

## MONITORING

### Monitoring in Policy Governance First Monitoring Reports: October 2003

Monitoring under policy governance is scheduled by means of the annual agenda (Policy GP-8-E) with one policy (or group of related policies) per month

Our first Ends monitoring report under policy governance focused on Policy E-2, Academic Standards. The superintendent's monitoring report is followed by the board's response. The monitoring report addresses each of the criteria explicitly defined in the Ends policy being monitored, and provides evidence from the superintendent that enables the board to judge whether the district has or has not complied with the policy.

Our first Means monitoring report under policy governance focused on Policy EL-13. The monitoring report addresses each of the criteria explicitly defined in the Means policy being monitored, and provides evidence that the conditions to be avoided have in fact been avoided. Again, the board provides a response indicating its judgment about whether the superintendent is in compliance.

Enclosures:

1. Monitoring of Ends policy E-2 (Academic Standards)  
(what is to be achieved)
  - a. The superintendent's report addressing each criterion
  - b. Monitoring response document – The board's response to the superintendent's report
2. Monitoring of Means policy EL-13 (Academic Standards and Practices)  
(what is to be avoided)
  - a. The superintendent's report addressing each criterion
  - b. Monitoring response document – The board's response to the superintendent's report

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# POLICY OF THE UNIVERSITY PLACE SCHOOL BOARD

**POLICY TYPE:** ENDS

**POLICY ENDS:** 2

**COMMENTS:** Competence Goal 1 Academic Standards

**STANDARDS:** All students demonstrate academic achievement as evidenced by:

- ◆ **Exceeding Washington State performance (S1)**
- ◆ **Meeting the requirements of No Child Left Behind legislation (S2)**
- ◆ **Eliminating the achievement gap (S3)**
- ◆ **Showing continuous progress (S4)**

### Monitoring Report

**E-2: Academic Standards**

**10/8/03**

**GOAL: E2.1 Reading** All UPSD students read with comprehension as evidenced by:

Indicator	Target	Met	Not met	Comments
E-2.1 a	Learning to read by the end of 3 <sup>rd</sup> grade			Assessments of 3rd graders in Fall 2003 indicates approximately 71% reading at or above grade level, with 29% below grade level.
E-2.1.b	1. ITBS grade 3	X (S1)	X (S4)	S4- Dropped 1%inle from 01-02
	2. WASL grade 4	X (S1/S4)	X (S2)	S2 – Did not meet AYP in this area for special education.
	3. ITBS grade 6	X (S1/S2/S4)		
	4. WASL grade 7	X (S1/S4)	X (S2)	S2 – Did not meet AYP in this area for special education.
	5. ITED grade 9	X (S1)	X (S4)	S4 – Dropped 4% from 01-02
	6. WASL grade 10	X (S1/S4)	X (S2)	S2 – Did not meet AYP in this area for special education.

**GOAL: E2.2 Writing** All UPSD students write with skill.

Indicator	Target	Met	Not met	Comments
E2.2a	1. WASL grade 4	X (S1)	X (S2/S4)	S2 – Did not meet AYP in this area for special education. S4 – Approx. 2.5% fewer students met standard in this area than in 01-02

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	2. WASL grade 7	X (S1 /S4)	X (S2)	S2 – Did not meet AYP in this area for special education.
	3. WASL grade 10	X (S1 /S4)	X (S2)	S2 – Did not meet AYP in this area for special education.

**Goal: E2.3 Communication** All UPSD students communicate effectively and responsibly in a variety of ways and settings.

Indicator	Target	Met	Not met	Comments
E2.3a				<p>Communication skills include Reading, Writing, and Listening, and are measured through the Washington State Assessment of Student Learning.</p> <p>In addition, there are communication skills specific to math.</p> <p>Formative and summative assessment plans beyond these measures are not currently in place.</p>

**Goal: E2.4 Mathematics** All UPSD students compute, reason, and solve problems mathematically.

Indicator	Target	Met	Not met	Comments
E2.4a	1. ITBS grade 3	X (S1/S4)		S4- Scores for 02-03 were consistent with 01-02.
	2. WASL grade 4	X (S1/S4)	X (S2)	S2 – Did not meet AYP in this area for special education.
	3. ITBS grade 6	X (S1/S4)		
	4. WASL grade 7	X (S1/S4)	X (S2)	S2 – Did not meet AYP in this area for special education.
	5. ITED grade 9	X (S1/S4)		
	6. WASL grade 10	X (S1/S4)	X (S2/S3)	S2 – Did not meet AYP in this area for special education. S3 – Did not meet AYP for Black students.

