

April 2008
Superintendent's Report

Board Goals and Timeline:

Many thanks to the Board, the Administrative Team and Judy Wahlen for a successful planning retreat to set our 2008-09 goals. The board engaged in an extensive process in 2007 to identify key strategic issues and set a goal for each of those issues. At our retreat on Monday, we agreed that these key strategic issues and goals will remain essentially the same, most likely for several years. We looked at each goal in light of the Framework for 21st Century Learning.

We revised the **Student Achievement** goal to reflect our accountability to help prepare our students for 21st century citizenship and work. The administrative team will present end of year reports in June regarding progress on the objectives and action plans related to student achievement. We will be discussing these at the next several administrative team meetings. If we determine that some of the objectives were not able to be addressed this year, we will let the board know at the May meeting so that we can focus on progress at the June meeting.

The **Facilities** goal stood as drafted. However, addressing the changing needs and opportunities brought on by technology may have a significant impact on our facilities planning so that our learning environments promote 21st Century learning. Virtual and on-line learning may have a very direct impact on our facilities needs.

Finance Management remains a continuing high priority for the Board recognizing their primary responsibility in this area. We believe the Program Based budget process has helped us involve and educate the community about where our budget goes and how best to utilize scarce resources. Community engagement in helping set budget priorities has led to a clearer sense of what those priorities need to be.

Under **Communication and Community Support**, we discussed the need to engage the community in helping us clarify a vision for our schools. Specifically: to what extent and with how much emphasis does the community want us to include the Framework for 21st Century Learning in our vision for our schools and community. The goal was revised to include this discussion. The Board would like to be able to go out into the community and meet with individuals and groups to share more about what our school are doing, what our needs are, and how obtain feedback from the community.

Finally, in addressing **Safety and Security**, we felt the goal stood as written. We continue to pursue grants, improvements, training and practices that create an environment where students will want to behave well and support each other. Technology safeguards that protect our students and facilities are seen as a secondary measure.

The administrative team will report on progress on the 2007-08 goals at the June board meeting. Objectives and Action plans for the 2008-09 school year will evolve through building level conversations between now and the end of the school year, as well as the June board discussion. The first draft of the objectives and action plans will be presented at the July board meeting.

Transportation Survey

As the Buildings and Grounds committee has addressed the traffic concerns specifically on Third and Fourth Street around the Grove Campus and St John's as well as the middle school, we are looking at several possible solutions. Some are quite costly such as extending Third St. through to Fair St. One that could be very cost effective would be to reduce the traffic around the schools by transporting more students. We believe we could provide more transportation and reduce the number of cars around our schools. The low cost would arise from using existing bus routes that would be extended after dropping

high school students off first in the morning. Each bus would make one to three additional stops to pick up K-8 students. We are surveying parents of students not eligible to ride the bus to determine the interest and impact. Results will be shared with the board at the May meeting. Preliminary results may be ready for the April B&G meeting.

Appreciation for Mike Larson

I want to thank Mike Larson for his years of service to the school district. He is the only board member remaining who was on the board when I interviewed for my position. I have found him to be a thoughtful listener and thinker. His common sense and knowledge of the community have helped me through many situations. His visibility at athletic events have made him accessible to the community and helped him spread the word about what happens on a day to day basis in our schools. His involvement as board president, member of negotiating teams, chair of finance and policy has been characterized by dedication and leadership. I am sure Mike will remain a strong advocate for our schools, but he will be missed on the board. Best wishes Mike!

Levi Leonard Elementary School
School Board Report - April 14, 2008

BOARD THEME/CURRICULUM TOPIC: 21st Century Assessments

“Authentic 21st Century Assessments are the essential Foundation of a 21st Century Education. Assessments must measure all five areas that matter – core subjects, 21st Century Content, learning and thinking skills, information and communications technology (ICT) literacy and life skills.

“To be effective, sustainable and affordable, assessments must use modern technologies to increase efficiency and timeliness. Standardized tests alone can measure only a few of the important skills and knowledge students should learn. A balance of assessments, including high-quality standardized testing along with effective classroom assessments, offers students a powerful way to master the content and skills central to success.” (www.21stcenturyskills.org)

At the primary level, we assess students using standardized measures such as Measures of Academic Progress (MAP), and the Diagnostic Reading Assessment (DRA). We also use literacy and math assessments common to each grade level, unit or theme tests, running records, DIBELS assessments and teacher observations of student performance to determine a student’s progress.

