superintendent pursuant to Board policy, the employment contract with the superintendent and state law and rules.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 332.505
ORS 342.513
ORS 342.815
OAR 581-022-1720

Hanson v. Culver Sch. Dist. (FDAB 1975)

You can access publications online at www.osba.org. Click on My OSBA/Member Resources.

To schedule an individual board workshop on superintendent evaluations, contact the OSBA Board Development department.

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Lebanon Community Schools Superintendent 360 Evaluation 2016-17

Instructions

Thank you for taking the time to complete this survey. The information gathered from the survey will be used by the School Board as one part of the superintendent's evaluation.Survey responses are confidential and anonymous. Human Resources (Jennifer Meckley and Kim Grousbeck) will collect and compile the survey results and present them to the School Board.

The survey will ask you to rate the superintendent on thirty indicators that fall under the nine performance standards the Oregon School Boards Association has developed for superintendent evaluation. For each indicator, you will choose one of the following responses:

Accomplished: The superintendent's skills in this area are in the top 10% of their field and serve as a model and example to other educators. There must be significant evidence for a superintendent to be ranked accomplished on a standard.

Effective: The superintendent's performance is strong, with some room for improvement.

Developing: The superintendent's performance is emerging, but there are specific performance indicators that must be improved.

Ineffective: The superintendent's performance is unacceptable, and must improve significantly in several performance indicators.

Not Applicable/no knowledge: You do not have enough information or knowledge to respond.

The survey will close on December 7, 2016. The results will be given to the School Board by December 15, 2016.

Please begin the survey by first answering a couple of demographic questions.

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Lebanon Community Schools Superintendent 360 Evaluation 2016-17

Demographics

* 1. Which group do you belong to?

◯ Classified Employee

◯ Certified, Administrative, or Confidential Employee

◯ Parent/Guardian

◯ Community Member

◯ Other (please specify)

[   ]

2. Employees: How many years have you been employed by Lebanon Community Schools?

◯ 0-5 years

◯ 6-10 years

◯ 11-20 years

◯ More than 20 years

3. Parents/Guardians and Community Members: How long have you lived in Lebanon?

◯ 0-5 years

◯ 6-10 years

◯ 11-20 years

◯ More than 20 years

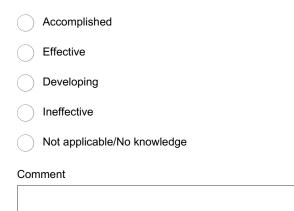**Lebanon Community Schools Superintendent 360 Evaluation 2016-17**

Standard 1: Visionary Leadership

This standard stresses the superintendent's performance in leadership through preparing and enabling others, visioning, helping shape school culture and climate and understanding multicultural and ethnic differences.

4. The superintendent collaboratively develops and implements a shared vision and mission.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/No knowledge

Comment

[ ]

5. The superintendent collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/No knowledge

Comment

[ ]

6. The superintendent creates and implements plans to achieve goals.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Non applicable/no knowledge

Comment

[ ]

7. The superintendent promotes continuous and sustainable improvement.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[ ]

8. The superintendent monitors and evaluates progress and revises plans.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[ ]

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Standard 2: Policy and Governance

This standard describes the superintendent's ability to work with the School Board to formulate internal and external district policies (rules/procedures), define mutual expectations of performance with the School Board and demonstrate good school governance to staff, students and the community at large.

9. The superintendent understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.

○ Accomplished

○ Effective

○ Developing

○ Ineffective

○ Not applicable/no knowledge

Comment

10. The superintendent establishes procedures for superintendent/School Board interpersonal and working relationships.

○ Accomplished

○ Effective

○ Developing

○ Ineffective

○ Not applicable/no knowledge

Comment:

Lebanon Community Schools Superintendent 360 Evaluation 2016-17

Standard 3: Communication and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with students, staff, parents, media and the community as a whole. It also stresses responding to community feedback and building community support for and engagement with the district.

11. The superintendent demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments)

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

12. The superintendent establishes effective school/community relations, school/business partnerships and public service.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

Standard 4: Effective Management

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the School Board. It stresses the skills necessary to meet internal (staff and students) and external (families, community members, the state of Oregon) customer expectations and to effectively allocate resources.

13. The superintendent monitors and evaluates the management of operational systems.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

14. The superintendent obtains, allocates, aligns and efficiently uses human, fiscal and technological resources.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

15. The superintendent promotes and protects the welfare and safety of students and staff.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

16. The superintendent ensures teacher and organizational time is focused to support quality instruction and student learning.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

Lebanon Community Schools Superintendent 360 Evaluation 2016-17

Standard 5: Curriculum Planning/Development

This standard tests the superintendent's skills in keeping current with the latest curriculum (educational materials), teaching, learning and testing theories. It requires the superintendent to recommend learning technologies.

