

## November 9, 2009 Superintendent's Report

### Absence Rates

We have been monitoring absence rates in light of concerns about the need to close schools due to H1N1. While our absence rates have been higher, they do not approach the 30%+ range that have led to closures elsewhere. For us it will be more a matter of having enough staff to keep schools open. So far staff absence rates have not been excessive either. At 10% we take extra cleaning precautions and notify parents of students in that building.

<b>Absence rate</b>	<b>LL</b>	<b>TRIS</b>	<b>JCM</b>	<b>EHS</b>	<b>District Average</b>
10/2/2009	7.00%	6.00%	2.50%	2.95%	4.61%
10/9/2009	9.00%	7.00%	5.98%	4.29%	6.57%
10/16/2009	5.00%	10.00%	4.34%	3.32%	5.66%
10/23/2009	13.00%	13.00%	4.47%	4.75%	8.80%
10/28/2009	12.00%	9.67%	7.56%	4.79%	8.51%

### Assessment

The pendulum appears to be swinging towards a more common sense approach to assessing student performance. The Department of Public Instruction recently announced that a new, more comprehensive system is in the works. Over the last several years all buildings have been working to reach a common understanding of what students need to know and be able to do at each grade level and in each subject area. This is a never-ending process that is an on-going aspect of teaching. Knowing what to teach also requires good assessments. Staff have been working for several years to identify common assessments, benchmarks and procedures. Raising the quality of the assessments used in the classrooms on a day to day basis is a critical piece of improving student performance. We continue to increase our expertise in using the MAP data to identify specific needs of students in Math and reading, as well as overall areas to improve our instruction. This work has primarily been focused K-8. Perhaps the most encouraging aspect of this work is the increasing expertise of teachers and their hard work to deliver targeted instruction to those students who are falling behind. These efforts pay off in terms of student success, improved student attitude and decreased special education costs long term. There is clearly more work to be done. Please share your appreciation with staff and administrators for the diligent work they continue to do.

### *Evansville High School – School Board Representative Report November 9, 2009*

Submitted by:

Rebecca Mills

School Board Representative

On October 20, 2009, 4 student council members went to Beloit Turner High School to participate in the Rock Valley Council (RVC) meeting. Lots of sharing went on between the schools on how to improve our schools.

On October 26, 2009, 12 student council members attended a Leadership Conference. The students participated in team building activities and thought the conference was very beneficial.

Student Council has had to cancel their annual fall blood drive planned for November 16. They have not been able to find a room available at the high school where the drive could take place.

***Levi Leonard Elementary School***  
**School Board Report**  
**November 9, 2009**

**BOARD THEME/CURRICULUM TOPIC:**

Our goal for the REACH grant and for our school this year is:

If we increase staff collaboration time and staff development around the Response to Intervention (RtI) process, then the number of students who meet their target growth goal as measured by the Measures of Academic Progress (MAP) administered in April/May 2010 will increase by 5% over last year. The target growth can be 5-15 points for each individual student depending on where they placed on the MAP assessment in the fall. In addition, we do literacy and math assessments at all grade levels as well as the Developmental Reading Assessment (DRA) with our students. I am working on a means to show you this data and should have it by next fall.

To achieve this goal and to increase the achievement of all of our K-2 students we will do the following action plan:

1. Goal-setting conferences with parents

- Share assessments
- Benchmarks
- Report card forms

Gain input from parents on individual student goals

2. At staff meetings address:

- Mock BIT – go through process
- How to look at data
- Collaborative teams
- Progress monitoring

3. In grade level teams:

- Review benchmarks with cross grade level teams
- Learn curriculum-based measurements or “Probes”
- Learn to do progress monitoring

4. Ensure assessment data is accurate:

- Review scores and compare with other assessment data
- Monitor those students in Fall and reassess those students in Spring whose scores are extremely discrepant
- Assess in small groups with support those students who are not likely to score well on MAP based on 1<sup>st</sup> grade teachers’ recommendations.

