Superintendent's Report

December 14th, 2012

Since the time between our last meeting and this meeting has been so short, I wanted to try something a bit different so the format of my report this month has changed. The following information speaks to evidences about student success as well as share with you organizational data. In other words, this report is actually a combination of a Learning Report woven into my traditional Board Report to produce one document.

In last month's superintendent's report I talked about the concept of **L**earner **S**uccess **I**ndicators (LSI). The concept stated again is to look at different types of evidences than traditionally used to measure success in order to show more meaningful connections between data across the grade levels. Within the sea of performance data such as test scores, attendance rates, athletic participation percentages, GPAs, etc., which data out of all the avalanche of information shows the strongest correlation to student success, and students actually graduating? If we could determine what these specific LSIs actually are then we could track fewer but more meaningful data points with greater intentionally in order to sharpen and align our interventions as a K-12 team with greater fidelity. Additionally, other sources of data might be able to be connected to these LSIs relative to our designed strategies that we implement in order to more accurately and effectively measure results.

The first point of focus for this work is to find one initial LSI that is strongly linked to the graduation rate in each class. Since helping students get to graduation on time is the foundational goal of our collective effort as a district, then what might be the first LSI that has a strong correlation to graduation rate? We began the search with looking at learner success by determining who was *obtaining at least six credits by the end of their freshman year?* The attached information is data regarding this potential LSI by looking at what happened during the freshman year in the classes of 2012, 2013, 2014 and 2015.

As you look at the freshman success relative to earning at least six credits by the end of their first year in high school, keep in mind the percentages are connected to their cohort. Additionally, the class of 2012 was the last year of students needing to meet only 23 credits to graduate where the other classes were required to meet the new graduation requirements of 24 credits. The orange line shows the difference between the 2012 and 2013 classes. Also please keep in mind that each and every class has their own unique qualities about them. This being said, in general we are finding that the odds of graduating in La Center on time go way up for all those students who earn six or more credits as freshman.

To help you look at the classes in more detail, I have included a breakdown of the class of 2012 and 2013 in additional documents attached. Based on this data, we have begun to look for LSIs in the middle school data to see if we can link success at that level to success in their 9th grade year. We will be exploring attendance rates, accountability testing and other data points in the process. I am excited about this new way at looking for learner success because it helps us be more intentional about our work. More on this as it develops.

Mark

Data for Students Earning More Than 6 Credits During Freshman Year

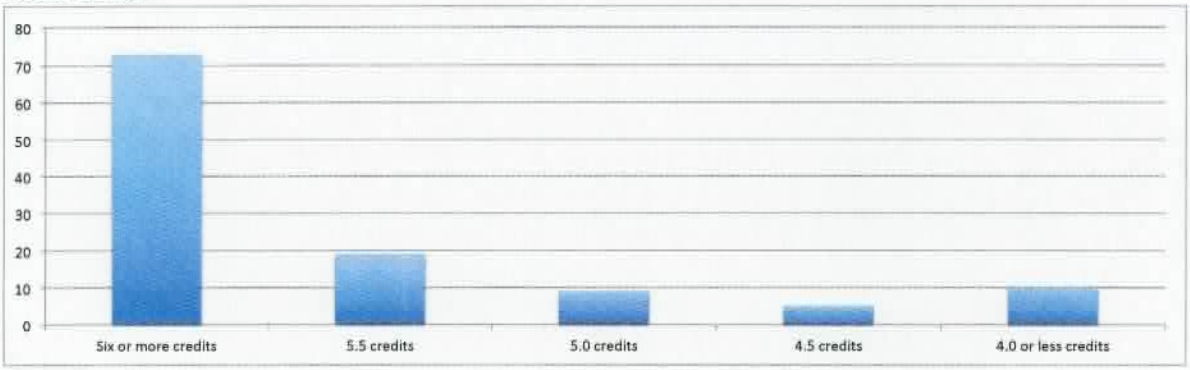
COHORT	Cohort Size as 9th Graders	Students Earning 6+ Credits	Cohort % Earning 6+ Credits	Graduate from LC or on track 6+ Credits	% Cohort LC Graduate or on track 6+ Credits	Student Transfers Earning 6+ Credits	% of Cohort Tranfers Earning 6+ Credits	Transfer to Traditional High School 6+ Credits	Cohort % to Traditional High School 6+ Credits	Transfer to Online or Alternative High School 6+ Credits	% Transfer to Online or Alternative High School 6+ Credits
Class of 2012	116	73	62.9%	56	48.3%	17	14.7%	11	64.7%	6	35.3%
Class of 2013	145	106	73.1%	90	62.1%	16	11.0%	13	81.3%	3	18.8%
Class of 2014	160	108	67.5%	94	58.8%	14	8.8%	13	92.9%	1	7.1%
Class of 2015	141	96	68.1%	93	66.0%	3	2.1%	2	66.7%	1	33.3%

