

Attachment 1, Joni Stevenson, Cascade School District, 01/15/24

Cascade School District #422

- 210 Students
- 35 miles South of McCall
- Blue Collar, seasonal, outdoor
- (enrollment was 370) Conservative, "Leave it to Beaver" recreation working families Cascade Mill shut down early 2000's = dramatic change in the community of Cascade
 - kind of community.



Focus for Cascade:

Student Focused decision making

- Curriculum
- Instruction
- Assessment

Where were we? CURRENT **REALITY:**

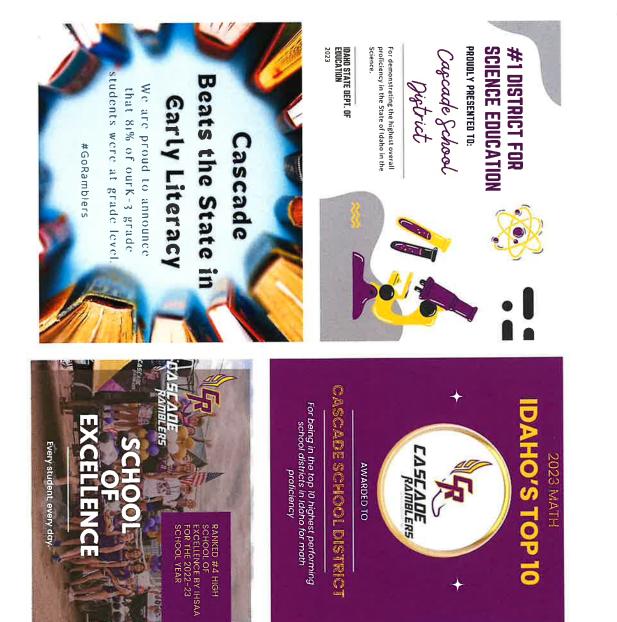
Here is the list of Idaho's lowest performing schools:

Cascade Junior-Senior High School, Cascade,

ELA/Lite	17-18			- 88%	53%	50%	52%	31%	29%	36%	48%	71%	44%	33%	Math	17.18		%69	47%	35%	29%	15%	14%	23%	33%
	Class	OLAF	2772	2027	2026	2025	2024	2023	2022	2021						Class	2028	2027	2026	2025	2024	2023	2022	2021	
	Grade	~	n	4	5	9	7	80	6	10	Avg.	Gr. 3-5	Gr. 6-8	Gr. 9-10		Grade	3	4	5	6	7	80	6	10	Avg

Now, Cascade Is:

- #1 District for Science
 Proficiency in Idaho
- Top 10 District for Math
 Proficiency in Idaho (2 years running)
 Top 20 District for
- Top 20 District for English Proficiency in Idaho (2 years running)
 Higher than State
- Higher than State
 Average for IRI for the last 5 years
 2022-23 #4 IHSAA
- 2022-23 #4 IHSAA
 School of Excellence





State identifies lowest-performing public schools

Find out whether your school is on the list,

-performing schools report high-

owest

performing teachers







Lynn Shelby



Too much all at Mistrust

once, "I didn't sign nobody ever does ANYTHING about up for this," BCD, £

Confusion What IS an

on to what makes effective teacher? How do we hold Cascade unique? How did we get here?

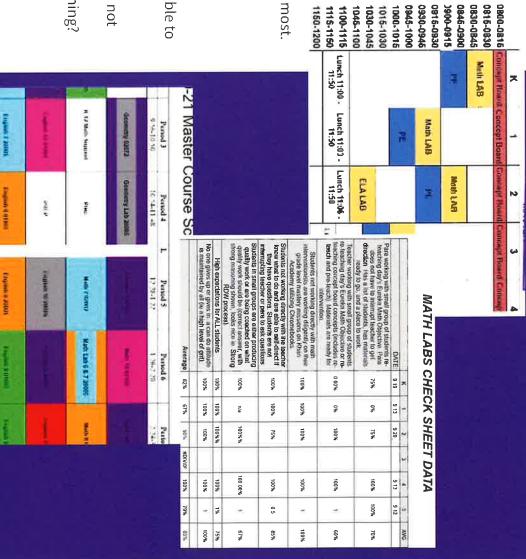
Replicable Practices:

Data driven decision making:

- Curriculum inspect what you expect.
- Invest in high quality, research based curriculum
- Implement with fidelity
- High quality for ALL learners (high expectations for teachers)
- Instruction Quality & Timely to those that need it the most.
- Tier 1 whole group standards based
- Tier 2 reteaching every day in Math and ELA

Professional Learning Communities:

- Intentional time for teachers to work together to collaborate on:
- What do we want all students to know or be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- What will we do if they already know the learning?



FIDELITY TO THE CORE CURRICULUM DATA

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CURRICULUM How could we see that this was working?

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Curriculum mapping

Fidelity checks

Formative assessments

Diagnostic assessments

Curriculum based assessments

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	#DIV/0	25% 71%	Algebra Algebra II Geometry AVG 9 12						tied to v	most of	A lot of	Tracking	Concept	Lab che	Daniels	
Average	High expectations for ALL students No one gives up or gives in- a can do atilitide is maintained by all (ie a high level of gnt)	Studarts in small groups are entire producing quality work should be (context answer; with strong reasonay shown; hocks are a Strong RDW process)	Know what is to do and are able to self-timed to they have questions. Students are not interrupting teacher or para to ask questions	Students not working dispertly with math enterweathenists are working disperity on their grade level maskey missions on Khan Academy utilizing Chromotooks. Students out avaidant discrituation dis	Teacher working with small group of students in-staching drug. Sturkes Main Objective or ra- leaching concept board concepts (includes re- teach and pro-insch). Materials we sedy for intervention.	Para working with small group of students re leading day's Eineka MMth Objective Para does not have to interrupt leading to get direction. Heal at Ist of students, hose materials ready to pu, and a place to work.		MATH LABS CHECK SHEET DATA	tied to visible data and time bound.	of our feedback was clear, honest,	of Teacher feedback for learning -	Tracking Danielson data	Concept boards	Lab checks (non negotiables)	Danielson checks	
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This Year's Total Score Growth	2379 35	2	2613	2480 112	2516 80	2423 2	2481 177	2544 70	2478 109	2412 103	2411 0	2527 65	2507			
This Year's Scate Score Target for Proficiency in Three Years	2373	2351	2639	2423	2468	2458	2413	2493	2423	2383	2451	2485	N N N	8235	77 P	
Growth Needed this Year to be 'On Track' for Proficiency in Three Years	62	91		55	32	37	59	19	54	74	40	23		ajectory		
Current Grade	4	4	4	4	4	4	4	4	4	4	4	4	The Number of Street, or other	ho achieved tr	ho men	
Last Year's Score	2294	2260	2639	2368	2436	2421	2354	2474	2369	2309	2411	2462	2467*	Percent of students who achieved trajectory	Percent of students who mew	

Advice:

- 1. Know the reality What
- do the numbers say?
- Student first decisions sometimes make adults uncomfortable.
- 3. No Blame, Complain, Defend (BCD) - Culture Shift



How Cascade can help others:

"ENGAGING EVERY DISTIGIA "ENGAGING EVERY DAY, IN CHARACTER DEVELOPMENT AND RIGOROUS EDUCATION."

- Share our story with other school districts.
- Share our in-house created materials and systems.
- Answer questions about our system

An ask from me to you for Idaho students:



2.						÷	
Share the success stories that you	from parents, etc.)	issues, hurtful stories, hiding things	schools (porn in schools, transgender	 a. Noise = propaganda about public 	possible.	Reduce the noise level whenever	

- hear about our schools.3. Simplify things for us more
- Simplify things for us more reporting and accountability on non-priorities distracts from our mission.
- Funding that allows for Districts to tailor to the needs/desires of the communities they serve.

<u>Joni Stevenson</u>

Cascade School District Superintendent

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