In addition, the first grade team and several 2<sup>nd</sup> grade teachers are learning and implementing a new literacy system called the Café method and the Daily 5. This system integrates a variety of strategies and styles of reading to provide students with settings and feedback on their reading progress. Teachers keep track of daily progress anecdotally for each student.

These efforts are in addition to our current interventions for both academics and behavior.

### **STAFF DEVELOPMENT:**

Jackie Rose, Heather Hanson and Deb Fritz attended a reading workshop on the Fountas and Pinnell materials and assessments on October 22.

On October 29 a large group of teachers learned Non-Violent Crisis intervention with Theresa Daane. The 2<sup>nd</sup> grade team met and reviewed the Math standards that were recently unpacked. Revisions were made and other corrections noted. They also shared resources and discussed the daily management of our reading curriculum. Resources were shared and evaluated for their usefulness to support and enrich our curriculum. Marilyn Brink visited schools in north Carolina to learn about their elementary guidance model.

### **ANNOUNCEMENTS/UPCOMING EVENTS:**

**Nov. 10 Report Cards go home**

**16 PTO Meeting 6:30 p.m.**

**19 2<sup>nd</sup> Grade Concert 7:00 p.m.**

**20 2<sup>nd</sup> Grade Concert 9:00 a.m.**

*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*

*November 9, 2009*

### **Assessment**

Students at the intermediate school have completed the MAP (Measures of Academic Progress) tests in Reading, Language Arts, and Mathematics. Our state also requires students in grades 3-10 to participate in the WKCE (Wisconsin Knowledge and Concepts Exam) which is administered during the months of October and November. Students in grades three and five are tested in Reading and Math; however, fourth grade students must complete those plus assessments in Social Studies, Science, Language Arts, and Writing. In addition to these assessments, most intermediate students have been given the Qualitative Reading Inventory (QRI) which looks diagnostically at reading proficiencies. One would hope, with all of these tests being administered, that we would have full knowledge about a student's particular strengths and weaknesses. That IS our goal and we are addressing meeting those needs through a variety of ways:

- Reading specialists are meeting on a weekly basis after school to share reading skills and strategies with all intermediate school special education teachers
- Our inclusive classrooms, and a few others, incorporate flexible grouping in reading and math; pre and post testing are important pieces of this
- Team meetings are designed to look at meeting student needs
- Math benchmarks have been set at each grade level and common assessments are being developed to check on progress of those
- Reading specialists are working in classrooms to demonstrate and guide good reading instruction
- Following RtI (Response to Intervention) procedures, students who are struggling or excelling in reading or math are given instructional opportunities in small groups

- We have a few classrooms that incorporate volunteers and middle school mentors who can reread materials with students or practice math facts

### **Professional Development**

Several staff members participated in the math mapping workshop with Susan Udelhofen in October. From reports, it sounds as though “unpacking the standards” was a very worthwhile activity and gave staff across grade levels a chance to discuss curriculum in a way that hadn’t been possible in the past.

Four staff members attended a reading workshop that focused on reading strategies and skills. This information was shared (with excitement!!) at the weekly meeting of reading specialists/special education teachers.

### **Celebration**

In order to provide more recess opportunities to our students AND to make sure all students knew the rules of particular sports activities, Deb Miller and Charity Kostroun created “Station Rotation” on our October 28 half day. Each grade level rotated among five stations on the playground for 50 minutes each. Staff volunteers helped to run the activities and the results were spectacular. Smooth operation and congrats to Charity and Deb!

### **Announcements**

Theodore Robinson Singers will be performing December 7 at 7:00 in the band room at the intermediate school. The African Drumming and Xylophone Ensemble will be performing with them. These are directed by Sarah Hass.

