

Student Learning Outcomes Procedures

1. Legal Requirements

The course outcomes and the processes by which they are developed, approved and implemented shall meet the requirements of RCW 28A.58.090.

- 1.1 Community representatives shall participate in defining the course outcomes.
- 1.2 The implementation plan shall utilize cost effective instructional management strategies.
- 1.3 The success students have in attaining course outcomes shall be assessed and the results reported at least once per year.
- 1.4 Course outcomes for each subject area or course shall be reviewed and evaluated as part of the curriculum and textbook review process once every seven (7) years.

2. Uses of the Course Outcomes

After the outcomes have been adopted by the Board of Directors, they shall be used to:

- 2.1 Select textbooks and instructional materials.
- 2.2 Inform students what they are expected to learn.
- 2.3 Inform parent(s)/guardian(s)/public what students are expected to learn.
- 2.4 Administer actual curriculum taught in the classroom.
- 2.5 Formulate curriculum and student evaluations.
- 2.6 Refine instructional methods.
- 2.7 Train current teachers in newly revised curriculum.
- 2.8 Acquaint new teachers with the curriculum.

3. Characteristics of Course Learning Outcomes

- 3.1 Each course outcome shall:
 - 3.1.1 Describe something which the community thinks the schools should be teaching.
 - 3.1.2 Be important for students to learn by itself, or as a basis for more advanced learning.
 - 3.1.3 Describe what students are expected to learn as a result of a course of study.
 - 3.1.4 Be attainable by eighty percent (80%) of the average students as measured by district assessment tests, CAM and teacher judgment decisions based on standards, such as six (6) trait analytic writing assessment.
 - 3.1.5 Describe in clear and specific terms what students will learn.
 - 3.1.6 Be measurable by valid and reliable methods.
 - 3.1.7 Be written so that it is easily understood by parent(s)/guardian(s) and other patrons of the district.
- 3.2 Course learning outcomes for each subject or course shall:
 - 3.2.1 Challenge students.
 - 3.2.2 Define the content of the subject area or course.

- 3.2.3 Be more comprehensive than the set of outcomes of the preceding subject area or course in a sequence.
- 3.2.4 Have a greater proportion of outcomes in the higher levels of the domains than preceding courses in a sequence.
- 3.2.5 Reinforce specific outcomes from preceding subject area/sequenced courses unless at a higher level of application or expectation.
- 3.2.6 Be taught in specified segments according to a logical sequence, recognizing that learning occurs on a continuum which allows each student to operate on an appropriate instructional level and to make continuous progress.

4. Course Learning Outcomes Sources

- 4.1 Each course outcome shall be:
 - 4.1.1 Generated by teachers, teaching and learning (T & L) staff, academic assessment staff, and parents/guardians or patrons.
- 4.2 Derived from the following sources:
 - 4.2.1 textbooks and related materials;
 - 4.2.2 currently adopted course outcomes;
 - 4.2.3 content domain of published tests;
 - 4.2.4 other school districts;
 - 4.2.5 associations of professional educators in subjects or courses;
 - 4.2.6 regional laboratories;
 - 4.2.7 specialists in the OSPI;
 - 4.2.8 college and university professors in subject areas or courses; and
 - 4.2.9 other sources designated by T & L or academic assessment.

5. Course Learning Outcomes Review and Critique

All course outcomes shall be reviewed and critiqued before they are adopted by the Board of Directors. Reviewers shall be supplied with specific criteria to be used in the review of the course outcomes. Reviewers will be selected from among:

- 5.1 district certified staff;
- 5.2 school board of directors;
- 5.3 parents/guardians and other patrons;
- 5.4 experts in the subject area field;
- 5.5 certified staff in other districts;
- 5.6 college and university professors in the subject area field; and
- 5.7 employers in occupations related to subject or courses taught.

6. Course Learning Outcomes Assessment

The primary goal of the course outcomes assessment and reporting system is to provide reliable and definitive information for future decision-making on how best to educate students.

Working with representative committees of T & L, the academic assessment staff will manage the design, implementation, and daily operation of the course learning outcomes assessment and reporting system. The directors of T & L and academic assessment shall report directly to the superintendent to ensure the course outcomes assessment and reporting requirements are met.

