



Board of Directors
North Clackamas School District 12
12400 SE Freeman Way
Milwaukie, Oregon 97222

Agenda

North Clackamas School Board Governance
Saturday, October 21, 2023 - 9:00 AM
Board Room
12400 SE Freeman Way
Milwaukie, OR 97222

Times listed on the agenda below are only estimates and may be adjusted.

GOVERNANCE SESSION

9:00	Call to Order	
	Native Land Acknowledgement	2
	Flag Salute	3
9:05	1. Data Literacy - Presentation	4
	Presenter: Ivonne Dibblee	
10:05	2. Naming Facilities (NCSD Board Policy FF)	57
	Presenter: Cindy Detchon	
	Tiffany Shireman	
10:50	Adjourn	



Native Land Acknowledgment

We acknowledge the land on which we sit and which we call the North Clackamas School District rests on the traditional and indigenous lands and village sites of the Native peoples of the Kalapuya, Chinook, Molalla, and the Clackamas. We take this opportunity to offer gratitude for the ability to learn, work, and be a community on this land, and we offer thanks to the original caretakers of this region. We recognize the historic policies of colonization, genocide, relocation, and assimilation that affected Indigenous and Native families both past and present and that will affect those in the future, and honor the resilience and revitalization of our Indigenous and Native communities. We pay our respects to the Elders, both past and present, who have been the stewards of this land throughout the generations.



Flag Salute

I pledge allegiance to the Flag of the United States of
America, and to the Republic for which it stands, one Nation
under God, indivisible, with liberty and justice for all.

DATA LITERACY

PRESENTATION

Agenda Item #1
October 21, 2023

PURPOSE OF AGENDA ITEM:

This data is presented for Board information.

ORIGINATED BY:

Board Request for information

BACKGROUND:

Understanding, interpreting, and using data is becoming increasingly essential in our educational landscape. As our school district strives to provide a high-quality education, we must use various data to strengthen the instructional and assessment practices that lead to meaningful academic and experiential learning for students. Data literacy encompasses the capacity to gather, analyze, and draw meaningful insights from data, which the district uses to inform decision-making, improve instruction, and enhance overall educational outcomes.

This agenda item provides a comprehensive overview:

- Use of data and the connection to the Strategic Plan
- Detailed description of the data used in our K-12 system
- Data used at various levels: (systems, department, school, teams, and classroom)
- Implications of our data

Throughout the year, schools provide presentations to the board and share highlights of their student achievement. This presentation aims to support board members in understanding why data is important, what data we use, and how it strengthens the district and elevates student success.

ATTACHMENTS:

[Data literacy presentation](#)

PRESENTER / STAFF CONTACT:

Ivonne Dibblee, Assistant Superintendent of Education
Petra Callin, Executive Director of Secondary Programs
Patricia Ahrens, Executive Director of Elementary Programs
Tammy O’Neill, Executive Director of Teaching, Learning & Professional Development

Data Literacy

Board Report
October 21, 2023



Our Time

01

Data and our
Strategic Plan

02

What data we
use & why

03

Data & our
youngest learners

04

Data & graduation
milestones

05

Data &
instruction

06

Summary & Q
and A

Essential Questions:

- **Why** is data important?
- **What** type of data do we use and why?
- **How** does data make us better as a district?
- **How** does data support student success?

01

Data & Our Strategic Plan



Our Strategic Plan

Student Experience & Success



We prepare each student through engagement, effective instruction, empowerment, and skill development in order to succeed in life and career

Strengthen and improve instructional and assessment practices that lead to meaningful academic and experiential learning for each student.

Ensure that modes and delivery of teaching and learning are varied and responsive to students' learning needs.

Provide frequent actionable feedback to students that leads to growth and proficiency.

Strengthen and continue to provide opportunities for student learning through academics, arts, and extracurricular activities.

Support the mental health and well-being of each student.

Develop a district-wide system in which all students graduate with a post-secondary plan and pathway for success.

Provide safe and flexible learning environments to encourage collaboration and innovation.

"EVERY SYSTEM IS PERFECTLY DESIGNED
TO GET THE RESULTS IT GETS"

PAUL BATALDEN

YOU CAN'T
IMPROVE
WHAT YOU
DON'T
MEASURE.

"Like flowers, children are destined for beauty and growth. They are the flowers. When a flower does not grow, we don't uproot it. Instead, we change the amount of sunlight and water, we change the type of soil, we nourish it. We look for solutions to facilitate its growth.

~Gholdy Muhammad

High Level Goal

- Theory of Action: **If** our goal is to strengthen and improve instruction and assessment practices **then** we must identify the problems/barriers that exist and address them through very specific actions **so that** student can succeed.
- We mirror the school process
- Goal is aligned to department goals
- Executive directors ensure that School Improvement Plans are aligned to our greater focus:
 - Universal Core Instruction
 - Literacy
 - Professional Learning Communities
 - Hi 5 Instructional strategies

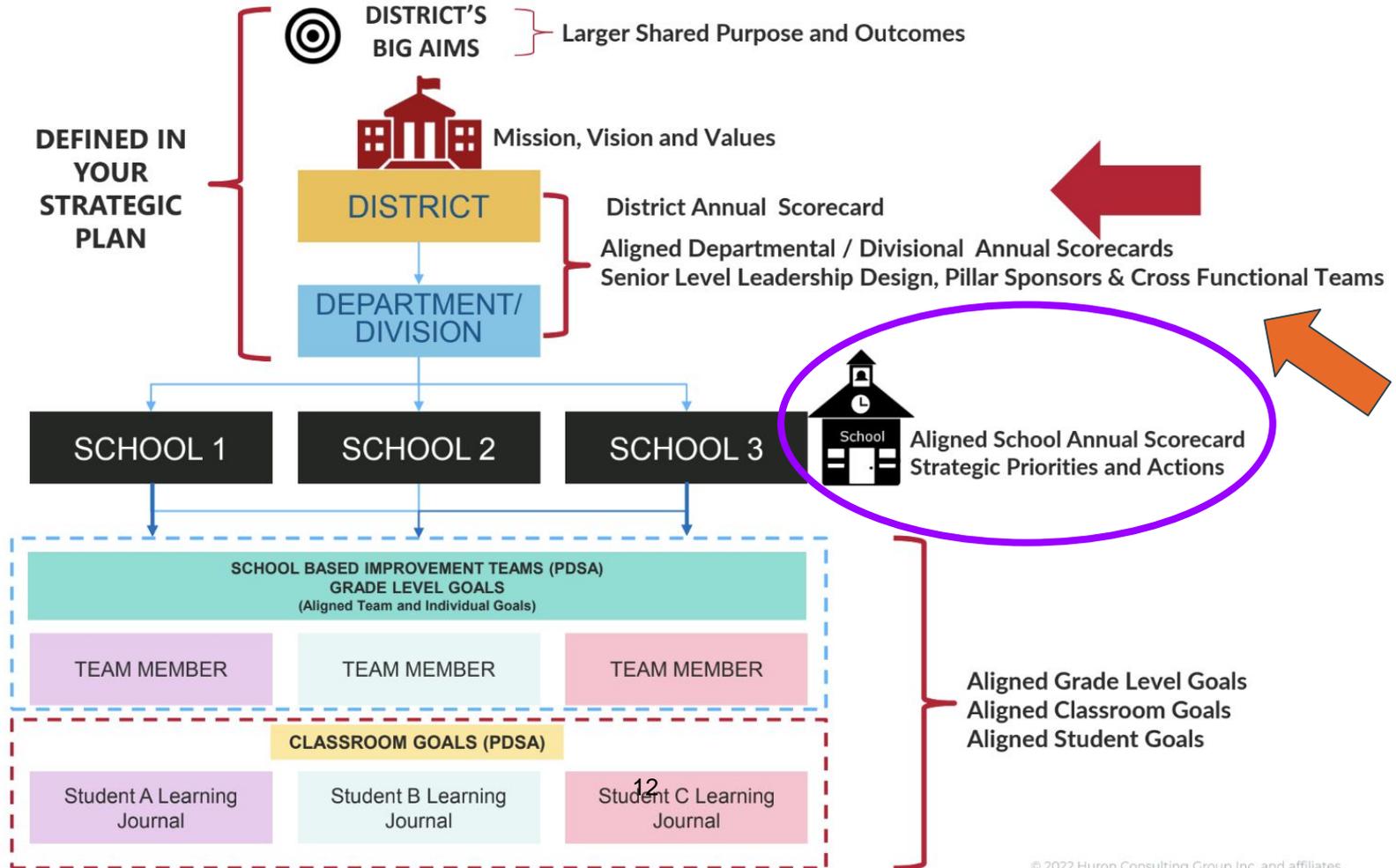
Current Goal outline:

- **Problem:** We have too many students in Tier 2 and 3
- We want to increase the number of students in Tier I
 - Meeting Proficiency standards
 - 9th grade on track
 - Grad rates

TEMPLATE GOAL SETTING SCORECARD

What do we want to accomplish? What is the barrier (problem) preventing us from currently achieving this?	Create a problem statement.	Create your smart goal.
Problem: ROOT CAUSES:	Problem Statement:	
MEASURES		
Annual Measure (Lagging)	Progress Measures (Leading)	How often will you check?
11		<ul style="list-style-type: none"> • XX
		What actions will you take? (Actions based on survey rollout feedback) <ul style="list-style-type: none"> • XX

ALIGNING & CASCADING



02

The Data We Use & Why



Types of Measures

Lagging

- State Assessments
- Fidelity Assessments
- Benchmarking Data
- Screening Data
- Grades
- Report Card progress
- Graduation rates
- 9th grade on track rates
- Systems Performance Review and Improvement Data

Leading

- Classroom measures conducted by teacher (pre and post)
- Progress monitoring “milestone”
- Behavior data – referrals
- Attendance
- Grades
- Proficiency standards
- Observation data

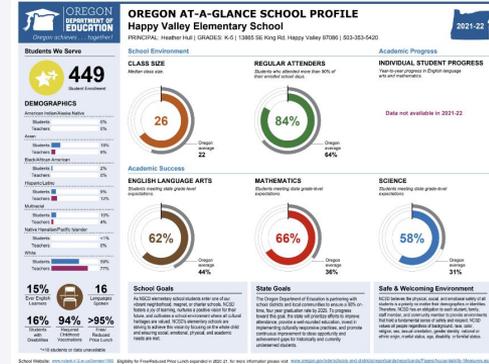
State Assessments and School Profile Sheets

