



Hillsboro School District 1J

October 14, 2014
Board Meeting

Board of Directors

Monte Akers • Adriana Cañas • Wayne Clift • Glenn Miller • Erik Seligman • Janeen Sollman • Kim Strelchun

HILLSBORO SCHOOL DISTRICT 1J BOARD OF DIRECTORS

Administration Center, 3083 NE 49th Place, Hillsboro, OR

Board Meeting Agenda

October 14, 2014

5:30 PM

1. 5:30 p.m. Work Session
 - A. Naviance Presentation 3
Presenter: Travis Reiman / Brooke Nova / School Counselors
 - B. High School Technology Investment Proposal - Initial Considerations 4
Presenter: Mike Scott / Steve Larson / Travis Reiman / Don Wolff
 - C. Discuss Budget Committee Applications and Determine Selection Process 5
Presenter: Adam Stewart
 - D. Action Item: Approve Achievement Compact 6
Presenter: Steve Larson
 - E. Education Service District Update and Input 12
Presenter: Mike Scott
 - F. Oregon School Boards Association Conference Planning 13
Presenter: Mike Scott / Kim Strelchun
 - G. Board Discussion Time
2. Next Meetings of the Board of Directors:
 - October 28, 2014, Regular Session
 - November 18, 2014, Regular Session

HILLSBORO SCHOOL DISTRICT 1J
October 14, 2014
NAVIANCE OVERVIEW

SITUATION

In an effort to provide tools that will enable students to become *aware*, *eligible*, and *prepared* for college and careers, Hillsboro School District has invested in the Naviance program. Naviance is a web-based resource for middle and high school staff, students, and parents that encourages and supports post-high-school career and college planning.

The resources Naviance provides include “college match” search tools; a comprehensive scholarship listing of local / state / national scholarships; a partnership with *Road Trip Nation*, a video interview archive to assist in career exploration; and *Strength Finders*, a personality assessment for career exploration. This year, District counselors completed professional development training, and all middle and high schools have site-customized, active, ready-to-use accounts for students.

As part of the District’s College and Career Pathways (CCP) project, all middle and high schools are using common guidance lessons to help students through college and career exploration. Activities available through Naviance, in combination with real-world, hands-on experiences through internships, mentorships, and career-related learning experiences will ensure that all students develop the college and career readiness skills they need when graduating from high school.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 14, 2014
HIGH SCHOOL TECHNOLOGY INVESTMENT PROPOSAL –
INITIAL CONSIDERATIONS

SITUATION

In recent years, under the guidance and leadership of the Board, leaders from the Office for School Performance have invested in technology for students and teachers through the District's Mini-Grant program and the Math Study Team, knowing that students who have access to technology in the classroom and at home have many advantages in preparing for college and careers. The Hillsboro School District is committed to providing access and training for teachers and students regarding best practices in technology-enhanced learning, and is beginning discussions about how to expand this practice.

In recent months, the increased affordability of digital devices such as Chromebooks, and the broad availability of Open Educational Resources (OERs) and online tools such as Naviance and Schoology, have led the District to consider models of student-based technology investments that are both innovative and sustainable.

The Teaching and Learning Department, in partnership with Technology Services, has drafted a plan to equip high school students with digital devices by the 2018-19 school year. The multi-year phased approach includes supports for teachers, investment in infrastructure, and measures to guarantee equitable investment and outcomes for students. This discussion is intended to begin a conversation, and gather Board-level responses, considerations, and recommendations regarding moving forward.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 14, 2014
DISCUSS BUDGET COMMITTEE APPLICATIONS
AND DETERMINE SELECTION PROCESS

SITUATION

State law and policy DBEA provide for the establishment of a Budget Committee to review the District's proposed budget. The Budget Committee consists of all seven Board members and an equal number of qualified electors. Budget Committee members are appointed for three-year terms with staggered expiration dates.

Terms for two members of the Budget Committee expired on June 30, 2014. Vacancies were advertised, with applications due by September 30, 2014. Five new applications were received.

