

Data Reporting by Strategic Area (by Priority Area outlined in the Strategic Plan)

DATA

1. Learning and Instruction: Sources were ODE/HS data records/College Board reporting/OSAS Testing database

- >75% (aggregate) of students perform above the US/Other normed reference in reading, language usage and math; **71% math; 87% ELA; Grades 3-8. 78% ELA; 55% Math @ HS** (per raw data pull from OSAS: Oregon Statewide Assessment System)
- >75% of students perform above the norm in PSAT & SAT;
 - o **8/9 PSAT: 80%** met/exceeded ELA benchmark; **78%** met or exceeded math benchmark.
 - o **PSAT/NMSQT 10th grade: 82%** met or exceeded ELA benchmark; **76%** met or exceeded math benchmark.
 - o **PSAT/NMSQT 11th grade: 93%** met or exceeded ELA benchmark; **78%** met or exceeded math benchmark.
 - o **SAT Average Score 22-23: 1310 (56 participants)**
 - o **ACT Average Score 22-23: 30.7 (6 participants)**
- >75% of students perform above the US/Other normed reference in science; **60% @ HS, 70% @GS**
- >85% score a 3.0 or above in aggregate for all AP tests taken;
 - o **30%** increase of total students scoring a 3 from 22-23.
 - o **54%** increase in total students scoring a 3 from 5 years ago.
 - o **80%** of students taking AP tests with 3.0 or above for 21-22—on par with 21-22 year's % (82%) to participation rate and on par with 5-year average % to participation rate (**79.5%**).
 - o **3.3** aggregate score for 22-23.
- >increased participation in AP and PSAT/SAT/ACT testing from previous year.
 - o **30%** increase from 21-22. **50%** 5-year increase from 20-40 students taking exams.
 - o **54** total exams taken in 22-23—on par with 21-22 (56 exams) and a **50%** increase in the number of exams taken from 5 years ago.
- > **90%** of seniors graduate with a Riverdale Diploma. **49** Graduates, **40** w/ Riverdale Diploma (**80%** of total class) **8** w/ Oregon Diploma. (**98%** total graduated)

Observations: Math needs support, at both the GS and HS considering the impacts from the pandemic. AP participation (overall) and number of tests taken has progressively increased. PSAT/SAT scores are consistent and predictable.

2. Campus Safety and Design: Sources were data collected from tallying number of reporting reqs to fulfilled reports; internal prioritized needs to completed task assessments; board meetings and associated docs.

- **80%**¹ compliant on all yearly/cyclical county/state/city regulations and reporting (primary are ODE-related reports); have asked for extension on 2 Division 22 reporting reqs
- **70%** completion on all yearly identified and targeted physical plant needs for the identified year; Cooling tower, AC at the elementary school, field irrigation is pending needs.
- **100%** of all reports/plans completed and presented at Board mtg. Plans and updates on Year 1 plan were given throughout the year but specifically at the mid-year reflection and end of year superintendent summative meeting.

Observations: All reporting is now centralized and tracked to ensure reporting requirements are met including Division 22. Physical plant needs have evolved and prioritized/reprioritized throughout the year. Some needs cannot be immediately addressed due to funding prioritization.

¹ The highlighted numbers are not final

3. District Identity and Campus Sustainability: Data collected against a 5-Year average using transfers “in-hand” and deposits collected.

- >100% target completion on enrollment objectives/goals;
 - 75% of the 60% target goal for the capture rate of 8th grade class (23/51).
 - 90% of the 30% target goal for the capture rate for HS apps. (29/108)
 - 93% of the 30% 9th grade capture rate. (22/80)
 - 97% of the 5-year average of 9th grade applications (80 apps for 22-23; 5-year average 82).
 - 105% of the 5-year average of total HS apps (108 apps for 22-23; 5-year average 97)
- >95% completion rate on all marketing goals outlined on work plans;
 - 100% completed as outlined per work plans,
- 100% of all handbooks/manuals completed/revised (HR, Business, Student Handbooks as listed in the actions);
 - 75% completed (HR, Student Handbook, Teacher Handbook, Budget handbook not completed.)
- 100% of committees convened with charters fulfilled.
 - 100% completed (budget/strategic plan/policy committees)

Observations: With capturing the 60% of incoming 8th grade population with an 8th grade class average of 52 students, and hitting the 30% target for 9th external applicants, creates a 9th grade class of 52 students. This year we saw a significant number of transfer request denials from district who have historically released; we saw a decline in the number of grade school students (affecting total enrollment numbers) from the previous year partially impacted by the conditional use process. 100% of HS teaching staff have active websites as of June 2023.

4. Community and Belonging: Data collected from 5-point Likert scale questions on surveys. A “3” is considered neutral/ok/average. Open-ended responses were coded by theme/areas and are summarized below.

