

SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on January 27, 2025.

1. CALL MEETING TO ORDER

Board Chair De Graff called the Springfield Board of Education special meeting to order at 5:43 p.m.

- A. Chair De Graff led the Pledge of Allegiance
- B. Vice Chair Quaas-Annsa 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 Nicole De Graff, Vice Chair Heather Quaas-Annsa, Director Ken Kohl, and Director Jonathan Light.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Taylor Madden, Martie Steigleder, Brian Richardson, Jeff Fuller, Joyce-Smith Johnson, Whitney McKinley, Mindy LeRoux and Jonathan Gault.

2. DISCUSSION

A. Instructional Materials

Whitney McKinley

Director of Teaching and Learning Whitney McKinley, outlined the process for selecting and recommending high-quality instructional materials, for use in the fall 2025 classroom. These materials promote equity, consistency, engagement, and relevance to the Board. The goal is to provide materials that support diverse learning needs and enhance teaching effectiveness. Final recommendations are based on a combination of state criteria, local priorities, and community

input. The implementation of adaptive and formative assessments within the school district, including the use of iReady diagnostics for math were focused on during the discussion.

- High-Quality Instructional Materials
 - Alignment with Standards - More comprehensive than traditional textbooks and includes technology, rigor, and standards
 - Teacher Support - Support is provided to teachers through the use of materials, pacing, instructional strategies, and data-informed instruction, allowing the teacher to focus on teaching
 - Critical Thinking and Problem Solving - Assessment bundles are included that will allow teachers to use data for real-time decision making
 - Elementary Materials - Face challenges due to the number of content areas teachers handle and the need for innovative integration of standards
- An Emphasis on Equity and Consistency - Ensures all students have access to the same rigor and practices regardless of the teacher's experience level.
 - Scaffolded materials support different student needs, including English learners and students who require acceleration or extra support
- The Importance of Engagement and Relevance through the use of materials, designed to excite students and be culturally relevant.
 - Students should be encouraged by the materials into deeper thinking, inquiry, and in application of knowledge, preparing them for future challenges

State Process for Review of Instructional Materials

- Review of Current State Academic Standards, legislative standards, and new standards.
- Submission by Publishers - The state list covers various school types and needs across the state, while the district narrows it down based on local priorities and criteria.
- Evaluation by Expert Panels - Teachers, practitioners, and building administrators review the materials, guided by the use of equity rubrics.
- Oregon has shifted to align with national standards, particularly in literacy, math, and science, although health standards may require supplemental materials.
- Compilation of Approved Materials - Chosen from the state-approved list based on that particular district's specific needs and priorities.
- Cost Considerations - Managed within the state contract of per-pupil price, with variations based on bundle lengths and additional services.

In addition to explaining the general adoption cycle, McKinley discussed the process of submitting waivers and action plans to ODE for elementary and high school science materials, including a discussion on the need for an extension of high school science materials, due to the quality of submissions and the shift to Next Generation Science Standards (NGSS).

District Process for Review of Instructional Materials

- Formation of Review Teams - The District process mirrors the State process.
- Evaluation of Materials - Teams are briefed on standard changes, new strategies, and resources to ensure accurate assessment of programs.

- District Tracking of student progress, through the use of a tiered system that categorizes the student as on-track, slightly off-track, or significantly off-track based on credit accumulation, providing for early intervention and instructional adjustments.
- Roles and Responsibilities - A Creation of rubrics based on the same criteria and professional learning is planned for teachers. National standards ensure materials are relevant to diverse regions.
 - The state list covers various needs across the state, and the district narrows it down based on local priorities and criteria
- Stakeholder Engagement - Opportunities are provided for community and stakeholder input and questions. Community input is also gathered through principals and teachers, helping to guide the final recommendations.

The Board had questions around State and National standards alignment, additional details of the materials selection, the composition and foundational roles of the District Review Committee, coordination with neighboring districts, details on the role of the EEAC, and the status of K-12 and the Science extension.

Action Plan:

- Confirm specific content areas with standards that align between state and national standards.
- Provide additional process information on how instructional materials are selected at the state level, then reviewed and chosen at the local district level.
- Clarify typical size and composition of the local District Review Committee, including the representation of different roles and stakeholder groups.
- Explore opportunities for greater alignment and coordination with neighboring districts, regarding the instructional materials being used.
- Investigate the District’s Educational Equity Advisor Committee (EEAC) role in providing input through the use of an equity lens in the review process.
- Current Focus:
 - K-12 Health - On Cycle
 - High School Science - Extension Due

B. Data Literacy/Assessment

Instruction Team

Assistant Superintendent of Instruction, Dave Collins, Directors Joyce Smith-Johnson and Mindy LeRoux presented foundational information in an effort to have a common understanding around the terminology and processes used, which will be discussed in next month’s deeper diagnostic data review. The meeting highlighted an in-depth clarification on the purpose of data review, data collection methods, and disaggregation, including the viewing of data by grade levels, gender, ethnicity, and socio-economic status, as well as the difficulties of state-reported data being behind actual performance.

Data Cleaning and Statistical Analysis

- *Data cleaning* removes duplicates or incomplete records, ensures the validity of data, and finds gaps.
- *Descriptive Statistics* - Analyzing the data requires one to think about things in a statistical way, regarding averages, medians, standard deviations, and individual student performance.
- *Comparative Analysis* - The importance of comparing performance across demographic groups and trends over time.
- *Correlation Analysis* - The concept of equity gaps, the continuous improvement cycle, and setting measurable goals and timelines.
 - Growth Metrics - Measure individual student progress
 - Identifying - Outliers in data sets and their impact on data health
 - Equity Gap Analysis - The importance of ethical data use in presentations to the board, along with eliminating bias in data interpretation

The Balanced Assessment System, according to the State's view, consists of different assessments that are used as sources of data collection.

