Inspiring Today's Students to Meet Tomorrow's Challenges

Performance Data

From September 2022 to March 2023:

- Districtwide, the number of elementary students (K-5) at grade-level proficiency in math increased by 15%

- At Merrill Elementary, the number kindergarteners at grade-level proficiency in math increased by 54%

- At Ferguson Elementary, the number of third-graders at grade-level proficiency in math increased by 26%

- At Chiloquin Elementary, the number of fifth-graders at grade-level proficiency in math increased by 11%

Key Investments to Achieve Results

Recruiting and Retaining Quality Teachers and Instructional Paraprofessionals

- Invested in instructional paraprofessionals, offering them full-time positions with benefits

- Provided credit reimbursement to employees who pursue teaching certification

- Developed a dual credit CTE (career and technical education) education pathway for high school students as part of a "Grow Your Own" teacher program, enrolling 60 students at Mazama and Henley high schools

- Negotiated a three-year teacher contract with increases of 6%, 3%, and 3%

- Negotiated a three-year contract with classified staff with a minimal $2/hour increase (7%-15%)

Key Investments to Achieve Results

<u>Focus on Professional Development</u>

- Provided training in social emotional and trauma-informed instruction

- Trained educators on elementary math curriculum, Developing Mathematical Thinking Institute (DMTI)

- Provided Science of Reading and Skillful Teacher training

- Began training instructional paraprofessionals in the same math and reading programs as teachers

Key Investments to Achieve Results

Adopted Research-Based Practices for Configuring Schedules and Delivery of Instruction

- Reduced class sizes in elementary schools when possible by limiting student transfers into the district

- Implemented parallel block scheduling to temporarily and dramatically reduce class size for small-group instruction in reading and math

- Utilized project-based learning specialists to enable parallel block scheduling, giving students opportunities for learning that were not previously available

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