**JCMC**  
**School Board Report**  
*Bob Flaherty*  
*Oct. 27, 2009*

### **Building Goals and Interventions**

The school has focused on Language Arts and Reading skills, and Math this year. Our Reach Grant is primarily tailored to students who currently are not in the advanced or proficient range in reading. On November 2, 2009, the building will hold a data retreat to look at Measure of Academic Progress (MAP) scores to determine which students will need further testing to identify reading problems. Staff members will again work with the identified students on an individual basis to improve their reading skills. For example, a social studies teacher might work on specific weaknesses a student might have by helping them with reading in the social studies content area. We will work with these students for the next five months and see how they improve on their next MAP test.

I will be asking Math teachers to use the same technique to work with students to improve their math scores. In addition, all math teachers spent two days making sure curriculums are aligned between the buildings.

Also as part of REACH, teachers chose to develop word walls in every classroom to stress vocabulary across grade levels to improve reading comprehension. The building principal met with every teacher to set individual professional goals. In areas in which we need to show academic improvement, staff members were “encouraged” to select goals that were directly related to student performance. For example, the six grade reading teachers formed a PLC to work with the building reading specialist and other language arts teachers to figure out ways to improve the MAP growth rates of their students.

### **Professional Development**

During staff development last month the staff took time to develop on-line and at home lessons for students to take part in if the building was closed for multiple days due to H1N1. Staff members also worked on updating the school web site.

### Celebration

We have well over 100 student taking part in the “Roots and Shoots” environmental club during homebase time. The students developed a number of service project ideas to improve the campus as well as the community. During the past two years, this club has grown tremendously under the leadership of Mr. Beedle.

### Donations

The PTSO is launching a candle fundraiser in November to purchase more playground equipment. I appreciate their efforts!

## **High School Board Report: Update on Building Goals Progress November, 2009-2010 School Year**

**Goal 1: We will increase the percentage of students passing classes (exact percentage yet to be figured, but it will be realistic and reasonable), and conversely decrease our semester failures from last year by 20 percent, based on the 2008-2009 and 2007-2008 failure data.** [Alignment to district goal: Student Achievement - To maintain and advance student achievement through academics, extracurricular involvement, character education and nontraditional means, and to prepare students for 21<sup>st</sup> Century citizenship and work]

Objectives for this goal:

- Investigate best practices in grading and increase consistency in grading practices throughout the building
- Tie a functional Rtl model into this goal, allowing us to effectively respond when kids are not learning

### UPDATE (as of 11/2/09):

*We have begun to assemble a subcommittee composed of numerous teachers who will be investigating best practices in grading. At this point, we have seven teachers who have expressed interest, and we will likely be expanding it to nine to cover most departments. Peter Diedrich has taken the staff lead on this subcommittee.*

*Our second subcommittee which is addressing the Rtl model is being led by our school psychologist, Meaghan Hannibal. We believe our advisory time setup with the tiered interventions including directed study (and hopefully soon to include a 9<sup>th</sup> and 10<sup>th</sup> grade literacy intervention piece – see REACh below) have already begun to address some of this need.*

*As a staff, we will be utilizing most of November’s staff meeting to analyze results from our 1<sup>st</sup> quarter exams, and compare the success/failure data derived from those exams with the previous years’ data.*

**Goal 2: We will increase positive relationships between students and adults in the building (exact percentage yet to be figured), as measured by pre- and post- student survey/interview data.** [Alignment to district goal: Safety and Security -- Create and maintain an environment that protects students, staff, visitors and facilities.]

Objectives for this goal:

- Continue to evaluate our study hall/directed study/advisory system, and its impact on students’ perceptions as well as academic impact
- Investigate/brainstorm homeroom models, and/or similar models of student-adult interaction that would foster more relationships and better connections between adults in our building and “fringe” students

### UPDATE (as of 11/2/09):

Our first major action of this goal will be to gather baseline data in the form of a student survey the first week of December. Although the majority of staff believes there is more we could be doing to connect with students and create better relationships with students, we are unsure how students feel about this, and we do not have consensus regarding how to best tackle this idea. We will know more in early December.