The MAP assessment is done by students at the computer. Electronic reports are sent to us and teachers can look up further reports through the website. Some of the probes, or short tests, that we are researching to support Response to Intervention (RtI) are often based on technology and can be arranged through websites.

We believe that by using these various assessments, we get a pretty complete picture of each of our students. We also value the input from parents who tell us what they see and experience at home with their student.

STAFF DEVELOPMENT:

On March 17, Rod Marty, Julie Creek-Hessler and I attended a “Democracy It Is!” workshop at CESA 2. While it was somewhat disappointing since it was not as comprehensive as we hoped, it did give us useful materials that will be shared at each grade level.

On May 15, Krista Jones and I will attend the Annual Parent Leadership Conference in Oconomowoc. We hope this will help us to continue and expand our relationships with families particularly as we have applied for a REACH grant through DPI which emphasizes parent involvement.

CELEBRATE!

We had a very good turnout for our spring Parent/Teacher conferences. We also appreciate the PTO support in providing childcare for parents during the conferences and a meal for teachers.

ANNOUNCEMENTS/UPCOMING EVENTS:

April 7-11	Week of the Young Child
April 7 and 9	Forensics for 1 st and 2 nd grade students
April 11	Family Fun Night in the Grove Campus Field House and Cafeteria 5:30-7:30 PM
April 18	Kindergarten Field Trip to Aldo Leopold Nature Center
April 19	Regional Forensics at the Grove Campus 8:00-12:00
April 21-May 9	MAP assessment
April 25	Dan Nedrelo and His snakes – 9:30, 10:30 and 1:00
April 25	Energy Fair
April 30	Early Release
May 1	Kindergarten Concert at 6:00 PM in the Field House
May 2	Parade for Week of the Young Child 9:00

Please join us for any of the above events or drop in to visit and talk with students and staff. You are always welcome!

Respectfully submitted; Lou Havlik, Principal

Theodore Robinson Intermediate School
School Board Report
Vicki Lecy-Luebke, Principal
April 14, 2008

Focus: 21st Century Assessments

Twenty first century assessments must measure all of the areas listed in previous board reports: core subjects, 21st century content, learning and thinking skills, information and communications technology (ICT), and life skills. In addition to our WKCE (Wisconsin Knowledge and Concepts Examinations), all students take the MAP (Measures of Academic Progress) tests in the fall and spring. The MAP tests are taken on the computer and the levels of difficulty of the items adjust according to each student's knowledge. Classroom teachers also use a number of other ways to assess a student's grasp of 21st century skills. No longer do teachers *just* use paper and pencil tests. Performance assessments are often used to assess a student's grasp of a unit of material. The fifth graders constructed boats and had a "Sink or Float" contest using the information they learned about buoyancy. They also made i movies of the experience. Fourth graders built model houses outfitted with lighting, after learning about electricity. Third graders created state floats and learned how to do research. These performance assessments incorporated many of the 21st century skills. The use of rubrics enabled the tasks to be evaluated on many levels. Rubrics are also used to assess student writing. Each fall and spring, students in grades 3-5 are given a specific prompt to write about. Using a 6 Traits rubric, each grade level team meets to read each paper at least twice. This helps to reinforce our expectations for written language at each grade level.

Celebration

Hannah Bryant, grade 5, is being recognized for her prize-winning editorial in the Yahara River Writers' contest entitled "Horse Slaughtering." Hannah will travel to the UW-Madison campus in May with Nancy Chritton, her Language Arts teacher, to participate in a writing workshop presented by published authors and cartoonists. Her editorial was selected among hundreds of other entries in this category.

Andrew Updike, Matthew Stone, Jessica Dickert, and Lucas Bellman competed for the first time in Special Olympics at Lake Geneva. They showed off their basketball skills placing in first through fifth spots!!

Announcements

Our regional Forensics meet, "Youth Speak Out," will be held at the intermediate school on Saturday, April 19 from 8-12. If you are interested in helping out or judging, please contact me.

The Children's Health Education Center will be presenting a "Bullying Basics" assembly to all third and fourth graders on April 18.

