

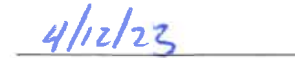
ENDS MONITORING REPORT

April 12, 2023

I certify that the information contained in this report is true and that any assertions made are reasonably based upon available evidence.



Superintendent



Date

Contextual Background

Covid Recovery

The COVID pandemic had a dramatic effect on the validity of statewide academic performance data and on the ability to compare that data from year-to-year.

- 2018-2019 The last normal year for statewide testing.
- 2019-2020 No Statewide testing was performed; start of COVID pandemic.
- 2020-2021 Schools operated using either a remote or hybrid modality. Instruction was constantly disrupted by the need to quarantine; individual schools were often shut down. The state warned that testing during this year was unreliable as most schools did not meet the required participation threshold of 95% (our district exceeded the threshold).
- 2021-2022 Students were in person, but instruction was constantly disrupted by COVID surges, COVID snow days, and class cancellations due to quarantine. *Since Ends reports look at the year behind, this is the year this Ends Report documents.* As of this writing, the Agency of Education still has an embargo on State testing data for this year with no explanation of why.

Since many of the Ends interpretations were created using state data as evidence, this has created problems both in the timeliness of Ends reporting this year and in the ability to make final judgements about student performance (many use the state averages as the standard of comparison).

Looking Ahead

Since student data can fluctuate from year-to-year, looking at trends over time is critical to determining the impact the district's initiatives are having on student performance. The state has not administered its testing in a consistent enough manner to gain true longitudinal data (it takes 3-5 years to establish a trend).

- In 2015, the state changed the assessments it used for State Testing from NECAP to SBAC.
- In 2018 it changed which high school grades take the statewide assessments.
- In 2019 it adopted a new science assessment the VTSA.
- In 2020 the state did not administer its assessments.
- In 2022 no state data was released; it is still embargoed.

- In 2023 the state has done away with the SBAC and the VTSA and is replacing them with a new assessment system run by Cognia. This change was made with six months notice to districts.

It is impossible to make truly meaningful judgements on such data because what is being collected changes from year-to-year: comparing apples to oranges.

Current Work

Given the uncertainty around the meaningfulness of state data, the district has been onboarding our own internal assessment systems with Track My Progress (TMP) and STAR 360 at the forefront. Both systems evaluate student progress on the Common Core Standards and provide staff with real time data so that they can adjust instruction based on student performance. We use two different systems because individually they do not cover all grades. TMP is used through grade six, and STAR 360 is used at the middle-high school.

The curriculum teams this year have been working on re-interpreting the Ends and re-evaluating which assessments they will use to provide evidence of student progress, especially given the inconsistency of the state assessment system. Their new Ends interpretations will completely replace the current ones over the next two Ends reports.

OSSD ENDS Statement

Policy Title 1.0 Mission Statement: Students have the knowledge, skills and tools to be prepared for the next stage of their lives, which justify the resources invested by the community.

Further, our core focus is on the following:

1.1 Critical thinking: Students creatively apply experiences and critical analysis to solve problems and make informed decisions.

1.2 Foundational Knowledge: Students possess comprehensive knowledge of a core curriculum in the following areas:

1.2.1 Reading, writing and communication

1.2.2 Mathematics

1.2.3 Science

1.2.4 Social studies

1.2.5 Life Skills

1.2.6 The Arts

1.3 Ability to Adapt: Students are adaptable, resilient and can manage change.

1.4 Information Technology: Students use and apply information and technology appropriately, effectively and objectively.

Policy Preamble: *Students have the knowledge, skills and tools to be prepared for the next stage of their lives, which justify the resources invested by the community.*

Interpretation: I interpret the Ends policy preamble as meaning that the district will pursue educational activities and programming that will ensure all students grow or acquire proficiency

in the Common Core Standards, the Next Generation Science Standards and the 21st Century Skills.