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### Goal: E2.5 Other Academic Areas

Using any or all of the four standards that apply, all UPSD students will be able to demonstrate essential knowledge and skills in the following academic disciplines:  
 Science, Civics, History, Geography, Economics, Arts, Health and Fitness.

Indicator	Target	Met	Not met	Comments
Science Social Studies : Civics, History, Geography, Economics.  Arts  Health and Fitness	Grade 5 Grade 8 Grade 10			<p>Science WASL testing was not required in 02-03. In UPSD, 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> graders participated in the voluntary pilot. Scores were reported out only for grades 8 and 10. They are as follows:                      Grade 8 – 37.3% of students met standard                      Grade 10 – 13.1% of students met standard.</p> <p>Science testing will be required at grades 8 and 10 in 2003-04. At grade 5, science testing remains voluntary for 2003-04 and will become mandatory in 2004-05</p> <p>Social studies 7-12 is in the process of restructuring course content due to the EALR assignment of specific learning. The formative and summative assessment plan is not in place at this time.</p> <p>The K-12 Arts curriculum is currently under review.</p> <p>The K-12 Health and Fitness curriculum was adopted in 6/03 and implementation is underway. A formative and summative assessment plan is not in place at this time.</p>

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**Other Indicators:**

<b>Indicator</b>	<b>Target</b>	<b>Met</b>	<b>Not met</b>	<b>Comments</b>
E2.6a	HS graduation	X (S1/S4)		Based on data from 2001-2002 UPSD graduation rate = 99.3% WA state graduation rate = 79%
E2.6b	HS Dropout rate	X (S1/S4)		Based on data from 2001-2002 UPSD drop-out rate = 3.2% WA state drop-out rate = 7.7%
E2.6c	SAT scores Verbal Math	X (S1/S4)	X (S1/S4)	Math S1 – CHS scores fell 23 points below the state average. S4 – CHS scores dropped 8 points from the previous year
E2.6d	AP Participation			185 AP Exams Taken 125 Students Participated in AP testing 15% scored 5, 23% scored 4, 29% scored 3, 23% scored 2, 11% scored 1.
E2.6e	U of W Freshman GPA rating		X (S1)	Based on 2000 data CHS students averaged a 0836 drop in GPA from high school to their first semester at UW (WA State 0.638 drop in GPA)
E2.6f	Community College remediation rating		X (S1)	Based on data from 2001-02 S1 – 51% of CHS students took remedial math courses. (44% WA state) 23% of CHS student took remedial writing courses. (17% WA state)

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**Board Response to Monitoring Report**

**Monitoring Response Document (Ends)**

**B/SR 5-E-1**

**Policy Monitored: E-2**

**Date Report Submitted: Oct 27, 2003**

The Board on the date shown above received and reviewed the official internal monitoring report of its policy E-2 (Competence Goal 1 – Academic Standards) submitted by the Superintendent. Following its review of the report, the Board concludes:

9/12      ***Based upon the information provided, the Board finds that the Superintendent has reasonably interpreted the provisions of the relevant Ends policy, and the district is making reasonable progress toward achieving the desired results called for in the relevant policy. The Board commends the Superintendent for exemplary performance in the following areas: The district has made commendable progress in most areas of Reading, Writing, and Math at the 4<sup>th</sup> and 7<sup>th</sup> grade levels, and in writing at the 10<sup>th</sup> grade level***

***Additional Remarks:***

***Greater attention is needed in the following areas: E2.6c (SAT Scores), E2.6e (University of Washington GPA rating), and E2.6f (Community College remediation rating).***

Further action required.

\_\_\_\_\_ ***Based upon the information provided, the Board finds that the Superintendent has failed to provide evidence of reasonable organizational progress toward achieving the desired results called for in the relevant Ends policy. Accordingly, the Board determines the following action to be appropriate:***

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3/12      ***The information provided by the Superintendent is insufficient for the Board to decide whether reasonable progress has been made. Accordingly, the Board determines the following action to be appropriate:***

***It is not clear what the district's progress is for Goal E2.3 (Communication), Goal E2.5 (Other Academic Areas) and Goal E2.6d (AP Participation). The board should consider whether to further refine Policy E-2 by describing targets for E2.3 and E2.5 in measurable terms, and the superintendent is requested to identify state/national participation rates for AP exams so that a comparison with district participation can be made.***

Signed: \_\_\_\_\_, Chair  
Signed: \_\_\_\_\_, Superintendent

Date: \_\_\_\_\_  
Date: \_\_\_\_\_