State Assessment

- Required by the State of Oregon in several content areas
- Federal Law requires states to annually assess students
- State takes results and makes decisions around resource allocation based on these results
- Evaluates systems not students
- Provides Classroom Resources to support growth
- Students with disabilities have equal opportunities to participate

School Profiles

- Published each year alongside the accountability detail sheets
- Designed by/for community to be an understandable and easy to read overview of how schools and districts serve their students
- Accountability sheets provide more detail regarding performance and improvement under Every Student Succeeds Act (ESSA)



Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 4	Level 3	Level 4	Level 3	Level 3	Level 2
Economically Disadvantaged	Not Identified	Level 3	Level 5	Level 4	Level 4	Level 2	
English Learners	Not Identified	Level 2	Level 1	Level 3	Level 1	Level 2	Level 4
Students with Disabilities	Not Identified	Level 2	Level 4	Level 2	Level 4	Level 2	
Underserved Race/Ethnicity	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
American Indian/Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian/Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Hispanic/Latino	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 2	
Asian	Not Identified	Level 4	Level 3	Level 4	Level 3	Level 3	
White	Not Identified	Level 4	Level 3	Level 4	Level 4	Level 3	
Multi-racial	Not Identified	Level 4	Level 1	Level 4	Level 2	Level 3	

Claim and Target Reports

Reflects the students' strengths and weaknesses at each target relative to their performance on the test as a whole (target 10)

B. Informational Texts							
Target 07	Target 08	Target 09	Target 10	Target 11	Target 12	Target 13	Target 14
Proficient?	Proficient?	Proficient?	Proficient?	Proficient?	Proficient?	Proficient?	Proficient?
Strength?	Strength?	Strength?	Strength?	Strength?	Strength?	Strength?	Strength?
	Above	+	Below	+	Above	+	

(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 01 | Target 02

Strength? | Proficient? | Strength? | Proficient?

Strength?

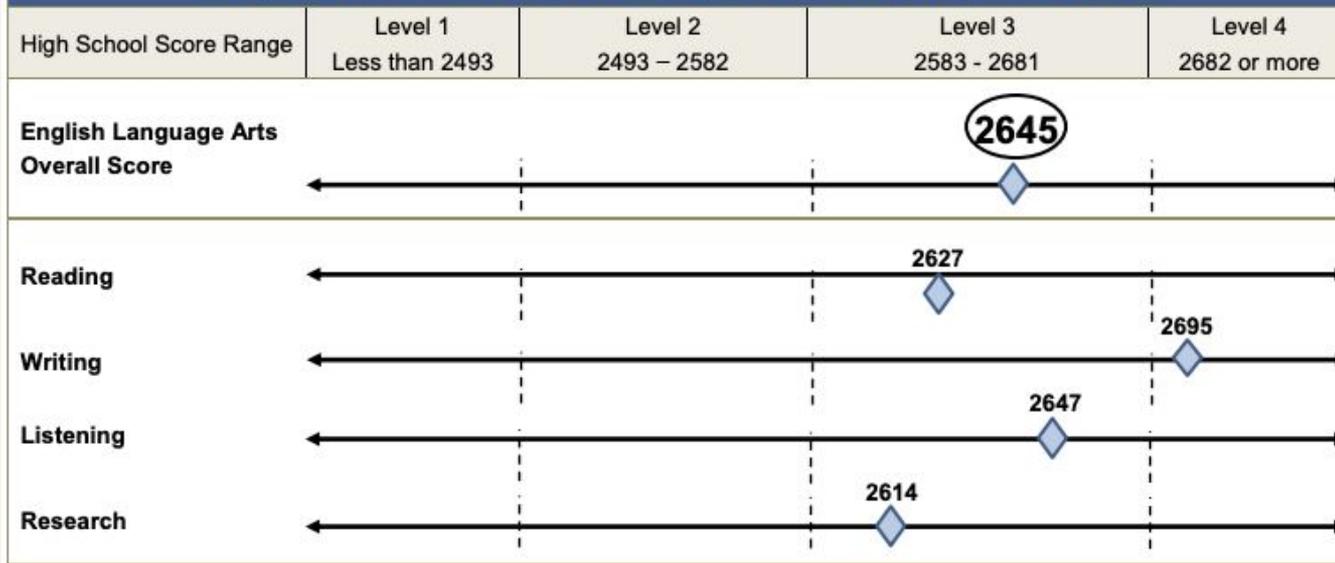
- + Area of Strength
- = Similar to performance on test as a whole
- Growth Area
- * Insufficient Information

Can retrieve information about the assessment target, access individual school results and create rosters for specific groups of students

Notice targets 1 and 9: the school outperformed the district and the state and district outperformed the state. Target 7 had low performance for school, district, and the state.

Roster	Teacher	Total					1 - Reading																								
		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient	Average Claim Scale Score	Performance Distribution	A. Literary Texts										B. Informational Texts												
State		2877	2588 ± 1	Percent: 50% 50% 50% 50% 50%	49%	2570 ± 1	Percent: 50% 50% 50% 50% 50%	Below	-	At/Near	+	16	+	Above	-	Above	=	Above	+	Below	-	Above	+	Below	-	Below	+	At/Near	-	Above	+
District		1099	1580 ± 4	Percent: 50% 25% 25% 25% 25%	54%	2577 ± 5	Percent: 50% 50% 50% 50% 50%	Below	-	Above	=	Above	+	Above	=	Above	=	Above	=	Below	-	At/Near	+	At/Near	-	Below	-	At/Near	-	Above	=
School		273	2622 ± 7	Percent: 100% 100% 100% 100% 100%	67%	2611 ± 9	Percent: 100% 100% 100% 100% 100%	At/Near	-	Above	=	Above	+	Above	=	Above	=	Above	=	Below	-	Above	=	Above	-	Above	=	Above	-	Above	=

Your child's scores and achievement levels



A student performing at Level 3 demonstrates an ability to

- read closely and analytically to comprehend texts of moderate to high complexity and use textual evidence to demonstrate critical thinking.
- produce effective and well-grounded writing for a range of purposes and audiences.
- accurately interpret and use information delivered orally or audio-visually.
- conduct research to investigate a topic, and analyze and integrate accurate, relevant and complete information from multiple sources.

Criterion referenced:

Achievement at a level 3 or higher demonstrates *proficiency at that grade level*

Detailed information for parents on grade level standards.

Answers “*what is my child able to do*”?

[Link to Sample](#)

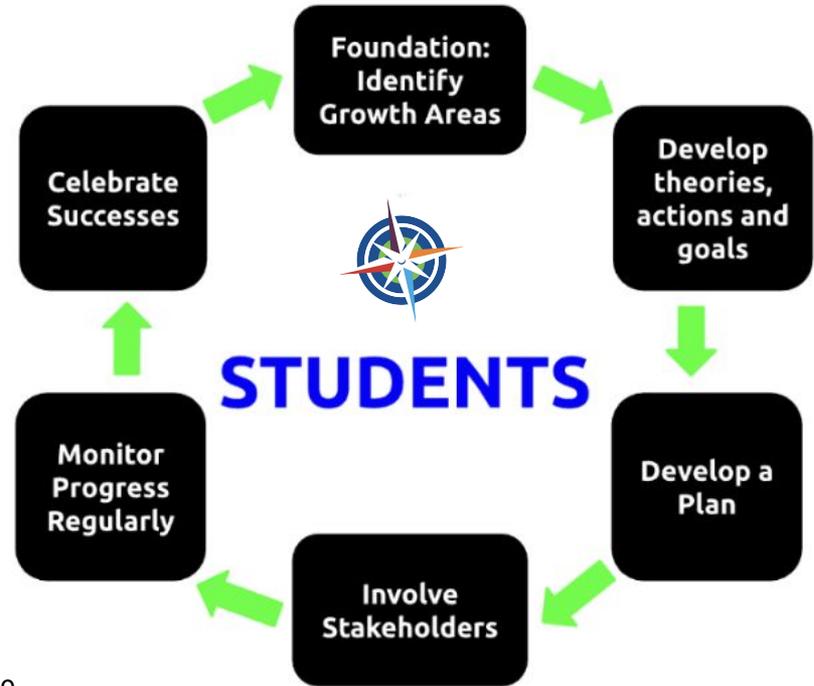
Individual Student Reports ¹⁷

School Improvement

Teachers and administrators believe that all children can learn.

Planning Process:

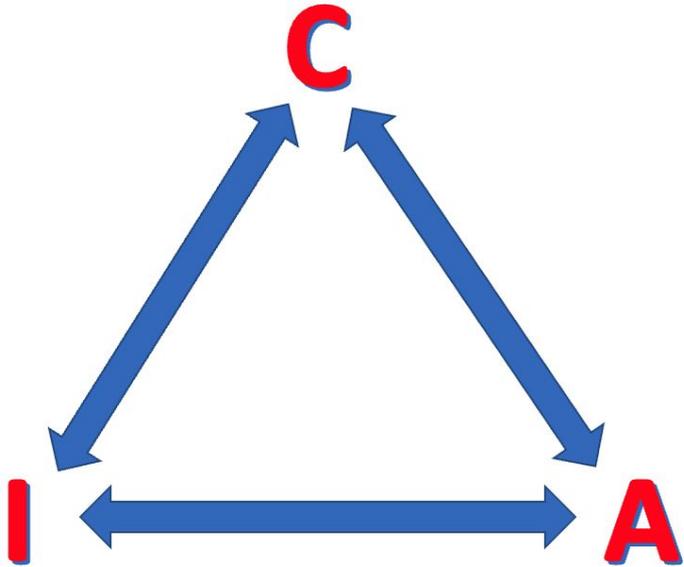
- Foundation
- Theories, Actions, and Goals
- Build School's Professional Development Plan
- Involve community stakeholders
- Monitor your progress
- Review your School Improvement Plan