The following procedures shall be followed:

6.1 Students Tested and Not Tested

All students enrolled in required courses in grades K-12 shall be assessed except students who are:

- 6.1.1 served a majority of the day by the special education program and who are on a current individual education plan (IEP);
- 6.1.2 unable to comprehend printed English or Spanish; and
- 6.1.3 emotionally unable to respond appropriately in a group testing situation, in the judgment of the teacher and other school staff.

Reasonable efforts shall be made to test students who are absent during the scheduled course outcomes testing sessions. Make up tests for these students shall be scored and results reported.

6.2 Test Security

All student test booklets, answer documents, teacher keys, and related course outcomes testing materials shall be stored in the academic assessment center when not being used to assess students.

Cheating, including receiving, recording or storing answers by students for future use on tests, shall be prohibited in the Yakima School District.

Students shall not keep the course outcomes test materials. These materials shall be collected by the teacher at the conclusion of each test session and stored in a secure location within the building unless designated materials are to be returned to the evaluation center for scoring.

6.3 Teacher Course Outcomes Record Keeping

The assessment system shall satisfy the record keeping requirements for all required courses K-8. A computer record shall be generated for each student showing student achievement on each course outcome measured during the school year. Teachers may keep track of student course outcomes progress in the class grade book at their own discretion.

Student success on course outcomes shall be documented after each assessment period through the district-wide assessment system. The course outcomes test results

will become part of the cumulative record for each student in the Yakima School District.

6.4 **Frequency of Course Outcomes Assessment and Reporting**

Criterion-referenced district-level assessment shall occur at least once during the school year in grades K-2 and twice during the year in grades 3-8 in all required courses. Teachers are encouraged to use the Comprehensive Achievement Monitoring (CAM) system throughout the year to pretest, post test and retention check course learning outcomes in addition to the district assessment in grades 3-8.

Writing will be assessed using the Six-trait Analytical Model. District level writing assessment shall occur on an annual basis between January and May. Writing assessment shall occur at the elementary, middle school, and high school levels.

Selected outcomes requiring teacher observation and performance activities on the part of students shall be recorded on student answer documents by teachers using standards criteria.

All information pertaining to student achievement shall be stored in cumulative computer records for each student in the district. Teachers and school district administrators shall receive individual and group summary student achievement information throughout the year.

6.5 **Using Course Outcomes Information**

The course outcomes information shall be used as follows:

6.5.1 **Students and Parents**

The student coupon report shall be provided to students for each assessment period or test. The report shall indicate the course outcomes students have been taught and those they have learned, course outcomes which have been taught, but not yet learned, and/or course outcomes pre-tested before instruction.

The student coupon report showing student progress on each course outcome shall be available to parent(s)/guardian(s) for each assessment period. The report shall list a description of each objective and pertinent information regarding student achievement in a cumulative report for the current school year.

6.5.2 **Teachers**

Teachers shall use the course learning outcomes assessment information contained in classroom summary reports:

- 6.5.2.1 to plan instruction;
- 6.5.2.2 to make instructional decisions concerning outcome review;
- 6.5.2.3 to prepare lessons for outcome remediation;
- 6.5.2.4 to monitor and document course learning outcomes attainment during the school year.

6.5.3 **Principals**

Principals shall use the course learning outcomes information contained in a building summary report:

- 6.5.3.1 to monitor school improvement plan goals;
- 6.5.3.2 to analyze basic skill achievement trends within a building over time;
- 6.5.3.3 to evaluate student placement for special education services;
- 6.5.3.4 to determine the extent to which students are learning course outcomes.

6.5.4 **School Board and Superintendent**

District level course learning outcomes summary information shall be reported to the board of directors and the superintendent on an annual basis. The primary focus will be on:

- 6.5.4.1 following groups of students within subgroups with similar school and background characteristics through their educational experience to determine if their rate of acquisition of skills increases over time and as a result of exposure to the curriculum and instruction in the Yakima School District; and
- 6.5.4.2 identifying critical points in the delivery of curriculum at which significant changes in patterns of achievement occur.