I further interpret the clause, “which justify the resources invested by the community,” as a constraint to how many Ends the district can afford, in a monetary sense, to pursue at one time. Given the starting point of the district, pursuing any of these Ends has a significant cost; pursuing all of the Ends at the same time may result in a budget increase that is higher than can be borne or justified to the community. That said, the district in 2022-23 engaged in work on all of the Board’s Ends.

Therefore, I interpret the preamble as directing the district to pursue as many of the Ends as the budgeting process will support until 1) they have crossed a pre-set threshold of achievement, and 2) they are self-sustaining.

Given this, I interpret that the district complies with this policy when one of the following two conditions are met:

1. Ends that have progressed beyond their achievement thresholds are self-sustaining; that is, they require only minimal additional budgetary support to maintain a steady state above the threshold, and they have exceeded the threshold for three consecutive years. These Ends are called **Mature Ends**.
2. Ends that are currently the focus of significant improvement efforts, called **Critical Ends**, are showing trend lines that indicate they are approaching their pre-set achievement thresholds.

By way of identification, Ends that are neither **Mature** nor **Critical** are called **Prospective Ends**, which indicates 1) they will be pursued in the future when limited resources can be shifted to support their achievement, or 2) they are actively being pursued but are not yet in a state that allows the generation of achievement data (e.g. because the curriculum team is currently developing the assessment tools to be used).

Rationale: During the final decades of the Twentieth Century, corporate, political, and educational leaders recognized that the economic foundation for prosperity in the United States was slowly shifting from a labor and production model to one based on digital information sharing and high technology. Since that recognition, governmental, academic, and corporate entities have worked together to deeply research the skills needed by the next generation of students if they are to succeed in this new economy.

The research identified two separate types of skills that are both equally needed by the modern world. The 21st Century Skills represent the personal abilities and inclinations that are required: analytical reasoning, problem solving, teamwork and communication. While the Common Core and Next Generation Science Standards (NGSS) represent the content-based academic knowledge that is required. It was determined that proficiency in both realms is requisite to preparing students to navigate the current rapidly evolving digital society. These skill and

content standards, if mastered, will, by well-researched design, fully prepare students for the next stage of their lives.

Evidence: Given the impact that the COVID pandemic has had on the validity and reliability of the data used in this report – especially the data taken from State assessments, it is impossible to reliably determine compliance on all enumerations of this Ends Policy. Further, the State’s failure to provide official 2022 testing data, combined with its failure to use a consistent assessment system over a period of three or more years makes it difficult to establish or interpret improvement trends.

Provision #1.1 (Mature End) Critical Thinking: *Students creatively apply experiences and critical analysis to solve problems and make informed decisions.*

Interpretation: All graduating seniors whose educational programming has not been modified by an educational plan (IEP, 504, ESP) will achieve a score of proficient or higher on all assessed categories of their senior project: the paper, the portfolio, the product, the display, and the defense.

Rationale: To, “...be prepared for the next stage of their lives,” students need to have the requisite skills to survive in the information age. Those skills, often referred to as the 21st Century Skills, are the core competencies students need to possess to thrive in their post-secondary lives with critical thinking being identified as the most needed aptitude.

Assessment of student performance on the senior project is an ideal means to measure achievement of this End as it requires students to apply what they have learned across their OSSD careers to solve unique problems. Further, students must communicate their process and findings effectively using appropriate technology to explain their solutions. Because of this, the senior project rubric evaluates students on all the components related to critical thinking and is uniquely suited to measuring achievement of this End.

Evidence: In 2021-22, all graduating seniors whose programming was not modified by an educational plan achieved proficiency on their senior project. In addition:

- 50% of graduating seniors earned “Exceeds” on at least one category
- 30% of graduating seniors earned “Exceeds” on at least two categories
- 7% of graduating seniors earned “Exceeds” on all five categories

This provision is in compliance.