Theory of Action and Goals

<p><i>District or School Goal this strategy supports</i></p>	<p>Goal 1: By the end of the school year, each [redacted] student in grades 3-5 will reach a student growth percentile score between 35-65 on the STAR reading assessment.</p>			
<p><i>What are we going to do?</i></p>	<p>Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we assess and monitor students' reading levels, then we can provide targeted instruction and student learning will increase.</p>		
<p><i>How we will know the plan is working</i></p>	<p>Measures of Evidence for Adult Actions ("then" statements")</p>	<p>Fall Staff will assess student levels using STAR and BAS along with other curriculum based measures.</p>	<p>Winter Staff will continue to assess and monitor student progress. Small groups and interventions will be adjusted as needed.</p>	<p>Spring Staff will continue to assess and monitor student progress. Small groups and interventions will be adjusted as needed.</p>
	<p>Measures of Evidence for Students ("and" statement)</p>	<p>Fall 3rd grade- total of 65 students At/Above benchmark: 24 (40%) On watch: 9 (15%) Intervention: 10 (17%) Urgent Intervention: 17 (28%)</p>	<p>Winter</p>	<p>Spring</p>
<p><i>Other grade level data</i></p>	<p>4th grade- Fall data Total students: 83 students At/Above benchmark: 38 (47%) On watch: 17 (21%) Intervention: 8 (10%) Urgent Intervention: 18 (22%)</p>		<p>5th grade- Fall data Total students: 62 students At/Above benchmark: 32 (52%) On watch: 13 (21%) Intervention: 8 (13%) Urgent Intervention: 9 (15%)</p>	

Data - Informed Classrooms



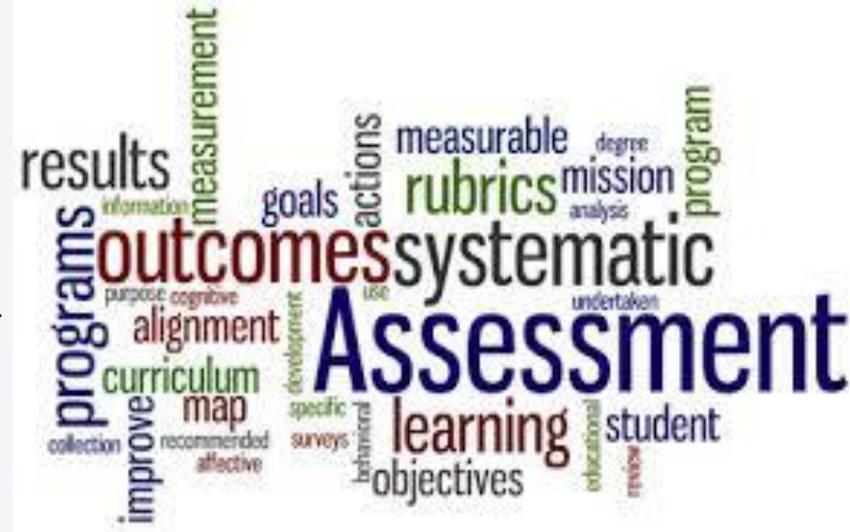
Teachers that use Evidence-based practices model as their teaching framework

- Curriculum that is aligned with grade-level standards
- Instruction that includes the Hi-5 High Impact Instructional Practices
- Assessments that **help inform the instruction** and serve all students

School Assessments

School's teams that use data to inform their instruction

- **Why** do we assess: We gather information on students' progress and needs.
- **What** assessments do we use: We utilize key assessments to understand students' learning patterns and skills needed.
- **What** to do with results: We take action based on results to inform our teaching and support students.
- **How** are assessments used for Instructional Planning: We utilize these assessment insights to shape our instructional planning at key times throughout the academic year.



Types of Assessments



Diagnostic



Formative



Benchmark/Interim



23

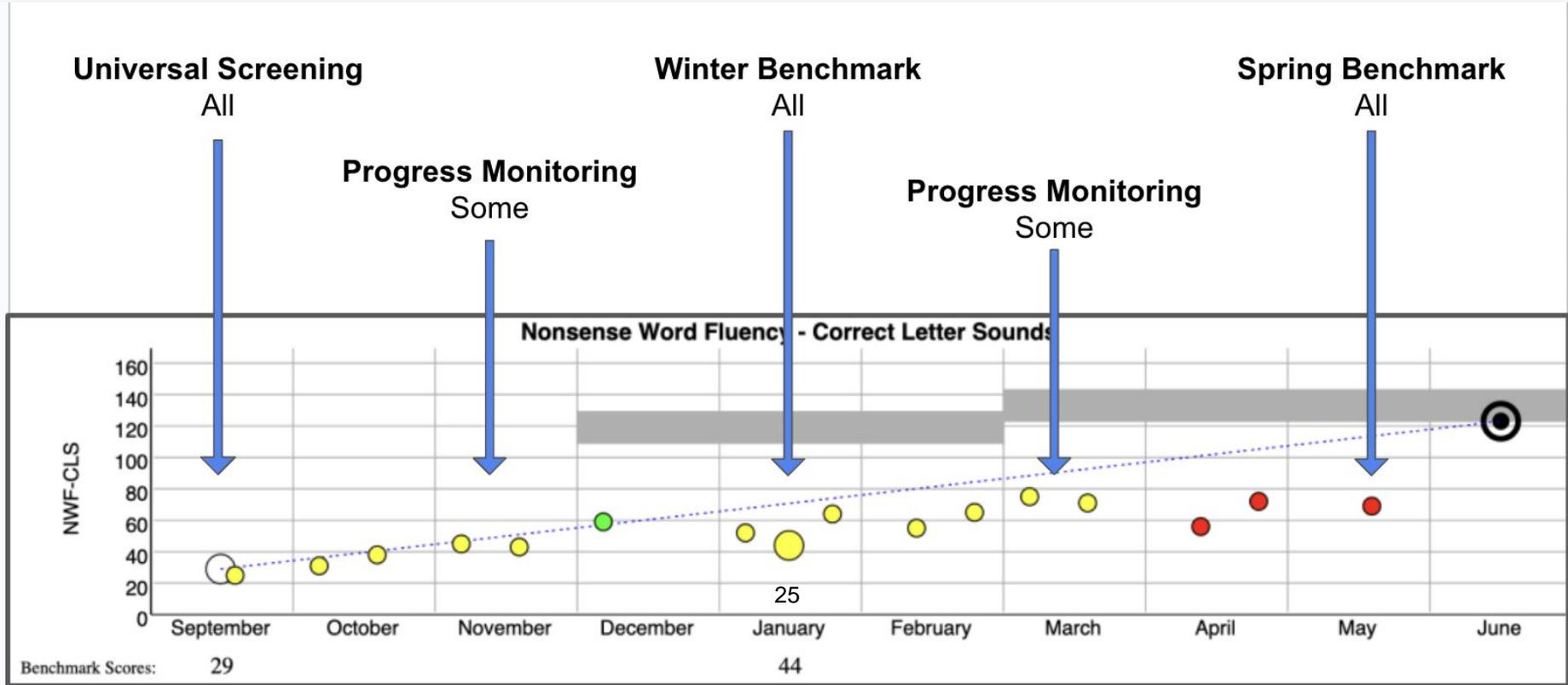
Summative

Whole Group Instruction



- Instructional minutes
- Explicit and Systematic
- Literacy guidelines
- All students have access to their grade level content
- Supports independent application of skills learned

K-5 Literacy Assessment



FastBridge

Group Screening Report: CBMR-English

2023-24 | North Clackamas SD | Elementary | Grade:02 | Teacher:

DEMOGRAPHIC OPTIONS

INTERVAL:

2023-2024 : Fall

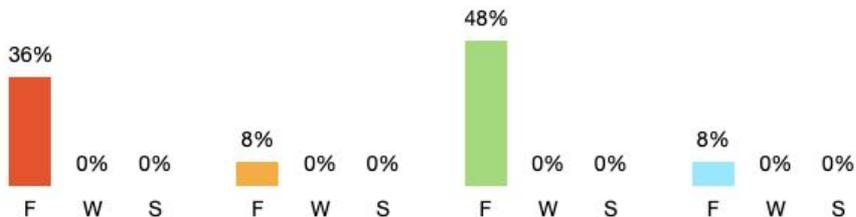
FORM GRADE:

TWO

COLOR CODING:

Norms

Scores Of Students In Group By Normative Categories: ?



26

Report's Use:

- **Tier 1:** Serves 100% of students with the goal of having 80% or more exceed the Low Risk Benchmark. Set Color Coding to Benchmark so the graphical display (left) indicates the proportion of students in each category.
- **Tier 2:** Serves about 30% of students with evidence-based intervention supplemental to Tier 1 core instruction. Use the table (below) to identify students below the 30th percentile locally.

Student Name	Fall Score	Winter Score	Spring Score	Fall Percentile Rank			
				Group %ile	School %ile	District %ile	National %ile
[REDACTED]	1			1	1	4	1
[REDACTED]	4			4	4	10	1
[REDACTED]	5			8	8	12	2
[REDACTED]	9			14	14	19	5
[REDACTED]	12			22	22	23	7
[REDACTED]	17			24	24	28	11
[REDACTED]	18			26	26	28	12
[REDACTED]	21			28	28	31	14
[REDACTED]	21			28	28	31	14
[REDACTED]	39			34	34	41	27
[REDACTED]	41			36	36	41	28
[REDACTED]	52			48	48	47	37
[REDACTED]	57			52	52	50	41
[REDACTED]	57			52	52	50	41
[REDACTED]	67			66	66	57	51
[REDACTED]	68			68	68	58	52
[REDACTED]	76			74	74	64	59
[REDACTED]	99			84	84	80	78
[REDACTED]	99			84	84	80	78
[REDACTED]	101			88	88	81	79
[REDACTED]	102			90	90	81	80
[REDACTED]	109			92	92	85	84
[REDACTED]	109			92	92	85	84
[REDACTED]	135			98	98	95	94
[REDACTED]	142			99	99	96	96