MAP testing begins April 21.

JCMC
School Board Report
Bob Flaherty

April 6, 2008

21st Century Assessment

The entire building is in the process of preparing for MAP testing in April. Students are taking computer-based assessments in math, language arts, reading, and science. The MAP data will give teachers a base line for improving individual instruction for students. In addition teachers have students create a number of performance-based assessments. Pod casts, history museums, science projects, etc. are all examples of students demonstrating their understanding of the material that is taught by creating items that replicate the work of real historians and scientists. Another example is the move in Tech Ed to have students perform assessments on the computer using Computer Aided Design software.

Professional Development

We took three hours of time during the last grading day to review the “nuts and bolts” of restorative practice. During the in-service teachers were given opportunities to work on how restorative practices techniques are performed. This included circling, restorative conferences, and involving parents in the process.

Celebration

Beth Oswald received a \$15,000 Smart Board, projector, and software. She received the package as part of her “Teacher of the Year” award.

The students at J.C. McKenna held a dance in honor of Pi Day. Student participation at dances is on the upswing the last two years.

Mr. Flaherty was informed that a larger percentage of 8th Graders signed up to continue band next year than in the past five years. I believe much of this success is due to the hard work of Mr. Zblewski who took over the 8th Grade band program for the past two months.

Donations

See previous section...

*Evansville High School
Report to the Board of Education
April 2008
Submitted by Jamie Gillespie, Principal*

21st Century Assessments

The Partnership for 21st Century Skills has identified the following traits as characteristics of 21st Century Assessment:

- Supports a balance of assessments, including high-quality standardized testing along with effective classroom formative and summative assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills

- Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness at reaching high levels of student competency in 21st century skills

Teachers at the high school use a variety of assessments to gauge their students' learning. In English classes, teachers evaluate our students' learning through essays, chapter tests, Power Point presentations, and class discussions of literature. In social studies classes, students are evaluated on independent research projects on historical topics that interest them. In art classes, teachers evaluate their students on the works they submit in a variety of media. In welding classes, students are evaluated on the welds they complete. In our Principles of Technology class, students are evaluated on several small-group projects in which they must solve a problem or create a product in line with given specifications.

The Partnership specifies "high-quality standardized testing" in its description of 21st Century Assessment. To that end, we will implement the EPAS next year. This is the assessment system from ACT, which includes the EXPLORE in the 9th grade, the PLAN in the 10th grade, and the ACT in the 11th and 12th grades. All of our 9th graders and 10th graders will be required to participate in the assessments, which will provide them and us with useful information on their skills and career interests. The ACT will remain optional for our 11th and 12th graders and the district will not pay for that registration. These assessments are aligned and will allow us to measure our students' progressive development in specific academic areas from 9th to 12th grade.

The academic areas tested in EPAS are English, reading, science, and math. Teachers of these subjects will have this additional data to inform their instruction and to guide their curriculum work. We will receive item-analysis reports to assist us in interpreting the data. The benefits to using this system have been documented by ACT and by individual school districts. Among schools that have implemented the full EPAS (i.e., universal EXPLORE, universal PLAN, and universal ACT) their reports show an increase in students' academic achievement and in the number of students who enroll in rigorous, college-prep courses. They have also reported an increase in the number of students who apply to, and enroll in, college and in the number of students who engage in extended career planning.

ACT is also in the process of creating course-specific standardized assessments which they refer to as Quality Core. They plan to have assessments available in the 08-09 school year in the areas of Algebra I, Geometry, Algebra II, English 10, English 11, English 12, Biology, and Chemistry. These assessments are part of ACT's effort to decrease the gap in expectations between high school and college and to help high school's align their curricula with college readiness standards. We will be taking part in the Quality Core Test Mode Comparability Study in the areas of English 10 and Algebra I later this month. For taking part in this study, we will receive:

- Student performance against course-specific objectives linked to college readiness outcomes
- Comparisons between our students and others in the state and across the country
- Information about students' areas of relative strength and weakness
- An estimate of students progress toward college readiness in a given subject area
- Models of rigorous instruction that can be used for planning for next school year
- A pool of formative assessment items for assessing student progress throughout the year.

In addition, ACT will provide our junior class with three months of access to ACT Online Prep for free.

