

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on February 26, 2024.

1. CALL MEETING TO ORDER

Board Vice Chair Kelly Mason called the Springfield Board of Education work session to order at 5:30 p.m.

- A.** Chair Light led the Pledge of Allegiance.
- B.** Vice Chair Mason shared the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

Board Members in attendance included Board Chair Jonathan Light, Board Vice Chair Kelly Mason, Director Ken Kohl and Director Nicole De Graff.

Attending Virtually: Director Emilio Hernandez

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Martie Steigleder, Brian Richardson, Jeff Michna, Jonathan Gault, Brian Megert, Joan Bolls, Terry Rutledge, Whitney McKinley, Mindy LeRoux, Moriah Shanahan, Nicole Nakayama, Tim Hicks, Carla Smith, Katie Dawson, and Kimberlee Pelster.

2. DISCUSSION

A. What are we doing to close the student performance gaps?

Dave Collins

The Board broke into groups, alternating between three informational tables of elementary, middle and high school grade levels. A level director, recorder, and building administrators from each grade level were on hand to supply information and answer questions. welcomed school Principals Smith, Pelster and Dawson.

- Building administrators discussed relevant datasets they use to inform how they and their teams are closing the achievement gap at the building level
- Shared the update from the January 23rd session, regarding assessments
- Board members were provided an informational packet, which included state detail reports both for the district and each building by the level.

Teachers use the site easyCBM to report and track K-6 math and reading skills, such as proficiency,

comprehension, progress, expected progress, equivalent expressions, phonological awareness,

passage reading fluency, risk ratings and more. This data is tracked and reported upon in two week intervals, monthly and quarterly.

- Benchmark risk ratings are calculated using the PRF, Vocabulary, and Proficient Reading assessment results
- Results for the Basic Reading measures can be assessed on the Reports - Group screen as well as on the Individual Reports
- The more benchmark tests taken, the more accurate the Risk Rating

There are three sources of classroom data for middle school math:

- Core Instruction. All students receive standards based math instruction based on skills
 - Students get instruction to support grade level standards
 - Formative assessment drives instruction
 - Inform a student's current grade level on standards
 - Give detailed information on specific areas of math
 - Short assessments are given to students, not graded, but used as decision points for teachers
- Personalized Pathway. All students have individualized instruction based on the iReady diagnostic
 - Gaps in standards are filled in
 - Teacher can adjust as needed, helping teachers support individual students
 - Tell a teacher students have certain prerequisite skills
 - Lead a teacher team to adjust instruction based on need
- Diagnostic. All students are tested three times per year to determine overall progress toward grade-level standards. When needed intervention is available

- Pre-teaching of core instructional skill
- Progress monitoring tracks improvement
- Help students set goals

7:00 p.m. ————— Break ————— 7:05 p.m.

2022-23 Thurston High School Profile

- 1,144 students enrolled
 - Student demographics are made up of American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino, Multiracial, Native Hawaiian/Pacific Islander and White. Students with disabilities 11%. Of both students and teachers, White, Hispanic/Latino, and Multiracial make up the greater percentage of the demographics
- School Environment and Academic Success
 - Median size of classes in core subjects - 26%. Oregon average - 22%
 - On-Time Graduation - 84%. Oregon average - 81%
 - Regular Attenders (more than 90%) - 55%. Oregon average - 62%
 - Five-Year Completion (Diploma or GED) - 87%. Oregon average - 87%
 - On-Track to Graduate (Learning .25% of graduation credits in their 9th grade year) - 82%. Oregon average - 84%
 - College Bound (enrolling in 2-4 yr college wishing 18 months) -53%. Oregon average - 56%

School profile reports break down into even greater detail, providing data to help identify gaps in numerous areas that may affect the success of students, such as disabilities, economics, cultural and racial barriers, inclusivity, staff and school stability, as well as the stability of the student's home.

Thurston High School Building Goals

- School wide focus - Use a variety of data to celebrate student success implement instructional supports, connecting students to school and accelerating their learning for college and career readiness
 - Increased feeling of belonging among students on campus
 - Students engaging in critical thinking, communication, collaboration, and creativity
- Monitor Progress (Student Culture Survey, Instructional Walkthrough, and Percentage of students attaining a B or better in courses
 - The data is used to revise strategies and guide learning throughout the year
 - Regular attenders and positive behavior incentives and supports increased the rate of regular attenders by 7% over the 2022-23 school year
 - On-time graduation rates were increased through early identification of off-track students. Credit recovery and night school were offered, FLT elective,

success coaches, and Teacher grade level teams prioritize those students. Counselors support 9th grade focus for students off-track, while administration contracting begins in the 10th grade

Mr. Collins summarized Board members' interests and questions from the discussion

- Chair Light - questions around attendance and trends and impact of the pandemic. He thanked all those who gathered the data and put together the presentations for them
- Director Kohl - On-track graduation rates and correlations between current datasets and the freshman On-track data seen in real time, how we can correlate that with the report card.
Kohl was impressed by the amount of information and data collected, processes to help the students
- Director De Graff - programs and how to support parents. Math and the differences students versus parents learned and how that looks like from a school. If students are still not on track by the end of the year what programming would be used in response? De Graff commented she liked how the middle school's system seems foolproof, as far as being able to track in real time when a student is behind
- Vice Chair Mason thanked the principals and staff who broke down the information for them to easily understand, noting it was helpful to receive it in that manner

B. Board Retreat Planning

Vice Chair Mason explained they had not held the board retreat last weekend because they felt they were not prepared to have a meaningful time together. The facilitator Tim Hicks met with Chair Light and herself to gain a sense of where they are as a board, have been, the direction they wish to take, and how to put those things in place, hone in on an agenda and to receive feedback, all in order to have a successful board retreat. Tim Hicks commented that communication is key in setting expectations, making commitments, identifying needs on both sides and building trust and seeing where the alignment is and where points of friction are.

Chair Light concluded saying the board would revisit the goals and strategies, the mission for the district to ensure they are still in agreement, the metrics, working on the board and superintendent relations and trying to maximize their roles and responsibilities of board members.

3. NEXT MEETING

March 11, 2024 - Business Meeting at 7:00 p.m.

4. ADJOURNMENT

With no further business, Superintendent Hamilton adjourned the work session at 7:20 p.m.

(Minutes recorded & transcribed by Trenay Ryan, (LCOG))