- *Formative Assessments* are educator and student-level interactions, such as classroom quizzes and benchmark tests, helping students to develop skills in self-assessment.
 - The *Comparable Assessment* is given, easyCBM benchmarking, administered three times per year to track progress and chart individual growth
 - *Formative Assessments* in Wonders and Magnetic Reading Foundations are supplemental curriculum, aimed at improving early reading skills
 - The Curriculum includes high-quality formative assessments, unlike previous methods used. These provide ongoing opportunities to monitor and track student progress
 - The Success of the Program is measured through formative and interim assessments and benchmark scores, which provide a comprehensive view of student achievement
- *Interim Assessments* are system-level checks that target specific units of content.
- *Summative Assessments* are end-of-unit or semester exams, standard-based assessments of proficiency at the state level, which inform annual outcomes.
- Anecdotal/Other Metrics are attendance and behavior records, and socio-economic data.
- Standardized Tests are state and national assessments, such as SAT, ACT and state-mandated tests.

Embedded Collaboration with a focus on curriculum mapping and deeper data analysis.

- Identifies those students unable to perform lesson objectives, allowing for in-the-moment research.
- Embedded collaboration is always literacy-based and may include math planning.
- Twice a week, two-part formative assessments are administered to an entire group or an individual, to identify instructional next steps and reteach skills.
- Consistency of curriculum across the entire school district allows for comprehensive student tracking.
- The importance of teaching students their own fix-up strategies for self-correction.
- Corrective feedback - Provides routines for teachers to address decoding and encoding errors in real-time.
- The importance of parental engagement in supporting student learning.

Integrated Application Process and Specialists allow for more effective use of Specials Time for professional development.

- The hiring of physical education (P.E) teachers now provides Specials Time for classroom teachers to participate in collaboration.

iReady Math Diagnostic is used as an interim assessment, administered three times a year.

- The diagnostic is adaptive, beginning at a grade-level standard and adjusted based on student performance.
- Teachers can use the diagnostic to set goals and differentiate instruction for individual students.

Data Reporting - Diagnostic Reports and instructional Tools include class reports and individual student reports.

- Teachers use the reports to help identify strengths and gaps, set growth goals, and differentiate instruction.
- *Family reports* are available in English and Spanish to inform parents of their child's academic performance.
- *Instructional Grouping* reports provide recommendations for grouping students based on strengths and gaps.

Prerequisite Reports and Real-Time Decisions identify skills students need to learn before being given new content.

- Teachers can use the report to pre-teach or teach prerequisite skills to students.
- The report helps in real-time instructional decisions for individual students or entire classes.
- District-wide diagnostic views provide a snapshot of school and classroom performance.

Comparison Reports show progress towards goals set at the beginning of the year.

- Principal and teachers use the report to make decisions about staffing, interventions, and professional learning.
- The report helps in identifying areas where additional support is needed.
- The assessment provides large quantities of data, allowing for real-time adjustments and informed decision-making.

On-Track Criteria is measured and used to identify students on-track for graduation, this includes the use of a team approach in addressing student issues.

- Assessments happen both at the classroom-level and building-level through the instructional process.
- SPS On-Track created its own criteria, which includes passing core credit requirements and meeting attendance standards to identify students earlier.
- Ninth-grade students who finish the year with six credits are considered on-track.
- Expanding On-Track Criteria to every grade level and semester helps identify students in need of intervention before they begin the tenth grade.
 - Counselors and administrators use the criteria to create sections for night school
 - The system acts as an early warning system to prevent the cycle of failure
- The Team Approach is used when counselors and administrators work together to identify and support students.
- The Team Approach includes PLCs and other professional learning communities.
- Student-sensitive information is shared only as necessary, ensuring privacy and effective student support.
- The data is for and accessible only to the Springfield Public School District and will follow only those students transferring within the school district.

LeRoux focused on student engagement and data analysis, while emphasizing the importance of personalized responses to student needs. In addition, she discussed the collaborative work that the school buildings and herself are doing to refine practices addressing external factors that affect students, such as loss of housing and food insecurity.

- Care Connect teams, data teams, and professional learning communities offer important correlated responses and connections to students.
- The goal is to disaggregate data, to identify groups of students, and respond effectively.
- The importance of parental engagement in support of student learning.
- Personalized student support includes monitoring “Every Student Every Day” to confidentially treat them as individuals, with differing backgrounds and needs.
- The growth in family resource centers, counseling and college and career counselors, each working together to support students with confidentiality was discussed.

Johnson outlined the next steps, focusing on the February data deep-dive review with the Board, during which they will review student achievement data sets. Implementation of literacy programs aimed to improve early reading skills was discussed.

- Data sets to be discussed during the February work session include Graduation data, On-Track data, Literacy data, and iReady data.

- Clarification was provided on the K2 Literacy Block, including Magnetic Reading Foundations (MRF), which were chosen to fill the other half of the literacy block and involve teacher teams in the decision making process.
- The other half of the literacy block is dedicated to Wonders and was influenced by the equity team who identified deficits in other programs.
- The adoption process for Magnetic Reading Foundations involves various stakeholders.

3. NEXT MEETINGS

February 10, 2025 - Business Meeting at 7:00 p.m.

February 13, 2025 - Budget Committee Work Session at 6:00 p.m.

February 24, 2025 - Special Meeting at 5:30 p.m.

4. The Board will meet in **Executive Session** (non-public) pursuant to ORS 192.660(2)(i) to review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

The Board paused the work session at 7:23 p.m.

5. ADJOURNMENT

With no further business, Chair De Graff started the executive session at 7:34p.m. and adjourned at 9:41p.m.

(Minutes recorded by Trenay Ryan, LCOG)