Group Screening Report

High Risk
 Some Risk
 Exceeding 94%

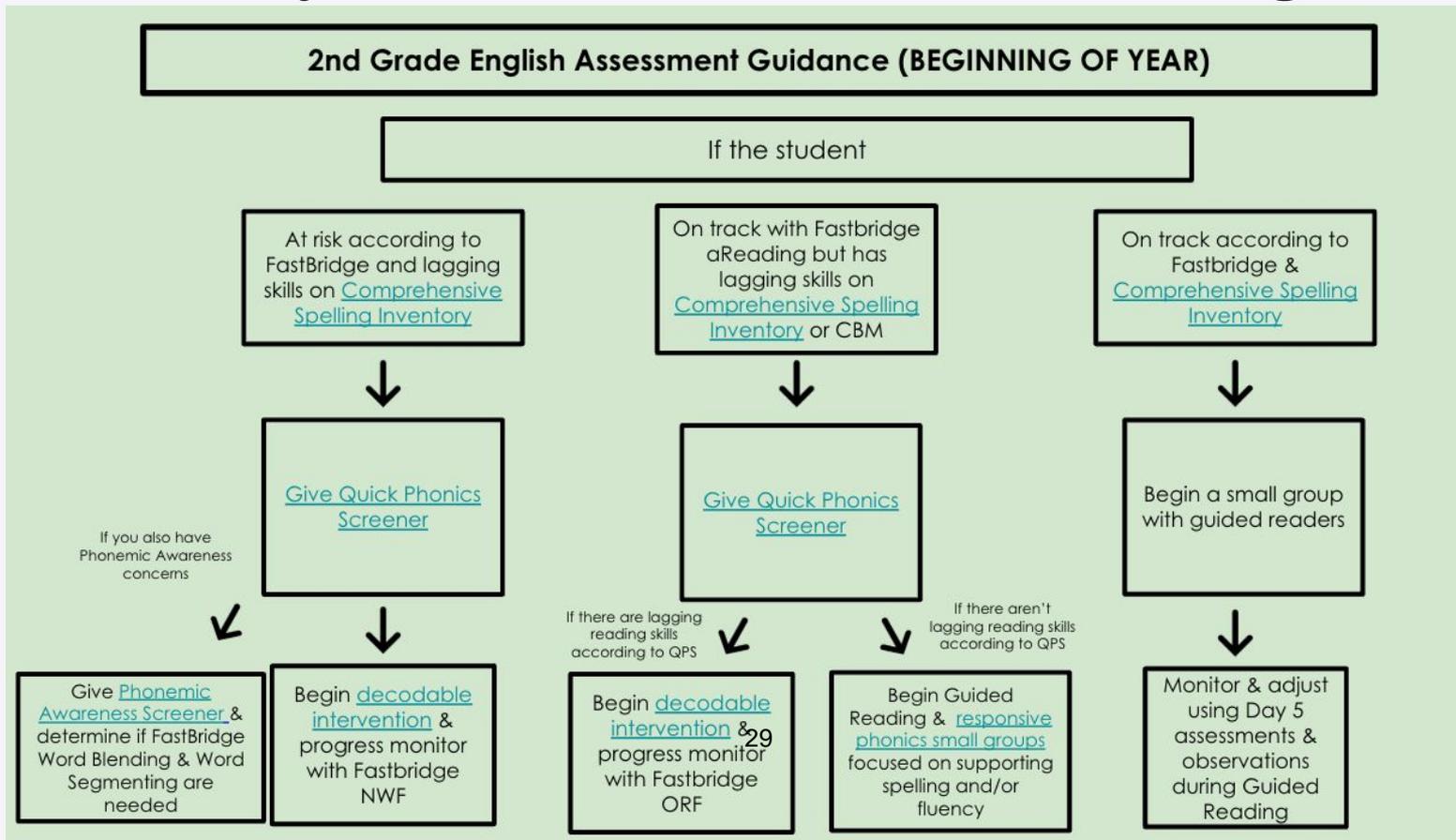
0-19.99 %ile
 20-29.99 %ile
 30-84.99 %ile
 85 %ile and Above
 N/A student percentile not shown

Small Group Instruction

- Extension, practice, application and intervention connected to Whole Group
- Instructional Goals
- Key Milestones that are the focus of each student's plan
- Phase of reading development. This is where the teacher keeps data of how students are progressing



Data Analysis and Decision Making



04 Data & Graduation Milestones



Grounded In Our Mission



Inspiring *graduates* who are empowered to act with courage in life and to strengthen local and global communities.

What does it take to graduate students who are ready for college and career?

HIGH SCHOOL COLLEGE & CAREER READINESS



Active engagement in a community of learners with a focus on equity, literacy, critical thinking, problem solving, collaboration, and relationship.

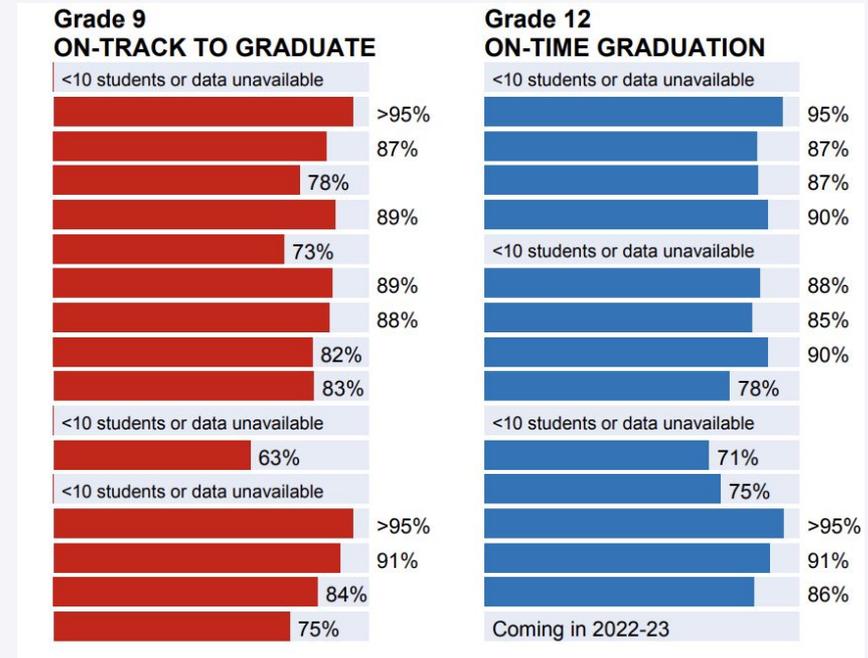
How do we track progress?

Quantitative

- Required credit attainment
- Grades
- Attendance
- Suspension rates
- Enrollment and persistence in advanced coursework
- Persistence in SSC programs of study
- Assessment data (such as the state assessment and FastBridge in Middle School)

Qualitative

- Survey data
- Focus groups
- Empathy interviews

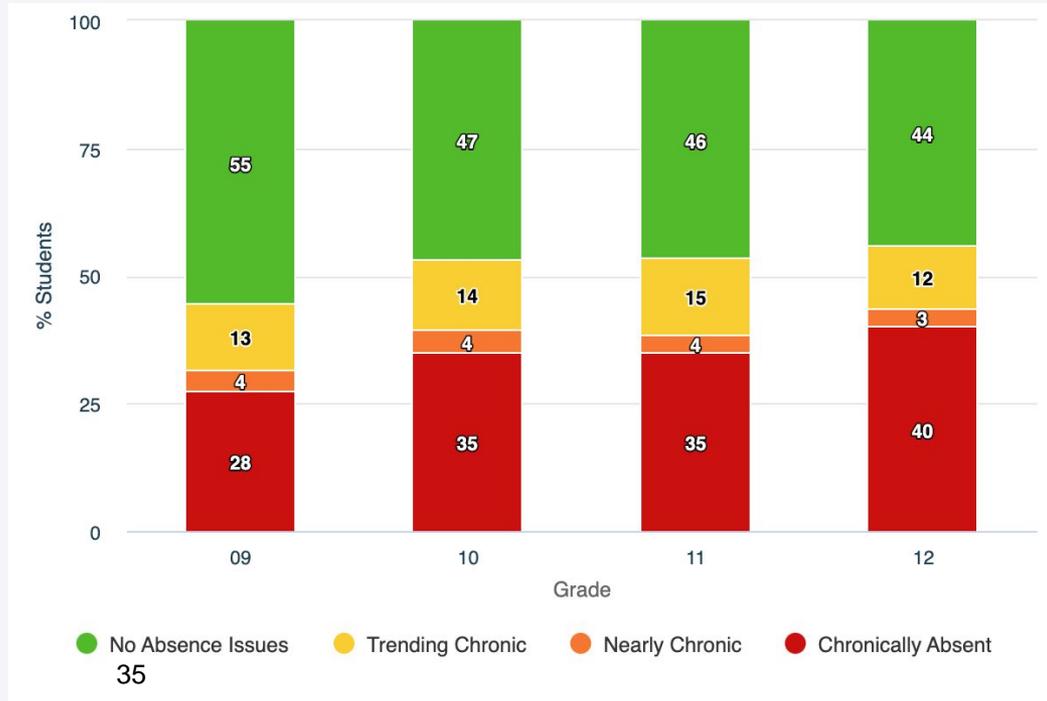


What are our most significant early warning indicators? NCSD/CESD collaborative study.

- Students who received free and reduced meals were 60% less likely to graduate compared to those who did not.
- Mobile students were 90% less likely to graduate compared to non-mobile students. (We defined mobility as a disruption in enrollment which includes more than 30% absences in the first 30 days.)
- Students who successfully completed at least 85% of the credits they attempted in the 9th grade were about 6.7 times more likely to graduate.
- Students achieving at least a 2.5 GPA in 9th grade were 4.0–4.8 times more likely to graduate.
- Current and former ELL students were 1.3 – 1.5 times more likely to graduate than non-ELL students. (This is not an early warning indicator but was noted in the study as it is unusual.)

