

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 28th, 2014.

Mark Mansell, 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 needed 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 Measure of Student Progress (MSP) and the High School Proficiency Exam (HSPE) and/or other state approved measurements such as End of Course (EOC) exams for each grade level tested. 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). NOT FULLY IN COMPLIANCE***

The following information is a breakdown of the state MSP/HSPE scores for the grades tested (La Center School District compared to State Average).

For the reading portion of the MSP/HSPE, our students scored at or above the state average in six of the seven grades tested. The specific scores for our students compared to state averages were 72.8% to 72.0% in 3rd grade, 70.0% to

70.0% in 4th grade, 71.4% to 72.4% in 5th grade, 75.8% to 72.7% in 6th grade, 70.6% to 67.7% in 7th grade, and 83.7% to 71.6% in 8th grade. For 10th grade, students in our district averaged an 87.9% passage rate for reading compared to an average of 82.8% for other 10th graders across the state.

For the writing portion of the MSP/HSPE, our students scored above the state averages at all grade levels tested. The specific scores for each grade (district average compared to state average) were 63.8% to 62.1% in 4th grade, 76.0% to 71.1% in 7th grade and 90.0% to 85.6% in 10th grade.

It is important to note that for the graduating class of 2014, 100% of our students were able to ultimately achieve success in passing all state requirements in both reading and the 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.* NOT FULLY IN COMPLIANCE

The district has access to state MSP/HSPE/EOC testing data in only two of the above academic areas (science and math). The following is a breakdown of these scores for the grades tested in a “La Center School District” compared to “State” Average format. For math we were above the state average in three of the eight grades tested. In science, our students scored above the state average in two of the three grades tested.

For the mathematics portion of the state tests students took the MSP (Measures of Student Progress) in grades 3rd through 8th and EOC (End of Course exam) for high school students. The specific scores for our students compared to state averages were 67.2% to 63.0% in 3rd grade, 63.0% to 60.8% in 4th grade, 45.2% to 63.5% in 5th grade, 58.0% to 63.6% in 6th grade, 60.0% to 57.8% in 7th grade, and 55.1% to 55.9% in 8th grade.

The EOC exams in mathematics at the high school level showed that our students were above the state average in the one math assessment that was required (EOC Year 1) this year. On EOC Year 1, our students passed at a rate of 61.2% as compared to a 58.4% average for students across the state. Unlike past years EOC Year 2 was not required and was only used as an alternative assessment for those who had not already passed EOC Year 1 assessment. Only six of the twenty-six students who took this test passed (23.0%) compared to a 53.4% passage rate across the state. Again, as compared to past years, EOC Year 2 math assessment was not required this year. Therefore, the only students who took this test were those who had not passed EOC Year 1 previously.

For the state science tests (MSP or EOC), the specific scores of our 5th grade, 59.6% of our students passed compared to the state average of 66.8%. In 8th grade, our students passed at an 83.1% rate compared to the state average of

67.2%. Finally, our 10th graders passed their Biology EOC at a rate of 83.6% compared to the 70.3% passage rate average across the state.

All the above scores are the percentages of passed verses not passed for those students who took those specific tests this past spring. For grades three through grade 7 you can look at all the tests through the lens of a cohort. Starting in the 8th grade for mathematics, the differentiation of math levels begins to skew the data in a way that shifts away from cohort into a multi-grade testing group that is based on the test. For example, this year we had 8th, 9th, 10th and 11th grade students taking the EOC Year 1 math assessment. If we look at the results as a cohort linked to their Freshman based graduation year, 80.7% of last year's 10th grade students (as a class) have successfully passed the EOC Year 1 math assessment.

To me, the important data with all this testing to meet state graduation requirements is not so much about one year or one test, but how are our students progressing towards graduation. Below is a chart that shows our students are working diligently to meet these assessment requirements in all four tested areas.

	Math	Science	Reading	Writing
12 th	114/118 (97%)	111/118 (94%)	113/118 (96%)	111/118 (94%)
11 th	115/139 (83%)	117/139 (84%)	123/139 (88%)	122/139 (88%)
10 th	82/131 (63%)	N/A	N/A	N/A

Finally, even though we continue to work hard to exceed the state average in all four areas, our record of supporting student work to achieve these expectations is extremely solid. Of all the years we have had state testing, last year was the first time when we were unable to assist a senior in achieving passing the math requirement. This student was unable to receive a diploma despite multiple attempts at several different programs to successfully pass the state math assessment requirement.

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

As you know, 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. The district's learning model has at its foundation the goal of helping students become life-long learners through becoming confident, self-directed learners. This requires students to think independently in a rapidly changing world.

A big part of our work of the past few years has been in raising the cognitive demand of every learning experience provided 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 are working diligently to incorporate critical thinking into everything we do as a learning organization.

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

Having served in the district for the past decade, I have seen a consistent and deliberate effort by staff to create powerful learning experiences for our students. I see this regularly during my learning walks around the district where I observe students working hard to both expand their knowledge and at the same time very focused on improving their skills as a learner. This consistent effort to get better every day as a learner is what excites me the most about the future success potential of our students. They are not simply working to achieve success in passing their classes, but more and more I observe students who are genuinely seeing how their efforts today will lead to greater learning success in their future.

One of my greatest regular experiences of observing this is with my Junior group of students within my Navigation advisory group I am part of (hard to believe they have put up with me for three years now). Having worked with my team of students as they work to prepare for their future learning opportunities, I have had the opportunity to observe their steady growth in both their thinking and an expanding maturity relative to their choices they are making as learners. Each lesson we go through I see them pushing themselves in their thinking, which helps them shape to a greater detail the vision they have for their future as learners.

I believe whole-heartedly what I am seeing in our students is explicitly connected back to the district's learning model and the environments our teachers create for students to learn within every day. In short, I have more and more confidence that the culture of learning throughout our district supports students' efforts to become a more confident and more self-reliant lifelong learner as articulated in the Board's Ends policies. Therefore, I am very confident I am in compliance with the expectations of this policy.