Monitoring Report - Ends Policy
E-2, Academic Achievement

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 November 22nd, 2011.

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. In addition, other measures are used including but not limited to, overall on-time graduation rates, 8th grade promotion rates, DIBELS (Dynamic Indicator of Basic Early Literacy) scores, SME testing progress, SAT and ACT test averages, along with state required CBAs (classroom based assessments) in social studies, health and fine arts, and AP participation and test success. Success on some of 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 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, the district is above the state average in all grades except for 3rd and 6th. The specific scores for our students compared to state averages were 68.5% to 73.1% in 3rd grade, 71.9% to 67.3% in 4th grade, 74.8% to 67.7% in 5th grade, 62.6% to 70.6% in 6th grade, 63.2% to 56.6% in 7th grade, and 72.6% to 68.7% in 8th grade. For 10th grade, students in our district averaged a 91.5% passage rate for reading compared to an average of 82.6% for other 10th graders across the state.

For the writing portion of the MSP/HSPE, the scores for our students were above the state averages in fourth grade, yet slightly below in seventh and tenth grades. The specific scores for each grade were 64.4% to 61.4% in 4th grade, 67.7% to 71.0% in 7th grade and 85.5% to 86.3% in 10th grade.

It is important to note that for the graduating class of 2011, 100% of our students were able to ultimately achieve success in passing the reading and the writing portion of the HSPE or pass an alternative assessment. Furthermore, the high school as a group met Adequate Yearly Progress in all categories of reading.

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 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 four of the seven grades tested. In science, our students beat the state average across the board.

For the mathematics portion of the state tests (MSP – Measures of Student Progress and EOC – End of Course exam), students in our district scored above the state average in 4th grade (63.2% to 61.4%), 7th grade (60.2% to 58.8%), 8th grade (60.5% to 50.4%). The EOC exams at the high school level showed that our students were above the state average in both assessments, which is good news for the initial effort by students. The specific scores for EOC Year 1 were 73.9% for our students compared to 64.3% as the state average, while the EOC Year 2 were 84.7% for our students compared to 73.5% across the state. The district scores were below the state average for math on the MSP - 3rd grade was 52.8% to 61.6%, 5th grade was 58.7% to 61.3% and 6th grade had 48.8% to 58.8%.

As for the science portion of the MSP/HSPE, the specific scores were 5th grade had a 59.4% passage rate compared to the state average of 55.7%, while 8th grade had a 71.8% rate compared to 61.6%. Finally, our 10th grader passed at a rate of 60.5% compared to 49.9% for the average science student across the state.

It is important to note that we continue to spend significant energy to increase the cognitive demand in all of our classrooms and especially in science. Further more, the science staff has worked hard throughout the district to tighten up our scope and sequence particularly at the high school level with the help of Amy Neiman (one of our high school science teachers). This work appears to be gaining traction in focusing our science instruction on how to help students think and we believe this is directly related to their recent success on their state science tests.

Finally, for the graduating class of 2011 100% of all students were able to ultimately achieve success in passing the math portion of the HSPE, pass an alternative assessment or demonstrate successful continued enrollment in math courses through their senior year to meet state graduation requirements. Furthermore, the elementary, middle and high schools as separate groups met Adequate Yearly Progress in all categories of math this year, which is a tremendous accomplishment by students and staff.

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

Raising the cognitive demand of the learning environments have consistently been at the core of our work as professional educators, both for our students and for ourselves. Our work of focusing on how to develop learning environments grounded in the three learning conditions of our district's learning model (cognitive demand, flow of information and learning trust) has been a consistent effort by district staff for several years. For the past three years we have held summer institutes around the learning conditions (cognitive demand, flow of information and learning trust) in which most of our staff have participated. I have seen a tremendous increase in intentional lesson design to challenge our students by creating learning environments that expect learners to think analytically, logically and creatively to solve real problems that have meaning to the students.

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

Our Pathways to the Future framework continues to be a central component in shaping our programs to assist students in connecting their current work to future learning/work opportunities. This framework has helped us develop new, modify current as well as eliminate outdated courses/programs in support of their efforts to be prepared for maximum success at their next step in learning beyond graduation.

As examples of how staff have worked to support students in this area, the Career Center is providing opportunities for students to meet a variety of college representatives both in the building and during college visits. Within the school day, students meet with representatives during their lunch break so they do not miss class time. Additionally, those students who are interested in specific careers have the chance to go with Amy Fernandes on tours to job sites, colleges and career fairs. Finally, the high school will once again be hosting a Career Fair this upcoming February. At this career fair, students will get the chance to attend four different workshops that can connect them with individuals in various career fields.