**Goal 3 (REACH): Our primary REACH goal is a selected/targeted reading and literacy intervention for primarily 9<sup>th</sup> graders based on MAP data from last school year.**

**UPDATE (as of 11/2/09):**

We have begun to look at MAP data and identify students, and are planning on implementing a progress monitoring system utilizing SRI (Scholastic Reading Inventory) and fluency probes to gauge progress for our targeted students. We will likely be utilizing 9<sup>th</sup> and 10<sup>th</sup> graders in this intervention, with the hope of having good data for students 9<sup>th</sup> through 12<sup>th</sup> grade in two years. Kim Stieber-White has taken a staff lead on this and has agreed to help us utilize the LMC as our primary assessment center.

**Evansville Community School District  
Student Services Board Report  
November 10, 2009**

*Theresa G. Daane, Director of Student Services*

**Topic Focus: Staffing Update**

Early in the 2008-2009 school year it was brought to the attention of the school board that special education staff had caseloads, which for the most part, exceeded guidelines for teachers of students with disabilities. In October 2008, the School Board approved the posting of an additional special education teacher position at Theodore Robinson Intermediate School, the building with the greatest needs at that time.

At the October Finance meeting we discussed that additional support would be needed at the intermediate, and high school levels as well as a need for additional speech pathologist time. The Board ultimately approved the addition of a .6 FTE speech pathologist, a one-year special education teacher at the intermediate level and moving a special education teacher position from the elementary to high school level.

The following tables summarize the caseloads, based only upon the number of students, on each staff member's caseload. This data represents a moment in time snapshot, with caseloads fluctuating frequently at any point in the year due to students moving into and out of the district. In addition, students may be dismissed or evaluated and placed in special education at any point in the school year.

**Impact of special education staffing changes**

Grade	08/09 Caseload	Statewide Recommended Maximums	08-09 Amount Above or Below	09/10 Caseload	Statewide Recommended Maximums	09-10 Amount Above or Below
Decker Grades K-2	11	7-12	Within Range	12	7-12	Within Range
Belz – Grades K-2	13	7-12	+1	11	7-12	Within Range
Lamers – Grades K-2	8	7-12	Within Range	N/A	7-12	Position moved to High School
Ludeman – Grades 4-5	16	7-12	+4	11	7-12	Within Range

Nimz – Grade 3 Inclusion Room	15	7-12	+3	8	7-12	<b>Within Range</b>
Wopat – Grade 4 Inclusion Room	15	7-12	+3	11	7-12	<b>Within Range</b>
Krohn/Lemke – Grade 5	14	7-12	+2	11	7-12	<b>Within Range</b>
Michelle Mitchell	New position for 1 year	7-12	<b>N/A</b>	12	7-12	<b>Within Range</b>
Kincaid – Grade 6	17	8-15	+2	14	8-15	<b>Within Range</b>
Drake/Fjeldstad – Grades (CD emphasis)	12	8-15	<b>Within Range</b>	12	8-15	<b>Within Range</b>
Dietrich – Middle School	16	8-15	+1	12	8-15	<b>Within Range</b>
Smith – Grade 8	13	8-15	<b>Within Range</b>	14	8-15	<b>Within Range</b>
Katzenmeyer High School CC	23	8-15	+8	18	8-15	+3
Mills – High School CC	22	8-15	+7	17	8-15	+2
Kuhn – High School CC	20	8-15	+5	18	8-15	+3
Janquit – High School EBD	24 (4 on a partial day)	10-16	+8	14	10-16	<b>Within Range</b>
Mike Maves - EBS	New Position moved from Levi	10-16	<b>N/A</b>	12	10-16	<b>Within Range</b>
Whitmore – High School CD/CC	12	8-11	+1	9	8-11	<b>Within Range</b>

Near the end of the 2008-2009 school year you will note that only four of 16 special education teacher caseloads fell within the recommended caseload ranges. At the start of this school year, 14 of 17 positions fall within the recommended caseload ranges.

