Monitoring Report - Executive Limitations Policy
EL-14, Academic Program

BOARD POLICY EXPECTATION

The Superintendent shall not fail to adopt and develop an academic program for the district to enable students to meet content standards and Learner Competencies so as to achieve the Board's Ends policies.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-14 "Academic Program" 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 26th, 2013.

Mark Mansell, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret the board's expectation regarding the academic program of the district that it needs to be challenging, appropriate, and supportive to a wide-variety of learners. The academic programs must also be regularly evaluated for effectiveness. This policy also expects that I ensure the approved curriculum of the district is what the faculty teaches. I further interpret this policy to expect appropriate and timely notification of pending significant changes and/or alterations to programs or course offerings to the board and stakeholders as required.

REPORT

There are four specific areas described in this policy. The following will address each area of EL-14 as best as possible. At the time of this report, I believe that the district is in compliance with each of these Board expectations.

1. ***The superintendent shall not fail to develop and implement an academic program that is research-based, provides access and challenge for all, is complete, is culturally responsive, comprehensively uses resources, encourages innovation, and considers class size and organization.*** **IN COMPLIANCE**
   Our instructional materials are integrated into the learning environment through the teacher in support of students. These materials are continually reviewed to determine their effectiveness and whether or not our staff knows how to use them to support students effectively. Part of this effort is listening to non-teacher stakeholders to measure perspectives on the value and effectiveness these instructional materials are providing.

   Two examples of this effort to listen to stakeholders are the recent ACE survey in the elementary school and the work in the mathematics materials adoption process. The ACE survey effort involved parents, community members, students and other interested partners to provide feedback on the program. It was the largest number of

responses ever. There also was a parent meeting that included more than 100 participants. The second example is the work our staff has done to date in partnership with students, parents and community members to review and consider a variety of mathematics instructional materials in order to provide a rich academic learning experience for students. Both of these examples show how our staff is working to develop and implement a strong academic program for students.

Finally, selecting the instructional materials and supporting teachers through professional learning efforts utilizing information on how do our adopted materials and our professional practices support students more than ever is central to our thinking. Weaving together the professional learning structures (i.e. Lab Classroom Projects, Old Dogs, LCMGs, etc.) as an ongoing journey with the collection of evidence on student success has helped the staff reflect even more on their practice. This continues to be the centerpiece of our learning to learn model.

Our fundamental believe is, "If we can't learn to improve our own practice as staff, then it seems odd to us to expect students to learn when we fight it ourselves." Once again I have been pleased with how staff have really taken a hold of this concept and are extremely willing to reflect upon and change (as needed) their practice in how they create learning environments when student evidence shows things are not working. In short, we assume learners want to learn and if they don't, then something with the learning environment needs to change.

2. ***The superintendent shall not fail to ensure that faculty know and teach the adopted curriculum.*** **IN COMPLIANCE**

As stated in #1 above, staff continues to work hard at learning about their own practice, harnessing the resulting energy and adjusting as necessary our instructional materials. As a district we have offered 34 different professional learning opportunities "in district" selected by and created for our staff over the last 16 months. This kind of internal energy to learn is what drives our work to improve the learning environments across the district.

All this work is built around the concept that we as professional educators need to make sure we are learning about our own practice if we are ever to truly maximize the opportunity for students to learn. Personally, my greatest opportunity for learning continues to come from the district leadership team that I am charged to lead. I learn more from them about my practice then I think they learn from me. John F. Kennedy once said that, "Leadership and learning are indispensable to each other." I certainly agree. With this as our focus, we continue to spend the bulk of our Leadership Team meeting times focused on improving our own instructional practice and collective ability to learn as a team of professionals. This effort has allowed us to become better as instructionally focused leaders rather than simply managers.

3. ***The superintendent shall not fail to ensure the regular monitoring and evaluation of the academic program and make appropriate modifications in practice and content.*** **IN COMPLIANCE**
   With this being our sixth year of the current math instructional materials adoption cycle, we have continued to challenge ourselves to review the effectiveness of these materials as part of working towards helping students achieve the Ends. The chronological order for this effort is communicated within the updated district "Curriculum Review Sequence" which has been shared several times to the Board over the years. This documents is also shared publicly via our website within the Curriculum Link on the main page and then within the Teaching and Learning section.

4. ***The superintendent shall not fail to report to the Board (and provide sufficient advance notice to the public on) significant changes, deletions or addition of programs and courses of study.*** **IN COMPLIANCE**
   I would point to on going board reports by our principals as well as Dave Holmes and myself, along with presentations and conversations indirectly and directly to the board as evidence of meeting this expectation.