

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 October 23, 2018.

Dave Holmes, 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 to best prepare them for their chosen learning pathway and maximize their success at their next step in learning. As primary measures of student success along the journey towards graduation, student groups are expected to score above the state averages in graduation rate and nationally administered standardized tests like the SAT and the ACT. Success on these measures can be gauged by comparing them to the state and/or national averages. Meeting these targets is just a few of the district’s gauges in our journey to provide the educational opportunities for students to successfully prepare themselves over their educational career from Kindergarten through 12th grade and beyond.

REPORT

There are 5 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 the district is in compliance with the board’s expectations in all of these areas. IN COMPLIANCE

A. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings (reading and writing).

The district supports student reading and writing skills in a variety of ways as demonstrated by the following examples: Kindergarten students utilize Lucy Calkins for curriculum in reading. This series includes state of the art charts, tools and methods for teaching reading and learning progression. Grades 1-3 use the Wonders program. It is flexible, grounded in research and provides support designed to accelerate students to grade level. The elementary utilizes Read Side-by-Side in grades 4 and 5. Read Side-by-Side has been quite successful especially in the area of student motivation. The middle school is working to align K-8 ELA curriculum to common core standards. The high school has many class offerings, including A/P classes to boost reading and writing skills. La Center High School average reading SAT score was 570 compared to the state average of 536 and national average of 533.

The following table represents the percentage of students meeting the standard on the Smarter Balanced ELA assessment in 2018 for both the district and the state:

Grade Level	La Center	State
3 rd	60.1	55.5
4 th	50.3	57.3
5 th	60.0	59.2
6 th	48.7	55.9
7 th	73.9	59.6
8 th	66.6	58.9
10 th	77.7	69.5

Our overall scores on the ACT, although a limited sample size continue to be at or better than the national average.

B. Effectively Integrate the core concepts and principals of mathematics; social, physical and life sciences, civics, history, geography; arts, health and fitness so as to support their specific learning pathway.

The district is continuing to grow the CTE and STEM focus as a district working through our strategic planning teams. The district recognizes that CTE, STEM and PBL (project based learning) can be a vehicle to which we deliver improved achievement in content areas including math and science.

Additional supports for students include the elementary school creating “Power Standards” in math and redesigning how they could most effectively utilize their math curriculum. Programs such as IXL and ConnectED are used to support math practice and improvement. The elementary continued their Science Olympiad and Math is Cool! teams this year. The middle school also continued the Math is Cool! team and have a math tutor during study hall. The high school is working with freshman English and science classes on a light pollution project that is PBL/STEM related. New classes at the high school offer Intro to Computer Science and Accounting. The high school average SAT score in math was 561 compared with 531 state averages and 527 national averages.

The following table represents the percentage of students meeting the standard on the Smarter Balanced math assessment in 2018 for both the district and the state:

Grade Level	La Center	State
3 rd	57.5	57.5
4 th	43.0	53.8
5 th	48.0	48.5
6 th	42.4	48.2
7 th	51.0	49.0
8 th	52.7	47.5
10 th	45.8	40.6

Science scores for our district students were: 5th grade 55.7%, 8th grade 59% and 11th grade 36.2%. Our students scored above the state average for 5th grade 55.1%, 8th grade 52.9% and 11th grade 30.3%. I would point out that the success rate or percentages of passing on these tests are more and more irrelevant as the state continues to change the assessment and our alignment of instruction to assessment is on hold until the state finalizes their own alignment.

To that point I would consider the success rate versus the state rate over the total “meeting standard” numbers.

C. Think analytically, logically and creatively and integrate experiences and knowledge to form reasoned judgements and solve problems (critical thinking).

The goal of the district is to help students become life-long learners. Students are given supports along their learning pathway from the elementary through high school that help them to be able to make judgements and solve problems on their own. The district has incorporated supports to help prepare students to think analytically, logically and creatively. At the elementary levels, students are taught test-taking strategies and participate in SBA (smarter balance assessment) interim practice. The classroom implementation of the Mind-up program and Character Crossroads with counselors helps students to solve problems on their own. Middle school focuses on increasing accountability and self-awareness of learning in all students, especially math assist, reading assist, and academic prep students. The 6th grade requirements were adjusted to include a semester of STEM. This will allow our 7th and 8th grade technology electives to offer higher-level skills and exposure to more difficult tasks, as students will have already had introductory lessons. The high school offers focus 9th and 10th grade classes that offer organizational skills, time management, communication support, study skills and accountability. This focus on “soft skills” enables student to be more successful in their approach to the hard sciences and mathematics.