- >85% satisfaction with all constituent groups on related surveys; *(See below as metrics are used to answer both metrics in Community and Belonging and Communication and Connection)*
 - **8th Grade (23/ 50 respondents):** Did your student attend Open House: **65.2%**
 - **8th Grade (23/50 respondents):** Did your student attend a RHS sporting event: **47.8%**
 - **8th Grade (23/50 respondents):** Did you feel the HS tried to connect with the 8th grade: **65.2%** yes, **26.1%** maybe
 - **8th Grade (23 respondents):** Which did you feel impacted your child’s school choice: Most impact was **Academic Offerings** (11 respondents) & **School Size** (9 respondents). Least: **Sports** (11 respondents) & **Location** (6 respondents).
 - **Out of District HS Applicants (20/94^{*2} respondents):** Did your student attend Open House: **63.2%.**
 - **Out of District HS Applicants (20/94 respondents):** Did your student attend a RHS sporting event: **0%**
 - **Out of District HS Applicants (20/94 respondents):** Which did you feel impacted your child’s school choice: Most impact was **Academic Offerings** (8 respondents) & **School Size** (5 respondents). Least: **Sports** (7 respondents) & **Location/Friends** (4 respondents each).
 - **Staff (48 respondents):** My culture/identity is respected and valued by community/students: **81.3%** rated 4/5; **93.5%** rated 3/4/5
 - **Community (49 respondents):** My culture/identity is respected and valued by community/students: **81.2%** rated 4/5; **89.5%** rated 3/4/5

² These numbers are not final

**94 respondents surveyed at time of survey.*

- **100%** of audits conducted/plans presented/literature reviews completed and presented to the Board; progressing against the SIA metrics outlined within the *Community Engagement Toolkit*.
 - **100%** of planned audit completed and presented to Board (Financial, SIA, Class Size Lit review, strategic plans via superintendent mid-year and end of year eval).

5. Communication & Connection: Data collected from 5-point Likert scale (5 being highest & 1 being lowest) questions on surveys. A “3” is considered neutral/ok/average. Open-ended responses were coded by theme/areas and are summarized below.

Priority (Communication): give end of year surveys assessing communication at

- **>85%** satisfaction with all constituents; give end of year surveys assessing connection and school climate at
 - **Staff (48 respondents):** Receive enough info through communication from admin to perform job effectively: **77.1%** rated 4/5; **85.4%** rated 3/4/5
 - **Community (53 respondents):** Does high school staff respond in a timely manner: **52%** rated 4/5; **84%** rated 3/4/5
 - **8th Grade (23 respondents):** Do you feel any questions you had (about the HS) were answered by the principal/staff/PTC: **90% yes**
 - **Out of District HS Applicants (20 respondents):** Do you feel any questions you had (about the HS) were answered by the principal/staff/PTC: **100% yes**
 - **Community (53 respondents):** Does the grade school staff respond in a timely manner: **85.7%** rated 4/5; **95.2%** rated 3/4/5
 - **Community (53 respondents):** How satisfied are you with District communication: **73.1%** rated 4/5; **88.5%** rated 3/4/5
 - **Community (53 respondents):** Can you find everything on the website in a timely manner: **41.5%** rated 4/5; **92.4%** rated 3/4/5
 - **Community (53 respondents):** Inclement weather communication timely and clear: **88.5%** rated 4/5; **98.1%** rated 3/4/5
- **>85%** satisfaction with all constituent; give end of year surveys assessing school perception at **>85%** satisfaction with all constituent groups
 - **Community (49 respondents):** Rate your school experience for 22-23 **77.6%** rated 4/5; **89.8%** rated 3/4/5
 - **Community (49 respondents):** Are you satisfied with the level of academics and offerings: **77.5%** rated 4/5; **93.8%** rated 3/4/5.
 - **Community (49 respondents):** Do you feel that school and school activities are welcoming and safe: **79.2%** rated 4/5; **91.7%** rated 3/4/5
 - **Community (49 respondents):** My student feels supported in their learning environment: **79.2%** rated 4/5; **93.8%** rated 3/4/5
 - **Staff (48 respondents):** Work Experience for the year **77.1%** rated 4/5; **87.5%** rated 3,4,5;
 - **Staff (48 respondents):** School is welcoming and safe: **83.4%** rated 4/5; **91.7%** rated 3/4/5
 - **Staff (48 respondents):** Feel supported by admin **81.3%** rated 4/5; **89.6%** rated 3/4/5.

Themes that arose from the qualitative, open response by survey

NOTE: What is listed below marks a theme or frequency of answer. It does not represent a consensus or majority of thought for the constituent group. Just that it occurred in theme more than once (in most cases). I have listed the themes below for reflection and to inform any potential action/calibration of strategic action.