Provision # 1.2.1 (Critical End) Foundational Knowledge: *Students possess comprehensive knowledge of a core curriculum in the following areas: reading, writing and communication.*

Interpretation: This provision will be considered a Mature End when the percentage of district students achieving proficiency in grades three-through-nine collectively, are within three percentage points of the state on the English Language Arts SBAC (Smarter Balanced Assessment) for three consecutive years.

This Critical End will be considered in compliance if it shows improvement over time relative to the achievement threshold outlined in the paragraph above.

Rationale: The SBAC was chosen as it tests student achievement on the Common Core English Language Arts (ELA) standards, and proficiency on the Common Core was interpreted as a requirement for compliance with the overall Ends policy (see preamble rationale).

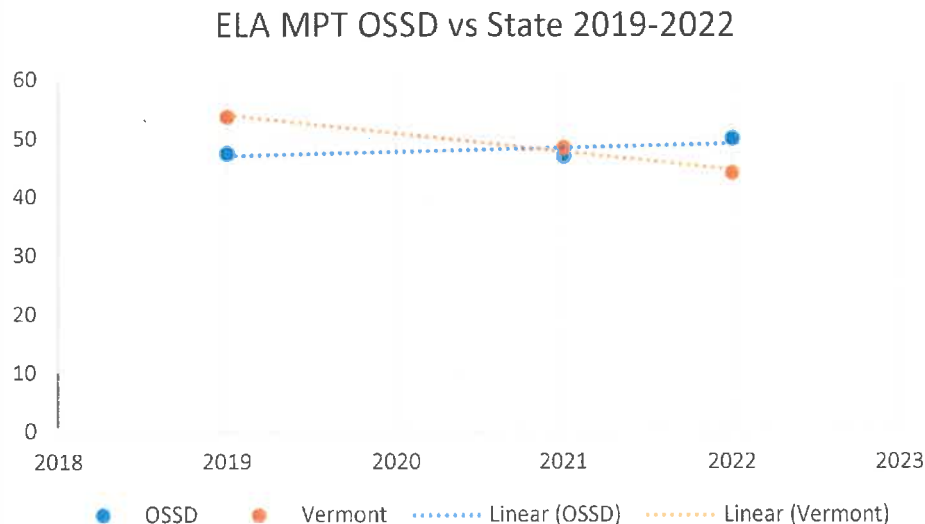
In 1997 Vermont signed into law Act 60, which was designed to equalize spending and educational opportunity across the state. Because funding correlates to student achievement¹, equal funding should also equalize student performance on standardized tests. This is especially true in a state like Vermont that controls and mandates much of the educational process. Therefore, the state average was chosen as the compliance threshold for this provision.

In terms of including the three-percentage point variance, all assessments, including the SBAC have measurement error; that is, the total variance in scores that would be seen if the same students took the test several times. In terms of the percentage of students reaching proficiency, that variance typically amounts to about three percentage points². Therefore, no achievement difference can be claimed when, for example, 55% of students achieve proficiency on the one hand, and 58% of students achieve proficiency on the other hand, because both amounts fall within the expected variance range that would be caused by measurement error.

¹Unless funding is used to increase the focus on higher order thinking skills, then additional funding will have a limited impact on student achievement unless that funding is significant.

²Assumption based on MCAS research as the two assessments are very similar and contain similar variance in their raw scores.

