

Greater Albany Public Schools District Accountability Plan

Strategic Goal 1:

We provide every student with challenging and motivating learning experiences that lead to continuous growth.

Objective: *To make sure that all students have the programs and opportunities they need to make progress towards graduation and beyond.*

Measures:

M1. Total Graduation Rate: The Board believes that graduating from high school is essential life preparation and taking extra time is better than not graduating. The Board also believes in offering different diploma options to challenge students appropriately.

- Data Set: Track Graduation within 5 years and Completion Rate of students by age 21 by completion type (honors, standard or modified diploma; GED and, extended and certificate of completion) from our schools. Note modified no longer counts as a standard diploma.
- Source: Instruction Department
- Target: Increase graduation rate over time.
- Reporting Frequency: Reported to the Board annually on the Achievement Compact.

M2. Percentage of Students on Track to graduate in four years by grade level: The Board believes it is important to identify struggling students early on, in time to apply interventions. Principals track and plan interventions based on: Students with 1 to 3 failing grades at end of each grading period, and/or students below the cut score in reading and math on each round of OAKS testing.

- Data Set:
 - Freshman: meets or exceeds reading and math OAKS scores from eighth grade
 - Sophomores: beginning year with six or more credits and completed Algebra 1
 - Juniors: beginning year with twelve or more credits, including required courses in English, math, and science.
 - Seniors: beginning year with eighteen or more credits, including required courses in English, math and science and essential skills requirements completed.
- Source: High school principals
- Target: All students and parents are informed twice each year when students fail required classes, and understand where the students are in fulfilling graduation requirements.

Reporting Frequency: Results reported to the Board annually on the Achievement Compact.

M3. Percentage of Students Reading at Targeted Proficiency Level or

Above: Reading is an essential skill and directly impacts the ability to be successful in other subject areas.

- Data Set: DIBELS (K-5) and OAKS (3-8) scores
- Source:
 - Grades K-5: Instruction department
 - Grades 3-8, 11: State reporting
- Target: For OAKS: Percentage of students making progress by total individual students by grade level
- Reporting Frequency: Results reported to the Board on the Achievement Compact.

M4. Percentage of Students Performing at Targeted Proficiency Level or

Above in Math: Math is an essential skill and directly impacts the ability to be successful.

- Data Set: OAKS scores
- Source:
 - Grades 3-8, 11: OAKS scores
- Target: For OAKS: Percentage of students making progress by total individual students by grade level
- Reporting Frequency: Results reported to the Board on the Achievement Compact.

M5. Electives: Our students need non-core electives to receive a challenging and motivating educational experience. Electives help engage students and keep them in school.

- Data Set:
 - Grades K-5: student access to art, music, technology or physical education.
 - Grades 6-8: electives and class opportunities in fine and applied arts, career and technical education and world language
 - Grades 9-12: electives and class opportunities in fine and applied arts, career and technical education and world language
- Source: principals and HR
- Target: Maintain or increase elective opportunities for students, keeping in mind the impact on staff reductions and an increased need for interventions.
- Reporting Frequency: Annually in November of each year.

M6. Activities: Students who are involved in activities outside of the school day are more successful in school. Activities include school clubs, athletics, or participation in a performance group such as band, choir or drama.

- Data Set: Participation rates for high school students over time.
- Source: Student survey of activity participation, and list of OSAA athletics, activities and school clubs.
 - Target: Every student is involved in at least one activity
- Reporting Frequency: Annually in October of each year in a Board Update.

M7. Common Assessments: The Board believes increased levels of learning for every child are possible by shifting the focus from teaching to learning.

- Data Set:
 - K-5: percentage of teachers district wide implementing common assessments in reading, writing and mathematics to inform data driven decision making.
 - 6-12: percentage of teachers district wide implementing common assessments in required core academic subject areas to inform data driven decision making.
- Source: PLC teams provide information to the instruction department.
- Target: 100% by the end of 2013-2014 school year.
- Reporting Frequency: Annually by April of each year.

Activities in Support of Goal 1:

A1. Continuous Improvement of Learning through district wide implementation of Professional Learning Communities

- Superintendent responsible to lead a district wide implementation of PLCs. Information will be shared at each Board meeting regarding implementation of the PLC model and activities. Reviews of progress scheduled in November and April.
- School Board to support PLC activities by allocating resources towards continuing education classes in support of the PLC initiative and implementing best practices around PLCs and setting school calendars that allow time for collaboration across the district.
- School Board to support continued education for the board, community, parents, administrators and staff in PLC practices.
- School Board members will take a public stand that PLCs are an educationally sound model and visit schools regularly to discuss progress with staff.
- Adopt a Board AR in support of the PLC model for providing quality instruction.

A2. Increased opportunities for students to engage in activities:

- Superintendent to work with community groups to create opportunities for students to engage in organized activities during early release times.
 - ï Superintendent and Board will publicly communicate the positive effects of participating in sports, activities and community service, using statistics from students in our schools. (ie. GPA of OSAA teams as compared to school averages)
- School Board to set an example by supporting student participation in activities outside of the school day by attending events and performances.