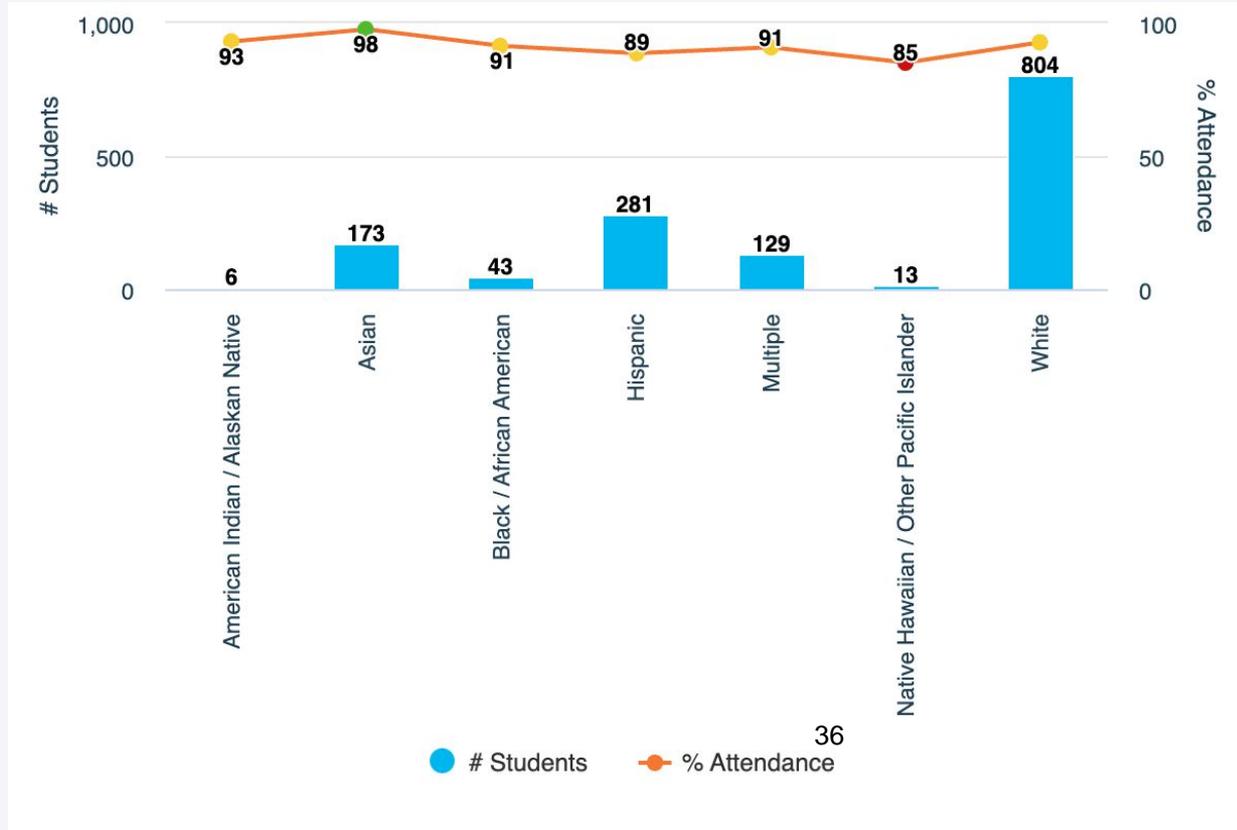
Focus on 9th grade

- Structured and supported teacher collaboration
- Teachers use attendance, behavioral, and academic data to make decisions
- Professional development and support for facilitation is key
- Individual student success at the heart of this work



9th grade teams make a difference

Disaggregation is essential in this work



Example of how we are able to disaggregate by race for 9th grade attendance.

Focus on Post-Secondary Success

- We keep an eye on more than just getting to the finish line.
- High schools focus on ensuring that students have the skills necessary to be successful in college and career.
- We track enrollment and persistence in our advanced coursework. Organizations such as Equal Opportunity Schools help us to ensure that students that have been historically underserved in our system have access.
- Success at Sabin-Schellenberg is a **key indicator** for on-time graduation: 91% of participants and 94% of concentrators from their programs graduate on-time in NCSD.



Middle School Matters

Three middle school metrics that have shown to be impactful for on-time graduation are:

- Scoring proficient (or higher) on the state assessment (SBAC) in math or language arts in 6th, 7th, or 8th grade is a significant indicator of graduation.
- For every A or B a 7th grader receives, they gain 10% in their likelihood of graduating on time.
- Students who are suspended even one time during their secondary years are 40% less likely to graduate. Middle School years account for 44% of total suspensions K-12.

Teacher Collaboration K-12 is Key

- The work of educating our 17, 101 students is complex.
- Teacher collaboration is essential to improving outcomes and solving the problems that we face.
- Professional Learning Communities focus on student achievement and instructional practices in a content area.
- Grade level teams (i.e. 9th grade teams) focus on cross-curricular instructional strategies and intervention.
- Network Improvement Communities offer more flexible grouping focused on a problem of practice such as at Sabin-Schellenberg.



05

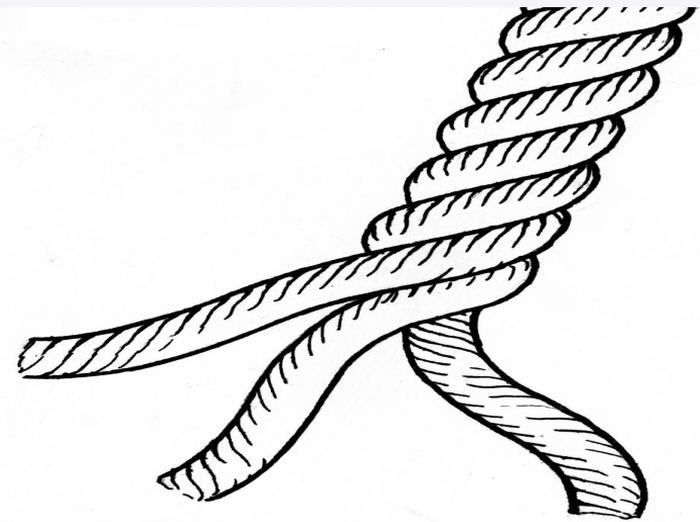
Data & Instruction



Operation: Student Learning

01	How does the Teaching, Learning, and Professional Development (TLPD) Department monitor progress towards our goals?	Formative	Summative
		<ul style="list-style-type: none"> Classroom Observation Data Proficiency measurements 	<ul style="list-style-type: none"> State Assessments SPR & I Advanced Course Enrollment Graduation Rates
02	How does TLPD support school leaders to monitor progress towards school goals?	<ul style="list-style-type: none"> Classroom Observation Data Proficiency Measurements, progress monitoring 	
03	How does TLPD support teachers to monitor their students' progress?	<ul style="list-style-type: none"> Classroom Observation Data Proficiency measurements, progress monitoring Content Assessments 	

We prepare each student through engagement, effective instruction, empowerment, and skill development in order to succeed in life and career



Instruction	<ul style="list-style-type: none">• What strategies are most effective for our learners?• How should we utilize our valuable instructional time?
Curriculum	<ul style="list-style-type: none">• Did the students develop the skills they needed to earn a standard diploma?• Did the learning prepare students for their college and career choices?
Assessment	<ul style="list-style-type: none">• How do we use student information to adjust instruction?• How do we know our instruction and curriculum are leading to student learning?

High Impact Instructional Practices “HI 5”

Aligned,
Research-Based



Instructional Practice	Related Effect Sizes	
Collaborative Learning	<ul style="list-style-type: none"> ● Classroom discussion .82 ● Reciprocal teaching 0.74 ● Small group learning 0.49 ● Cooperative learning vs whole class instruction 0.41 	<ul style="list-style-type: none"> ● Cooperative learning vs individual work 0.59 ● Questioning 0.48 ● Metacognitive Strategies 0.69
Feedback	<ul style="list-style-type: none"> ● Feedback 0.75 ● Self-Reported grades/Student Expectations ⁴³ 1.44 	<ul style="list-style-type: none"> ● Goals 0.56 ● Teacher clarity 0.75

“HI 5”

High-Impact Instructional Practices (HI-5): COLLABORATIVE LEARNING

Instructional Practice: Collaborative Learning occurs when students work in small groups and everyone participates in a learning task. There are many collaborative learning approaches. Each uses varying forms of organization and tasks. Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in productive discourse, effective questioning strategies, and meaningful tasks. **Mentor Text:** [HIGH IMPACT TEACHING STRATEGIES Excellence in Teaching and Learning](#)

DIMENSION Effective Questioning	LEVEL OF IMPLEMENTATION			
	Unsatisfactory	Basic	Proficient	Distinguished
Question Types (1b, 3b) What kinds of questions does the teacher ask?	The teacher poses questions based mostly on recall in rapid succession. Students respond to teacher questions only.	The teacher poses questions based on recall and skills/ <u>concepts</u> development. Students respond to teacher questions only.	The teacher poses a variety of questions that lead to strategic thinking. Some students pose questions to each other.	The teacher poses a variety of questions that lead to extended thinking. Many students pose questions to each other to further their learning.
Question Impacts	Questions posed by the teacher	Questions posed by the teacher	Questions posed by the teacher	Questions posed by the teacher and students extend thinking by exploring, building on, and challenging each other's ideas. Student inquiry drives the direction of learning.

Rubric-Based Tools Report ⓘ

Preview Report

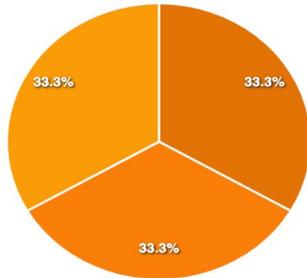
Rubric
Effective Questioning Strategies (2 Obs) >

Observers
All Observers >

Educators
All Educators >

Frequency of Elements Observed

Types of questions Impact on Discussion Teacher talk vs. Student talk



Show Frequency of Observation Tool Used

Performance Rating by Element

Practices to Reconsider Partial Implementation Consistent Implementation Aspirational Implementation



44

I
ers'
The teacher uses student responses to shape the discussion, extend thinking, and

Assessment *for* Learning

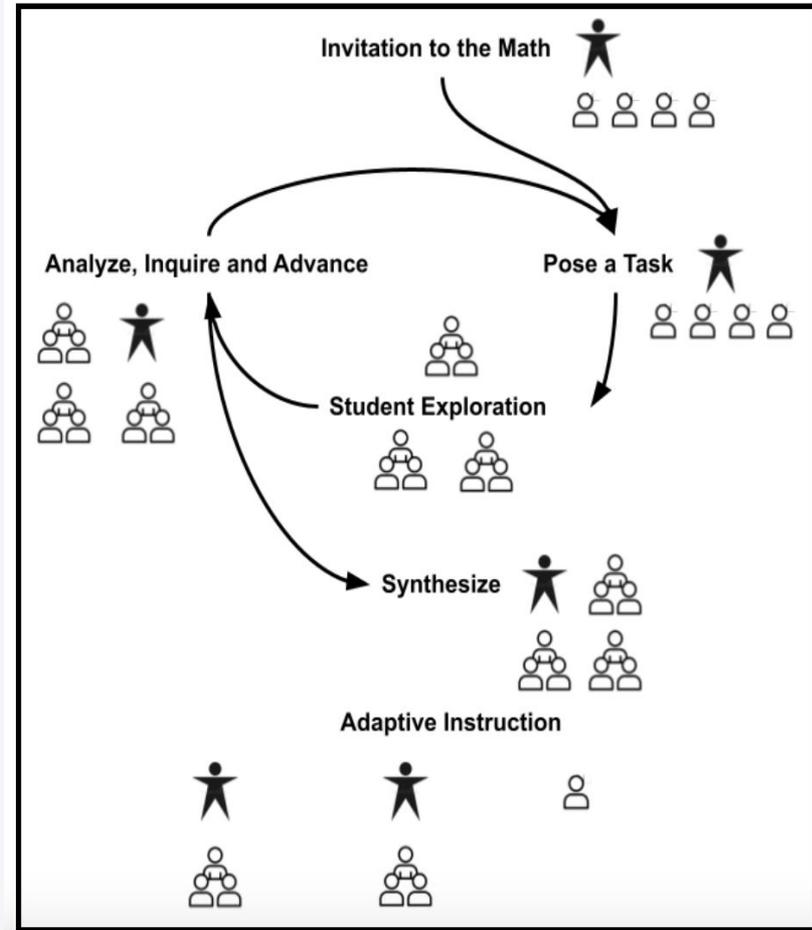
Student groups are created for a variety of purposes, including differentiated instruction.