The Board will review the Budget Committee applications and discuss the selection process. Formal appointment will be made at the October 28 Board meeting.

RECOMMENDATION

The Superintendent recommends the Board of Directors review and discuss Budget Committee applications and the selection process.

HILLSBORO SCHOOL DISTRICT 1J
October 14, 2014
APPROVE ACHIEVEMENT COMPACT

SITUATION

The Oregon Education Investment Board (OEIB), established in August 2011, designed a consistent reporting structure to ensure common measures are used throughout the pre-K-20 education system. These measures received considerable review by communities statewide, and were finalized for educational entities to complete. The K-12 portion of the compact requires that data be submitted in seven of the areas listed below:

1. Kindergarten readiness (beginning in the 2013-14 school year)
2. Academic achievement at 3rd grade in reading
3. Academic achievement at 5th and 8th grades in math
4. Attendance at 6th grade
5. Attendance at 9th grade
6. 9th grade on track to graduate
7. 3+ college-level courses
8. Graduation rates (four-year cohort and five-year high school completion)
9. Post-secondary enrollment after 16 months of graduation

All local education agencies must submit the Achievement Compact to the OEIB chief education officer (CEO) with their current level of performance data and expected targets given the current level of state funding. Prior to submitting the completed compact to the CEO, each school board must vote and approve the targets established within the compact.

The Achievement Compact Advisory Committee, made up of District employees (administrators, teachers, and classified staff), convened on September 9, 2014. The committee recommended the continued use of an Achievement Compact calculator that determines the year-over-year growth rate over the specified period of time (100% achievement by 2025), pursuant to the State's 40/40/20 goal. The completed compact was presented to the Board on September 23, 2014.

It should be noted that the achievement marks within the compact are based on past performance on the OAKS assessment. Goals for the 2014-15 school year are based on desired performance on the Smarter Balanced Assessment.

It is the District's understanding that this will be the last submission of the Achievement Compact that monitors the above indicators. The OEIB has recently convened, and will be recommending a new structure for the compact with updated timelines, potentially impacting this year's compact. Necessary changes will be presented to the Board as additional information is received.

RECOMMENDATION

The Superintendent recommends the Board of Directors approve the Achievement Compact.

Hillsboro SD 1J Achievement Compact

2014-2015

College and Career Ready: Are students completing high school ready for college or career?

	2008-09 Cohort	Disadvantaged	2009-10 Cohort	Disadvantaged	2010-11 Cohort	Disadvantaged	2011-12 Cohort Goal	Disadvantaged Goal	2014-15 Cohort 4-yr. Goal	Disadvantaged 4-yr Goal
4-Year Graduation Rate	75.5%	67.1%	79.8%	72.3%	NA	NA	81.5%	74.5%		
5-Year Completion Rate	86.7%	81.9%	NA	NA	87.8%	83.4%				
3+ College Level Courses	NA	NA	NA	NA	NA	NA	49.3%	26.3%		
Post-Secondary Enrollment	58.4%	46.3%	NA	NA	NA	NA	61.3%	49.7%		

Progression: Are students making sufficient progress toward college and career readiness?

	All Students 2011-12	Disadvantaged	All Students 2012-13	Disadvantaged	All Students 2013-14	Disadvantaged	Goal (All) 2014-15	Disadvantaged Goal	4-Year Goal (All) 2017-18	Disadvantaged 4-yr Goal
Kinder Assessment Participation	NA	NA	NA	NA	98.4%	98.5%	98.5%	98.6%		
3rd Grade Reading Proficiency	73.7%	63.0%	64.8%	54.7%	67.3%	57.1%	69.8%	60.1%		
5th Grade Math Proficiency	61.6%	48.9%	57.5%	43.6%	60.6%	47.4%	63.4%	50.7%		
6th Grade Not Chronically Absent	90.0%	88.2%	90.4%	89.7%	92.1%	90.7%	92.8%	91.5%		
8th Grade Math Proficiency	59.3%	44.0%	57.4%	42.0%	51.4%	36.0%	54.6%	39.5%		
9th Grade On Track to Graduate	NA	NA	NA	NA	82.5%	74.8%	84.0%	76.8%		
9th Grade Not Chronically Absent	81.0%	75.3%	82.5%	75.9%	87.6%	83.4%	88.7%	84.8%		

Equity: Are students succeeding across all buildings and populations?