8th Grade Enrollment Feedback Survey Themes:

- *What other events would your 8th grader like to see between the grade school and the high school?*
 - More non-sports type activities.
 - Mentoring/social interaction activities (like Pep Rally).
- *If your student plans to attend a different HS next year, please explain why.*
 - Limited offerings/want more offerings
 - more sports and activities
 - larger school/diff school
- *Is there anything the district, HS or GS could have done differently to impact where your student goes to high school?*
 - Improve reputation (to include being more inclusive)
 - stronger academics; inclusivity
 - more sports/social activities
 - RHS is good as is/no answer

Out of District Applicant Feedback Themes:

- *Themes/comments broken down above to least and most impactful for school choice.*
- *Anything else to share?*
 - Staff and process great.
 - Transfer/release process more restrictive

RSD Communications Survey Themes:

- *What kind of stories/ENews do you read the most?*
 - Events and student features
- *What kind of stories/ENews do you read the least?*
 - Board meetings
 - DEI
- *How do you learn about school events?*
 - Website
 - personal emails
 - ENews
 - PTC
 - social media are significant vehicles for disseminating info.
- *Is there anything else you would like us to know?*
 - Frontload events and date/late notice on some events;
 - too much emphasis on teacher communication/not centralized
 - over focused on sports communication
 - would like a combined communication
 - send print news letters to community;
 - make content more enjoyable/better written/easier to access;
 - do something different;
 - no answer, answer not related to question.

RSD Staff Survey Themes:

- *What professional development would you like to see more of?*
 - TAG
 - Differentiation (SPED/504)
 - Equity and Inclusion
 - Technology
 - Districtwide identity
- *Are there barriers that prevent you from doing your job to the best of your ability?*
 - Lack of collaboration/time to collaborate
 - Resources and curriculum
 - Parent pressure
 - Time
 - Admin organization/preparation
 - Absenteeism
- *Do you have any suggestions on how the school or district can improve?*
 - Maintenance and safety improvements
 - Marketing and identify focus
 - Policy and process/procedure consistency
 - Staff investment/recognition
 - Add an AP/Behavior Specialist
 - Mitigate negative parent pressure/bullying.

School Culture and Climate Enrollment Survey Themes:

- *Are there barriers preventing your student from participating in activities beyond the school day?*
 - Communication
 - Equity and Inclusion
 - Financial
- *What are some school activities you would like to see available?*
 - More and varied sports
 - More and varied academic/art offerings (foreign language was a focus).
 - Activities focused on building climate and culture
- *Suggestions to improve school climate and culture.*
 - community interaction with the school (trolling/bullying/cyber-bullying/fighting/lack of inclusion)
 - equity and Inclusion
- *Anything else to share?*
 - Improve reputation
 - Staff are supportive
 - Work on right track
 - Equity inclusion

Suggested Action and Change to Strategic Plan by Priority Area

The strategic actions listed below represent those “existing” actions that the District will be implementing change to. Please note that all the existing actions outlined represent the input given from constituents across the District during last year’s strategic planning sessions. Given the data outlined above, coupled with any reflection from the past year, I would like Board discussion and input moving forward.

1. Priority Area; Learning and Instruction

Actions (as titled in the strategic plan):

- **Math Curriculum k-12:** Suggested change to add math intervention at both the HS and GS.
- **STEM/STEAM Electives 7-12:** Suggested change is to focus on GS (6-8) electives (coding, etc) due to budget constraints.
- **Spanish/Foreign Language:** Suggested change is to look for afterschool-related enrichment due to budget constraints.
- **GS AP:** Suggested change reframe the action within the DEI position.
- **Pre-School:** Suggested change is to not consider implementing in 2023 due to more research/preparation required.
- **Teacher and Admin Evaluation:** Further refine the tools

2. Priority Area: Campus Safety and Design

Actions (as titled in the strategic plan):

- **GS Kitchen Upgrade:** Suggested change is to prioritize for 22-23 to include use of capital funds/possible fundraising focus.
- **Upgrade Security System (add PA):** Add the PA
- **First Aid Certification:** All staff training on cycle
- **Upgrade Security System:** Patrol Services, PACE cyber security. safety processes
- **Create a long term facility plan:**

3. District Identity and Campus Sustainability:

Actions (as titled in the strategic plan):

- **Enrollment & Marketing:** Suggested action is to adapt marketing to ROI data and capture rate data collected from 22-23. Put a 1-page mission, value and goals.

4. Community and Belonging

- **Community Building:** Suggested action is to adapt to the survey data collected from 22-23.
- **District Identity:** Suggested action is to specifically explore and select a framework/focus for the District, especially the HS. (IB, AP, STEM, ARTS etc). Mission, vision and goals.

5. Communication:

- **District Communication:** Suggested action is to adapt to the survey data.

Suggested New Actions

These strategic actions (below) would be additions to the strategic plan. These actions listed below are not exhaustive. Additional could be added post conversations with the Board.

To include within District Identity and Sustainability:

Actions (to be defined as outlined below)

- **Grant Writer:** Suggested action is to add this as a discrete action outlined within the strategic plan. Currently noted within the Budgeting Process action as accepting and implementing the recommendations of the finance sub-committee.
- **Facility Rentals:** Suggested action is to add this as a discrete action outlined within the strategic plan. Currently noted within the Budgeting Process action as accepting and implementing the recommendations of the finance sub-committee.