Data for Students Earning Less Than 6 Credits During Freshman Year

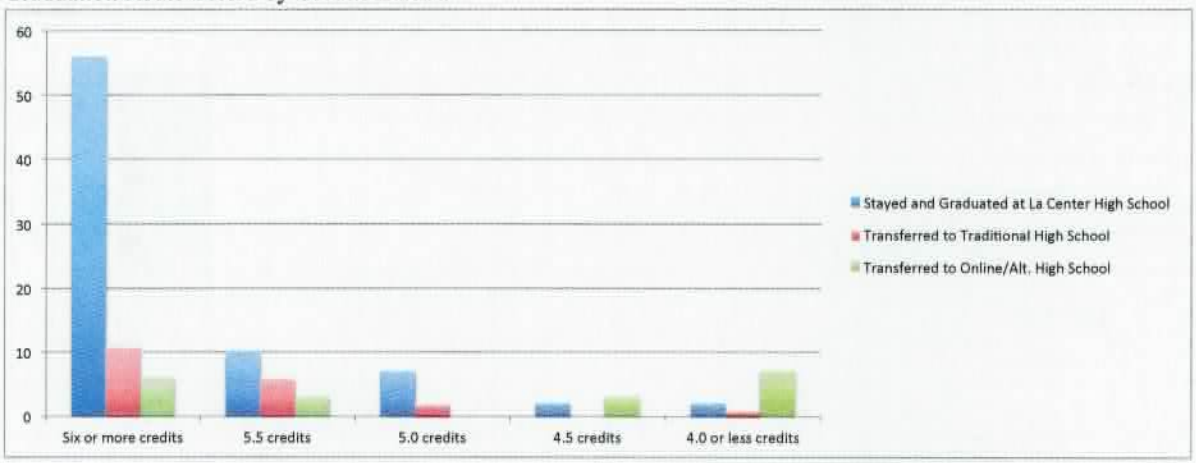
COHORT	Cohort Size as 9th Graders	Students Earning <6 Credits	Cohort % Earning <6 Credits	Graduate from LC or on track <6 Credits	% Cohort LC Graduate or on track <6 Credits	Student Transfers Earning <6 Credits	% of Cohort Tranfers Earning <6 Credits	Transfer to Traditional High School <6 Credits	Cohort % to Traditional High School <6 Credits	Transfer to Online or Alternative High School <6 Credits	% Transfer to Online or Alternative High School <6 Credits
Class of 2012	116	43	37.1%	21	18.1%	22	19.0%	9	40.9%	13	59.1%
Class of 2013	145	39	26.9%	16	11.0%	23	15.9%	11	47.8%	12	52.2%
Class of 2014	160	52	32.5%	31	19.4%	21	13.1%	12	57.1%	9	42.9%
Class of 2015	141	45	31.9%	33	23.4%	12	8.5%	7	58.3%	5	41.7%