	2012-13	2013-14	2014-15	2015-16 Goal	4-Year Goal (2018-19)
Priority & Focus Schools (Includes schools with lowest overall rating on Oregon Report Card)	NA	4	3	2	

Local Priorities: What other measures reflect key priorities in the district? (Optional, up to 3)

	All Students 2011-12	Disadvantaged	All Students 2012-13	Disadvantaged	All Students 2013-14	Disadvantaged	Goal (All) 2014-15	Disadvantaged	4-Year Goal (All) 2017-18	Disadvantaged 4-yr Goal

Investment: What is the public investment in the district? (Does not include capital investments)

	2012-13 (Actual)	2013-14 (Budgeted)	2014-15 (Budgeted)	2014-15 QEM calculation of district share
Formula Revenue	\$154,276,185	\$165,882,282	\$174,423,330	\$209,465,346
Local Revenue (Not passed through formula)			\$16,173,301	
Federal Revenue			\$14,502,547	
State Grants (Not passed through formula)			\$923,502	

KEY for 2013-2014 ACHIEVEMENT COMPACT

Italics Bold = District provided goal

Bold = ODE provided outcome

Italics = District provided optional field

NA = Not Available

Hillsboro SD 1J Achievement Compact 2014-2015

Equity: Are students succeeding across all buildings and populations?

2008-09 Cohort

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	69.6%	51.3%	32.6%	65.7%	67.2%	72.7%	75.0%	88.4%	96.8%
5-Year Completion Rate	82.2%	67.7%	71.3%	85.7%	79.5%	75.0%	75.0%	93.3%	100.0%
3+ College Level Courses									
Post-Secondary Enrollment	44.6%	18.8%	36.2%	70.4%	38.5%	33.3%	66.7%	71.2%	85.2%

2011-12 Sub-group Outcomes

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency	61.6%	48.0%	55.0%	79.1%	55.6%	50.0%	44.4%	84.0%	98.6%
5th Grade Math Proficiency	48.0%	33.6%	31.6%	50.0%	42.5%	45.5%	55.6%	72.6%	100.0%
6th Grade Not Chronically Absent	88.3%	90.7%	84.6%	86.7%	90.6%	100.0%	86.7%	92.9%	96.0%
8th Grade Math Proficiency	41.6%	21.6%	19.3%	61.3%	34.0%	63.6%	80.0%	81.2%	97.8%
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent	73.7%	77.1%	72.9%	85.3%	73.6%	84.6%	100.0%	95.6%	96.8%

2009-10 Cohort

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	74.0%	57.3%	34.0%	75.0%	71.3%	70.0%	75.0%	87.4%	94.3%
5-Year Completion Rate									
3+ College Level Courses									
Post-Secondary Enrollment									

2012-13 Sub-group Outcomes

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency	51.6%	34.2%	50.0%	45.8%	43.9%	58.3%	75.0%	75.9%	96.5%
5th Grade Math Proficiency	41.3%	24.9%	28.3%	50.0%	35.9%	33.3%	62.5%	76.2%	99.0%
6th Grade Not Chronically Absent	89.2%	94.2%	87.1%	96.4%	91.8%	100.0%	90.9%	98.0%	95.6%
8th Grade Math Proficiency	39.7%	17.0%	19.3%	40.4%	37.3%	42.9%	55.6%	83.2%	100.0%
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent	74.9%	76.0%	68.7%	93.3%	75.0%	66.7%	70.0%	97.2%	92.9%

Hillsboro SD 1J Achievement Compact 2014-2015

2010-11 Cohort									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate									
5-Year Completion Rate	83.7%	70.1%	73.5%	86.9%	81.2%	77.0%	77.0%	93.9%	100.0%
3+ College Level Courses									
Post-Secondary Enrollment									