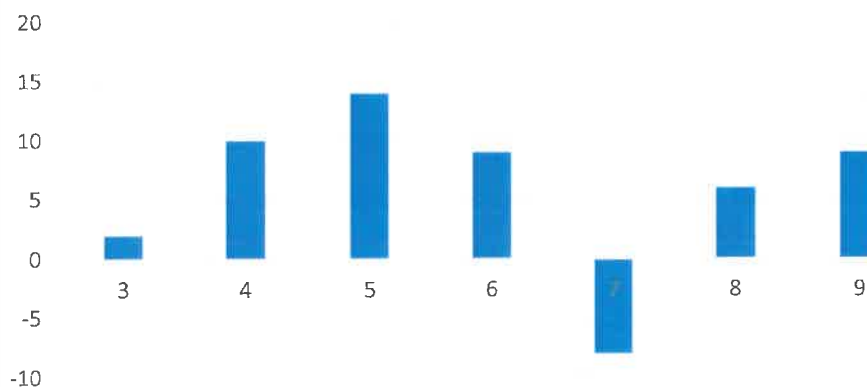
Evidence: The ELA SBAC was administered in the spring of 2022, while we have individual student data, the state has not released official school level or state level data. Given this, comparing our results with that of the state is difficult. We were able to compile the data below and make the following interpretations by using preliminary 2022 data the state provided when responding to press questions.



In the graph above, you can see the percentage of OSSD students who achieved ELA proficiency over the past four years, three of which were impacted by COVID, versus the State of Vermont:

- The district has shown improvement during the COVID years, and students are performing better than they were in 2019, the last normal year before the pandemic.
- The trendlines show the OSSD improving over the COVID years, while the state's performance declined rapidly.

How far we are Outperforming the State 2022 by Grade



The chart above shows how much we are outperforming/underperforming the state by grade in 2022. For example, 14% more of our fifth graders are achieving proficiency compared to the state. Grade seven is the only grade that is trailing behind the state, but it has been catching up over time: in 2019 it trailed the state by twenty-one percentage points, it is currently trailing by eight percentage points.

I report compliance.

Provision # 1.2.2 (Critical End) Foundational Knowledge: *Students possess comprehensive knowledge of a core curriculum in the following areas: mathematics.*

Interpretation: This provision will be considered a Mature End when the percentage of district students achieving proficiency in grades three through nine collectively are within three percentage points of the state on the mathematics SBAC (Smarter Balanced Assessment) for three consecutive years.

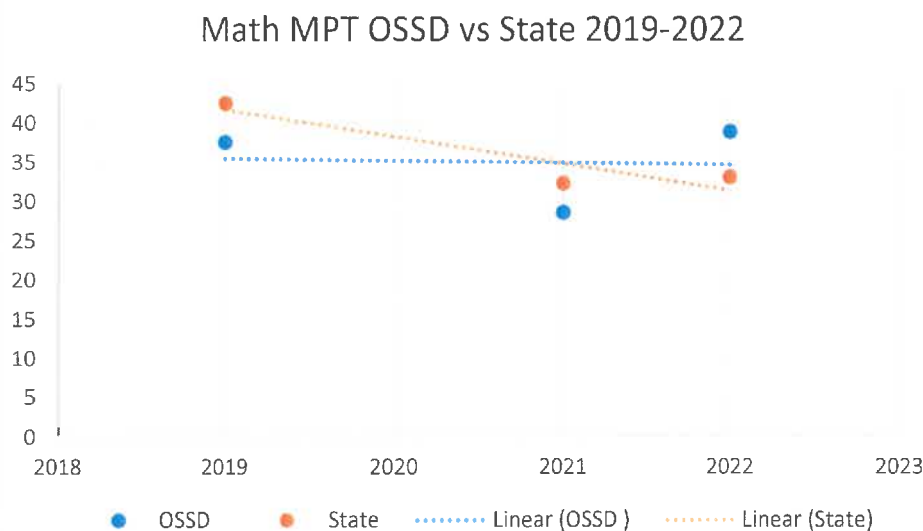
This Critical End will be considered in compliance if it shows improvement over time relative to the achievement threshold outlined in the paragraph above.

