



# Hillsboro School District 1J

September 12, 2017  
Board Meeting

## Board of Directors

Lisa Allen • Wayne Clift • Martin Granum • Erika Lopez • Jaci Spross • Kim Strelchun • Mark Watson

# **HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS**

Administration Center, 3083 NE 49<sup>th</sup> Place, Hillsboro, OR

## **Board Meeting Agenda**

**September 12, 2017**

**5:15 PM**

### **1. 5:15 p.m. Work Session**

#### **A. ACTION ITEMS**

1. Adopt Resolution Designating the Hillsboro School District Public Safety Office as a Law Enforcement Agency 4  
Presenter: Casey Waletich
2. Award Contracts for Architectural Services and Athletic Field Design Consulting Services
- a. Award Contract for Architectural Services for High School Additions, Renovations, and CTE Projects 7  
Presenter: Adam Stewart
- b. Award Contract for Architectural Services for One Replacement and Two New Elementary Schools 9  
Presenter: Adam Stewart
- c. Award Contract for Athletic Field Design Consulting Services 10  
Presenter: Adam Stewart
- B. Bond Update / CTE Areas of Study 11  
Presenter: Adam Stewart / Travis Reiman
- C. Discuss Citizens' Curriculum Advisory Committee Applications 12  
Presenter: Travis Reiman
- D. Strategic Planning – Year 2 Goals / District Evaluation 14  
Presenter: Mike Scott / Beth Graser
- E. Student Achievement / Assessment Update 32  
Presenter: Dayle Spitzer
- F. Student Representatives on the School Board 33  
Presenter: Mike Scott
- G. Discuss Procedures for Public Comment / Audience Participation 34  
Presenter: Mike Scott
- H. Discuss Board / Superintendent Working Agreements and Communication / Meeting Protocols 35  
Presenter: Mike Scott
- I. Board Discussion Time
1. NSBA 2018 Conference  
Presenter: Mike Scott
2. Dialogue with Community Groups  
Presenter: Mike Scott

3. Board Discussion

J. Adjourn

2. Next Meetings of the Board of Directors:

- September 26, 2017 - Regular Session
- October 10, 2017 - Work Session

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**ADOPT RESOLUTION DESIGNATING THE HILLSBORO SCHOOL DISTRICT**  
**PUBLIC SAFETY OFFICE AS A LAW ENFORCEMENT AGENCY**

**SITUATION**

As part of the District's Smarter Schools Spending work earlier this spring, the Facilities and Maintenance Department analyzed a vendor contract that currently provides after-hours and weekend security coverage to the District. As a result of the review, it was determined that the District could save money and improve services by hiring and overseeing District employees to serve in these roles. This information regarding the review was shared with the Board in February, and the District hired a sworn law enforcement officer in July to serve as the Security Supervisor to oversee this transition. As part of this transition and the oversight of the District's evening and weekend security patrol, the District needs to establish this department as a law enforcement agency to have the required credentials through the Department of Public Safety, Standards, and Training (DPSST), and the Oregon State Patrol (OSP) with the State of Oregon. This designation will also benefit District department and building staff, as they navigate through issues and concerns that may involve criminal activity. The Hillsboro Chief of Police and the Washington County Sheriff are both supportive of establishing the District's Public Safety Office as a law enforcement agency. Currently, the Beaverton School District and Portland Public Schools have their Public Safety Departments designated as law enforcement agencies.

***332.531 Law enforcement agency; personnel as peace officers.** (1) The district school board of any school district may establish a law enforcement agency and employ such personnel as may be necessary to insure the safety of school district personnel and students upon and in the vicinity of school district premises and the security of the real and personal property owned, controlled or used by or on behalf of the school district.*

*(2) Persons employed and compensated as members of a law enforcement agency of a school district, when appointed and duly sworn, are peace officers as defined in ORS 161.015 (4), but only for the purpose of carrying out the duties of their employment. They are not police officers within the meaning of ORS 243.736.*

*(3) The district school board may:*

*(a) Provide for uniforms, badges, and other identification of members of such law enforcement agency;*

*(b) Withdraw or withhold from any person employed as a member of such law enforcement agency any part or all of the powers otherwise conferred by law upon peace officers; and*

*(c) Define the duties of persons employed as members of such law enforcement agency and assign additional duties to such persons as it may deem appropriate.*

*(4) Between meetings of the district school board, the district superintendent or the deputy of the superintendent shall have power to suspend any person employed as a member of such law enforcement agency pending review of such action as soon as practicable by the district school board. [1975 c.666 §2; 1989 c.606 §2; 1993 c.45 §57]*

**181A.230 Establishment of procedures for access to criminal record information; rules.** *The Department of State Police shall adopt rules under ORS chapter 183 establishing procedures:*

*(1) To provide access to criminal offender information by criminal justice agencies and by other state and local agencies.*

*(2)(a) To permit a person or agency not included in subsection (1) of this section to inquire as to whether the department has compiled criminal offender information on an individual.*

*(b) To provide that any person making an inquiry under paragraph (a) of this subsection furnish the department with such information known to the inquirer as will assist the department in identifying and notifying the individual about whom the information is sought. If the information is sought by an employer for employment purposes, the employer first shall have advised the employee or prospective employee that such information might be sought and shall state upon making the request that the individual has been so advised and the manner in which the individual was so advised.*

*(3) To provide each individual about whom criminal offender information has been compiled the right to inspect and challenge that criminal offender information.*

*(4) Providing for purging or updating of inaccurate or incomplete information.*  
*[Formerly 181.555]*

## **RECOMMENDATION**

The Superintendent recommends that the Board of Directors adopt the resolution designating the Hillsboro School District Public Safety Office as a law enforcement agency.

## **HILLSBORO SCHOOL DISTRICT 1J**

### **RESOLUTION OF THE HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS, DESIGNATING THE HILLSBORO SCHOOL DISTRICT PUBLIC SAFETY OFFICE AS A LAW ENFORCEMENT AGENCY**

WHEREAS the HILLSBORO SCHOOL DISTRICT 1J Board of Directors designates the District Public Safety Office as a Law Enforcement Agency in order to insure the safety of school district staff, students, property, and the community upon and in the vicinity of the school district premises, per ORS 332.531; and

WHEREAS the District Public Safety Office is authorized to access Oregon State Police (OSP) criminal offender information through the Law Enforcement Data Systems (LEDS), in accordance with ORS 181A.230; and

WHEREAS the Superintendent will develop administrative regulations to carry out this resolution and meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules;

NOW, THEREFORE, BE IT RESOLVED BY THE HILLSBORO SCHOOL DISTRICT BOARD OF DIRECTORS, AS FOLLOWS:

The Board hereby declares the District Public Safety Office as a Law Enforcement Agency, per ORS 332.531: "Law enforcement agency; personnel as peace officers, states the district school board of any school district may establish a law enforcement agency and employ such personnel as may be necessary...". By establishing the Public Safety Office as a law enforcement agency, the Board reaffirms its commitment to the safety of District staff, students, property, and the community.

This resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 12th day of September, 2017.

Attested by:

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Lisa Allen  
Chair, Board of Directors

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Mike Scott  
Superintendent

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**AWARD CONTRACT FOR ARCHITECTURAL SERVICES FOR**  
**HIGH SCHOOL ADDITIONS, RENOVATIONS, AND**  
**CAREER TECHNICAL EDUCATION PROJECTS**

**SITUATION**

In preparation for the November 2017 bond election, the Hillsboro School District published a Request for Proposals for architectural services related to additions, renovations, and career technical education (CTE) projects at Century, Liberty, Glencoe, and Hillsboro High Schools.

A total of six architects submitted proposals for these projects. A screening committee composed of Executive Director of Facilities, Safety, and Operations Casey Waletich; Facilities Coordinator Jim Peterson; Rick Rainone, Cornerstone Construction; and Chief Financial Officer Adam Stewart independently screened these proposals using a tool that considered the following criteria:

- Firm's years in business (maximum of 5 points)
- Firm's background (maximum of 10 points)
- Proposed team's K-12 experience / past performance (maximum of 25 points)
- Approach / methodology (maximum of 10 points)
- Experience meeting construction budget (maximum of 25 points)
- Firm's capacity / team availability / sub-consultants (maximum of 25 points)
- History of legal claims (maximum of 5 points)

***\*Note – ORS 279C.110 states that in the selection of architectural, engineering, mapping, transportation planning, or land surveying services, the "contracting agency [in this case, the Hillsboro School District] may solicit and use pricing policies and proposals or other pricing information, including the number of hours proposed for the service required, expenses, hourly rates and overhead, to determine consultant compensation only after the contracting agency has selected a candidate." In other words, the District cannot ask for or consider price as a selection criteria.***

Following the screening process, the team agreed to interview the top four firms: Bassetti Architects, BB&L Architects, BLRB Architects, and Soderstrom Architects. On August 31, an interview team consisting of School Board Chair Lisa Allen, Casey Waletich, Jim Peterson, Rick Rainone, and Adam Stewart interviewed these firms. Following the interviews, the team met to discuss the interviews and rank the firms. The interview team used the following criteria to rank the firms:

- Quality of the team proposed for these projects
- Quality of the approach to the projects presented during the Interview
- Responses to nine interview questions

The result of this process is a recommendation to award the contract for architectural services for high school additions, renovations, and CTE projects at Century, Liberty, Glencoe, and Hillsboro High Schools to BLRB Architects.

## **RECOMMENDATION**

The Superintendent recommends that the Board of Directors award the contract for architectural services for high school additions, renovations, and CTE projects at Century, Liberty, Glencoe, and Hillsboro High Schools to BLRB Architects.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**AWARD CONTRACT FOR ARCHITECTURAL SERVICES FOR**  
**ONE REPLACEMENT AND TWO NEW ELEMENTARY SCHOOLS**

## **SITUATION**

In preparation for the November 2017 bond election, the Hillsboro School District published a Request for Proposals for architectural services for one replacement and two new elementary schools.

A total of five architects submitted proposals for these projects. A screening committee composed of Executive Director of Facilities, Safety, and Operations Casey Waletich; Facilities Coordinator Jim Peterson; Rick Rainone, Cornerstone Construction; and Chief Financial Officer Adam Stewart independently screened these proposals using a tool that considered the following criteria:\*

- Firm's years in business (maximum of 5 points)
- Firm's background (maximum of 10 points)
- Proposed team's K-12 experience / past performance (maximum of 25 points)
- Approach / methodology (maximum of 10 points)
- Experience meeting construction budget (maximum of 25 points)
- Firm's capacity / team availability / sub-consultants (maximum of 25 points)
- History of legal claims (maximum of 5 points)

*\*Note – ORS 279C.110 states that in the selection of architectural, engineering, mapping, transportation planning, or land surveying services, the “contracting agency [in this case, the Hillsboro School District] may solicit and use pricing policies and proposals or other pricing information, including the number of hours proposed for the service required, expenses, hourly rates and overhead, to determine consultant compensation only after the contracting agency has selected a candidate.” In other words, the District cannot ask for or consider price as a selection criteria.*

On August 31, a review team consisting of School Board Chair Lisa Allen, Casey Waletich, Jim Peterson, Rick Rainone, and Adam Stewart interviewed four firms for this work. These firms were Bassetti Architects, DLR Group, Mahlum Architects, and Soderstrom Architects. Following the interviews, the team met to discuss the interviews and rank the firms. The interview team used the following criteria to rank the firms:

- Quality of the team proposed for these projects
- Quality of the approach to the projects presented during the Interview
- Responses to nine interview questions

The result of this process is a recommendation to award the contract for architectural services for one replacement and two new elementary schools to DLR Group.

## **RECOMMENDATION**

The Superintendent recommends that the Board of Directors award the contract for architectural services for one replacement and two new elementary schools to DLR Group.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**AWARD CONTRACT FOR ATHLETIC FIELD DESIGN CONSULTING SERVICES**

**SITUATION**

In preparation for the November 2017 bond election, the Hillsboro School District published a Request for Proposals for Athletic Field Design Consulting Services.

A total of six firms submitted proposals for these projects. A committee composed of Executive Director of Facilities, Safety, and Operations Casey Waletich; Facilities Coordinator Jim Peterson; Rick Rainone, Cornerstone Construction; and Chief Financial Officer Adam Stewart independently reviewed these proposals using a tool that considered the following criteria:

- Firm's years in business (maximum of 5 points)
- Firm's background (maximum of 10 points)
- Athletic Field Renovation Experience (maximum of 25 points)
- Approach / methodology (maximum of 10 points)
- Experience meeting construction budget (maximum of 25 points)
- Firm's capacity / team availability / sub-consultants (maximum of 25 points)
- History of legal claims (maximum of 5 points)

***\*Note** – ORS 279C.110 states that in the selection of architectural, engineering, mapping, transportation planning, or land surveying services, the "contracting agency [in this case, the Hillsboro School District] may solicit and use pricing policies and proposals or other pricing information, including the number of hours proposed for the service required, expenses, hourly rates and overhead, to determine consultant compensation only after the contracting agency has selected a candidate." In other words, the District cannot ask for or consider price as a selection criteria.*