17. The superintendent develops core curriculum design and delivery systems based on content and assessment standards and best practices.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

18. The superintendent establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

19. The superintendent involves faculty and stakeholders (staff, students, community, School Board) in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

- ◯ Accomplished

- ◯ Effective

- ◯ Developing

- ◯ Ineffective

- ◯ Not applicable/no knowledge

Comment

Lebanon Community Schools Superintendent 360 Evaluation 2016-17

Standard 6: Instructional Leadership

Standard #5 addresses what is to be taught; this standard emphasizes how it should be taught. The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

20. The superintendent nurtures and sustains a culture of collaboration, trust, learning and high expectations.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

21. The superintendent creates a comprehensive curricular program.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

22. The superintendent supervises and supports instruction.

○ Accomplished

○ Effective

○ Developing

○ Ineffective

○ Not applicable/no knowledge

Comment

[   ]

23. The superintendent develops the instructional and leadership capacity of staff.

○ Accomplished

○ Effective

○ Developing

○ Ineffective

○ Not applicable/no knowledge

Comment

[   ]

24. The superintendent monitors and evaluates the impact of instruction.

○ Accomplished

○ Effective

○ Developing

○ Ineffective

○ Not applicable/no knowledge

Comment

[   ]

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Lebanon Community Schools Superintendent 360 Evaluation 2016-17

Standard 7: Resource Management

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

25. The superintendent demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

26. The superintendent identifies and applies appropriate polices (rules/procedures), criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

27. The superintendent makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

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Standard 8: Ethical Leadership

This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

28. The superintendent models principles of self-awareness, reflective practice, transparency and ethical behavior;

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

29. The superintendent promotes social justice and ensures that individual student needs inform all aspects of schooling.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

Lebanon Community Schools Superintendent 360 Evaluation 2016-17

Standard 9: Labor Relations

This standard requires the superintendent to provide technical advice to the board during labor negotiations, keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

30. The superintendent Identifies contract language issues and proposes modifications.

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

31. The superintendent establishes productive relationships with bargaining groups while managing contracts effectively

◯ Accomplished

◯ Effective

◯ Developing

◯ Ineffective

◯ Not applicable/no knowledge

Comment

[   ]

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Lebanon Community Schools Superintendent 360 Evaluation 2016-17

Additional Comments

32. Commendations

33. Recommendations

A regular School Board Meeting was held at Cascades School on October 13, 2016. Those present included:

Richard Borden, Director	Rob Hess, Superintendent
Jerry Williams, Director	Jennifer Meckley, Director of Human Resources
Russ McUne, Director	
Mike Martin, Director	
Kellie Weber, Director	

Minutes recorded by Nicole Hundley, Executive Secretary.

AUDIENCE COMMENTS

Chair Russ McUne welcomed audience comments. There were none.

GOOD NEWS/COMMUNITY COMMUNICATIONS

1. **Report: Cascades School**

Principal Tami Volz explained that Cascades School is in year four of five as a Focus school. She noted that the HASD document was provided for additional detailed information on Cascades School's progress. Student Cliff Britton described the new playground and Tami discussed the efforts that have gone into the project from both the community and the District. The next phase will include installation of an all-access accommodating playground, and the final phase will be a rubber tiling installation.

Tami then reviewed the presentation demonstrating how Cascades School is making progress towards the Board Goals, outlining the steps they take to ensure graduation and attendance and reviewing their STAR and SBAC scores and opportunities.

Ryan McWayne discussed Cascades' News Club and showed a video tour of the school with a WICOR focus.

GENERAL BUSINESS

1. **Policies**

   (a) **Information Only: Revised Policy JEC-AR: Open Enrollment/School Attendance Areas and Policy JECB-AR: Admission of Nonresident Students**
   These policy ARs were revised to make a consistent standard for students that are open enrolled and to allow the District to hold students accountable for attendance and behavior. Kellie Weber asked if this applied to special programs, and Rob Hess explained that students that are placed at a specific school in order to receive services are not open enrolled.

   (b) **Action: Adopt Policy IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education on first reading**
   Mike Martin made a motion to approve the adoption of the policy on first reading. Jerry Williams seconded the motion. Kellie Weber asked and Dawn Baker explained that communication is currently left up to the individual teacher for K-5 and is included in the 6-12 syllabai for parent signature. In the new curriculum

Enclosure F-1

adoption, it will be a priority to have clear communication guidelines included. Jerry Williams noted that he had no further issues after reviewing the curriculum with Dawn Baker. The motion carried unanimously.

2. **Report: Enrollment**

The Board reviewed reports comparing enrollment numbers from the end of the 2015-2016 school year to the start of the 2016-2017 school year. The number of new open enrollments and how many of those were grandfathered in due to the boundary changes was also reviewed.