Strategic Goal 2:

We instill in every student the character traits that enable them to understand and interact in the world, appreciating and valuing differences.

Objective: To teach character traits so that students make positive behavior choices and have an attitude of service beyond self.

Measures:

M1. Students participating in volunteer or school community service

activities: The Board believes that volunteer community service opportunities, both in and out of a school setting, provide students an opportunity to practice the district adopted character traits.

- Data Set: School and volunteer community service activities and participation in service learning projects.
- Source: Collect data via high school student surveys. Compile a list annually of the school sponsored service activities.
- Target: All high school students have engaged in some volunteer activity prior to graduation. (*Future goal to consider as a graduation requirement.*)
- Reporting Frequency: Reported to the board annually in August in a Board Update.

M2. Healthy Teens Survey: Are students engaging in at risk behavior?

- Data Set: Wellness survey at 6th and 8th grades
- Source: State of Oregon, DHS
- Target: Track and set goals as appropriate by school
- Reporting Frequency: Annually in December of each year in a Board Update.

M3. Economic Risk Factors: Food insecurity distracts from the educational experience. We need to remove stigmas and other barriers to accessing the Federal Free and Reduced Lunch program.

- Data Set: Percentage of students on free and reduced lunch that are enrolled and participate, Breakfast in the Classroom programs and Homeless student data.
- Source: Food Service Provider, FACT
- Target: Needs of students are being met for shelter and nutrition.
- Reporting Frequency: Food service data reported in September, December and June at a Board meeting or Update.

M4. Attendance: If students are not in school it detracts from their learning experience. We need our schools to be safe places where students want to be. Emphasizing the importance of attendance and being on time is a skill valued in the work place.

- Data Set: Percentage of students with 10% or more absences per year for any reason.
- Source: Depart of Ed; School attendance records

- Target: Review attendance records and set target annually.
- Reporting Frequency: Annually on Achievement Compact.

Activities in Support of Goal 2:

A1. Setting an example of not discriminating by a subgroup:

- The Superintendent is responsible for disciplinary policies being executed without bias across the school district.
- School Board (individually or collectively) to participate in diversity awareness training and report out at board meetings.

A2. Character/Diversity embedded in the curriculum:

- The Superintendent is responsible for seeing that our curriculum includes consistent character and diversity education components. Provide a report on the implementation of the current character education program in May
- The Superintendent is responsible for designating materials to be provided in other languages as appropriate.
- The School Board will review a report of the Positive Behavior Intervention Support (PBIS) program and how it is used by schools to make decisions regarding responding to student behavior concerns.
- Board seeks opportunities to support character Ed program in the schools and recognizes exemplary students at Board meetings.

A3. Reduce food insecurity among students:

- Superintendent to work with Food Service Provider to aggressively implement federal programs and remove barriers to participation in the free and reduced meal program for eligible students.
- The School Board shall support Federal nutritional programs and be open to other opportunities...
- Superintendent to promote federal meals programs in the summer and Breakfast in the Classroom programs.
- School Board will be abreast of socio-economic data for our schools and that how that impacts student learning.

A4. Setting an example of community service:

- The School Board will advocate for and help facilitate community service opportunities for students.
- School Board shall recognize Student All Stars in the area of Community Service equivalent to Academic All Stars.
- School Board members to set an example of community service.

Strategic Goal 3:

Our students thrive because every community member believes they are a stakeholder, and takes responsibility for the success of every student.

Objective: Connect with community groups and schools to improve the overall understanding of the district by its many constituencies, to include students, parents, visitors, volunteers, district staff, mentors and community and business partners.

Provide transparency to district use of public funds. Provide and maintain safe and secure facilities and other services to support district programs.

Measures:

M1. Connecting with community groups: It is beneficial for our students for community groups to have an active connection with GAPS through a board member, district committee member or district staff.

- Data Set: Create lists of Community Groups and District Committees
- Source: Community Liaison and District Committee list to reflect opportunities for involvement.
- Target: Increase interaction between school district staff and Board members with interested community members.
- Reporting Frequency: Review and revise annually in October through Board Update.

M2. Advocacy: Interactions by board members with community groups, community leaders, and legislators on topics relating to schools help create understanding of issues facing public education.

- Data Set: Record of interactions with community groups.
- Source: Reported by board members at Board meetings.
- Target: To increase community engagement and interaction by board members
- Reporting Frequency: Summary from information shared during board reports in August through Board Update.

M3. Community volunteer engagement with the district:

- Data Set: Number of people approved to volunteer in the district
- Source: District Office/Human Resources
- Target: Increased number of volunteers
- Reporting Frequency: Annually in September of each year through Board Update.

M4. Usage statistics for student progress information on-line:

- Data Set: Number of hits by different people
- Source: Pinnacle data from ESD
- Target: Increase use by individual users
- Reporting Frequency: June through Board Update.

M5. Student Enrollment to School Capacity:

- Data Set: Enrollment per school
- Source: Enrollment Projections Report
- Target: Percentage of capacity used for all schools is between 85% and 110%
- Reporting Frequency: Annually in January of each year, included in student enrollment projections

M6. Transportation:

- Data Sets:
 - On-time afternoon pick-up
 - Miles traveled between accidents
- Source: District Transportation Director
- Target: Year over year increased efficiency
- Reporting Frequency: Written reports in January, annual board review in August.