\*Please note that the role of the special education teacher varies greatly from that of an educational assistant. Currently there is a need to add one special educational assistant due to the move in of a high need student, with a second possibly being needed for other new students to the District.

**Impact of additional .6 FTE speech pathologist**

Speech Therapist	Grade Level	Caseload 08-09	Recommended Range depending on level of impairment	Range 08-09 Amount Above or Below	Caseload 09-10	Range 09-10 Amount Above or Below
Mindy Johnson	ECE-2 <sup>nd</sup> grade	43	15-35	+ 8	33	Within Range
Lisa Standish	Grades 2-5	42	15-35	+7	32	Within Range
Kiara Krohn	Grades 5 - age 21	43	40	+3	41	+1
Lindsey Wilder	ECE – Grade 2	New Position	9-21	N/A	16	Within Range

The additional speech pathology position has permitted three of the four caseloads to fall within recommended ranges. Due to the number of students that are on consult or receive low levels of service, that caseload is appropriate.

**Professional Development:**

October 28, 2009 – Non-Violent Crisis Intervention – Fifteen staff members from Levi Elementary School completed training in crisis intervention and personal safety strategies. This professional development opportunity also provided staff with time to discuss forming and implementing a crisis response team.

November 17-18, 2009 – The State Superintendent’s Council on Special Education Leadership

November 18, 2009 – Rock County Transition Advisory Committee meeting

November 19, 2009 – Positive Behavior Intervention and Supports - An Administrative Overview, Pupil services staff from the K-5 level will attend

**Other Events:**

November 10, 2009 - Resiliency and Coping in Your Child, Sponsored by PENG

On November 10th we welcome three community professionals as a panel to discuss resiliency and coping in children. As our community recovers and heals from recent tragedies and losses, we hope to shed light on proactive approaches to help our kids. Taking a strengths perspective with sensitivity to issues of attachment, protective and risk factors will be discussed toward developing three concrete strategies toward nurturing and emboldening coping skills in youth. Practical resources and suggestions will be offered, paving the way toward the next session, which will cover QPR training. Please join our three community professionals for this discussion: Brad Munger, Rock County Crisis Intervention Supervisor; Tera O'Connor, Rock County Family Crisis Supervisor; and Verlene Orr, Janesville Public Schools YES (Youth Emotional Stability) Coordinator.

November 16, 2009 – State Superintendent’s Council on Special Education will hold a public forum from 5-7:00 p.m. at the Marriott’s West, in Middleton, WI

*Evansville High School*  
*Associate Principal/Athletic Director*  
**School Board Report**  
**November 2, 2009**

**ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:**

- October Attendance Rates
  - 93.81 % **(2008 = 93.60)**
  - 93.81 % + Excused Absences = 99.63 % **(2008 = 99.27)**
  - 00.37 % Unexcused Absent **(2008 = 00.73%)**
  - 2 Habitual Truant Referrals **(2008 = 0)**
  - **Total Habitual Truant Referrals 2009-10 school year = 2 (2008-09 = 0)**
  
- October Discipline Summary
  - 130 **(11.4%)** Discipline Referrals **(2008 = 156, 16.0%)**
  - 10 **(2008 = 10)** Students Suspended Out-of-School = 10.25 Days **(2008=13.00)**
  - 11 **(2008 = 10)** Students Suspended In-School = 17.00 Days **(2008 = 7.00)**
  - 91 % of students receiving attendance related detentions served their assigned detention(s) in October (33 attendance related detentions/ 3 no shows).
  - 2 **(2008 = 3)** Student received a truancy citation referral in October.
  - **Total of 5 (2008 = 4) students have received a truancy citation referral in the 2009-10 school year.**

**ANNOUNCEMENTS/UPCOMING EVENTS:**

- Winter Sports Begin:
  - Boys Basketball-Monday, November 16<sup>th</sup>
  - Wrestling-Monday, November 16<sup>th</sup>
  - Girls Basketball-Wednesday, November 18<sup>th</sup>
- Congratulations to all the fall sports teams (poms, cheers, boys and girls cross-country, boys soccer, volleyball and football) for their entertaining performances.