2013-14 Sub-group Outcomes									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation	98.3%	98.6%	95.6%	100.0%	98.7%	90.9%	100.0%	98.9%	100.0%
3rd Grade Reading Proficiency	54.2%	37.9%	46.6%	75.0%	49.1%	58.3%	60.0%	79.6%	100.0%
5th Grade Math Proficiency	45.7%	30.2%	23.6%	50.0%	42.6%	42.9%	40.0%	78.4%	98.9%
6th Grade Not Chronically Absent	89.7%	95.0%	90.5%	87.0%	93.0%	100.0%	100.0%	99.0%	96.3%
8th Grade Math Proficiency	34.6%	13.0%	12.9%	32.3%	32.2%	75.0%	38.9%	74.7%	96.9%
9th Grade On Track to Graduate	72.6%	57.4%	62.5%	69.6%	73.2%	66.7%	100.0%	96.1%	98.1%
9th Grade Not Chronically Absent	82.0%	84.1%	81.3%	87.0%	83.6%	93.8%	90.9%	99.0%	91.9%

2011-12 Cohort Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate	76.1%	60.3%	37.5%	77.0%	73.5%	72.3%	77.0%	88.5%	94.8%
5-Year Completion Rate									
3+ College Level Courses	45.0%	12.3%	12.3%	27.5%	14.4%	39.2%	28.4%	88.8%	40.5%
Post-Secondary Enrollment	48.0%	21.9%	39.7%	72.7%	42.0%	36.8%	69.2%	73.4%	86.4%

2014-15 Sub-group Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation	98.5%	98.7%	96.0%	100.0%	98.8%	91.7%	100.0%	99.0%	100.0%
3rd Grade Reading Proficiency	57.3%	41.4%	49.9%	77.0%	52.4%	61.2%	62.9%	91.3%	100.0%
5th Grade Math Proficiency	49.1%	33.7%	26.9%	53.3%	46.0%	46.3%	43.5%	80.2%	99.0%
6th Grade Not Chronically Absent	90.6%	95.4%	91.3%	88.1%	93.6%	100.0%	100.0%	99.1%	96.6%
8th Grade Math Proficiency	38.1%	15.6%	15.5%	35.8%	35.7%	77.0%	42.4%	76.7%	97.2%
9th Grade On Track to Graduate	74.7%	60.4%	65.2%	71.9%	75.3%	69.2%	100.0%	96.4%	98.3%
9th Grade Not Chronically Absent	83.5%	85.4%	82.8%	88.1%	85.0%	94.3%	91.7%	99.1%	92.6%

Hillsboro SD 1J Achievement Compact 2014-2015

2014-15 Cohort Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
4-Year Graduation Rate									
5-Year Completion Rate									
3+ College Level Courses									
Post-Secondary Enrollment									

2017-18 Sub-group Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency									
5th Grade Math Proficiency									
6th Grade Not Chronically Absent									
8th Grade Math Proficiency									
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent									

KEY for 2013-2014 ACHIEVEMENT COMPACT

Italics Bold = District provided goal

Bold = ODE provided outcome

Italics = District provided optional field

NA = Not Available

2013-14 Results – Preliminary Embargoed Information

	All Students 2013-14		Disadvantaged	
	Goal	Met	Goal	Met
Kinder Assessment Participation	100	98.4	100	98.5
3rd Grade Reading Proficiency	67.2	67.3	63	57.1
5th Grade Math Proficiency	60.2	60.6	46.7	47.4
6th Grade Not Chronically Absent	91.2	92.1	90.5	90.7
8th Grade Math Proficiency	60.1	51.4	45.1	36.0
9th Grade On Track to Graduate	80.5	82.5	70.6	74.8
9th Grade Not Chronically Absent	83.8	87.6	77.7	83.4