Advisory Program Update

The faculty at EHS had the opportunity to voice their support for the Freshmen Advisory Program proposal that the Mentoring-Advisory-Transition PLC presented the first week of March. An on-line survey asked teachers if they supported the advisory program and how they would choose to create the time needed for the program. Forty-three of our 47 teachers completed the survey. The results showed that 69.8% of those who voted support implementing the advisory program and that 81.47% of those who voted would prefer to take minutes from class periods, rather than to extend the students' school day, to get the 15 additional minutes needed. So, we will implement the advisory period in the 08-09 school year. Our next steps include finding a program facilitator, identifying the juniors and seniors who will act as student-advisors to the freshmen, and scheduling training. Some teachers have already expressed interest in the role of program facilitator. I am very excited about this new opportunity for our students and I am grateful to the PLC group for all of their hard work.

**Evansville Community School District
Student Services Board Report - April 14, 2008
Krista R. Jones, Director of Student Services**

Topic of Focus: 21st Century Assessments – Transition Assessment

Under Wisconsin State Statute 115.787, beginning no later than in the first individualized education plan that will be implemented when a student with a disability is 14, and updated annually thereafter, a statement of appropriate, measurable postsecondary goals for the child based on age-appropriate transition assessment related to training, education, employment, and where appropriate, independent living skills must be included in a student's IEP.

Age-appropriate transition assessment along with the student's strengths, preferences, and interests form the foundation for postsecondary planning for students with disabilities. The process includes development of a course of study designed to make the education program relevant, meaningful, and motivating to the student. The process also includes developing a coordinated set of activities that document the collaborative planning between school, family, student, appropriate post-school services, and outside programs or agencies. The annual IEP goals are also essential to transition assessment and planning. Transition assessment can be informal (interviews or interest inventories) or formal (vocational assessment performed by an outside agency). Transition assessment takes place in the school setting, at home, and/or in the community setting. Finally, transition assessment and planning is a dynamic process based upon a student's individual interests and needs. When students enter high school, the IEP really should be "back-mapped" from the transition assessment and planning process with the postsecondary goals forming the foundation for educational planning.

Student Services Update

We had 23 people attend the Town Hall Meeting on Underage Drinking held Wednesday, April 2nd. While the audience was predominately school personnel, we also had in attendance the following: Evansville Mayor Sandy Decker, Evansville Municipal Judge Tom Alisankus, Evansville EMS Coordinator Mary Beaver, School Board Member Melissa Hammann, parent Kris Modaff, Evansville

Review reporter Tammy Pomplun, and an Evansville police officer. Julia Sherman from the Wisconsin Clearing House for Prevention Resources served as our keynote speaker. Ms. Sherman highlighted the 3 ways to reduce underage alcohol consumption – make alcohol....less accessible, less attractive, and less affordable. Informal feedback from those at the meeting indicates Ms. Sherman’s presentation was well received and the opportunity to dialogue was valuable. We brainstormed a list of community and school actions/agreements that can be implemented without a tremendous amount of time and energy. A few of the suggestions simply reflect sound common sense. This list will be formalized and sent to those who attended the meeting. We will also post information on the website, in school newsletters, in the Evansville *Review*, and with Evansville churches and service organizations.

On April 16th, middle school counselor Linda Rehfeldt will be attending a regional workshop sponsored by HospiceCare Inc. focused on adolescents and the grief process.

Announcements/Upcoming Events

April 7	K-12 Pupil Services Team Meeting - 3:15 p.m.
April 9	K-12 Special Education Team Meeting - 3:15 p.m.
April 15	Parent Educator Network Meeting - 6:00 – 8:00 p.m. <i>Medicaid Training Module for Parents</i>
April 21 – May 9	Testing Window – Spring MAPS
April 25	CESA 2 Legal Briefing
April 28	Rock County Transition Advisory Council @ Blackhawk Technical College

BOARD REPORT APRIL 2008 MEDIA AND TECHNOLOGY

21st Century skills: 21st Century Assessments

One of the major points of our Educational Technology ISSAC grant for professional Development is to develop effective, 21st Century Assessments. As students use Web 2.0 applications, develop projects using collaborative tools, and grow up in this technological age, they must be assessed on their ability to think critically, evaluate, and reason in an information-flooded society.

