



Cassia Joint School District
Executive Summary
2022-2023

GOVERNANCE

CJSD is an independent, public institution which is governed by a Board of Trustees who are elected based on 5 zones within the county. They serve four-year terms.

Board of Trustees:

Jeff Rasmussen, Chairman Zone 2

Darin Moon, Co-Chairman Zone 3

Mandy Baker, Trustee Zone 4

Kent Kidd, Trustee Zone 5

Ryan Cranney, Trustee Zone 1

DISTRICT INFORMATION

- Cassia became a countywide consolidated district in 1948
- Prior to that, there were 49 school districts spread throughout Cassia County
- By merging into a consolidated district, we gained efficiencies and access to educational and financial resources
- Cassia County Joint School District 151 (CJSD) is currently the 13th largest district in the state, in terms of student enrollment
- The district encompasses most of Cassia County plus small portions of Oneida and Twin Falls Counties and is geographically larger than the state of Delaware

GEOGRAPHICAL INFORMATION

The District:

- encompasses approximately 2,500 square miles
- houses 16 schools with a total enrollment of approximately 5,600 students
- follows a semester schedule and is accredited through AdvancEd/Cognia
- employs a certified staff of over 340, 1/3 of whom have advanced degrees
- employs a total number of 800 employees
- is the largest employer in the county

DISTRICT LOGISTICS

- CJSB is a rural district
- Comprised of five communities: Albion, Burley, Declo, Oakley, and Malta
- English is the dominant language; however, Spanish is also a prominent language spoken by many children
- Approximately 44 percent of our children are considered economically disadvantaged

MISSION-VISION-BELIEFS

MISSION: *Cassia Joint School District 151 will ensure high levels of learning and success for all learners.*

VISION: *Cassia Joint School District 151 will be acknowledged as a leading institution of learning by producing capable, competent, and compassionate students/citizens.*

We believe:

- All students are accepted and acknowledged as capable of learning
- All interactions are respectful; compassion and kindness are prevalent
- All stakeholders are held mutually accountable
- All environments are safe: physically, socially, and emotionally
- All levels/departments communicate clearly and often to ensure transparency and to achieve goals

CURRICULUM OVERVIEW

- Key element in the educational process
- Viewed as a resource
- Comprehensive process for adopting materials
- Covers all content areas
- Seven year rotation

CURRICULUM COMMITTEE

- Teachers from each community (grade-level/content)
- Parents from each community
- Administrators
- Board Member(s)

TEACHING STRATEGIES

- Lecture
- Hands-On
- Student Collaboration
- Performance-Based
- Competency-Based
- Computer Enhanced

HIRING PROCEDURES

- CJSB believes in hiring the right staff in the right positions
 - Strive to recruit highly qualified, passionate employees
 - Hire through a committee of knowledgeable staff
 - Provide new employee orientation(s)
 - Provide an Employee Handbook

EVALUATION PRACTICES

- Administrator Evaluations:
 - 3 Domains:
 - School Climate
 - Collaborative Leadership
 - Instructional Leadership
 - Levels of performance (67%) Student achievement (33%)
 - Staff Perception surveys
 - Administrators use results to
 - Reflect on practice
 - Seek professional development
 - Create goals
 - Plan for upcoming year

EVALUATION PRACTICES

- Teacher Evaluations:
 - Danielson Model:
 - 2 formal observations
 - 4 Domains
 - 32 Components
 - Levels of performance (67%) Student achievement (33%)
- Parent surveys
- Individualized Professional Learning Plan
- Requirements
 - Pre-conference
 - Observation
 - Post-conference

All administrators are trained yearly on the Danielson Model, which is used for teacher evaluations, and they must acquire 3 credits every 5 years in order to maintain administrative credentials.

DISTRICT SUPPORTS

- Teachers:
 - First Year
 - Mentoring
 - Trained
 - Follow District Guidelines
 - Classroom Management
 - Tools for Teaching Course
 - Second Year
 - Sheltered Instruction Observation Protocol (SIOP)
 - Trained Facilitator
 - In-person Observations
 - Mentoring as Needed

MEASURES OF ACHIEVEMENT

- State Mandated Assessments:
 - Idaho Reading Indicator (IRI)
 - Grades K-3
 - Administered 3 times per year
 - Used to Monitor Progress
 - Idaho Standards Achievement Test (ISAT)
 - Grades 3-8 & 11
 - ELA
 - Mathematics
 - Science

MEASURES OF ACHIEVEMENT

- ACCESS:
 - Grades K-12
 - Administered to English Language Learners
 - Administered Annually
- Civics Test:
 - Grades 9--12
 - Administered Until Passed
- SAT:
 - Grade 11
 - Administered Annually in April

MEASURES OF ACHIEVEMENT

- District Assessments:
 - Common Formative Assessments
 - Teacher-Created Assessments
 - Textbook Generated Assessments
 - Project-based Assessments

Formative assessments are the most beneficial as they guide us in making changes to the strategies used and/or the curricular resources.

ACHIEVEMENT DATA

District Data

Historically, students K-3 show growth on the **IRI** from fall to spring.

Fall of 2021, 39.5% of students grades K through 3 were proficient or advanced

Spring of 2022, 54.5% of students grades K through 3 were proficient or advanced

This is typical growth for Cassia students on the IRI.

We have pockets of acceptable growth as evidenced by data from the **ISAT** in grades 3 through 10 at some of our schools.

In 2022, our district was 47.2% proficient or advanced on the English language arts test, 40.3% proficient or advanced on the mathematics test, and 34.1% proficient or advanced on the science test (grades 5, 7, and 11).

ACHIEVEMENT DATA

District Data

In 2022 on Idaho Standards Achievement Tests:

47.2% proficient or advanced on the English language arts test, up from 2021—but below state average

40.3% proficient or advanced on the mathematics test, up from 2021—but below state average

34.1% proficient or advanced on the science test (grades 5, 7, and 11)

ACCESS (for language learners)

7.8% of our students reach proficiency in 2022,

49.1% of our English learners made progress—

both are slightly below the state average

DISTRICT FOCUS

DuFour's Professional Learning Communities

- ✓ most significant initiative within the district for the past 5 years
 - ✓ increase teacher efficacy
 - ✓ accelerate student achievement.
 - ✓ trained all staff
 - ✓ scheduled PLC time on Fridays
 - ✓ completed PLC walk-throughs

In addition to having PLCs as our focus, we also formed strategic planning teams for each building and department.

Strategic plans are reviewed annually and adjustments are made to reflect goals and activities to meet the plans of each building or program.



Questions?