3. **Report: Legislative Measures**

Rob Hess discussed the upcoming ballot measures 97, 98, and 99 that may impact Oregon schools, and reviewed information from the OSBA on their position. Discussion ensued.

4. **Action: Approve Revised Board Resolution 1617-1**

This resolution was presented with revisions to note that Hungerford Law Firm would serve as attorney-of-record for collective bargaining. The location of school board meetings was also updated to reflect the rotation of schools. Richard Borden made a motion to approve the revised Board Resolution 1617-1. Kellie Weber seconded the motion. The motion carried unanimously.

DEPARTMENT REPORTS

1. **Finance**

Linda Darling discussed the 2016-2017 projections. Our ending balance has stayed level. Linda also included 2017-2018 projections with the potential PERS increase of rates to outline the potential impact to the District. With a flat funding projection and PERS increases for all eligible employees based on current contracts, the ending fund balance would drop to $1.8 million. Discussion ensued regarding the PERS biennium increase. Linda noted that the auditors were onsite this week and had no findings. Mike Martin asked about the increase to object code 640: dues and fees. Discussion ensued regarding AVID memberships fees being included in this object code. Mike asked for a breakdown of the 2014-2015 data for this object code.

COMMUNICATION

1. **Board Communication**

Mike Martin led a discussion on the Board taking a stronger role in the budgeting process. He felt the Budget Committee has been ill-trained and too quiet, and he would like the Board to take a leadership role in the process. He discussed exploring a 2% cut to other spending to put towards CTE programs. Discussion ensued regarding training. Linda Darling has historically required new committee members to come in for training and then invited returning members for refreshers. Russ McUne felt that it would be worthwhile to have a group training for the Board and the Budget Committee so everyone was on the same page and they could learn from each other. Mike Martin discussed recent school visits he made and how strong our new teacher hires are. He also discussed the need to fully support middle school sports and the impact the addition of football has had to the Seven Oak office staff for management. Discussion ensued regarding other middle school sports programs. Mike Martin noted that we need to work towards fully funding programs like sports and CTE.

2. **Superintendent Communication**

   (a) Board Goals
   Laura Foley reviewed the new Board Goals icon. The "roof" is made up of strong school wide systems of support, such as AVID, PBIS, and RTI. The "windows" are the overarching themes of rigor, college and career,

and culture. The "doors" are the bases that will lead us there, the measurables: assessment, graduation rate, opportunities, and attendance. Rob Hess discussed the definitions and noted the key results. Russ McUne noted that he appreciated how the school presentation was linked to this idea and how the board goals are linked to the superintendent evaluation.

(b) Superintendent Evaluation
Rob Hess recently met with Jerry Williams and Mike Martin to discuss how to incorporate the board goals into the superintendent evaluation rather than only the nine standards from OSBA. Rob Hess noted the measurability of the key results of four year graduation rate, regular attenders percentage, and SBAC success rate. Opportunities is a more qualitative key result. He also reviewed the leading indicators for each section: graduation, attendance, assessment and opportunities. Jerry Williams liked having more detail as the results evaluation provides. Mike Martin noted that the OSBA changed their tool in 2014 to include a multi-part evaluation: the nine performance standards, goals (which is what we have now created), 360-degree evaluation, and a self-evaluation. He felt that the new OSBA process helps eliminate subjective feedback and leads to more objective feedback than we have used in the past. It would include a compiling of results in executive session in order to report back to Rob Hess in one voice. He felt the nine standards helped address important items the results/goals evaluation could not, like communication and vision. Discussion ensued regarding the 360-degree evaluation. Russ McUne noted that it would need to be planned out well and asked for Human Resources to assist. The plan must be agreed to by the superintendent. Jerry Williams and Mike Martin will work on the 360 degree evaluation with Human Resources and report back to the Board for a decision on using both the results and OSBA standards and either including or postponing the 360 degree evaluation tool.

(c) Blue Zone Update
Rob Hess reported that Lebanon was selected as a finalist, and we had our formal evaluation on Wednesday. He was invited to present and helped represent the Schools group. Jennifer Meckley also attended and represented the Worksites group on behalf of the District. The committee was impressed with our community and the efforts we are already making, and we feel good about our chances. Discussion ensued.

CONSENT AGENDA

1. **Action: Approve September 8, 2016 Board Minutes**
2. **Action: Approve Hiring/Transfers/Leave of Absence**
   a. Andrea Meyer, Transfer to Human Resource Specialist (confidential position)
   b. Christopher Tasner, Math Teacher - Seven Oak Middle School (temporary 16-17 school year)

Mike Martin made a motion to approve the Consent Agenda. Jerry Williams seconded the motion. The motion carried unanimously.

ADJOURN

The meeting adjourned at 8:00 PM.

_____
Russ McUne, Board Chair

_____
Rob Hess, Superintendent