School Board Report  
November 9, 2009  
Curriculum Topic: District Assessment Data

Evansville Community School District  
Office of Curriculum and Instruction  
*Paula J. I. Landers, Director of Instruction*

This month the Board Packet includes student assessment data from a variety of sources, each having their own purpose, criteria, and educational implications. We know that data from multiple sources provides a well-rounded illustration of the academic performance of our students. The assessment data presented this month provide a “snapshot” of student performance for the 2008-2009 school year.

### **Student Achievement Guarantee in Education (SAGE):**

The SAGE program was implemented in Wisconsin in 1996 with the goal of improving student academic achievement in the primary grades. SAGE is driven by four school improvement strategies:

- class sizes of no more than 15:1 in grades K-3;
- increased collaboration between schools and their communities;
- implementation of a rigorous curriculum; and
- improved professional development and staff-evaluation practices.

The SAGE performance objectives detailed in the data packet were developed at Levi Leonard Elementary School by a representative group of educators and community members. The goals, which are tied to our District alignment documents, are grade level specific and are revised biennially. Teachers in each grade level develop “common assessments” – the same test is used by everyone – to measure student academic progress.

The mathematics data indicate that kindergarten students achieved at the target level of performance in five of the nine goals. First graders achieved the target level in eight of eight goals, and second graders achieved six of seven goals. This snapshot cannot indicate deficiencies in curriculum or instruction, but it would suggest that the reason the desired number kindergarteners did not meet the target goal is due to the differing developmental levels among students – student readiness to learn. When goals were not met, it was by a shortcoming of 1-3% which translates to 1-4 students.

The reading, language arts, and media data indicate that kindergarten students met performance targets in seven of eight academic goals, first grade met the targets in eight of eight goals, and second grade reached nine of ten goals. In both kindergarten and second grade, reading process goals were unmet. The data again suggest that student readiness to learn could be the reason. The shortcoming was by a margin of 1-2%, translating to 1-2 students.

### **Measure of Academic Progress (MAP):**

The MAP test is an assessment that tracks student academic progress over the course of a year. It is administered electronically to students in grades 2-8, can be administered up to three times a year, and is used diagnostically (to inform teachers regarding a student’s current level of academic performance) and prescriptively (to direct teachers in developing intervention and extension materials for students of all ability levels). The MAP assessments correspond to the state standards and allow districts and schools using this tool to predict student success on state mandated assessments, like the WKCE.

The MAP classifies student performance level on a “RIT” Scale (for Rasch Unit), which describes in detail student academic skills. The assessment sorts students into one of four categories by providing test items that isolate skill strengths and deficiencies. MAP also projects student growth targets based upon census data and student responses to test items from participating districts. Students are classified by the MAP into one of four categories:

- Category A: below growth targets and below proficiency levels
- Category B: below growth targets and above proficiency levels
- Category C: above growth targets and above proficiency levels
- Category D: above growth targets and below proficiency levels

These categories allow educators to more specifically prescribe instructional interventions and extensions for students, but also help to explain why schools do or do not achieve the MAP projected growth and achievement targets.

The Student Growth District Summary Fall 2008-Spring 2009, illustrates the academic growth of students over the course of the academic year. The shaded columns illustrate the actual growth of students (progress from one RIT band to another) in each grade level. The dark line represents the projected growth target for grade levels as calculated by MAP.

In mathematics, grades two and five met the MAP growth target. In reading, grades two, three, five, six, seven, and eight met the growth target. And in language usage, all grades met the MAP growth target. Student growth in reading and language usage is consistent with MAP expectations. This indicates that students are responding positively to teacher instruction and interventions at all grade levels. Growth in mathematics needs additional explanation.