Rationale: In addition to the rationale already presented in 1.2.1 above, the SBAC is an ideal assessment tool to measure students' foundational knowledge as it is a criterion-referenced test: it measures how well students have mastered a well-defined set of mathematical skills and

content. Further, it is designed to test mastery of the Common Core standards which were created specifically to ensure that students are prepared to either enter the 21st Century workforce or top tier post-secondary programs. Lastly, the SBAC is already mandatory, meaning that additional time does not need to be taken from students in order to collect data relative to this End. Its weakness is that in Vermont, it is a “no-stakes” test; therefore, scores on the assessment may not accurately reflect student mastery of mathematics because there is no consequence for poor performance and students may not be motivated to try their best. This has been evidenced in our district by the number of students who spend less than 5-10 minutes on these exams – a remnant of the old culture that downplayed the importance of the state assessments.

A final benefit of the SBAC is that it provides both a criterion-reference score (CRS), how much of the total expected content and skills each student has mastered, and a standards-referenced score (SRS), what level of proficiency each student achieved based on the portion of the content they know. The CRS is the scaled score and the SRS is the achievement level (I, II, III, and IV). The CRS is useful for determining growth over time, the SRS indicates if a student is considered to have mastered the required content in a subject area.

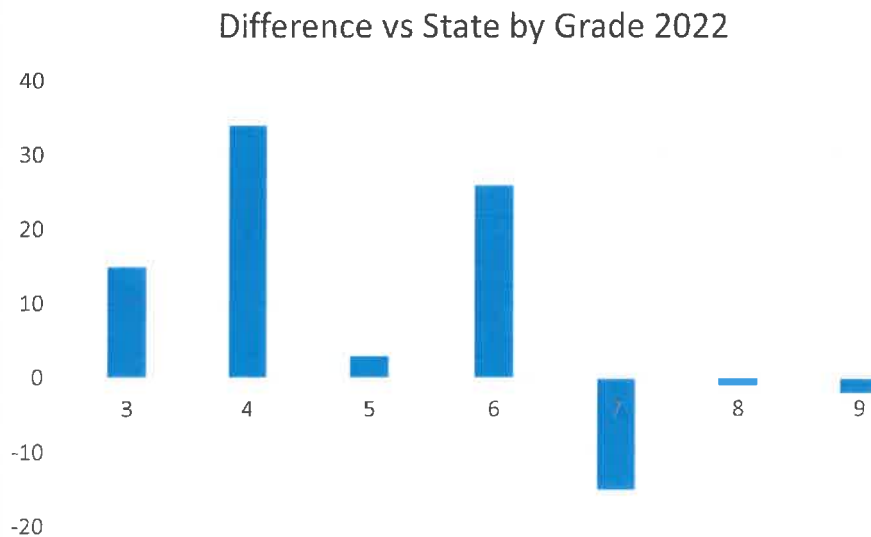
Evidence: The mathematics SBAC was administered in the spring of 2022, while we have individual student data, the state has not released official school level or state level data. Given this, comparing our results with that of the state is difficult. We were able to compile the data below and make the following interpretations by using preliminary 2022 data the state provided when responding to press questions.



In the graph above, you can see the percentage of OSSD students who achieved mathematics proficiency over the past four years, three of which were impacted by COVID, versus the State of Vermont:

- The trendlines show that the OSSD stayed steady in terms of mathematics achievement while the state declined markedly during the COVID pandemic. The OSSD is doing better than it was pre-pandemic.

- The OSSD is currently outperforming the state by six percentage points. This is the first year looking back to 2015 that the OSSD has outperformed the state in mathematics.
- It should be noted that in 2021, there was an anomaly in the scores from RES that brought our total score down – RES scores dropped dramatically in 2021 and then jumped back up in 2022. We were unable to find a reason for the drop; the quick return to high scores implies that it was not due to an actual loss of knowledge by the students. It may have been due to how the tests from RES were scored by SBAC.



The graph above represents the difference between the percentage of OSSD students achieving mathematics proficiency and the percentage of students statewide achieving proficiency in each grade three-through-nine. For illustration, thirty-four percent more of our fourth-grade population achieved proficiency compared to the state.

- Only grade seven is statically underperforming the state (more than three percentage points below). That said, in 2019, grades 7-9 were underperforming the state by an average of nineteen percentage points, compared to an average of six percentage points in 2022 – this is a significant improvement.