On August 31, the review team met to discuss and rank the firms. The result of this process is a recommendation to award the contract for athletic field design consulting services to AKS Engineering.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors award the contract for athletic field design consulting services to AKS Engineering.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**BOND UPDATE / CAREER TECHNICAL EDUCATION AREAS OF STUDY**

**SITUATION**

During the May 23 Hillsboro School District Board meeting, the Board approved placing a \$408 million bond package on the November 7, 2017, ballot. Tonight's bond update will include information regarding proposed Career Technical Education (CTE) -related projects.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors listen to this report and ask any questions they may have.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**DISCUSS CITIZENS' CURRICULUM ADVISORY COMMITTEE APPLICATIONS**

**SITUATION**

In accordance with policy IFF, the Board of Directors has established the Citizens' Curriculum Advisory Committee (CCAC) to provide for citizen involvement in the development of the schools' curriculum and instructional programs, and input into those curricular areas identified by the Board. The CCAC consists of parents and/or citizens who reside in the District attendance area, and includes student representation, as appropriate.

CCAC members are appointed by the Board. The term of service for CCAC members is two years, and terms are staggered so that one-half of members' terms end each year. The Board may appoint CCAC members to as many consecutive terms as it deems appropriate.

The Board, in consultation with the CCAC chair and District staff, determines the number of participants that is sufficient to fulfill the responsibilities of the committee. In 2014, the Board agreed that the number of adult members serving on the committee in previous years (14) would serve as a baseline for the CCAC, with a goal of appointing four additional student members. If more or fewer qualified candidates apply, the Board, in consultation with District staff and the CCAC chair, will have the discretion to adjust the number of members, and define the process for appointing them.

Information regarding CCAC members who remained active on the committee throughout the 2016-17 school year is provided below:

- Six CCAC members have continuing terms
- The terms of seven CCAC members ended in June
- One CCAC member has become a District employee, and is therefore no longer eligible to serve
- Four CCAC student positions are open, as a result of student members graduating

CCAC openings were advertised during the summer. Eleven membership applications were received – including four applications for reinstatement and seven new applications – plus five student applications.

During the September 12 work session, the Board is scheduled to review CCAC applications and select finalists, who will be invited to introduce themselves to the Board during the September 26 work session. The Board will vote on appointments during the September 26 regular session. A majority vote will result in the appointment of new members to fill committee vacancies.

New members who are appointed by the Board in September will be able to participate in the first CCAC meeting of the 2017-18 school year on October 2.

### **RECOMMENDATION**

The Superintendent recommends that the Board of Directors review and discuss applications for the CCAC.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**STRATEGIC PLAN – YEAR 2 GOALS / DISTRICT EVALUATION**

**SITUATION**

During the Board retreat on July 31, 2017, staff presented the following Strategic Plan items:

- Year 1 goal report;
- Year 2 draft goals; and
- District evaluation metrics.

Board members requested additional time to review and provide input on these items, and it was determined that a follow-up conversation would take place during the work session on September 12.

Updated documents have been provided, and it is anticipated that these items will be finalized for the 2017-18 school year, following the Board's discussion.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors review and discuss the updated documents, and ask any questions and provide any additional feedback they may have.



# 2016-2021 STRATEGIC PLAN

**STUDENT**  
EQUITABLE EXPERIENCE  
& OUTCOMES

## OUR PROMISE

*HSD students: Prepared for  
success in career, college,  
and civic life*

INSTRUCTION

LEARNING ENVIRONMENTS

LEADERSHIP FOR LEARNING

ORGANIZATION

GOVERNANCE

# 2016-2021 HILLSBORO SCHOOL DISTRICT STRATEGIC PLAN

## BACKGROUND

The Strategic Plan is intended to provide direction and purpose to all aspects of District and school activities. The plan is intentionally flexible in structure—with a central objective and areas of accountability that are consistent, and annually-developed action plans and goals that directly address areas where growth needs to be made and where successes can be capitalized upon for the year ahead.

## MISSION

Engage and challenge all learners to ensure academic excellence

## STRATEGIC OBJECTIVE

All students graduate with career- and college-readiness skills

## OUR PRIDE

Proud to be HSD

## AGREEMENTS & COMMITMENTS

### IN HILLSBORO, WE ARE CONNECTED TO COMMUNITY, CULTURE, AND CAREER

- Students deserve at least one identified adult that knows them by **name**, **strength** and **need**, and ensures they are successful in their K-12 education and beyond.
- Students deserve **academic content** that is engaging, connects to their personal goals, and is responsive to the world around them.
- Students deserve **clear pathways** to career preparedness.
- Students deserve to have experiences that lead them to believe that **diversity** and **multilingualism** are assets.
- Students deserve to have experiences that allow them to see their and others' **cultures** reflected in their learning opportunities.
- Students deserve to be surrounded by **caring adults** who are committed to working together in **professional learning communities** to ensure equitable support, experiences and outcomes for each of them.

# STRUCTURAL ELEMENTS

## STRATEGIC PLAN

In the Hillsboro School District, we align our work toward a single purpose: enhancing the student experience to ultimately increase student outcomes. We strive to continually improve all aspects of the system to achieve this result. We do this by focusing on six major areas, as outlined below and in the graphic organizer that follows on pages 4-5.

- **STUDENT**  
**Equitable Experience**  
**and Outcomes**

All students are engaged and challenged throughout their K-12 experience and leave our system fully prepared for their next step in life, be that career, college, military, or other educational or civic opportunity.

- **INSTRUCTION**  
**High Quality**

Highly qualified staff deliver relevant, rigorous, and engaging curriculum; and students have access to a variety of meaningful co- and extracurricular activities.

- **LEARNING ENVIRONMENTS**  
**Equitable, Safe**  
**and Inclusive**

All students feel valued, appreciated, and safe at school, both physically and emotionally. They have access to engaging and relevant curriculum, and are presented with clear pathways and multiple opportunities to develop skills and identify interests for their future careers.

- **LEADERSHIP**  
**for Learning**

Building administrators are instructional leaders and ensure that all staff members are continually learning, growing, and developing their skills so they can deliver instruction in the most effective and engaging manner possible.

- **ORGANIZATION**  
**Responsible and**  
**Inclusive**

All internal elements of the system function as responsibly and efficiently as possible. From budgeting to long-range planning to facility maintenance to human resources management to nutrition services to technology to communications and transportation, the strength of these organizational elements is critical to creating an environment where effective teaching and learning can occur.

- **GOVERNANCE**  
**Accountability and**  
**Oversight**

Public schools are a resource and responsibility of the people, and therefore require the support and oversight of the communities in which they exist. Elected school board members represent the governing body of school districts and positively affect equitable student experiences and outcomes by creating the conditions necessary for success through the setting of policy and vision, appointing the superintendent, allocating resources through budgeting, and continually reviewing data.