64% of Categories Met

5/7

4/7

11

	Economically Disadvantaged		Limited English Proficient		Students with Disabilities		Black (Not of Hispanic origin)		Hispanic origin		American Indian / Alaska Native		Pacific Islander		Asian		TAG	
	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met	Goal	Met
Kinder Assessment Participation	100	98.3	100	98.6	100	95.6	100	100.0	100	98.7	100	90.9	100	100.0	100	98.9	100	100.0
3rd Grade Reading Proficiency	54.3	54.2	37.1	37.9	53	46.6	48.9	75.0	47	49.1	61	58.3	76.8	60.0	77.7	79.6	96.8	100.0
5th Grade Math Proficiency	44.5	45.7	28	30.2	31.4	23.6	53	50.0	39.1	42.6	36.5	42.9	65	40.0	77.9	78.4	99.1	98.9
6th Grade Not Chronically Absent	90.1	89.7	94.7	95.0	88.1	90.5	96.7	87.0	92.5	93.0	100	100.0	91.6	100.0	98.2	99.0	96	96.3
8th Grade Math Proficiency	42.9	34.6	19.7	13.0	22.1	12.9	43.6	32.3	40.5	32.2	46	75.0	58.4	38.9	84.5	74.7	100	96.9
9th Grade On Track to Graduate	69.6	72.6	53.7	57.4	62.6	62.5	93.8	69.6	65.8	73.2	69	66.7	95.4	100.0	97.4	96.1	94.8	98.1
9th Grade Not Chronically Absent	76.7	82.0	77.8	84.1	70.9	81.3	93.8	87.0	76.8	83.6	69	93.8	72.1	90.9	97.4	99.0	93.5	91.9

3/7

5/7

2/7

2/7

5/7

4/7

4/7

5/7

4/7

54% of Subcategories Met

HILLSBORO SCHOOL DISTRICT 1J
October 14, 2014
EDUCATION SERVICE DISTRICT UPDATE AND INPUT

SITUATION

Northwest Regional Education Service District (NWRES D) provides services to local school districts in the following areas:

- Programs for children with special needs
- Technology support
- School improvement services
- Administrative and support services
- Other services required under ORS 339.005 to 339.090

Each year, NWRES D, in concert with regional superintendents, develops a Local Service Plan to bring to the region's 20 school districts, and the local school districts must approve the plan for the following year.

House Bill 3401, which was approved by the 2013 Oregon Legislature, allows local school districts to elect to receive a percentage of all amounts received from the State School Fund and attributable to the school district directly from the education service district (ESD) as pass-through dollars. This decision is made annually, and school district boards must submit a request to the ESD board by November 1 of the year prior to the school year for which the request is being made. School districts electing to receive more than 50 percent of the State School Fund attributable to the school district as pass-through dollars may act only in an advisory capacity for decisions made regarding ESD governance.

Last fall, the District conducted an analysis of NWRES D's service plan to determine whether an appropriate value was being receiving in relationship to the proportion of funding that could pass through to the District. Based on this analysis, the Board voted to request that 65 percent of NWRES D State School Fund revenues received on behalf of the Hillsboro School District for the 2014-15 school year be distributed directly to the Hillsboro School District, with plans to use a portion of those funds to purchase some services back from NWRES D.

During this Board meeting, staff will present information relevant to determining the District's level of participation with NWRES D for the 2015-16 school year, and will recommend that 75 percent of NWRES D State School Fund revenues received on behalf of the Hillsboro School District for the 2015-16 school year be distributed directly to the District, with plans to use a portion of those funds to purchase some services back from NWRES D.

RECOMMENDATION

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

HILLSBORO SCHOOL DISTRICT 1J
October 14, 2014
OSBA ANNUAL CONVENTION SESSION PLANNING

SITUATION

The Oregon School Boards Association (OSBA) Annual Convention, which will take place in Portland on November 14-16, 2014, is a professional development opportunity for Board members and the Superintendent. During tonight's work session, participants will discuss the sessions they plan to attend to make the best use of this opportunity.

RECOMMENDATION

The Superintendent recommends the Board of Directors discuss attendance at the OSBA Annual Convention.