

Student Achievement Program

The District's comprehensive student achievement program planning efforts will be guided by the following key actions:

1. The superintendent will work closely with Board members, administrators, staff, parents, students, and other community stakeholders to:
 - a. Establish a clear vision of student achievement as the top priority of the District;
 - b. Define student achievement and identify specific State and local performance benchmarks and District goals based on self-evaluation data;
 - c. Develop an action plan clearly linked to specific benchmarks and goals for improving student achievement performance. The plan will be reflected in school and District improvement plans;
 - d. Review progress toward development and implementation of the Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM);
 - e. Develop strategies for annually monitoring, reviewing and revising, as necessary, the action plan and school and District improvement plans;
 - f. Report student achievement performance results annually to the school community.
2. Self-evaluation data needed to assess student achievement performance progress, set benchmarks, establish goals and develop action plans will be compiled and disaggregated annually at the District and building level. Data may include, but will not be limited to:
 - a. Numbers of students who take statewide assessment test, who meet, fail to meet or who exceed State and local standards; levels of achievement by grade level and growth in performance;
 - b. Results in District tests and other assessments, including Levels testing and Scholastic Aptitude Tests (SAT);
 - c. CIM completion and remediation results;
 - d. Percentage of students enrolled in, and completion rates, for advanced courses at all grade levels;
 - e. Dropout and completion rates by grade level, class and District;

- f. Post secondary enrollment, including community colleges, trade-apprenticeship programs and military enlistments;
 - g. Student, teacher and community demographics;
 - h. Student behavior/disciplinary referral/attendance data, and participation in cocurricular and extracurricular activities as an indicator of student success in school;
 - i. Previous school and District improvement plan results to determine which components were successful, which were not and degree to which specific strategies were implemented;
 - j. Survey results of stakeholder satisfaction.
3. District identified benchmarks and goals for the improvement of student achievement will reflect the needs of school sub-populations, be clearly stated, measurable and based on Oregon Department of Education (ODE) guidelines or other methods as deemed appropriate by the District.
4. The District's action plan to meet identified, specific benchmarks and goals for the improvement of student achievement is subject to superintendent review and Board approval. The plan will include, but not limited to:
- a. Short- and long-term professional development to provide teachers with the knowledge and skills necessary to assure students make progress in meeting local and statewide benchmark standards and District goals;
 - b. Steps to assure safe educational environment conducive to learning;
 - c. Steps to assure that all students have access to educational opportunities necessary for them to meet the high standards of the State and District including CIM and CAM;
 - d. Recommendations for allocation and realignment of District resources to support student achievement improvement efforts. For example:
 - (1) Curriculum revision to ensure K-12 alignment with State and local standards;
 - (2) Establishment of appropriate educational alternatives for students who exceed standards, for students who are not meeting standards and accommodations for students with special needs. Such alternatives will include remediation or enrichment activities and programs;
 - (3) Staffing needs, assignments and reassignments;
 - (4) Instructional materials needs;
 - (5) Fully and equitable integrate technology into the curriculum with the primary focus on achieving identified benchmarks and goals.

- e. Strategies to develop collaborative relationships with community businesses and child-centered organizations with a focus on consensus building for the improvement of student achievement as a community priority.
5. Accountability to assure the District's action plan is implemented will be a shared responsibility of Board, administration and staff. Minimally, the superintendent will ensure:
- a. Specific administrative responsibility for implementing action plan strategies and assuring that the activity takes place in the manner described is assigned, monitored and evaluated;
 - b. Data analysis results are included as an essential component of the teacher goal setting and evaluation process and as a basis for staff development;
 - c. Public recognition of student achievement and staff efforts is provided;
 - d. Specific recommendations are developed for visible change for lack of success;
 - e. Principals at the building level compile all necessary disaggregated data for the District's self-evaluation and comprehensive recommendations to meet identified benchmarks and goals;
 - f. Student performance results on identified benchmarks and goals are annually reported to the community in conjunction with State assessment results, district and school improvement plan progress and the District's status in relation to Oregon Administrative Rules, Division 022 standards are required by the ODE;
 - g. Communication strategies are developed and implemented for keeping stakeholders informed, including specific activities for providing information on student achievement improvement progress and feedback through surveys, forums and similar other methods.