

BOARD POLICY EXPECTATION

The Board expects each student to acquire the academic knowledge to be successful in a complex and rapidly changing world.

CERTIFICATION

I hereby present my monitoring report on Ends Policy E-2 “Academic Achievement” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of November 27th, 2007.

Mark Mansell, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret Academic Achievement to mean the board expects each student to graduate with the essential foundational knowledge that will support life-long learning. This will be met by students achieving all the graduation requirements of the district, which will include the necessary knowledge and skills needed to maximize the opportunities delineated in a student’s high school and beyond plan. As a measure of student success along the journey towards graduation, student groups are expected to be above the state averages on the WASL and/or other state approved measurements for each grade level tested. Meeting these targets is the district’s responsibility to provide the educational opportunities for students to successfully prepare themselves to meet the challenges of a complex and rapidly changing world.

REPORT

There are four specific areas described in this policy. The following will address each specific area of E-2 as best as possible. At the time of this report, I believe that the district is in compliance with the Board’s expectations.

1. ***Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings (reading, writing, and communications).*** **NOT IN FULL COMPLIANCE**

The following is a breakdown of these scores for the grades tested in a (La Center School District compared to State Average) format.

For the reading portion of the WASL, the district is above the state average in 3rd grade (77.4% to 70.9%), 4th grade (78.5% to 76.6%), 5th grade (72.4% to 71.9%), 6th grade (77.1% to 68.0%), 8th grade (82.1.9% to 65.0%) and 10th grade (84.6% to 80.8%). The district is below the state average for reading in 7th grade (62.4% to 68.7%).

For the writing portion of the WASL, the district is above the state average in 10th grade (87.6% to 83.9%). The district is below the state average for writing in 4th grade (54.2% to 60.2%), 7th grade (57.3% to 68.4%).

2. *Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics, history, geography; arts, health and fitness.* NOT IN FULL COMPLIANCE

The district has access to state WASL testing data in only two of the above academic areas. The following is a breakdown of these scores for the grades tested in a (La Center School District compared to State Average) format.

For the mathematics portion of the WASL, the district is above the state average in 3rd grade (73.4% to 69.6%), 4th grade (63.6% to 58.1%), 8th grade (58.9% to 49.8%) and 10th grade (58.5% to 50.4%). The district is below the state average in 5th grade (57.1% to 59.5%), 6th grade (48.1% to 49.6%) and 7th grade (50.0% to 54.6%).

For the science portion of the WASL, the district is above the state average in 8th grade (58.9% to 44.6%). The district is below the state average in 5th grade (34.3% to 36.5%) and 10th grade (27.8% to 36.4%).

For the remaining academic areas, in accordance with state memorandum 57-07, grades 5-12 district staff is working to implement Classroom Based Assessments (CBAs) in social studies, arts, and health and fitness. In 2005-06 the district began the process of acquiring information on the content and structure of the CBAs developed by OSPI using classroom teachers. Since then, we have continued our work with the identification and piloting of CBAs. This year the middle school has committed to implementing identified social studies CBA at each grade level. All grades 5-10 will be implementing CBAs for social studies, arts, health and fitness during the 2008-09 school years.

Once these assessments are created, the information obtained from the results will assist administration and classroom teachers on determining the effectiveness of our instructional programs. Until that time, there are no authentic tools to demonstrate achievement of these expectations.

3. *Think analytically, logically and creatively, and integrate experiences and knowledge to form reasoned judgments and solve problems (critical thinking).* IN COMPLIANCE

All instructional strategies and programs being implemented in La Center Schools focus on developing students' abilities to think analytically, logically and creatively, and integrate experiences and knowledge to form reasoned judgments and solve problems (critical thinking). A prime example is the adopted mathematics programs K-12 that connect mathematics concepts and computational skills with real world applications. Instead of solving pages of math problems, students are given a real

world problem that can be solved using specific math concepts. Students can then begin to connect how mathematics is used in our daily lives.

4. *Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities (work awareness and planning).* IN COMPLIANCE

This year marks the beginning of a student support program that will assist students in making clear & careful plans during high school and for life beyond high school to be successful in a complex and rapidly changing world. Navigation 101 will also help our students in meeting their state and district graduation requirements.

Our monthly student meetings follow a life skills and planning curriculum aimed to enhance student achievement by helping students regularly evaluate their own skills and interests. Positive outcomes include seeing students take more challenging courses, and more clearly understanding the relationship between school and life after graduation.

Each student was assigned to a mentor-teacher for his or her high school career. These small navigation groups are all under 20 students each; with the exception of our running start students, who work individually with our career center staff.

This year's freshmen class will also be piloting digital portfolios as part of their culminating project. In our required focus class, each student will create their own unique electronic portfolio that will be accessible to students at school and at home for continual development and progress throughout their four years. This year's sophomore through senior classes will continue to use their blue folder portfolios for their culminating project.

Navigation 101 involves parents or guardians by inviting them to annual student-led conferences. Students will be presenting to their parents and navigation teacher about their successes and their plans for the following year.