# GRAPHIC ORGANIZER



## LEADERSHIP FOR LEARNING

- Continuous improvement
- Data-driven decision-making

## LEARNING ENVIRONMENTS

- Equitable, safe and inclusive
- Engaging and relevant
- Clear pathways and multiple opportunities

## INSTRUCTION HIGH QUALITY

- Curricular offerings
- Co- and extracurricular offerings
- Highly-qualified staff

**STUDENT**  
EQUITABLE EXPERIENCES  
& OUTCOMES

# 2016-2021 STRATEGIC PLAN

## ORGANIZATION RESPONSIBLE & RESPONSIVE

- Fiscal responsibility, long-range planning
- Effective communication and community involvement
- Human resources management

## GOVERNANCE ACCOUNTABILITY & OVERSIGHT

- Commitment to quality and progress
- Setting the conditions and providing resources for success



*proud to be*  
**HSD**

# ANNUAL WORK PLANS & ACCOUNTABILITY

The vision for the District's 2016-2021 Strategic Plan is to have it encompass three elements: 1) The overarching plan, which should remain consistent over the five years; 2) The annual report of Student Achievement (Key Academic Achievement Indicators); and 3) The Annual Work Plan and SMART Goals. Taken together, these three documents should provide a comprehensive snapshot of the district's mission, strategic objective, beliefs, key initiatives, student achievement progress, and implementation plans and goals at any given time.

## WORK PLANS & SMART GOALS

Throughout the year, data is gathered and analyzed on student and system performance. That information must be shared with the public in an accessible and transparent manner, and should be used as a means of creating effective and timely action plans for ensuring continuous improvement.

Keeping in mind the District's strategic objective of ensuring that every student graduates prepared for their next step, be it career, college, apprenticeship, military, or other post-secondary opportunity, each year staff will evaluate the District's position in comparison to its goals and determine what is working well, what needs attention, and how resources can best be aligned to achieve annual improvement.

The focus will be on high-leverage strategies, data-driven decision-making, continuous improvement loops, and evaluating our work through the lens of our agreements and commitments and the strategic planning structure.

## TIMING & BUDGET ALIGNMENT

Annual work plans and SMART goals will be prepared by staff each year and presented to the School Board at their summer retreat. Updates on the progress of the work will be provided in late fall and early spring, with specific attention paid to both the resources and expenditures needed to successfully accomplish the goals, as well as the academic return on investment (AROI) realized from previous allocations. This information will then be considered by the Board and Budget Committee prior to the approval and adoption of the next year's budget in May and June.

# DATA-DRIVEN DECISIONS

The District uses **Key Academic Achievement Indicators** to measure students' progress and to determine how well students are prepared for careers and college upon graduation. Each indicator represents a snapshot of student achievement.



Using the information presented by these data, which come from standardized testing results and other sources, we create a more meaningful evaluation of how well we serve our students and reach our local and state objectives. These Key Academic Achievement Indicators are updated annually in March.



Hillsboro School District's Key Academic Achievement Indicators include:

|                               |                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Closing the Gap</b>        | <ul style="list-style-type: none"> <li>Reducing the amount of disparity between the achievement of white students and English learners/ever English learners</li> </ul>                                                                                                                                                                                                                            |
| <b>Benchmark Literacy</b>     | <ul style="list-style-type: none"> <li>Meeting or exceeding statewide standardized test benchmarks</li> </ul>                                                                                                                                                                                                                                                                                      |
| <b>Benchmark Math</b>         | <ul style="list-style-type: none"> <li>Meeting or exceeding statewide standardized test benchmarks</li> </ul>                                                                                                                                                                                                                                                                                      |
| <b>Strong Attendance</b>      | <ul style="list-style-type: none"> <li>Maintaining an attendance rate of 94.5% or more at every grade level</li> </ul>                                                                                                                                                                                                                                                                             |
| <b>Advanced Coursework</b>    | <ul style="list-style-type: none"> <li>Earning six high school credits by the end of 9th grade</li> <li>Taking at least one AP/IB course by the end of 11th grade and two or more by the end of 12th grade</li> <li>Taking a year of math beyond Algebra 2 and a third year of a second language by the end of 12th grade</li> <li>Completing dual credit (high school/college) courses</li> </ul> |
| <b>Academic Extensions</b>    | <ul style="list-style-type: none"> <li>Performing at a college-ready level on standardized college readiness tests</li> <li>Preparing for college by taking the ACT/SAT tests</li> <li>Completing the Free Application for Federal Student Aid (FAFSA) in 12th grade</li> <li>Completing a career-related internship</li> </ul>                                                                    |
| <b>High School Graduation</b> | <ul style="list-style-type: none"> <li>Graduating within four years</li> <li>Completing within five years</li> <li>Earning a Chancellor's Diploma</li> <li>Enrolling in post-secondary education within 16 months of graduation</li> </ul>                                                                                                                                                         |

# APPENDIX A: 2017-18 WORK PLAN & GOALS

Though there is much work to be done in all areas of the District to ensure we continually maximize the educational experience of our students, we believe we can have a measurable impact on our strategic objective of all students graduating with career- and college- readiness skills by focusing on our Agreements and Commitments of connecting students to **COMMUNITY, CULTURE** and **CAREER**.

All support departments will also develop their internal strategic plans to reflect a focus on and connection to **COMMUNITY, CULTURE** and **CAREER** to provide a clear and consistent message about the most important work in our district.

Therefore, the following represent the top system goals for the 2017-18 school year.

