

### **BOARD POLICY EXPECTATION**

The Board expects each student to develop the academic awareness and cognitive capabilities to be a successful learner in a complex and rapidly changing world.

### **CERTIFICATION**

I hereby present my monitoring report on 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 October 20<sup>th</sup>, 2016.

Dave Holmes, Superintendent

### **SUPERINTENDENT’S INTERPRETATION OF POLICY**

I interpret Academic Achievement to mean the board expects each student to graduate with the essential foundation of academic awareness and cognitive capabilities that will support their innate human need to learn for a lifetime. This will be met by students’ achievement of the graduation requirements of the district, which will include the necessary knowledge and skills to best prepare them for their chosen learning pathway and maximize their success at their next step in learning. As the main measure of student success along the journey towards graduation, student groups are expected to be above the state averages on the Smarter Balance Assessments for English/Language Arts (SBA ELA) and the Smarter Balance Assessments for Mathematics (SBA Math) and/or other state approved measurements such as End of Course (EOC) exams for Biology and MSP Science. Success on these measures can be gauged by comparing them to the state and/or national averages and others can be measured by evidence of continued linear improvement by grade band or building. 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 report 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 on two of the four expectations.

1. ***Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings (reading and writing).***

#### **IN COMPLIANCE**

I believe it is time to change the narrative on Ends 2, goal 1 in terms of how we evaluate for in and out of compliance. It is my contention that we have a K-12 system that creates an educational journey for each individual student to progress through to become a confident, self-reliant life-long learner prepared to be

successful in all areas of life after graduation. For years, we have looked at state test scores in reading, math and science at each grade level and compared those scores to the state average. It is also my contention that although those scores give us a lens into one test on one day of the year, that individual test has become more and more unreliable over that last number of years as the state continues to change both the content of the test, but also the manner in which it is taken as well. The results of those tests are available to the public on OSPI's website found [here](#). The majority of these subject area tests across the grade levels do show improvement over the previous years, but are still in my opinion not a valuable overall measuring stick for this board goal. Lastly, it is my contention that the measuring stick for our school district could more reliably be evaluated in four other areas. High school graduation rate, attendance rates, scholarship and military appointments received, and SAT/ACT scores. With the exception of attendance, data points reflect the work of all our educators over a 13 year career. They are the culmination of the systems work and success. Here are some data points that support my conclusion that we are in compliance.

### **La Center High School: 2015-2016 Absence Data**

During the 2015-2016 school year, 11% of the student body was chronically absent. This means these students were missing at least 10% of their educational time. This data does not include tardies.

- Good Attendance: 385 students (64%)
- At-Risk Attendance: 133 students (24%)
- Moderate Chronic Absenteeism: 50 students (9%)
- Severe Chronic Absenteeism: 13 students (2%)

#### Definitions:

Regular (good) Attendance = Students at least attended 95% of the school year or **missed at most 5%** of their education. This is equivalent to attending at least 171 days in a school year and **missing at most 9 days**.

At-Risk Attendance = Students attended 91%-94% of the school year or **missed 6-9%** of their education. This is equivalent to attending 163 -170 days in a school year and **missing 10-17 days**.

Moderate Chronic Absenteeism = Students attended 81%-90% of the school year or **missed 10%-19%** of their education. This is equivalent to attending 145 -162 days in a school year and missing **18-35 days**.

Severe Chronic Absenteeism = Students attended 80% or less of the school year or **missed at least 20%** of their education. This is equivalent to attending at most 144 days in a school year or **missing at least 36 days**.

By no means is 11% with some sort of chronic absenteeism acceptable but it is way better than the state average. This is an area of focus that we can work to improve.

**La Center High School: 2015-2016 Graduation Data**

	<u>Class of 2014</u>	<u>Class of 2015</u>	<u>Class of 2016</u>
Total Graduates	110	103	122
College Bound (4 year)	32	44	54
College Bound (2 year)	37	43	48
Vocational School	7	4	3
Military	12	5	5
Work	18	7	12
Misc.	9	0	0
Drop Out	0%	0.9% (1/103)	3.7% (5/132)

This shows that only 6 students in two years did not make it through their senior year. 3 of those 6 have returned to complete the diploma in LINX.

**Scholarships Offered**

116 students - \$3.2 million (offered vs. accepted, including military)  
 This number continues to rise year after year as our students are continually seen as well prepared for opportunities after high school in colleges, trade schools, military and other beyond high school training opportunities.

