

**MINUTES**

Work Session of the

**BOARD OF DIRECTORS**

Corvallis School District 509J  
 1555 SW 35<sup>th</sup> Street  
 Corvallis, OR 97333

**I. CALL TO ORDER AND ROLL CALL**

The meeting was called to order at 6:33 p.m. in the Board Room of the Central Administration Building, 1555 SW 35<sup>th</sup> Street, Corvallis, Oregon. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u>                  Kari Rieck, Chair                  Donna Keim, Vice Chair                  Matt Donohue                  Helen Higgins                  Anne Schuster                  Blake Rodman                  Nell O’Malley</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u>                  Zachary Allen, Corvallis High School (CHS)</p>	<p><u>EXECUTIVE STAFF PRESENT</u>                  Jim Hogeboom, Assistant Superintendent                  Fred Wright, Auxiliary Services Director                  Julie Catala, Executive Assistant to the Superintendent</p>
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A quorum was present and due notice had been published.

**II. SPECIAL REPORTS**

**A. ESCALATING CONSTRUCTION COSTS AND IMPACT ON REMAINING BOND PROJECTS**

Auxiliary Services Director Fred Wright reviewed unaudited documents provided earlier to the Board regarding remaining bond funds and expected updated costs of approved and future items, taking into account escalation costs within the construction industry. He explained that they were labeled “unaudited” as they have not yet been reviewed by the Business Services Department.

He noted that the beginning balance was larger than reported last time due to interest received and some discovered double encumbrances. His intent is to go out for bid for the remaining items spring 2007. If the economy remains similar, he expects to complete the projects in fall 2007/winter 2008 within the stated estimates.

The demolished materials from the Westland building will be sent out to be recycled, unlike the demolitions at Linus Pauling Middle School and Corvallis High School which reused the materials on site. In response to Director Higgins question, Mr. Wright responded that he could go out for bid as soon as drawings are ready as opposed to spring to endeavor to avoid cost increases on oil dependent materials. He added that some projects will be using concrete rather than asphalt as it is comparable.

In a conversation with Mr. Wright, Chair Rieck confirmed what the Board would be asked to approve in two weeks:

- New budget for Tier 1 and Tier 2 remaining items
- Tier 3 items for Franklin K-8
- Bathroom upgrades

Mr. Wright expressed his hope that he would be able to address the Board again in the fall with some remaining funds and a list of projects that might be able to be completed with it.

## B. CONTINUOUS IMPROVEMENT PLAN (CIP)

Assistant Superintendent Hogeboom came forward with CIP Committee Members Dan Brown (community member) and Samhir Vasdev (CV senior) to introduce the Board to their work. (See Supplemental Item #VII-11 in the Official 2006-07 Board Minutes.) The Committee worked ten months on creating a plan to evaluate and focus the District's work over a 3-5 year period using a template provided by the State Department of Education. The template is a circular process of:

1. Self-Evaluation
2. Identify Priority Concerns/Needs
3. Set Goals
4. 3-5 Year Action Plan
5. Implement Action Plan

The District is required to submit their CIP to the State every other year.

Mr. Brown stated that he volunteered to be on this committee because he had experience with Continuous Improvement in the College of Business at Oregon State University. Mr. Brown began review of the prepared PowerPoint presentation noting that a lot of companies such as GE, Motorola, Hewlett-Packard, and Toyota have adopted this comprehensive quality culture model based on continuous improvement in fulfilling customer requirements.

In self-evaluating the District, Mr. Brown stated that most data shows the District is relatively successful. A distressing trend is that the student success rate worsens as they age, which is also mirrored in state

and national data. The decline is worse for certain subgroups.

K-12 literacy was chosen as the District's priority. The related CIP action plan will begin to be implemented in 2007.

Board members questioned:

- How the District 's current community visioning process fits into the CIP
- Whether teachers would feel that the related curriculum was "done to" them as alignment and uniformity are part of the plan
- In the circular process model, how the prior year's work is acknowledged when the current focus is on a new topic?

The Committee responded that though there may be other areas the community would choose to work on first they had to begin somewhere and it is unlikely that improving literacy would not be seen as a laudable goal. They also stated that the District's literacy team (veteran reading teachers from each school) and principals were involved in the planning so their voices were represented. Chair Rieck, also a CIP Committee member, added that the Committee spent months discussing the circular focus model and found that a school could expand its focus to include math with literacy, building on previous work. The model is not exclusive and can be adapted to all areas.

Mr. Brown added that the model works for all types of service and product organizations. If literacy is not the community's #1 desire in the visioning process, then their choice can become #2.

Chair Rieck noted that the Board would not be taking action on the CIP at this time as it would not be submitted to the State until next year. The current Committee is wrapping up with the new one set to begin around February.

Additional concerns expressed by the Board included the possibility that the testing emphasis could exclude an allowance for students to enjoy the activities of reading and writing and other areas of the curriculum that could encourage a desire for life-long learning.

Chair Rieck noted that students who are only three to six months behind in reading can be identified to receive pull-out services versus the two years behind that was previously identified. She added that Oregon has requested to use MAP (Measures of Academic Progress) instead of OSAT (Oregon State Assessment Test) for AYP (Adequate Yearly Progress) measurement in the NCLB (No Child Left Behind) Act in its Oregon Growth Proposal to the United States Department of Education.

## C. MEASURES OF ACADEMIC PROGRESS (MAP)

Technology Services Manager Duane Jager joined Assistant Superintendent Hogeboom in presenting

information regarding Measures of Academic Progress (MAP), an adaptable testing system that tracks student progress and identifies student skills. (See Supplemental Item #VII-12 in the Official 2006-07 Board Minutes.) He related that MAP can help make decisions at District, School, and classroom levels. It can also help place incoming students.

The norming group for the test is all students who took the test nationwide in 2005, including their average score growth. Assistant Superintendent Hogeboom stated that the District's goal is to have 70% of its students meet the target growth rate from one fall to the next by 2009. In the top 10% of the nation's schools, about 60 to 70% of students reach their growth target in reading and 65-70% in math. Whether a student is identified as above or below average in proficiency they are still expected to meet their growth target. The District recently distributed MAP results to 3<sup>rd</sup> – 5<sup>th</sup> grade parents for the first time.

Chair Rieck noted that NWEA (Northwest Evaluation Association) had a very nice MAP website (<http://www.nwea.org/assessments>). Mr. Jager stated that the math test is available in Spanish. It was noted that Idaho uses the MAP system for their official state testing.

### **III. ADJOURNMENT**

Being no further business, Chair Rieck adjourned the meeting at 8:41 p.m.

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Kari Rieck, Chair

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Jim Hogeboom, Assistant Superintendent

Prepared by: Jolene Shute

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