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMMUNITY | <p>All students will be known by <b>NAME, STRENGTH</b> and <b>NEED</b> so supports, enrichments, opportunities and connections can be made in <b>SCHOOLS</b> and in the <b>COMMUNITY</b> to ensure they successfully graduate with career- and college-readiness skills.</p> <p><b>SMART Goal:</b> <i>By the spring of 2017-18, enhance our student information system to allow tracking of students' connection to adult advocates/mentors, participation in activities/athletics, interests, areas where supports and/or extensions may be needed, etc.</i></p> <p><b>Why this goal?</b><br/>When students feel connected to school and people who not only care for them as individuals, but also know what they need to be successful, they will be motivated to excel academically. Our ability to operationalize that information and make it accessible to staff, students, and parents/guardians through our data systems will help us ensure that students are being appropriately supported.</p> <p><b>SMART Goal:</b> <i>Increase by 10% the number of community service and/or career-related internships completed by high school students in 2017-18 vs. 2016-17.</i></p> <p><b>Why this goal?</b><br/>Exposure to real-world job settings and community service not only informs students of their post-secondary options, but also adds relevance to their educational experience. By collaborating with the Chamber of Commerce, City of Hillsboro, colleges and universities and local businesses, we can provide enriching opportunities to students.</p> |
| CULTURE   | <p>All schools will foster a <b>POSITIVE, SUPPORTIVE</b> and <b>INCLUSIVE</b> school and classroom culture that enables learning.</p> <p><b>SMART Goal:</b> <i>Within the first semester of 2017-18, expand and support approaches to wellness for students and staff by offering wellness centers in 13 elementary schools, 1 middle school, and 1 high school.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CULTURE | <p><b>Why this goal?</b><br/>The latest research around trauma and its effect on the brain gives us new insight into the actions we should take in order to support our students and help them be more successful academically. Wellness and mental health open the door to access and engagement in the classroom.</p> <p><b>SMART Goal:</b> <i>Increase by 5% the number of English learners or ever English learners earning six or more high school credits by the end of their 9th grade year in 2017-18 vs. 2016-17, using data gathered as of June 2018.</i></p> <p><b>Why this goal?</b><br/>According to research, 9th graders earning a minimum of 6 credits by the end of the first year of high school is an indicator of being "on track" to graduate. Our data shows we have key groups that are more at risk of dropping out, including English learners and Ever English learners, that need additional monitoring and support.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| CAREER  | <p>All students will have learning experiences with clear <b>PURPOSE, ENGAGEMENT</b> and <b>ASSESSMENT</b> to ensure learning and career and college readiness.</p> <p><b>SMART Goal:</b> <i>Increase SBAC math scores by 3% overall and by 5% for key groups in 2017-18 vs. 2016-17.</i></p> <p><b>Why this goal?</b><br/>Math skills and problem-solving are the #1 barrier to high school graduation and career- and college-readiness as evidenced by our district-wide data. Teachers need support and resources to effectively teach math and provide additional opportunities to apply math in multiple content areas.</p> <p><b>SMART Goal:</b> <i>Increase by 5% the number of prioritized highly-effective strategies utilized by teachers in the classroom in the areas of our Instructional Framework under Purpose, Engagement, and Assessment as measured by the pre- and post-district-wide walkthrough data from fall 2017 and spring 2018.</i></p> <p><b>Why this goal?</b><br/>The quality of instruction in the classroom is the greatest predictor of student success. Teachers deserve ongoing support in polishing and learning new skills to meet the needs of the evolving student population and for their own professional growth. Lessons with a clearly stated purpose, that are engaging to all students, and that provide feedback to students and teachers about student learning lead to higher achievement.</p> |

# APPENDIX B: 2016-17 GOALS REPORTING

Ten system goals were identified for the 2016-17 school year. Three of those were met, with a fourth anticipated to be met when final data is released in August 2017. Significant progress was made toward five other goals; however, the goals were not met. One goal was not met. Highlights within each goal area are provided below.

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| COMMUNITY | <p><b>SMART Goal:</b> Increase by 10% each the number of students participating in community-based internships and earning dual credit by the end of their 12th grade year, using data gathered as of June 2016(7).</p> <p><b>Key Results</b></p> <ul style="list-style-type: none"> <li>• 646 internships provided to students in the 2016-17 school year, as part of thousands of career-related opportunities developed in conjunction with the Hillsboro Chamber of Commerce and local employers vs. 515 internships completed in 2015-16.</li> <li>• More than 1,100 students earned dual credit (high school and college) in the 2015-16 school year, saving \$765,977 in college expenses.</li> </ul> <p><b>Final status:</b> <i>Goal expected to be met pending final data on dual credit.</i></p> <p><b>SMART Goal:</b> Convene a citizens bond oversight committee and develop at least two versions of a bond package for District residents to consider by the spring of 2017 (for a fall 2017/spring 2018 ballot).</p> <p><b>Key Results</b></p> <ul style="list-style-type: none"> <li>• Bond Advisory Committee formed in October 2016, comprised of district and school staff, students, parents, community members, partners, and technical consultants.</li> <li>• Two bond packages developed and shared with the public at four open house events.</li> <li>• School Board passed \$408 million bond package that retains the current rate of \$2.24/\$1000 of assessed value for voter consideration in November 2017.</li> </ul> <p><b>Final status:</b> <i>Goal met.</i></p> <p><b>SMART Goal:</b> Hold a Schools Summit in March 2017 to share the District's annual report and achievement metrics with a broad representation of stakeholders.</p> <p><b>Key Results</b></p> <ul style="list-style-type: none"> <li>• Held Schools Summit on Tuesday, March 14, with approximately 80 people in attendance.</li> <li>• Shared information on student achievement and bond development.</li> </ul> <p><b>Final status:</b> <i>Goal met.</i></p> |
| CULTURE   | <p><b>SMART Goal:</b> Achieve a 5% increase in highly-qualified multilingual/multicultural staff hired in 2016-17 vs. 2015-16.</p> <p><b>Key Results</b></p> <ul style="list-style-type: none"> <li>• As of June 2017, final numbers show an approximate 3% increase in staff diversity due to hiring and attrition.</li> <li>• An accurate depiction of our diversity will be available at the end of September when all positions are filled.</li> </ul> <p><b>Final status:</b> <i>Progress made toward goal, but goal not met.</i></p> <p><b>SMART Goal:</b> Strengthen student-led anti-bullying efforts at the middle and high school level as evidenced by establishing a student-led social media governance team by the end of Feb. 2017.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| CULTURE | <p><b>Key Results</b></p> <ul style="list-style-type: none"> <li>• A social media scope and sequence was created by school reps to be used in the 2017-18 school year.</li> <li>• School reps and students will welcome a speaker from You Are Awesome to present at each middle and high school in October 2017 to kick off National Anti-Bullying Month.</li> </ul> <p><b>Final status: Progress made toward goal, but goal not met.</b></p> <p><b>SMART Goal:</b> Increase by 100 the number of staff who have participated in equity-focused professional development in 2016-17 vs. 2015-16.</p> <p><b>Key Results</b></p> <ul style="list-style-type: none"> <li>• 275 staff and community members participated in equity-focused dialogue sessions in 2016-17.</li> </ul> <p><b>Final status: Goal met.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CAREER  | <p><b>SMART Goal:</b> Increase by 10% the number of prioritized highly effective strategies utilized by teachers in the classroom, as measured by pre- and post-districtwide walkthrough data from spring and winter 2016.</p> <p><b>Key Results</b></p> <ul style="list-style-type: none"> <li>• The 10% growth goal was met in the following areas: Increasing level of rigor beyond Depth of Knowledge (DOK) Levels 1 and 2; Language scaffolds available to students in the lesson; Students' use of notetaking tools; and Student assessment at the end of a daily lesson.</li> <li>• Saw growth but didn't meet the 10% goal in the following areas: Lesson to standard and students understanding the purpose of the lesson; Increasing the percentage of time students are involved in authentic discourse with peers; Students involved in providing feedback to their teacher about their learning.</li> </ul> <p><b>Final status: Progress made toward goal, but goal not met.</b></p> <p><b>SMART Goal:</b> Increase by 5% the number of English learners earning six high school credits by the end of their 9th grade year, using data gathered as of June 2016(7).</p> <p><b>Key Results</b></p> <ul style="list-style-type: none"> <li>• 71.3% of students qualifying for services earned six or more credits in 2015-16 vs. 70.7% in 2016-17, a decrease of 0.6%.</li> <li>• Because the number of active ELs fluctuates greatly each year, as different cohorts of 9th graders come through the system and students enter and exit throughout the year, moving forward we will look at both active and "ever" ELs to provide a more accurate look at how our system serves this population of students.</li> </ul> <p><b>Final status: Goal not met.</b></p> <p><b>SMART Goal:</b> Increase SBAC math scores by 5% for all students, and by 8% for underserved students (Latino students, English learners, and/or students with special needs), as measured by 2016 SBAC scores (vs. 2015)</p> <p><b>Key Results</b></p> <ul style="list-style-type: none"> <li>• Increases in grades 3-5 by 1.1%, grades 6-8 by 0.5%, grade 11 by 4%.</li> <li>• Subgroups saw moderate growth between 0.5% and 2%, but did not meet the goal.</li> </ul> <p><b>Final status: Progress made toward goal, but goal not met.</b></p> <p><b>SMART Goal:</b> Increase cohort graduation rate from 80.42% to 82% in 2015-16 vs. 2014-15.</p> <p><b>Key Results</b></p> <ul style="list-style-type: none"> <li>• Graduation rate increased to 81.68% for 2016 graduates.</li> <li>• Counselors to focus on implementing ASCA model to ensure students are on track.</li> <li>• Credit recovery program audited and redesigned to be more effective.</li> </ul> <p><b>Final status: Progress made toward goal, but goal not met.</b></p> |