D. Connect the importance of work and how performance, effort, habits and decisions regarding school directly affect future learning opportunities within their specific career and education pathway (work awareness and planning).

Students are guided through pathways to graduation that prepares them for life after high school. Using those pathways, they are able to select classes that can make an impact on their future. The Xello program, in its second year, allows students to reflect on their interests, which guides them in their future career path. The middle school added an elective choice for 6th grade students called ‘Exploratory.’ This course consists of four 9-week rotations between academic prep, art, drawing and CSI. The CSI course offers student the opportunity to learn valuable skills for the workplace, explore diverse careers and engage in problem based learning activities such as investigating and solving crimes.

A substantial factor in students’ future habits and decisions is the importance of attendance. Students are encouraged to be in class on time every day. Chronic absenteeism can directly affect student’s success in school and beyond. During the 17/18 school year, there were 544 unexcused absences in grades 9-12. This is down from 581 in the 16/17 school year. Attendance is an area of focus that the district will continue to try to improve.

Another factor that can directly affect future learning opportunities is discipline. This past year, the high school had a total of 259 discipline occurrences involving 104 total students. Of those occurrences, 105 involved electronic devices. This represents 40.54% of total discipline offenses. There were 27 short-term suspensions, 1 long-term suspension and 2 emergency expulsions that were converted to short-term suspensions.

E. Develop strong learning connections with others so as to enhance their own learning opportunities.

When students feel safe, welcome and are valued members of the school community, it allows them to develop strong connections with other students and staff. This is represented in all learning levels in the district.

We have renewed our working relationship with La Center United this past year and look forward to a strong partnership during this upcoming year.

Our participation numbers across the district in many areas like Band, Choir, Drama, after school clubs and Athletics have all increased.

Participation in team athletics outside of the school day can also help to develop strong learning connections with others. The following are the HS and MS participation numbers for athletics over the last 4 school years:

High School	2014-15	2015-16	2016-17	2017-18
Baseball (Boys)	32	23	19	22
Basketball (Boys)	35	32	28	35
Basketball (Girls)	19	18	26	22
Cheer (Girls)	7	18	13	12
Cross Country (Boys)	12	16	14	20
Cross Country (Girls)	11	11	19	11
Dance (Girls)	12	10	8	4
Football (Boys)	66	65	54	56
Golf (Boys)	9	13	14	14
Golf (Girls)	13	12	6	10
Soccer (Boys)	36	35	28	28
Soccer (Girls)	37	30	35	35
Softball (Girls)	25	22	23	18
Swim (Girls)	0	0	1	3
Track/Field (Boys)	23	23	30	26
Track/Field (Girls)	26	23	26	31
Volleyball (Girls)	35	33	36	29
Wrestling (Boys)	10	11	22	18
Wrestling (Girls)	6	3	5	9
Boys	223	218	209	219
Girls	191	180	198	184
Total	414	398	407	403
Enrollment				
Boys	277	284	281	286
Girls	262	273	271	261
Total	539	557	552	547

Middle School	2014- 15	2015- 16	2016- 17	2017- 18
Basketball (Boys)	35	36	38	51
Basketball (Girls)	34	23	25	31
Cross Country (Boys)	8	8	6	8
Cross Country (Girls)	9	7	10	18
Football (Boys)	25	27	29	31
Track/Field (Boys)	28	31	32	36
Track/Field (Girls)	34	37	36	40
Volleyball (Girls)	34	39	38	39
Wrestling (Boys)	9	12	15	25
Wrestling (Girls)	3	1	3	3
Boys	105	114	120	151
Girls	114	107	112	131
Total	219	221	232	282
Enrollment (7th & 8th)				
Boys	127	125	146	149
Girls	136	120	131	122
Total	263	245	277	271