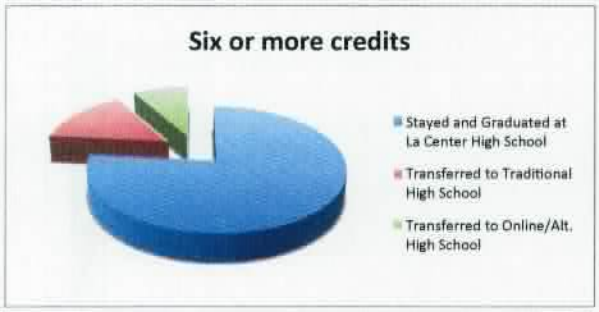
Class of 2012

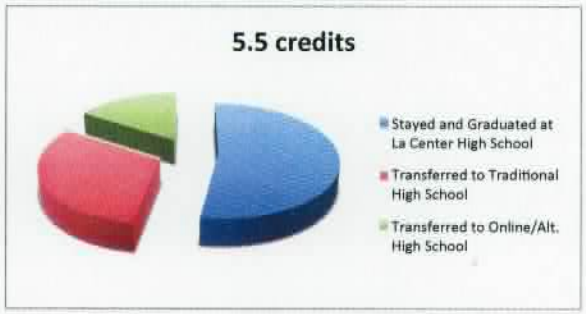
Credits Earned

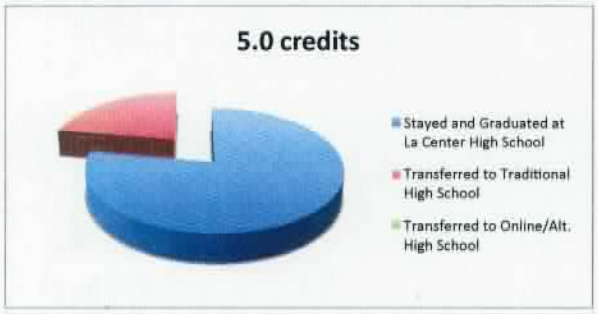


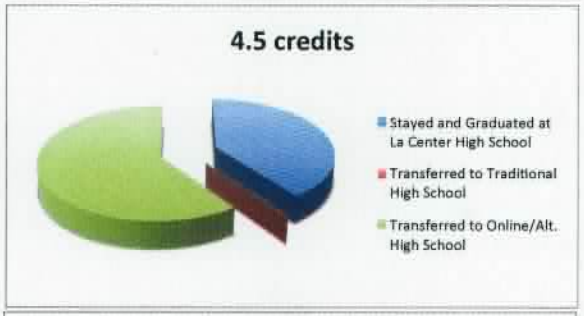
Graduation Route Sorted by Credits Earned