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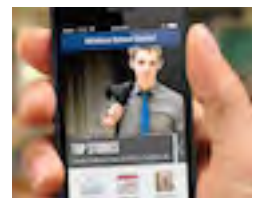
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**2015-16**

# **Report of Student Achievement**

# Key Academic Achie

★ indicates a School Board priority

| ★ Closing the Gap                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Benchmark ELA            | Benchmark Math | Strong Attendance |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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----|------|------|------|-----|------|------|------|-----|------|------|------|-----|------|------|------|-----|------|------|------|-----|------|------|------|-----|------|------|------|------|------|------|------|
| <p>Parity in achievement and on-time graduation between Hispanic/Latino students and all students combined is a strategic priority of the District.</p> <p><b>Key Indicators</b> are the percentage gaps between all students and Hispanic/Latino students within the School Board's academic priorities.</p> <div></div> <table><thead><tr><th>Hispanic/Latino students</th><th colspan="2">School Year</th></tr><tr><th></th><th>2014-15</th><th>2015-16</th></tr></thead><tbody><tr><td>English Lang. Arts 3rd</td><td>20.6</td><td>18.3</td></tr><tr><td>English Lang. Arts 5th</td><td>19.9</td><td>16.6</td></tr><tr><td>Math 8th</td><td>20.6</td><td>20.4</td></tr><tr><td>6 credits 9th</td><td>14.6</td><td>12.0</td></tr><tr><td>4-Year Cohort Graduation</td><td>6.12</td><td>7.60</td></tr></tbody></table> <p>An example of an achievement gap is shown in 3rd-grade ELA, where Hispanic/Latino students scored 18.3 percentage points below all students in 2015-16. Solid ovals indicate improvement in closing the gap (shown by smaller gap data) compared to the previous year.</p> | Hispanic/Latino students | School Year    |                   |  | 2014-15 | 2015-16 | English Lang. Arts 3rd | 20.6 | 18.3 | English Lang. Arts 5th | 19.9 | 16.6 | Math 8th | 20.6 | 20.4 | 6 credits 9th | 14.6 | 12.0 | 4-Year Cohort Graduation | 6.12 | 7.60 | <p>Throughout the entire K-12 experience, English language arts (ELA) achievement is the essential skill upon which all other academic learning relies. Achievement is measured using the Smarter Balanced test, which replaced OAKS testing in 2014-15.</p> <div></div> <p><b>Key Indicators</b> are the achievement scores at all tested grade levels.</p> <p>Solid ovals indicate growth from the previous year.</p> <table><thead><tr><th></th><th colspan="2">School Year</th></tr><tr><th></th><th>2014-15</th><th>2015-16</th></tr></thead><tbody><tr><td>3rd ★</td><td>49.6</td><td>47.7</td></tr><tr><td>4th</td><td>53.8</td><td>53.4</td></tr><tr><td>5th ★</td><td>55.2</td><td>59.6</td></tr><tr><td>6th</td><td>60.2</td><td>56.7</td></tr><tr><td>7th</td><td>58.9</td><td>59.1</td></tr><tr><td>8th</td><td>55.3</td><td>59.0</td></tr><tr><td>11th</td><td>67.4</td><td>67.5</td></tr><tr><td>Total</td><td>57.1</td><td>57.5</td></tr></tbody></table> |  | School Year |  |  | 2014-15 | 2015-16 | 3rd ★ | 49.6 | 47.7 | 4th | 53.8 | 53.4 | 5th ★ | 55.2 | 59.6 | 6th | 60.2 | 56.7 | 7th | 58.9 | 59.1 | 8th | 55.3 | 59.0 | 11th | 67.4 | 67.5 | Total | 57.1 | 57.5 | <p>Students who are prepared for a high-wage career after high school demonstrate advanced aptitude in mathematics, creative problem solving and critical thinking. Achievement is measured using the Smarter Balanced test, which replaced OAKS testing in 2014-15.</p> <p><b>Key Indicators</b> are the math achievement score at all tested grade levels. Solid ovals indicate growth from the previous year.</p> <table><thead><tr><th></th><th colspan="2">School Year</th></tr><tr><th></th><th>2014-15</th><th>2015-16</th></tr></thead><tbody><tr><td>3rd</td><td>48.8</td><td>48.1</td></tr><tr><td>4th</td><td>46.2</td><td>47.3</td></tr><tr><td>5th</td><td>39.5</td><td>40.7</td></tr><tr><td>6th</td><td>45.8</td><td>43.3</td></tr><tr><td>7th</td><td>49.8</td><td>48.9</td></tr><tr><td>8th ★</td><td>42.7</td><td>45.9</td></tr><tr><td>11th</td><td>27.0</td><td>31.3</td></tr><tr><td>Total</td><td>43.0</td><td>43.7</td></tr></tbody></table> |  | School Year |  |  | 2014-15 | 2015-16 | 3rd | 48.8 | 48.1 | 4th | 46.2 | 47.3 | 5th | 39.5 | 40.7 | 6th | 45.8 | 43.3 | 7th | 49.8 | 48.9 | 8th ★ | 42.7 | 45.9 | 11th | 27.0 | 31.3 | Total | 43.0 | 43.7 | <p>Being in school every day ready to learn is an essential characteristic of a successful student.</p> <p>A <b>Key Indicator</b> is an attendance rate of 94.5% or more at all grade levels.</p> <p>Solid ovals indicate meeting or exceeding the 94.5% rate.</p> <table><thead><tr><th></th><th colspan="3">School Year</th></tr><tr><th></th><th>2013-14</th><th>2014-15</th><th>2015-16</th></tr></thead><tbody><tr><td>K</td><td>94.6</td><td>94.1</td><td>94.1</td></tr><tr><td>1st</td><td>95.0</td><td>94.7</td><td>94.7</td></tr><tr><td>2nd</td><td>95.6</td><td>95.2</td><td>95.0</td></tr><tr><td>3rd</td><td>95.7</td><td>95.6</td><td>95.6</td></tr><tr><td>4th</td><td>95.9</td><td>95.6</td><td>95.7</td></tr><tr><td>5th</td><td>95.7</td><td>95.5</td><td>95.6</td></tr><tr><td>6th</td><td>95.9</td><td>95.6</td><td>95.6</td></tr><tr><td>7th</td><td>94.8</td><td>94.7</td><td>94.7</td></tr><tr><td>8th</td><td>93.7</td><td>93.9</td><td>94.2</td></tr><tr><td>9th</td><td>94.4</td><td>93.7</td><td>94.3</td></tr><tr><td>11th</td><td>93.0</td><td>91.2</td><td>92.1</td></tr></tbody></table> |  | School Year |  |  |  | 2013-14 | 2014-15 | 2015-16 | K | 94.6 | 94.1 | 94.1 | 1st | 95.0 | 94.7 | 94.7 | 2nd | 95.6 | 95.2 | 95.0 | 3rd | 95.7 | 95.6 | 95.6 | 4th | 95.9 | 95.6 | 95.7 | 5th | 95.7 | 95.5 | 95.6 | 6th | 95.9 | 95.6 | 95.6 | 7th | 94.8 | 94.7 | 94.7 | 8th | 93.7 | 93.9 | 94.2 | 9th | 94.4 | 93.7 | 94.3 | 11th | 93.0 | 91.2 | 92.1 |
| Hispanic/Latino students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | School Year              |                |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| English Lang. Arts 3rd                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 20.6                     | 18.3           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| English Lang. Arts 5th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 19.9                     | 16.6           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| Math 8th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 6 credits 9th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 14.6                     | 12.0           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 4-Year Cohort Graduation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 6.12                     | 7.60           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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                                                                                                                                                 | School Year              |                |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