M7. District Energy Usage:

- Data Set: Metrics for use of utilities,
 - District Energy usage of gas, electricity, water,
- Source: Physical plant director
- Target: Year over year increased efficiency
- Reporting Frequency: annual review at second meeting in October.

M8. Facilities Department

- Data Set:
 - Work orders opened/closed
 - Monthly maximum working hours/productive work hours
- Source: Physical plant director
- Target: Year over year increased efficiency
- Reporting Frequency: Written updates on metrics in April, annual review at second meeting in January.

M9. Technology investment:

- Data Set: Work order closure rate, work orders/employee, aged work orders. Use of technology for instruction.
- Source: Technology department and Instruction department.
- Target: Increase efficiency and expand opportunities for students.
- Reporting Frequency: Annual review in August.

M10. Business Office:

- Data Set: Voided checks per total checks, non-PO invoices processed per FTE per month, cost per paycheck, percent of off-cycle payroll checks.

- Source: Business Office
- Target: Reduce staff time needed and increase accuracy.
- Reporting Frequency: Annual report in June.

Activities in Support of Goal 3:

A1. Engagement Activities

- Board Members and District Committee members responsible to engage, build, develop, and continue to increase the effectiveness of community understanding of District operations, performance, and direction. Review annually in September.
- The School Board members commit to engage with at least two (2) community groups per year.
- Each Board Member will engage with at least one (1) school district group (student, certified, classified/combination) during the year. Results will be shared at the next regularly scheduled Board meeting.
- Superintendent to distribute Education Update to key communicators list.
- Board members attend School Open Houses, graduations and middle school promotions.

A2. Fiscal Transparency and Effective Stewardship of Resources

- Superintendent to offer school budget information and long range financial plans to the budget committee, school staff, and interested public in December.
- Superintendent to maintain a rolling Long Range (current plus two biennia) Financial Model for the district.
- Superintendent will gather input from employee groups to identify continuous improvement opportunities that could be implemented in the district and review outcomes annually through a Board Update in June.

A3. Budget Practices

- Create and maintain a multi-year budget forecasting revenue and expenditures.
- Maintain an Ending Fund Balance of at least 5% and attempt to build up additional reserves over time to mitigate periodic loss of revenue.
- Target 85% for staff costs and 15% for other areas.
- New programs should be sustainable for 3-4 years and be evaluated for effectiveness within that time period.
- Programs should be reviewed to determine if they are duplicates of similar programs that are available to Albany students.
- Additional resources and partnerships should be explored to support district programs.
- Provide the best possible student-to-teacher ratio within the financial parameters.

Reports Matrix

	J	A	S	O	N	D	J	F	M	A	M	J
Goal 1: We provide every student with challenging and motivating learning experiences that lead to continuous growth.												
M1: Graduation Rates												C
M2: On Track to Graduate												C
M3: Reading Performance												C
M4: Math Performance												C
M5: Electives					R							
M6: Activities				U								
M7: Common Assessments										R		
A1: PLC Progress					R					R		
Goal 2: We instill in every student the character traits that enable them to understand and interact in the world, appreciating and valuing differences.												
M1: Volunteer Community Service		U										
M2: Healthy Teens						U						
M3: Economic Risk/Food Service			U			R						U
M4: Attendance												C
A2: Character Ed Program Review											R	
Goal 3: Our students thrive because every community member believes they are a stakeholder, and takes responsibility for the success of every student.												
M1: Community Liaison List				U								
M2: Advocacy by Board		U										
M3: Volunteers Cleared		U										
M4: On-line student progress												U
M5: Facility Usage (Capacity)							R					
M6: Transportation		R					U					
M7: District Use of Energy				R								
M8: Facilities Department							R			U		
M9: Technology investment		R										
M10: Business Office												R
A1: Board Engagement Activities			R									
A2: Fiscal Transparency						R						
A3: Continuous Improvement												U

Review District Accountability Plan November

C = Achievement Compact

R= Board Reports

U = Written Board and/or Education Updates

To: Albany School Board
From: Maria Delapoer, superintendent
Date: December 5, 2012
Subject: Revised Accountability Plan

Attached is a proposal for revisions to the Accountability Plan. After reviewing Board members input, I did not eliminate any measures or activities completely. I did consolidate some where appropriate and delete phrases that were no longer timely. The main difference is in how this information is reported to the Board. There are three categories, as you will see on the calendar at the end. One method is through the Achievement Compacts that are required by the state. The other two are through Board Updates or reports at Board meetings. You may want to change some of these to reports if they are items you want to discuss.

There are a few additions that I would like to consider. One is some metrics for the Business Department under Goal 3 that should be available soon. You may want to consider a measure addressing both pre-K outreach and post graduation transitions. These are likely to be included in the Achievement Compacts as well. If you have other suggestions for areas of district focus please bring them to the Board meeting for consideration.

This document has been a valuable tool for keeping our focus to the areas most important to our district and as a tool for communication with our employees, parents and the community.