**La Center High School: 2015-2016 SAT/ACT Data**  
**SAT Scores**

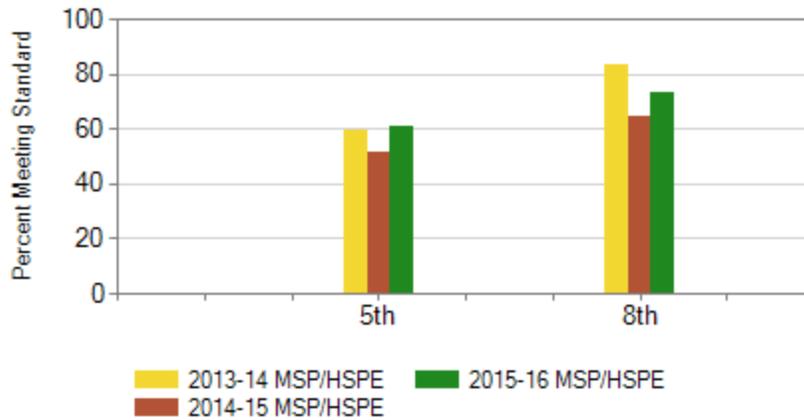
<b><u>Avg. Reading</u></b>	<b><u>2014 (Spring)</u></b>	<b><u>2015 (Spring)</u></b>	<b><u>2016 (Spring)</u></b>
LCHS	492	505	630
WA State	N/A	510	562
United States	N/A	534	548
<b><u>ACT Composite Scores</u></b>			
	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>
LCHS	23.5	22.6	22.5
WA State	23	22.4	23.1
United State	21	21	N/A

Finally, it is important to keep all this in a systemic context by knowing that for the graduating class of 2016, 100% of our students were able to ultimately achieve success in passing all state requirements in reading and writing.

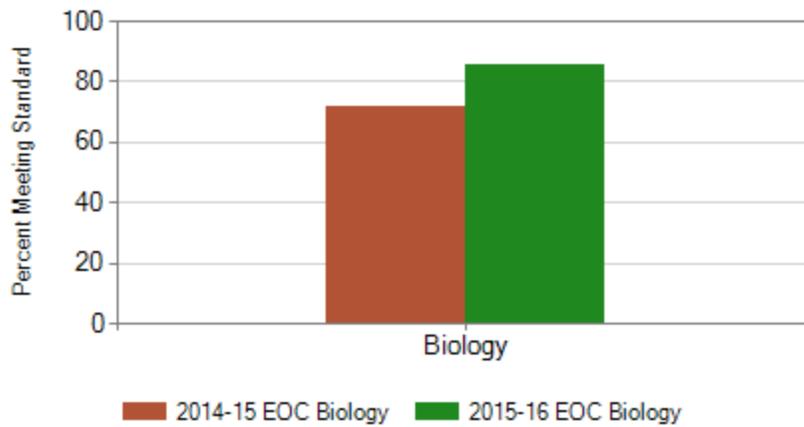
- 2. *Effectively integrate the core concepts and principles of mathematics; social, physical, and life sciences; civics, history, geography; arts, health and fitness so as to support their specific learning pathway.* IN COMPLIANCE**

As with reading in goal 1, I would assert the same context of evaluation and use the same data to show us meeting this goal. I will offer the results of Washington State’s 10th grade EOC biology test as it is both a culmination of 11 years of science work across three buildings and it is a test that the learning objectives have held consistent over recent years. In addition, the HSPE/MSP science learning objectives at the 5th and 8th grade level have not substantially changed so these data points are somewhat reliable as well. As you can see by the results in the graphs, we are trending up in both cases. For reference, the state average in 5th grade was 65.3%, 8th grade 67.5% and 10th grade EOC biology 72.2%.

## Science



## EOC Biology



### La Center SAT Math Scores

<u>Avg. Math</u>	<u>2014 (Spring)</u>	<u>2015 (Spring)</u>	<u>2016 (Spring)</u>
LCHS	604	514	618
WA State	N/A	518	561
United States	N/A	537	549

Finally, it is important to keep all this in a systemic context by knowing that for the graduating class of 2016, 100% of our students were able to ultimately achieve success in passing all state requirements in mathematics.

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

This has been core to our work as a district for many years. It serves as the foundation of our practice as educators as well as our focus for creating the learning environments for students to grow in.

A big part of our work of the past few years has been in raising the cognitive demand of every learning experience provided to students as well as staff. Whether it is going beyond the classroom and incorporating critical thinking in extra-curricular activities to grounding the teacher/principal evaluation process in higher cognitive reflection activities; we continue to work diligently to incorporate critical thinking into everything we do as a learning organization.

I meet with every new hire in the district including substitutes before they begin work. One of the main principles I cover with them is the goal of all teachers (and substitutes) to be “educational scientists.” In other words, I want everyone to come to work with a hypothesis about their profession. Try something new, change something, collect data on the results, evaluate and then decide to maintain implementation or learn from the results and form a new hypothesis. This process puts in place an expectation of all staff to think critically, improve, grow and be better tomorrow than we were today. I reinforce this idea consistently in conversations across the district with staff. In the end, our staff are great examples for our students in this goal.

**4. *Connect the importance of work and how performance, effort, habits and decisions regarding school directly affect future learning opportunities within their specific career and educational pathway (work awareness and planning).***  
**IN COMPLIANCE**

We have worked for over a decade to create a pathway model that guides and illuminates college and career opportunities for our students. Finally this year, we have completed some major overhauls to the Navigation 101 curriculum that houses most of the instruction and support for those pathways. The board has heard for years from students about the need for change and I am very excited about the new High School and Beyond curriculum designed by our teachers with student input. Not only does the new structure support students in a more efficient manner with more student control, it does so with integration of technology, going completely paperless and providing online communication and support via the Google suite of applications. Future efforts in this goal area will be directed at creating meaningful pathways within our CTE (vocational) offerings within the high school beyond survey classes.