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                                                                                                                                                 | 2014-15                  | 2015-16        |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 3rd ★                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 49.6                     | 47.7           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 4th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 53.8                     | 53.4           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 5th ★                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 55.2                     | 59.6           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 6th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 60.2                     | 56.7           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 7th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 58.9                     | 59.1           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 8th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 55.3                     | 59.0           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 11th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 67.4                     | 67.5           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 57.1                     | 57.5           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
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                                                                                                                                                 | School Year              |                |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2014-15                  | 2015-16        |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 3rd                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 48.8                     | 48.1           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 4th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 46.2                     | 47.3           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 5th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 39.5                     | 40.7           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 6th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45.8                     | 43.3           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 7th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 49.8                     | 48.9           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 8th ★                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 42.7                     | 45.9           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 11th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 27.0                     | 31.3           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 43.0                     | 43.7           |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | School Year              |                |                   |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2013-14                  | 2014-15        | 2015-16           |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 94.6                     | 94.1           | 94.1              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 1st                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 95.0                     | 94.7           | 94.7              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 2nd                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 95.6                     | 95.2           | 95.0              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 3rd                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 95.7                     | 95.6           | 95.6              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 4th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 95.9                     | 95.6           | 95.7              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 5th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 95.7                     | 95.5           | 95.6              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 6th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 95.9                     | 95.6           | 95.6              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 7th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 94.8                     | 94.7           | 94.7              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 8th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 93.7                     | 93.9           | 94.2              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 9th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 94.4                     | 93.7           | 94.3              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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|      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |     |      |      |      |      |      |      |      |
| 11th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 93.0                     | 91.2           | 92.1              |  |         |         |                        |      |      |                        |      |      |          |      |      |               |      |      |                          |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |             |  |  |         |         |       |      |      |     |      |      |       |      |      |     |      |      |     |      |      |     |      |      |      |      |      |       |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |             |  |  |         |         |     |      |      |     |      |      |     |      |      |     |      |      |     |      |      |       |      |      |      |      |      |       |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |             |  |  |  |         |         |         |   |      |      |      |     |      |      |      |     |      |      |      |     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# vement Indicators

## Advanced Coursework

Students taking accelerated or advanced coursework put themselves in a more advantageous position for college acceptance, success and career advancement.

**Key Indicators** are the percentage of students:

- Earning six high school credits by the end of 9th grade
- Taking at least one AP/IB course by the end of 11th grade
- Taking a year of math beyond Algebra 2 by the end of 12th grade
- Taking a third-year second language course by the end of 12th grade
- Earning two or more high school credits for AP/IB courses by the end of 12th grade.

In addition, we now track the number of students who complete dual credit courses in high school and the amount of college credits earned.

Solid ovals indicate growth from the previous year.

|                                  | School Year |         |         |
|----------------------------------|-------------|---------|---------|
|                                  | 2013-14     | 2014-15 | 2015-16 |
| 6 credits<br>9th ★               | 83.3        | 83.2    | 86.4    |
| 1+ AP/IB course<br>11th          | 46.8        | 49.0    | 60.5    |
| Beyond Algebra 2<br>Math         | 54.6        | 55.2    | 58.4    |
| Third-year<br>2nd Lang           | 25.1        | 31.5    | 28.9    |
| 2+ AP/IB credits<br>12th         | 18.7        | 32.1    | 38.2    |
| # students earning<br>Dual Cr.   | 735         | 996     | 1139    |
| Total credits earned<br>Dual Cr. | NA          | 5374    | 5576    |

## Academic Extensions

College preparatory exams, career-technical programs, and real-life job experience are academic "extensions" of the high school curriculum.