“American students today are largely evaluated based on their factual knowledge. A recent study by Robert C. Pianta and his colleagues at the University of Virginia’s Center for Advanced Study of Teaching and Learning found that the average 5th grader received five times as much instruction in basic skills as instruction focused on problem-solving or reasoning. Our existing assessment system tends to reinforce rote instructional practices emphasizing the drilling of facts likely to be on a test, rather than problem-solving and reasoning strategies difficult to capture in multiple-choice test items”. From: **Assessment in the Age of Innovation By Charles Fadel, Margaret Honey, & Shelley Pasnik**

The new assessments will have to do the following:

- *Be largely performance-based.* We need to know how students apply content knowledge to critical-thinking, problem-solving, and analytical tasks throughout their education, so that we can help them hone this ability and come to understand that successful learning is as much about the process as it is about facts and figures.

- *Make students' thinking visible.* The assessments should reveal the kinds of conceptual strategies a student uses to solve a problem.
- *Generate data that can be acted upon.* Teachers need to be able to understand what the assessment reveals about students' thinking. And school administrators, policymakers, and teachers need to be able to use this assessment information to determine how to create better opportunities for students.
- *Build capacity in both teachers and students.* Assessments should provide frequent opportunity for feedback and revision, so that both teachers and students learn from the process.
- *Be part of a comprehensive and well-aligned continuum.* Assessment should be an ongoing process that is well-aligned to the target concepts, or core ideas, reflected in the standards.

News and Announcements:

The new EETT grant for 2008-2009 was completed, and we are waiting for our response. Our focus will continue to be on Web 2.0 applications, and 21st Century skills and Assessments.

Evansville High School
Associate Principal/Athletic Director
School Board Report
April 4, 2008

ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:

- March Attendance Rates
 - 93.22 (**2007 = 90.67**)
 - 93.22 + Excused Absences = 99.48 (**2007 = 98.34**)
 - 00.52 Unexcused Absent (**2007 = 01.66%**)
 - 0 Habitual Truant Referral (**2007 = 1**)
 - **Total Habitual Truant Referrals 2007-08 school year = 4 (2006-07 = 6)**
- March Discipline Summary
 - 75 (**13.5%**) (**62 Students**) Discipline Referrals (**2007 = 135, 23.9%**)
 - 7 (**2007 = 8**) Students Suspended Out-of-School = 15.75 Days (**2007=10.00**)
 - 6 (**2007 = 10**) Students Suspended In-School = 5.00 Days (**2007 = 8.50**)
 - 90 % of students receiving attendance related detentions served their assigned detention(s) in March (10 attendance related detentions/1 no shows).
 - 0 (**2007 = 0**) Student received a truancy citation referral in March.
 - **Total of 5 (2007 = 6) students have received a truancy citation referral in the 2007-08 school year.**

PARENT INVOLVEMENT:

- The Winter sports teams have successfully concluded their seasons with season ending banquets. All banquets were very well attended by athletes, parents and relatives.

CELEBRATIONS:

- Congratulations to junior Hailey McIntyre for being selected to the Rock Valley Girls Basketball All-Conference team and junior Callie Reese and senior Karmin Arnold for receiving Honorable Mention recognition.
- Congratulations to senior Matt McElroy, senior Tommy Kremer, and junior Andrew Keister for being selected to the Rock Valley Boys Basketball All-Conference team and junior Eric Neiman and senior Kevin Diedrich for receiving Honorable Mention recognition.
- Congratulations to the following Rock Valley Conference Wrestling Champions: freshman J.J. Boley (103#), Junior Nick Patchen (160#), seniors Travis Schnabel (112#), Travis Ardisson (145#) and Sam Reed (285#)

ANNOUNCEMENTS/UPCOMING EVENTS:

- Participants in Spring Sports:
 - Boys/Girls Track – 64 **2007 = 67** (Boys = 32 **2007 = 35**, Girls = 32 **2007 = 32**)
 - Girls Soccer – 31 (**2007 = 37**)
 - Girls Softball – 24 (**2007 = 15**)
 - Baseball – 31 (**2007 = 27**)
 - Golf – 17 (**2007 = 27**)
 - TOTAL = 167 (2007 = 173)**