

**LINCOLN COUNTY SCHOOL DISTRICT**  
**Board of Directors- Work Session**  
**Tuesday, November 14, 2017- 6:00 p.m.**  
**Toledo Jr./Sr. High School**  
**Toledo, Oregon**

**Minutes**

**PRESIDING:** Ron Beck, Chairman

**Present:** Ron Beck, Chairman; Amanda Remund, Vice Chairman; Liz Martin, Karen Bondley, Jenny Demaris, Directors

**Also Present:** Tom Rinearson, Superintendent; Jon Zagel, Acting Superintendent; Susan Van Liew, Director of Elementary/Special Education; Tiana Tucker, Interim Director of Human Resources; Vince Dye, Operations Administrator; Clint Raever, Toledo Jr./Sr. Principal; Kristin Bigler, Communications Specialist; Jean Turner, Guest; Laurie Urquhart, Secretary; Joan Brown, *News Times*

**Handouts:** 2016-17 Oregon Report Card Data; Information on Adverse Childhood Experiences (ACEs); Homeless Data; Behavior Data

**Call to Order-Establishment of a Quorum**

Chairman Beck convened the meeting and called the work session to order at 6:00 p.m. with a quorum of all five board members present.

**Discussion on Student Achievement/Test Results**

Mr. Zagel noted that Operations Administrator Vince Dye began with 1200 pages of achievement data, which he whittled to 60 pages. He reminded board members that, generally when one thinks of student achievement, one thinks of test scores. "But behind every (student achievement) number, there are kids with a teacher who cares deeply," said Zagel.

Because there are both very experienced board members and those new to the role, Mr. Zagel explained testing information as though all were new. Testing is administered in grades three through eight and grade 11.

If a student reaches Level three or four, they are determined to have met and exceeded the standard, respectively. Two is "nearly met," and one is far off the mark.

Mr. Zagel walked board members a portion of the most recent state report card. He noted that the "OAKS" test is given for science, and English/Language Arts and Math use the Smarter Balanced test.

He said it is important to compare students as they move through grades (i.e. this year's fourth graders should be compared to last year's third graders for instance).

The report card also provides information on how students in sub-groups performed (economically disadvantaged, Ever English Learners, students with disabilities, migrant, talent and gifted).

Newport High, Taft and Toledo High Schools took the ACT test, so those schools show no data on the state report card. He called attention to page 21 of the handout that shows freshmen on track to graduate; "This is very important data," noted Zagel. The graduation rate is determined based on particular cohorts of students, and is based on data from one day of the year. The manner in which the graduation rate is determined changes annually.

Director Martin stated it is difficult to defend the graduation rate, as it is measured differently each year. Principal Clint Raever noted graduation rates are not determined in the same manner across the country; in Texas, a GED counts towards the graduation rate but in Oregon it does not.

The graduation rate and dropout rate are different numbers, noted Mr. Zagel. The dropout rate is not the number subtracted from the graduation rate. Superintendent Rinearson said that universities and community colleges are working to have their respective data be comparable.

Mr. Zagel said that factors out of a school's control regularly affect the school's graduation rate (students from another country who do not speak English, for instance). "We love them, yet they will affect our scores."

Mr. Rinearson noted the state assumes that the raw materials (the students) are always the same; they are not. Director of Elementary/Special Education Susan Van Liew reported the district uses other assessments in addition to the state test, to provide additional information.

Chairman Beck asked if state tests are given at the same time of the year across the state. Ms. Tucker noted that the state determines the testing window. Mr. Raever said not every state uses Smarter Balanced.

Operations Administrator Vince Dye reported that Smarter Balanced requires tests be given after 66% of instructional days have passed.

Director Martin said she attended the ODE seminar on testing and said that it is always changing. Superintendent Rinearson noted the state contract with Smarter Balanced is complete, so the state is examining different tests. "I encourage you to look at the graduate rate as a goal, rather than test scores," said Rinearson.

Mr. Raever noted the new federal law has provided flexibility in grade 11, but grades 3-8 will likely be using the Smarter Balanced test.

Mr. Zagel reported three of the district's high schools took the ACT test (Newport, Toledo and Taft).

### **ACES (Adverse Childhood Experiences)**

Mr. Zagel reported schools access and use data other than test results to help students, including ACEs (Adverse Childhood Experiences) information.

There are ten factors in the ACEs quiz, including having a family member in jail, divorce, drug abuse, etc. Students having over two factors on the ACEs evaluation are more than likely affected. "We are approaching 50% on all factors at NHS," said Zagel. He said the school also has teachers with high ACE scores. Superintendent Rinearson noted it is incumbent on a superintendent to be resilient to deal with factors such as these.

Mr. Zagel noted, "We have something we call 28 in Lincoln County (four squares with the number 7 in each; school, community, family and student). If one area is low, another area has to pick it up. We are constantly doing this assessment with our kids."

Mr. Rinearson said the seven represents seven out of 10; no group is ever perfect. Director Martin said it is critical to know your population. Mr. Zagel said that, "This is the work, figuring this out. If it all works, their scores go up."

**Homeless Data.** Mr. Zagel shared data on the number of homeless students in the district. He noted the data is from 2016/17. "There are four categories: doubled up, sheltered, unsheltered, and motel. There were 794 kids from age zero through grade 12 last school year." He said these students move around a lot, and said the numbers are very fluid.

**Behavior Data.** Mr. Zagel shared a list of behavior incidents at schools that occurred through October 2017. Suspensions and expulsions were also included in the information.

Mr. Rinearson said the data begs more questions, adding, "I looked at all the behaviors; we are not consistent about what we call things between schools."

The report's appearance will continue to be adjusted to make it cleaner and more consistent across the board. Mr. Dye noted there is flexibility between schools. A school doing a good job of tracking and reporting incidents may have the unintended consequence of appearing worse than a school that is not reporting well.

Director Demaris noted the report is a good starting point.

Mr. Dye noted at least ten hours of administrative labor goes into one expulsion. Chairman Beck asked board members if they would like to receive this information regularly. Ms. Demaris said that, for her, it would be difficult to evaluate the superintendent without the information. Ms. Remund suggested receiving the information quarterly. Superintendent Rinearson stated the information is already being used by administration, and added, "We don't want to develop things that are not being used for something."

The meeting adjourned at 6:52 p.m.

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Chairman

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Superintendent