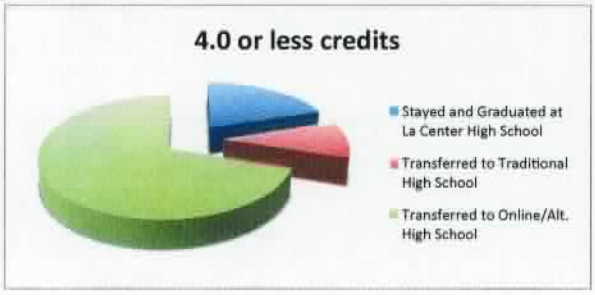


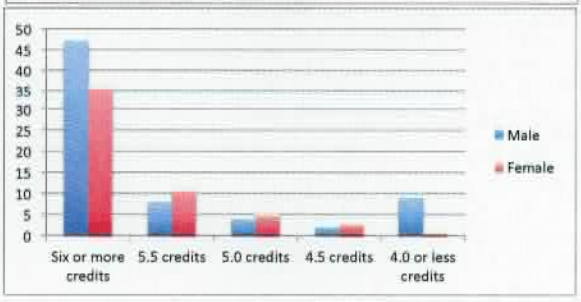






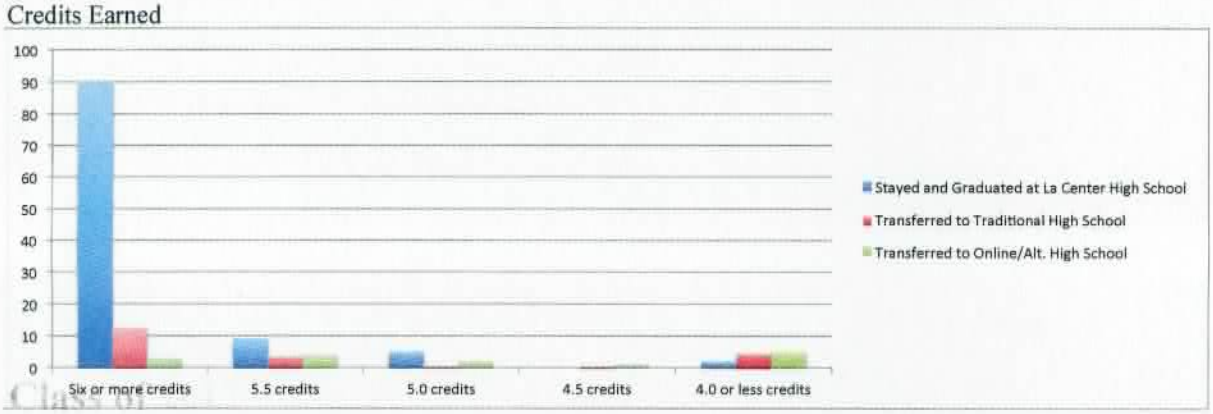
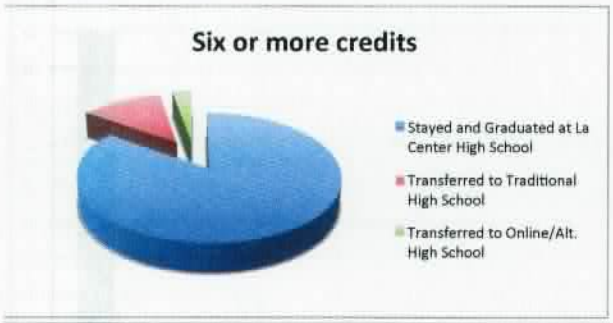
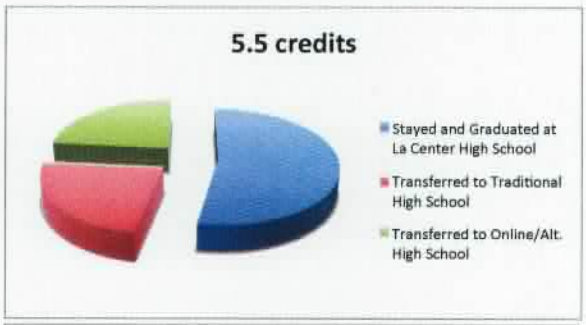
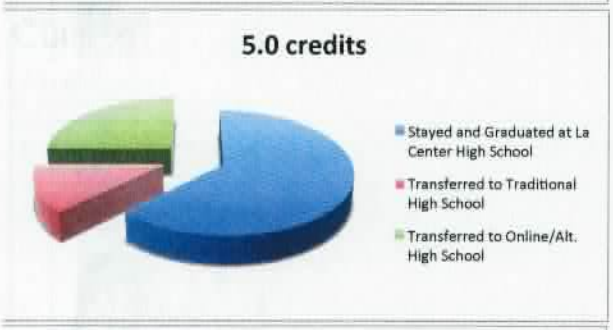
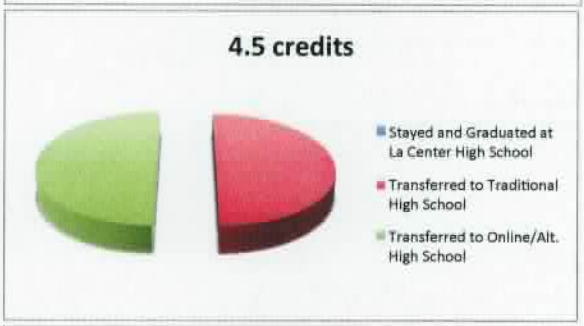
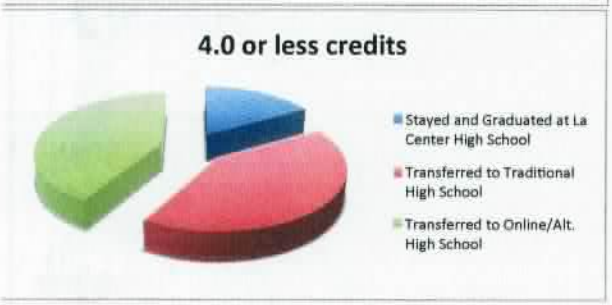
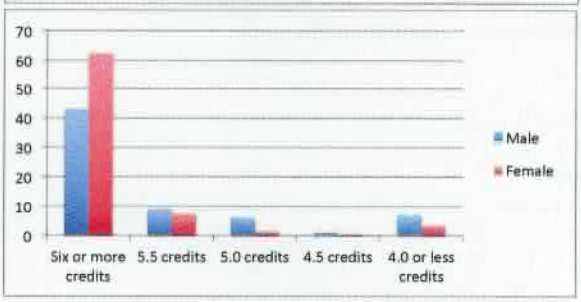






Class of 2013

Credits Earned



Graduation Route Sorted by Credits Earned