Data is used by teachers to plan lessons and activities including how much time to devote to a concept, small group configurations and the need for more intensive support (1:1, extra time, reteaching, more guided practice).

Small Group(s) are flexible heterogeneous grouping focused on addressing student needs based on formative assessment

- Curriculum-Based
- Fastbridge, Dreambox, Lexia
- Common Assessments

45



DreamBox

An adaptive supplemental instructional tool to build skills and extend learning.

DreamBox Impact

MONTH: September METRIC: Progress SCHOOL: Cannady Elem... TEACHER: All Teachers



Standard: Oregon 2021 Mathematics Standards Date Range: September 5, 2023 - September 30, 2023

Distribution by Teacher [↓](#)

Progress Standards Standard: Oregon 2021 Mathematics Standards

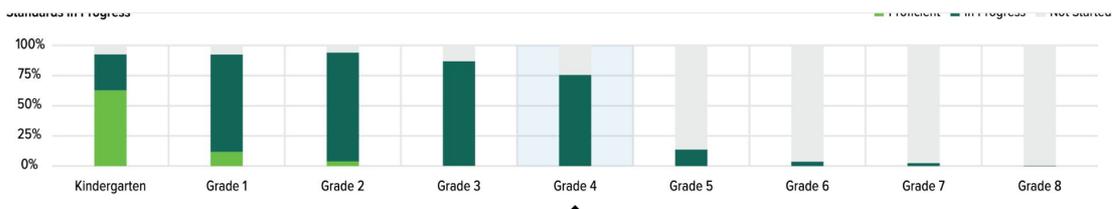
Name	Rostered	0 to < 2 Lessons	≥ 2 to < 5 Lessons	≥ 5 Lessons
Brekke-Schmidt, Rachel	12	0%	3%	13%
Chan, Kapo	20	0%	0 Students	0 Students
Christner, Kimberly	25	0%	0 Students	0 Students
			6%	38%
			10%	29%
			11%	39%
			17%	40%

Close Report ✕

Standards Proficiency

MONTH: October ROSTERED GRADE: Grade 4

Standard: Oregon 2021 Mat... Data As Of: October 16, 2023



Proficiency by School [↓](#) ● Proficient ○ Not Started

	Algebraic Reasoning: Op...					Geometric Reasoning and Measurement					Numeric Reasoning: Base Ten...					Numeric Reasoni											
	4.OA.A1	4.OA.A2	4.OA.A3	4.OA.B4	4.OA.C1	4.DR.B2	4.GM.A1	4.GM.A2	4.GM.A3	4.GM.B4	4.GM.B5	4.GM.B6	4.GM.C7	4.GM.C8	4.GM.C9	4.NBT.A1	4.NBT.A2	4.NBT.A3	4.NBT.B4	4.NBT.B5	4.NBT.B6	4.NF.A1	4.NF.A2	4.NF.B3	4.NF.B4		
Overall Proficiency	7%	7%	0%	2%	5%	2%	4%	4%	9%	0%	1%	7%	2%	4%	1%	1%	5%	2%	5%	1%	0%	1%	2%	2%	2%		
Schools (18)	Rostered																										

Information regarding usage and growth is available at the district, school, teacher and student level.

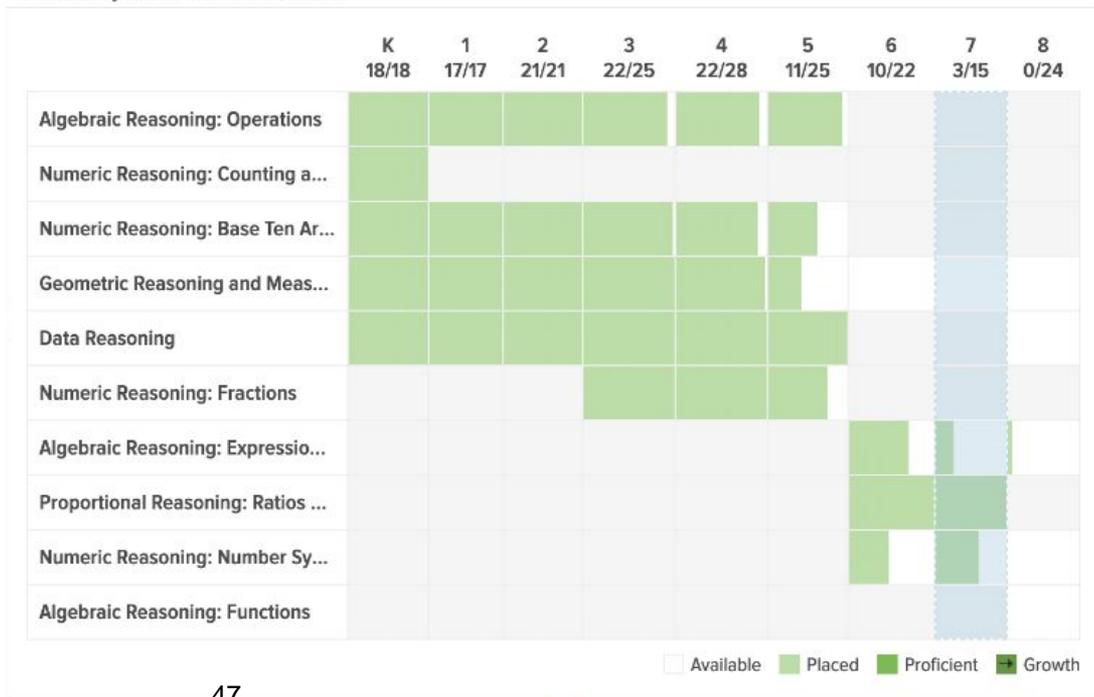
Lessons are mapped to the 2021 Oregon Math Standards.

DreamBox tracks each student's interaction and evaluates their strategies, then immediately adjusts the lesson and prompts, so every student can progress at the pace and on the instructional path that's right for them.

The information can be used for instructional purposes (groups configuration, need for differentiation, lesson planning).

Addi is showing growth in several domains. Her overall placement within Dreambox was a 6.4 grade level. The below graphic shows that Addi is currently working on standard domains across grades four through seven. She consistently shows interest and proficiency in the areas of ratios and proportions.

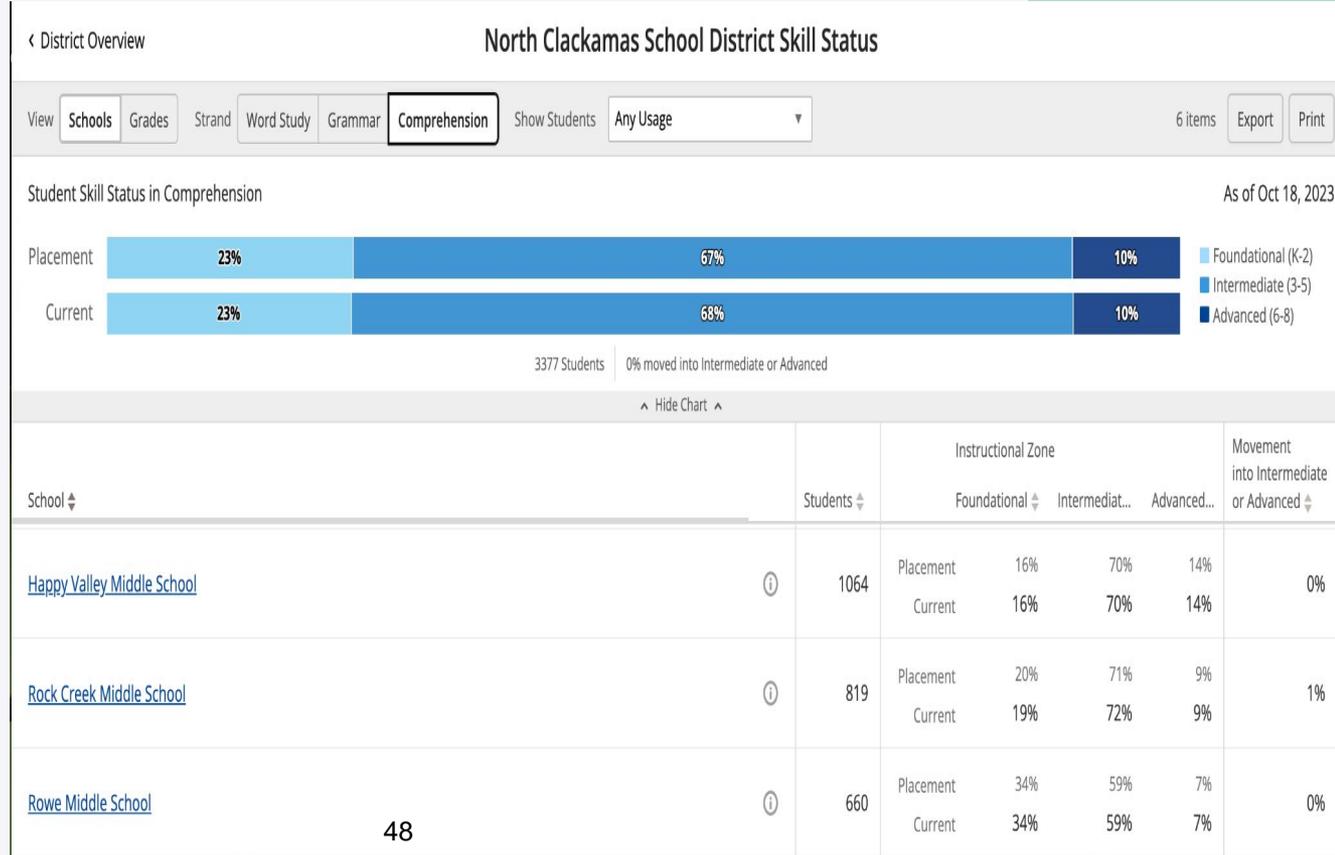
Proficiency As Of October 9, 2023



Addi's performance on Fastbridge showed a composite score of 236 indicating that she is on track to meet grade level benchmarks.