In mathematics, the mean RIT from fall 2008 to spring 2009 increases across all grade levels, indicating that academic growth is occurring. What this table and corresponding graph do not illustrate is the number of students in categories A and B (below growth categories) that affect the growth mean. The NWEA District by Grade report indicates the percentage of students in each of the designated categories. Grades three, four, six, and seven have the highest percentage of students scoring in the low growth categories. Grade eight is not reported on this table. This correlates exactly to the grade levels that did not achieve the predicted growth target. So, while growth is apparent, the numbers of students and the rate of their growth impacts grade level means. The educational implication is that additional mathematics interventions will be required to develop student skills and promote academic growth in mathematics.

#### **Wisconsin Knowledge and Concepts Exam (WKCE):**

The WKCE is Wisconsin's state mandated assessment that reports a snapshot of student achievement to the federal government as a requirement of the Elementary and Secondary Schools Act (ESEA), otherwise known as No Child Left Behind (NCLB). This assessment is based upon the Wisconsin Model Academic Standards in mathematics, science, reading, language arts, and social studies. Schools must guarantee student achievement on the WKCE based upon the number of students scoring at advanced and proficient levels on the assessment. As outlined in the ESEA, a certain percentage of students must score in this range for schools to make Adequate Yearly Progress (AYP) – in 2009-2010 this percentage is 74% proficient and advanced in reading and 58% proficient and advanced in mathematics. Next year those percentages will increase to 80.5 and 68.5 respectively.

The Annual Review of District Performance Reports provide data on AYP for each school. Evansville student performance met the AYP goal in all areas except for one: reading achievement for students with disabilities at the intermediate level. While 87% of non-disabled peers scored proficient and advanced in reading, only 43% of students with disabilities scored at that level. Implications for instruction include providing additional reading instruction to students that need it, developing IEP goals that target reading skills (if appropriate), a reexamination of which students should take the WKCE and which should take the Wisconsin Alternative Assessment for Students with Disabilities (WAA-SwD), and reconsidering instructional delivery models for students with disabilities.

Reviewing the 2008 aggregate graphs for each grade level, and keeping the AYP figures for 2010 in mind, Evansville students are scoring at acceptable levels in reading and mathematics. 2008 percentages of students scoring advanced and proficient in reading range from 78% in grade five to 92% in grade six – above the 2009-2010 federal target of 74%. With continued attention to reading growth and proficiency, student achievement should reach the mandated 80.5% mark for 2010-2011. 2008 percentages of students scoring advanced and proficient in mathematics range from 73% in tenth grade to 88% in fifth grade – well above the 2009-2010 federal target of 58%. Looking ahead to the 2010-2011 target of 68.5%, students are already achieving at a level commensurate with this goal.

### **ACT:**

Originally, ACT was the acronym for American College Testing. In 1996 the company simplified their name to ACT because of the universal understanding of the ACT as a college readiness exam and the breadth of assessment and career information and services provided by the company.

The ACT test evaluates students on college and career ready standards in the core areas of English, social sciences, literature, mathematics, and science. Student performance data is reported in terms of a student's college readiness, academic achievement relative to career interests, academic achievement relative to national scores, and how student interests match to national levels of academic achievement – that is to say, if you score very high in mathematics and want to work in visual arts, how do your achievement scores correlate with others that choose to pursue that career goal?

Looking at the five year trend for ECSD, increasing numbers of EHS students have chosen to take the ACT exam, from 75 students in 2005 to 91 students in 2009. District scores in English, mathematics, reading, and science are on par with state averages, showing an increase in performance level from 2005 in most subject tests.

Based upon the college readiness targets established by ACT, the 2009 data indicate that EHS students score as well as their peers across the state in English composition and college algebra. EHS students score slightly below the state averages in college social sciences and college biology. Anticipating this data, the District has revised the social studies curriculum and high school credit requirements to ensure that all students are instructed in the Wisconsin Model Academic Standards and that academic rigor across all social studies courses is increased. Additionally, the District implemented a rigorous advanced biology course for the 2009-2010 school year, which can also become an Advanced Placement course if necessary.

