

Monitoring Report - Ends Policy
E-1, District Mission

BOARD POLICY EXPECTATION

The mission of the La Center School District is to create a supportive learning environment that empowers students to reach their fullest potential. We will do this in partnership with families, the community, staff and students to develop confident and self-reliant life-long learners who can thrive in a rapidly changing, more technologically advanced and diverse society.

CERTIFICATION

I hereby present my monitoring report on Ends Policy E-1 "District Mission" 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 28th, 2014.

Dr. Mark Mansell, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret the district mission to serve as a written description of the overarching purpose of the organization as well as the manner in which district personnel will operate in the process of accomplishing this stated purpose. The results are to be derived from the creation and/or maintenance of a supportive learning environment for students, which connects and harnesses the energy of the adults around the students (staff, parents and community members) in a way that garners a broad based effort to prepare students for a future where their ability to learn will be more valued than their accumulated knowledge.

REPORT – IN COMPLIANCE

Even though there are no specific delineated requirements with this Ends policy, the expectations these general organizational directions place on me by the Board sets a clear message about what is important. To me as superintendent, this expectation calls for engagement of stakeholders to achieve the highest possible value to students in their achievement of becoming confident and self-reliant life-long learners. The end objective of this work is to graduate on-time with the maximum opportunity to be prepared for their next step in learning. Looking at the chart to the right, the difference between fourth and being first is approximately five students.

Our staff efforts to support every student is aggressively looking at and developing new supports to help every student graduate on time to an even greater extent than ever. I am very proud of

OSPI On-Time Graduation Rates

District	Graduation Rate*
Ridgefield	95.4%
Camas	93.5%
Hockinson	92.0%
La Center	91.0%
Washougal	81.7%
Evergreen	80.3%
Battle Ground	79.6%
Vancouver	73.1%
Woodland	68.8%

* As shown by OSPI data for most current class - 2013

their work and it will be exciting to see how their efforts will pay off in student success.

One simple piece of data that shows organizational accomplishment of this expectation is the fact that the most current OSPI data show that the La Center School District has one of the highest graduation rates in the region all-the-while having the second lowest cost to the local taxpayer.

2013 Assessed Values - Used for 2014 Tax Collections

District	Net AV	May 2014 FTE	AV/ Student FTE	2014 Levy Amount	Levy \$/FTE
Green Mountain	\$111,672,265	139	\$803,398	\$390,916	\$2,812
Vancouver	\$12,409,984,975	22,928	\$541,259	\$48,189,102	\$2,102
Camas	\$3,719,536,437	6,428	\$578,646	\$12,744,968	\$1,983
Ridgefield	\$1,905,391,235	2,195	\$868,060	\$4,133,217	\$1,883
Battle Ground	\$5,811,837,059	13,288	\$437,375	\$24,063,136	\$1,811
Hockinson	\$895,319,651	1,916	\$467,286	\$3,341,373	\$1,744
Evergreen	\$11,226,789,654	26,218	\$428,209	\$44,416,860	\$1,694
Washougal	\$1,750,269,000	3,148	\$555,994	\$5,342,212	\$1,697
La Center	\$729,846,399	1,633	\$446,936	\$2,552,563	\$1,563
Woodland	\$1,258,869,646	2,250	\$559,498	\$3,400,000	\$1,511

These points of data show the value derived from the district staff's work through meeting the expectation of Ends-1 Board policy. To go beyond this we need to dive into the mission statement itself. To me there are two major sections within this statement that I believe serve as the twin pillars of our work as an educational team. Broadly stated, these relate to a *partnership with stakeholders* in achieving the central focus of our work, which is to develop *confident, self-reliant, life-long learners*.

Working in *partnership with stakeholders* is the cornerstone of *The La Center Way* of doing the primary work of developing confident, self-reliant, lifelong learners. As a Board, there are many examples you have witnessed yourself or I have provided throughout the year in my reports and other monitoring documents you receive that demonstrate this commitment to community engagement. These examples could include your annual linkage meetings with all the stakeholder groups (students, staff, parents, city council, levy committee, etc.), a variety of surveys of stakeholders be it with students, staff and/or parents on meaningful topics (almost always aimed at learning topics) as well as consistently being open at all levels of the organization to listen to needs and perspectives of stakeholders.

The second pillar of this expectation is the stated mandate to *develop confident, self-reliant, lifelong learners*. As you know, this is the backbone of all our work and this effort is not simply aimed at students. We believe in order to achieve this expectation it must start with us as adults as the creators of the learning environments students live in here at school. Simply put, this part of the mission will never be achieved if we as educators operate from a "Do as I say, not as I do" mindset relative to learning. To be a confident, self-reliant, lifelong learner ourselves relative to our practice as educators and as humans, it is essential that the creation of effective learning environments for students be aimed at helping them develop the skills to do the same thing. That is why virtually everything we do in the district must be built on learning.

One of the key areas this past year on our learning journey as a team of professionals has been the work to deepen our knowledge and use of the TPEP instructional framework known as the

Danielson model. That said, we are going beyond this work to learn how to connect and bolster our district learning model in the process. What we have found is that the conditions for maximum learning energy is very well aligned the Danielson model. Therefore, we continue to focus on our model (designed to achieve the Board's Ends policies) and then connect the evidences back to TPEP. To date, we are seeing greater engagement with the district model by staff and a corresponding lower stress level from staff as TPEP becomes fully implemented across the state.

In the final analysis, I believe we have consistently worked to advance toward accomplishing the expectations articulated in this Ends Policy. We continue to maintain a strong on-time graduation rate (in the top tier of districts in the county) at nearly the lowest cost per student to the taxpayers. This achievement is being done through striving to improve our own practice as learning environment leaders in partnership with stakeholders. To me, The La Center Way is working and is producing positive results for students as expected by this Ends Policy.