

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 16th, 2017.

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 in graduation rate and nationally administered standardized tests like the SAT. Success on these measures can be gauged by comparing them to the state and/or national averages. Meeting these targets is the district’s responsibility to provide the educational opportunities for students to successfully prepare themselves over their educational career from Kindergarten through 12th grade 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 all 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

Last year at this time, I began to change the narrative on Ends 2 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 lifelong 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. This has caused some considerable concern especially with our elementary teachers, which you heard at last year’s staff linkage meeting. It continues to be my contention that although those scores give us a lens into one test on one day of the year, that this individual test has become more and more unreliable over the last number of years as the state continues to change both the content of the test, and the manner in which it is taken. 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 three other areas. High school graduation rate, attendance rates, and SAT or 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: 2016-2017 Absence Data

During the 2016-17 school year the district had 581 unexcused absences for an annual percentage of 0.4%. This was a 20% improvement over the previous year of 733 unexcused absences.

Our chronic absenteeism rate last year was 11.7% compared to the state average of 16.7% and 2nd best in Clark County to only Camas.

By no means is 11% of chronic absenteeism acceptable, but it is much better than the state average. This is an area of focus that we can continue to improve in.

La Center High School: 2016-2017 Graduation Data

	<u>Class of 2015</u>	<u>Class of 2016</u>	<u>Class of 2017</u>
Total Graduates	103	122	104
College Bound (4 year)	44	54	31
College Bound (2 year)	43	48	38
Vocational School	4	3	0
Military	5	5	3
Work	7	12	32

Misc.	9	0	0
Drop Out	0.9% (1/103)	3.7 (5/132)	1.7% (2/113)
State determined Graduation Rate	80.7%	82.9%	89.4%

I believe that graduation rate is the single most important statistical measure we have and as you can see we made significant progress last year! The state average was 79.1% last year.

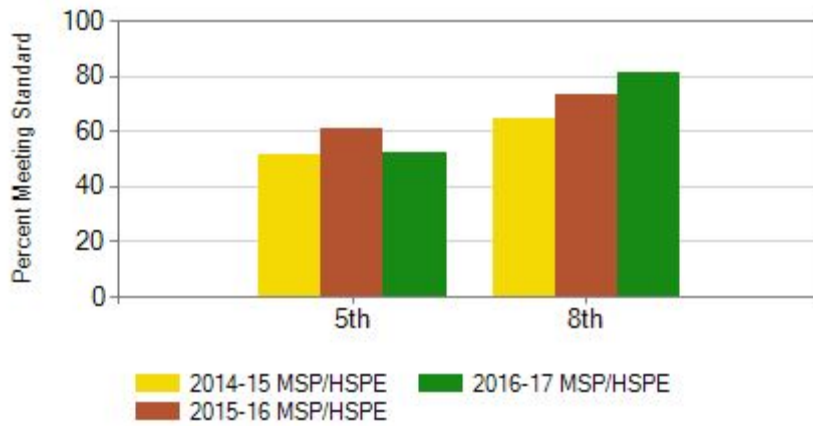
La Center High School: 2016-2017 SAT Scores

	<u>Reading</u>	<u>Math</u>	<u>Writing</u>
LCHS	529	506	502
WA State	497	501	475
United States	493	505	480

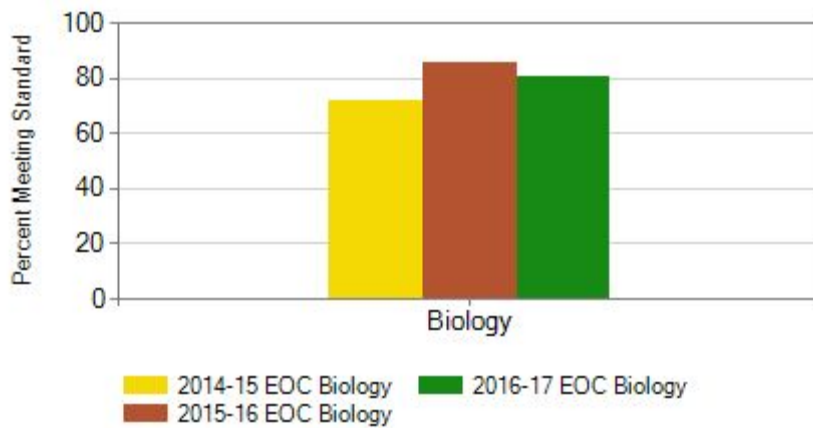
2. *Effectively integrate the core concepts and principles of mathematics; social, physical, and life sciences; civics, history, geography; arts, health and fitness so as to support their specific learning pathway.* **IN COMPLIANCE**

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. Our score last year was 80.1%, almost 10% above the state average. In addition, the HSPE/MSP science learning objectives at 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 8th grade as well and almost 15% above the state average. For reference, the state average in 5th grade was 63.4% (we were 10% below the average), 8th grade 65.9% and 10th grade EOC biology 71.5%, all three of which went down for the state from the previous year.

Science



EOC Biology



La Center SAT Math Scores from Spring (Mostly class of 2018)

<u>Avg.</u> <u>Math</u>	<u>2015</u> <u>(Spring)</u>	<u>2016</u> <u>(Spring)</u>	<u>2017</u> <u>(Spring)</u>
LCHS	514	618	561
WA State	518	561	534
United States	537	549	527

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

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 constantly in conversations across the district with staff. In the end, our staff are great examples for our students in this goal. This becomes the foundation for our teachers, coaches, administrators and all staff to work with students to become critical thinkers and problem solvers.

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 what was the Navigation 101 curriculum and then the “High School and Beyond” program 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 Xello curriculum which is completely online and brings resources to students around not only college, but careers. 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. Future efforts in this goal area will be directed at creating meaningful pathways within our CTE (vocational) offerings. Ms. Bounds is well on her way in this task!