Because ACT reports on the college and career readiness of American high school students, they champion rigorous instruction across all aspects of a disciplinary area. The District ACT report outlines achievement levels for students taking three or more years of mathematics and science. EHS students score on par with state figures on this data point – EHS students taking three or more years of math and science score as well or better than students across the state who have had the same courses in their high school.

### **Advanced Placement Courses (AP):**

Advanced Placement courses are sponsored by the College Board, creators of the PSAT and SAT assessments. In order for a course to be considered "AP", teachers must develop, submit, and receive approval on a course syllabus that meets the content criteria established by the College Board. Students completing an AP course have the opportunity to take the AP exam, which is developed and graded by the College Board and administered at school sites under standardized conditions. Exams are graded on a scale of 1 to 5. Students achieving a score of 3 or higher are eligible for college credit.

Since 1999, the number of different exams that Evansville students have written has increased. In 1999, students took four different tests. By 2004, the variety of tests taken had increased to six, and by 2008 the variety of tests numbered eight. The variety of tests taken by students is influenced by high school course sequence, instructor certification, student interest, on-line options, and graduation cohort norms. The recent increase in tests taken is in part fueled by students accessing youth options programs and on-line instruction.

Mathematics: Calculus remains a popular exam, but with inconsistent student success. Students have tackled the Calculus AB exam every year since 1999. Prior to 2007, passing rates varied from 0% to 83%. Since 2007, fourteen students have taken the Calculus AB exam and six of them have passed – a rate of 42% over three years. Calculus BC, advanced calculus, is not taken annually. The average passing rate for this exam is 75% - three of four students passed in the three years that it was administered. Statistics was first taken by a student in 2009, and who passed the test for a 100% passing rate.

Science: With the exception of Biology, success rates on science exams have trended upward. Recent curriculum changes may inspire a renaissance in Biology test-takers. The AP Chemistry test has been offered in 5 years. Prior to 2007, the passing rate was variable between 17% and 50%. After 2007, thirteen students took the exam and nine passed – an average passing rate of 69%. Physics B was offered in four years prior to 2007. Students had a mean passing rate of 62.5%. In 2008, one student took the exam and passed it, for a 100% passing rate. Biology was taken in three years, all before 2007, with the mean passing rate of 39.3%. The implementation of advanced biology in the 2009-2010 school year will mean that students who wish to attempt the AP biology exam will have appropriate preparation. If student demand dictates, the advanced biology course can be easily upgraded to AP with the existing text and materials. Environmental science was taken in 2009 by four students. Three of the four students passed for a 75% passing rate.

Social science: Social science test success has been variable. Students have prepared for these exams through on-line instruction. Students taking AP exams in U.S. History and Government have experienced a 55% average passing rate over the 6 years students have taken the history exam and 70% passing rate over the 5 years students have taken the government exam. AP Psychology has been taken annually since 2004. The mean passing rate prior to 2007 was 83%. Since then, four students have taken the exam and three have passed – a passing rate of 75%.

English: The passing rate for students in the AP English sequences has been trending upward. In English Literature and Composition, prior to 2007, students passing rates averaged at 72%, with the test being taken annually since 2003. After 2007, 34 students have taken the test and 26 have passed – a passing rate of 76%. In English Language and Composition, students took the exam annually since 2006. From an initial passing rate of 75% in that year, thirty two students have taken the exam with 26 receiving a passing score – an 84% passing rate.

Generally speaking, EHS students have been taking more AP exams since 1999 and more students have been passing them. Increasing academic rigor in all core content areas will support increased numbers of students able to tackle advanced level courses. Improved college and career ready skills will mean that ECSD students can compete more effectively in the college or career of their choice. The District and community challenge is continue to encourage and support programming that will prepare students at a higher level so as to ensure the post-secondary success of our graduates.