Lexia

- Universal support for literacy.
- Adaptive to the students needs.
- Addresses three areas: word study, grammar, comprehension.
- Can be used as a progress monitoring tool at both the administrative and teacher level.



School Overview

Lang Arts 6 Period 1 Overview

6th Grade

Class Table

Action Plan: 26 Need Usage 1 Needs Instruction 16 Skill Builders

Reports & Resources

26 Students

Print

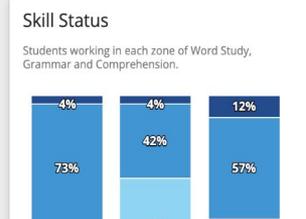
Student Name ↑	Grade ⇅	Zone Ⓞ			Usage This Week Ⓞ				Needs Instruction ⇅
		WS ⇅	GR ⇅	Comp. ⇅	Total Minutes ⇅	Target ⇅	Time Needed ⇅	Units Gained ⇅	
Anderson, Hailev	6th	■	■	■	37	125	+88 Ⓞ	9	
	6th	■	■	■	35	135	+100 Ⓞ	2	ⓘ
	6th	■	■	■	58	95	+37 Ⓞ	18	
	6th	■	■	■	39	105	+66 Ⓞ	6	
					43	85	+42 Ⓞ	8	
					44	125	+81 Ⓞ	2	
					0	125	+125 Ⓞ	0	
	6th	■	■	■	42	105	+63 Ⓞ	10	
	6th	■	■	■	41	135	+94 Ⓞ	18	

Resources

Use these resources to support your students' learning.

[PowerUp Resources Hub](#)

[More Resources](#)



Comprehension LEVEL Informational Text & Summary

PREPARE

CONCEPT Informational text is writing that gives facts about a subject. The main idea of an informational text includes the subject plus what the text says about the subject. Supporting ideas and details provide the reader with information that develops the main idea. Identifying the main idea and supporting information builds a foundation for summarizing informational text.

VOCABULARY details, informational text, main idea, subject, supporting idea

MATERIALS Lesson reproducibles

INSTRUCT

ANCHOR CHART [Display Reproducible page 1.]

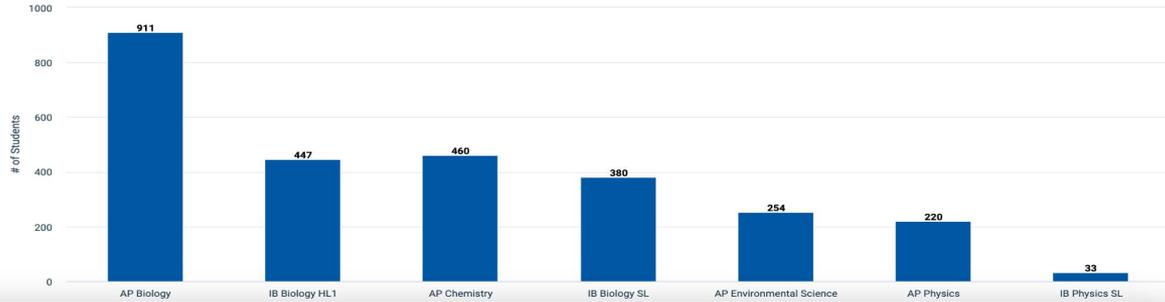
- Introduce the **Concept** of this lesson. (See above.)
- Review the term **informational text** on the **Anchor Chart**.
- Direct students to the Structure of Informational Text graphic organizer, and guide students through the definitions of **subject**, **main idea**, **supporting idea**, and **details**.
- Remind students that the subject is usually one to two words long, while the main idea is a complete sentence.

Lexia provides individual information about each student with resources when teacher delivered interventions are needed.

Persistence in the Content

What AP courses are students taking?

The number of students scheduled in each AP course.

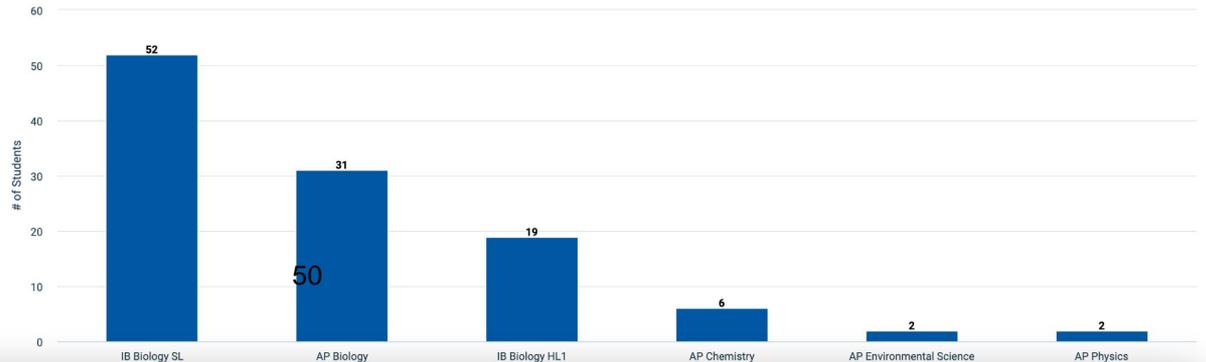


Enrollment and success in advanced courses is one indicator of the effectiveness of instructional programming.

Disaggregated Information helps us identify who is being successful and determine what work (still) needs to be done.

What AP courses are students taking?

The number of students scheduled in each AP course.



Special Education Programming

Placement information is reported to the state, who identifies areas of concern based on risk ratios and State established thresholds.

- Disaggregated by race and ethnicity
- Placement
- Grade level
- Eligibility category

Number and Percent of Special Education Students by Placement (Age K5 - 21 except as noted)

	Regular Class > 80%		Regular Class 40-79%		Regular Class < 40%		Separate School / Hospital / Homebound		Private School Parent Placed / Home School	
	#	%	#	%	#	%	#	%	#	%
LEA 2022-23 (Age K5-21)	1862	66.57%	601	21.49%	304	10.87%	22	0.79%	8	0.29%
LEA 2021-22 (Age K5-21)	1706	65.87%	555	21.43%	298	11.51%	21	0.81%	10	0.39%
LEA 2020-21 (Age K5-21)	1757	64.76%	599	22.08%	306	11.28%	21	0.77%	30	1.11%
SEA 2022-23 (Age K5-21)	61504	77.23%	9182	11.53%	7239	9.09%	997	1.25%	707	0.89%

Students We Serve



2,590

Total Students in the Special Education Child Count

REGULAR CLASS

B5A. Students placed inside regular class 80% or more of day.



65.87%

Students

Oregon target - **76.00% or more**

SEPARATE CLASS

B5B. Students placed inside regular class less than 40% of day.



11.51%

Students

Oregon target - **9.00% or less**

SEPARATE SETTINGS

B5C. Students served in separate public or private schools, residential placements, or homebound/hospital settings.



0.81%

Students

Oregon target - **1.70% or less**

Number and Percent of Special Education Students by Placement and Grade (Age K5 - 21)

	Regular Class > 80%		Regular Class 40-79%		Regular Class < 40%		Separate School / Hospital / Homebound		Private School Parent Placed / Home School		Corrections		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
12	102	42.86%	119	50.00%	13	5.46%	4	1.68%	0	0.00%	0	0.00%	238	100%
11	135	60.81%	73	32.88%	13	5.86%	1	0.45%	0	0.00%	0	0.00%	222	100%
10	116	53.21%	89	40.83%										
9	141	65.58%	56	26.05%										
8	135	69.59%	35	18.04%										
7	132	64.71%	51	25.00%										
6	162	69.53%	41	17.60%										
5	143	71.14%	34	16.92%										
4	191	72.35%	38	14.39%										
3	176	75.21%	28	11.97%										
2	169	73.80%	21	9.17%										
1	147	76.96%	10	5.24%										
Kindergarten	113	73.38%	6	3.90%										
Total	1862	66.57%	601	21.49%										

Number and Percent of Special Education Students by Placement and Race/Ethnicity (Age K5 - 21)

	Regular Class > 80%		Regular Class 40-79%		Regular Class < 40%		Separate School / Hospital / Homebound		Private School Parent Placed / Home School		Corrections		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	94	68.61%	25	18.25%	18	13.14%	0	0.00%	0	0.00%	0	0.00%	137	100%
Black	44	51.76%	18	21.18%	22	25.88%	0	0.00%	1	1.18%	0	0.00%	85	100%
Caucasian	1118	68.59%	322	19.75%	167	10.25%	18	1.10%	5	0.31%	0	0.00%	1630	100%
Hispanic	447	63.86%	183	26.14%	65	9.29%	4	0.57%	1	0.14%	0	0.00%	700	100%
Native American	5	62.50%	3	37.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	100%
Pacific Islander	8	57.14%	5	35.71%	1	7.14%	0	0.00%	0	0.00%	0	0.00%	14	100%
Multiple Ethnicities	146	65.47%	45	20.18%	31	13.90%	0	0.00%	1	0.45%	0	0.00%	223	100%
Total	1862	66.57%	601	21.49%	304	10.87%	22	0.79%	8	0.29%	0	0.00%	2797	100%

From this information we examine:

- Our referral and evaluation practices
- Process for moving student to a more restrictive environment, and
- Strength of our core instruction and interventions

English Language Learners

Reporting Year	Resident School N	Institution Type	Student Group Label	Grade Group	Total Number of Els	Total ELs On Track to ELP	Percent of ELs On Track to ELP	Data as of Date
22-23	Happy Valley Elem School		Interrupted Formal Education	ALL	0	0		8/23/23
22-23	Happy Valley Elem School		English Learner	ALL	47	42	89.4	8/23/23
22-23	Happy Valley Elem School		Students with Disabilities	ALL	7	6	85.7	8/23/23
22-23	North Clackamas S District		English Learner	ES	884	564	63.8	8/23/23
22-23	North Clackamas S District		Students with Disabilities	ES	198	82	41.4	8/23/23
22-23	North Clackamas S District		Interrupted Formal Education	ES	0	0		8/23/23
21-22	Happy Valley Elem School		English Learner	ALL	25	18	72	8/27/22
21-22	Happy Valley Elem School		Students with Disabilities	ALL	5	2	40	8/27/22
21-22	Happy Valley Elem School		Interrupted Formal Education	ALL	0	0		8/27/22
20-21	Happy Valley Elem School		Interrupted Formal Education	ALL	0	0		8/21/21
20-21	Happy Valley Elem School		English Learner	ALL	3	3	100	8/21/21
20-21	Happy Valley Elem School		Students with Disabilities	ALL	0	0		8/21/21
19-20								
18-19	Happy Valley Elem School		Limited English Proficient	ALL	17	13	76.5	8/26/19
18-19	Happy Valley Elem School		Students with Disabilities	ALL	6	53	50	8/26/19
18-19	Happy Valley Elem School		Interrupted Formal Education	ALL	0	0		8/26/19

