

Student Achievement Program

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

1. The superintendent or designee will annually report student achievement improvement with input from administrators, staff, parents and other community stakeholders. The report will address the following:
 - a. 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. 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. 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 district students who take statewide assessment tests, who meet, fail to meet or who exceed state and local standards; levels of achievement by building, grade level, class and growth in performance;
 - b. Results on district tests and other assessments, including the Scholastic Aptitude Test (SAT), American College Test (ACT), etc.;
 - c. Grade point average (GPA) results by class, grade level and school;
 - d. CIM completion and remediation results;
 - e. Percentage of students enrolled in, and completion rates, for advanced courses at the middle and high school levels;
 - f. Drop-out and completion rates by building, grade level, class and district;
 - g. Post secondary enrollment, including community colleges, trade/apprenticeship programs and military enlistments;
 - h. Student, teacher and community demographics;
 - I. Student behavioral/disciplinary referral/attendance data, and participation in cocurricular and extracurricular activities as an indicator of student success in school;

- j. Previous school and district improvement plan results to determine which components were successful, which were not and degree to which specific strategies were implemented;
 - k. Survey results of stakeholder satisfaction.
3. District-identified benchmarks and goals for the improvement of student achievement will reflect needs of school subpopulations, be clearly stated, measurable and based on Oregon Department of Education (ODE) guidelines (Quintile Method, Progress Toward Meeting Standards Methods, Individual Aggregate Method, Benchmark Aggregate Method or Composite Method) 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. The plan will include, but not be 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 academic content standards and district goals;
 - b. Steps to assure a safe educational environment conducive to learning;
 - c. Identification of local efficiencies and resources (e.g., private and public partnerships, targeting of state and federal funds, ESD efficiency reviews, etc.);
 - d. Steps to assure that all students have access to the educational opportunities necessary for them to meet the high standards of the state and district, including the CIM and CAM;
 - e. 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 academic content standards;
 - (2) Establishment of appropriate educational alternatives for students who exceed academic content standards, for students who are not meeting academic content standards and accommodations for students with special needs. Such alternatives may include before or after school and summer school tutoring, remediation or enrichment activities and programs;
 - (3) Staffing needs, assignments and reassignment;
 - (4) Instructional materials needs;
 - (5) Fully and equitably integrate technology in curriculum with the primary focus on achieving identified benchmarks and goals.
 - f. 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 staff, administrators and the Board. 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, to enable an in-depth assessment of student achievement 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 as required by the ODE;
- g. Communications 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 other similar methods.