**Key Indicators** are the percentage of students who:

- Perform at a college-ready level on standardized college readiness tests at 8th and 10th grades
- Complete ACT/SAT testing by the end of 12th grade
- Complete the Free Application for Federal Student Aid (FAFSA) by the end of 12th grade.

and the number of students who:

- Complete a career-related internship.

Solid ovals indicate growth from the previous year.

|                        | School Year |         |         |
|------------------------|-------------|---------|---------|
|                        | 2013-14     | 2014-15 | 2015-16 |
| Aspire English<br>8th  | 58.0        | 66.0    | 64.0    |
| Aspire Math<br>8th     | 29.0        | 22.0    | 21.0    |
| Aspire English<br>10th | 58.0        | 56.0    | 56.0    |
| Aspire Math<br>10th    | 26.0        | 23.0    | 20.0    |
| ACT/SAT<br>12th        | 74.1        | 74.1    | 78.0    |
| FAFSA<br>12th          | 52.0        | 47.9    | 49.6    |
| Internship #s          | 321         | 507     | 515     |

## High School Graduation

Successful students not only commit to high school completion, they do so with detailed plans for post-graduation. College and career-bound students begin planning for their futures when they start school.

**Key Indicators** are the rates at which students:

- Graduate high school in four years
- Complete high school within five years
- Earn a chancellor's diploma
- Enroll in post-secondary education within 16 months of graduation.

Solid ovals indicate growth from the previous year.

|                               | School Year |         |         |
|-------------------------------|-------------|---------|---------|
|                               | 2013-14     | 2014-15 | 2015-16 |
| 4-Year Cohort<br>Graduation ★ | 80.7        | 80.4    | 81.7    |
| 5-Year HS<br>Completion       | 88.4        | 85.1    | 85.2    |
| Chancellor's<br>Diploma ★     | 19.2        | 20.6    | 27.5    |
|                               | Grad Year   |         |         |
|                               | 2012-13     | 2013-14 | 2014-15 |
| Post-Secondary<br>Enrollment  | 52.1        | 54.3    | 59.3    |



## DISTRICT EVALUATION

Annual academic achievement data provides a useful snapshot of our students' progress and how well they are prepared for careers and college upon graduation. In addition to these data points, there are other metrics that help complete the picture of how well we serve our students and reach our local and state objectives. Below, we will summarize key data from a variety of areas that can be used as a dashboard to evaluate our district's performance.

| Metric                                 | 2015-16                                                                                                | 2016-17 | 2018-19 | 2019-20 |
|----------------------------------------|--------------------------------------------------------------------------------------------------------|---------|---------|---------|
| 4-year Cohort Graduation Rate          | 81.7%                                                                                                  |         |         |         |
| 5-year Completer Rate                  | 85.2%                                                                                                  |         |         |         |
| Benchmark English Lang. Arts (gr. 3/5) | 47.7%/59.6%                                                                                            |         |         |         |
| Benchmark Math (gr. 8)                 | 45.9%                                                                                                  |         |         |         |
| Chronic Absenteeism (<90%)             | 15.94%                                                                                                 |         |         |         |
| 6 Credits By End of 9th Grade          | 86.4%                                                                                                  |         |         |         |
| Closing the Achievement Gap            | <i>Data in this category shows the gap between Hispanic/Latino students and all students combined.</i> |         |         |         |
| Benchmark ELA (gr. 3/5)                | 18.3%/16.6%                                                                                            |         |         |         |
| Benchmark Math (gr. 8)                 | 20.4%                                                                                                  |         |         |         |
| 6 Credits by end of 9th Grade          | 12%                                                                                                    |         |         |         |
| 4-year Cohort Graduation Rate          | 7.6%                                                                                                   |         |         |         |
| Students Known (name, strength, need)  | Coming                                                                                                 |         |         |         |
| Participation Rate in Activities       | Coming                                                                                                 |         |         |         |
| Technology Acquisition and Utilization | Unknown                                                                                                |         |         |         |
| General Fund Budget                    | \$207,380,995                                                                                          |         |         |         |
| Dollars Spent per Student (prior yr.)  | \$9,339                                                                                                |         |         |         |
| Staff Diversity                        | Unknown                                                                                                |         |         |         |
| ESSA Requirements                      | TBD                                                                                                    |         |         |         |



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**DRAFT:** September 7, 2017

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**STUDENT ACHIEVEMENT / ASSESSMENT UPDATE**

**SITUATION**

The statewide release of Smarter Balanced Assessment Consortium (SBAC) data will take place on September 14. Tonight's report will provide a districtwide overview of areas of strength and challenge, and information regarding the District's assessment plan for the 2017-18 school year.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors listen to this report and ask any questions they may have.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**STUDENT REPRESENTATIVES ON THE SCHOOL BOARD**

**SITUATION**

During the July 11 and July 31 Board work sessions, Board members discussed the possibility of having student representatives serve as ad hoc members of the School Board. These discussions included the value of receiving input from students on matters that are important to them, a proposed selection process, the anticipated scope of involvement, and the timeline for establishing the position. Board members will continue their discussion during the September 12 work session.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors listen to this report and ask any questions they may have.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**PUBLIC COMMENT / AUDIENCE PARTICIPATION**

**SITUATION**

During the July 31 work session, Board members discussed the protocol for audience members providing public comment during Hillsboro School District Board meetings, processes that are available for receiving different types of input from community members, and procedures established in other school districts that might be helpful for the Hillsboro School District to consider. This evening, Board members will continue their discussion.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors listen to this report and ask any questions they may have.

**HILLSBORO SCHOOL DISTRICT 1J**  
**September 12, 2017**  
**DISCUSS BOARD / SUPERINTENDENT WORKING AGREEMENTS**  
**AND COMMUNICATION / MEETING PROTOCOLS**

**SITUATION**

The ongoing duties of the Board include resource allocation, formulating policy, and interacting with the community in support of the District's mission. In order to effectively meet the District's challenges, it is essential that the Board and Superintendent function together as a leadership team. The Board / Superintendent working agreements, which facilitate unity among the team members, are annually reviewed and readopted by the Board.

Tonight's discussion will include a review of the Board / Superintendent working agreements, communication protocols, and procedures for conducting effective meetings.

**RECOMMENDATION**

The Superintendent recommends that the Board of Directors listen to this report and ask any questions they may have.