On Track to English Language Proficiency (OTELP) data provides information to districts and schools about the proportion of English Learners (EL) students who are meeting progress expectations on ELPA



Clackamas High School ESL Student Profile

Year: 2023-2024
Report: U-ELL008

Legal Name	Student ID 714570	SSID 14991985	Birth Date 06/22/2006	Grade 12
Preferred Name	School 010 Clackamas High School	Enter Date 09/05/2023	Leave Date	Gender Male

Address	First Language Spanish	Recent Admissions		
Phone 5037391803	Correspondence Language English	2022 010 Clackamas High School		
Home Room	Language Most Used English	2021 010 Clackamas High School		
Counselor Nelson, Laura	Home Language Survey Y	2020 010 Clackamas High School		
Case Mgr Fleming, Jason	Needs Interpreter N	2019 125 Rock Creek Middle School		
Entry Date 09/05/2023	Sped Yes	Ethnicity/Race Hispanic	White	
LEP Start 09/12/2011	HS Credits: 22.000	Cum GPA uw: 0	Cum GPA w: 0	

Order By	Relation	Parent/Guardian	Has Custody	Contact Allowed	Ed Rights	Lives With	Enrolling Parent	Primary Language
1	Mother		Y	Y	Y	Y	Y	English
2	Father		Y	Y	Y	Y	N	English

Yearly Attendance	Curr Yr	Prev Yr	2 Yrs Ago
Days Present	30.0	115.5	143.0
Days Absent	2.0	55.5	26.0
Attendance Rate	93.75	67.54	84.62

Discipline	Curr Yr	Prev Yr
Out of School	0	0
Suspensions/Days	0.00	0.00
In School Suspensions	0	0
All Incidents	0	0

ESL Program History	Start	End Date
Refused Services	09/05/2023	
Sheltered Instruction	09/06/2022	06/16/2023
ELD Push-In	09/06/2022	06/16/2023
Sheltered Instruction	09/07/2021	06/17/2022
ELD Push-In	09/07/2021	06/17/2022
ELD Class Period	07/01/2020	08/13/2022
Sheltered Instruction	07/01/2020	08/13/2022
ELD Push-In	09/03/2019	06/12/2022
Sheltered Instruction	09/03/2019	06/12/2022
ELD Class Period	09/04/2018	06/18/2021
Sheltered Instruction	09/04/2018	06/18/2021
Sheltered Instruction	09/05/2017	06/13/2021

Other Current Programs	Start	End Date

English Language Proficiency Assessment -ELPA21				
Grade	11	10	08	07
Reading	2	1	2	3
Writing	3	2	2	3
Listening	3	2	3	3
Speaking	3	2	3	3
Overall Proficiency	2-P	1-E	2-P	2-P

Smarter Balanced Best Score			
Test	Grade	Perf. Level	Score
SB ELA	11	1	2344
SB Math	11	1	2331

English Lang. Prof. Assessment - ELPA21 Screener				
Grade	09			
Reading	3			
Writing	3			
Listening	4			
Speaking	4			
Overall Proficiency	2			

Woodcock Munoz				
Grade	05	03	01	KA
RPI	82	77	69	67
Score	4	3.5	3.5	3.5

STAR					
Lit Grade	Early Lit	Rdg Grade	Reading	Ma Grade	Math
		08/Winter	586	08/Winter	595
		08/Fall	437	08/Fall	571
		07/Spring	425	07/Spring	548

The reports serve different purposes from identification to more holistic information about a students K-12 experience.

Synergy Reports ([Video tutorial](#))

- Report PGM403: English Language Learner List
- Report U-TST009: EL Assessment List with Score Detail
- Report U-ELL007: Class List with ELL Programs
- Report U-SCH015: Class List with Programs
- U-ELL008: ESL Student Profile

Essential Questions:

- **Why** is data important?
- **What** type of data do we use and why?
- **How** does data make us better as a district?
- **How** does data support student success?



06

Thank you

Summary, Questions and
Comments



NAMING FACILITIES (NCSD BOARD POLICY FF)

DISCUSSION
Agenda Item #2
October 21, 2023

BACKGROUND:

NCSD Board Policy FF describes considerations and expectations for the naming and renaming of district schools/facilities. NCSD Board Policy FF indicates the Board makes the final decision in naming or renaming any district schools/facilities or parts of facilities with the exception of charter schools.

There has been community interest in the naming/renaming of a district facility in recent weeks. Questions about current policy language have arisen.

Time will be made available for staff to provide information regarding:

- Overview of NCSD Board Policy FF
- Recent facility naming processes and insights

Time will be made available for the Board to:

- Discuss the existing policy language
- Determine next steps should the Board seek to revise the existing policy language

ATTACHMENTS:

[NCSD Board Policy FF](#)

[NCSD Board Policy FFA](#)

PRESENTERS:

Cindy Detchon, Assistant Superintendent, Operations

Tiffany Shireman, Chief of Staff



Code: FF
Adopted: 6/23/11
Revised/Readopted: 12/12/19

Naming Facilities

The Board makes the final decision in naming or renaming any district schools/facilities or parts of facilities with the exception of charter schools.

Consideration may be given to, but is not limited to, geographic location, historic events, or to local, state, national or international persons who have made a significant contribution to the field of education or humanity. Such persons may be living or honored posthumously, but shall not have been staff members of the district in the three previous years at the time the honor is bestowed.

A facility or part of a facility may also be named for a contributing sponsor as referenced in policy KI/KJ - Commercial Advertising/ Merchandise Sales.

In considering appropriate names, the Board will ensure that the adopted name accurately reflects both the mission and policies of the school district.

Naming a relocated school/facility:

When a school/facility is relocated to a different location the school/facility will retain its existing name unless the Board initiates the procedure for renaming a school/facility. When a school/facility is relocated to a different location where it will share that school/facility with another school/facility, both schools/facilities will retain their existing names unless the Board initiates the procedure for renaming a school/facility.

Naming a new school/facility:

1. The Board may select a name or may appoint an advisory committee. The advisory committee will consist of a number of members determined by the Board. Membership may include members of the general community, district staff, students and others determined by the Board. Community members on the advisory committee must live in the school district or be the parent of a current student. The assistant superintendent of operations or as designated by the superintendent will serve as the chair of the advisory committee;
2. Advisory committee meetings are public meetings and will follow public meeting laws. Advisory committee agendas will be posted on the district website prior to meeting. Advisory committee meeting minutes will be posted on the district website;
3. The advisory committee will publicize the request to name a new school/facility. Nominations from parents, students, staff, and the community shall be submitted in writing and include a justification

for the nomination. The advisory committee will consider all nominations and may nominate additional names for consideration;

4. The advisory committee will seek to reach a recommendation through consensus among all members. In the absence of full consensus, the majority opinion will determine the recommendation. The advisory committee will make a recommendation to the Board that will include a minimum of one name, but no more than three names. The advisory committee's recommendation to the Board will include the reasons for the recommended names. If the advisory committee supports the request to name a school/facility after a person, the advisory committee will attempt to ascertain the feelings of the honored individual or the individual's family. This information will be communicated to the Board;
5. The Board shall then:
 - a. make the final selection of the name from the name(s) recommended by the advisory committee;
 - or
 - b. make a selection of its own choice.

Renaming a school/facility:

Renaming a school/facility, or part of a facility can be initiated by the Board, students, staff, or a member of the community. When considering the renaming of a school/facility, or part of a facility, the Board will use either the procedure for naming a new school/facility or the following procedure:

1. The Board receives a written request with justification to name part of a school/facility (i.e. gymnasium, auditorium, sports field, media center);
2. The Board will determine through a vote whether to consider the request;
3. If the Board decides to hear the request, the superintendent will compile a written financial impact statement and provide historical or other public information regarding the proposed name;
4. The Board will render a decision at a future meeting.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Memorials

The Board recognizes that when a school community experiences the sudden death of a student or staff member, it is important to the school community and to those who are personally affected by the death to acknowledge the event. Additionally, certain traumatic events occurring on a local, state or national level may also give rise to the need for district acknowledgment through appropriate activities. Requests from students, staff, parents or others for remembering or memorializing a person or event may be approved by the superintendent or designee, subject to the provisions of this policy.

The Board recognizes that memorials of flowers, personal messages and mementoes are often created at lockers, parking spaces and other areas on district property upon such losses or events. Memorials may be permitted at the discretion of the principal. He/She will consult with the family of the deceased, as appropriate. The display of all remembrances will be temporary in nature, removed in a timely manner and offered to the family.

Requests may be made to memorialize an individual or event in school yearbooks, at graduation ceremonies and other district activities. Activities that will not detract from scheduled classroom or school activities, or the celebration of student accomplishments may, with prior principal, in consultation with immediate supervisor's, approval, be authorized. Activities or events may be rescheduled or cancelled with prior superintendent approval only.

In considering memorial activity requests, the administration will balance memorializing or commemorating the individual or event on the one hand, while not creating an atmosphere that glamorizes a traumatic event or self-destructive behavior on the other.

Contributions may be made to a scholarship fund through the North Clackamas Education Foundation memorializing a member or members of the school community or in memory or recognition of certain events.

Items may be accepted by the district in memory of an individual or event with superintendent or designee approval only. The superintendent or designee will consider any maintenance costs to the district prior to the acceptance of such gifts. Items received become the property of the district and will be used for the purpose for which they were donated.

Schools may observe a moment of silence in memory of the individual or in recognition of certain traumatic events as deemed appropriate by the superintendent or designee. Additional district counseling services may be made available to provide support. Deaths will not be announced or memorialized on reader boards. School will not be dismissed early or cancelled on the day of a memorial or funeral service without superintendent approval. The district will not hang plaques commemorating the deceased or approve permanent living memorials, such as planting trees without superintendent or designee approval.

Flags may be lowered only in accordance with state and federal law. District property (e.g., buildings, rooms, fields, gymnasiums, etc.) may be named or renamed to memorialize an individual with Board approval only.

The Board recognizes the use of district property for memorial services is generally inappropriate. Any such request will be considered in accordance with Board policy KG - Use of District Property and accompanying administrative regulation.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 332.385](#)