I report compliance because we exceeded the state average in mathematics.

Provision # 1.2.3 (Critical End) Foundational Knowledge: *Students possess comprehensive knowledge of a core curriculum in the following areas: science.*

Interpretation: This provision will be considered a Mature End when the percentage of district students achieving proficiency in grades 5 and 8 are within three percentage points of the state on the Vermont Science Assessment (VTSA) for three consecutive years.

This Critical End will be considered in compliance if it shows improvement over time relative to the achievement threshold outlined in the paragraph above.

Rationale: The VTSA replaced the New England Common Assessment Program (NECAP) in the spring of 2018. Its benefits are identical to those of the SBAC in terms of validity, ability to discriminate between levels of mastery, and minimization of measurement error. It too, is a criterion reference test. In support of the interpretation of the policy preamble and what it means to be in compliance with the Ends policy as a whole, the VTSA incorporates the Next Generation Science Standards (NGSS) as its basis, meaning that it is fully aligned with what current research sets as important for students to know and be able to do in science to prepare them for the, “next stage of their lives.”

Because the NGSS focuses not just on content but also on process, the VTSA will also assess to some degree student’s critical thinking skills, adaptability, and technological literacy, all of which are Board Ends. The process goals of the NGSS are communication, collaboration, inquiry, problem solving and flexibility.

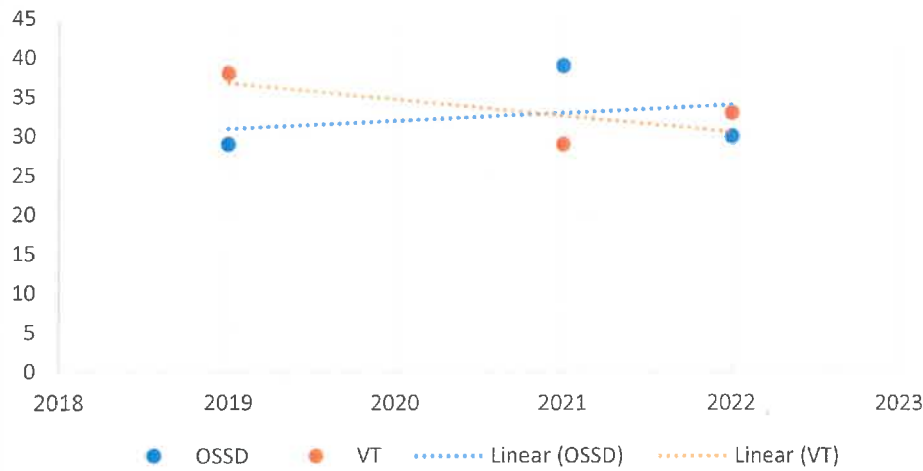
A final benefit of the VTSA is that like the SBAC, it provides both a criterion-reference score (CRS), how much of the total expected content and skills each student has mastered; and a standards-referenced score (SRS), what level of proficiency each student achieved based on the portion of the content they know. The CRS is the scaled score and the SRS is the achievement level (I, II, III, and IV). The CRS is useful for determining growth over time, the SRS indicates if a student is considered to have mastered the content in a subject area.

The assessment is also administered in grade eleven which is problematic for a district such as ours that sends approximately fifty-percent of its juniors to the technical center. Since juniors at the technical center do not take science, they miss a whole year of study prior to taking the VTSA. Therefore, comparison with the state average as an achievement threshold is not realistic considering that the vast majority of eleventh-grade students statewide do not attend a technical center.

Note that the VTSA will be replaced by a new assessment created by the Cognia organization this year: 2022-23.

Evidence: The VTSA was administered in the spring of 2022, while we have individual student data, the state has not released official school level or state level data. Given this, comparing our results with that of the state is difficult. We were able to compile the data below and make the following interpretations by using preliminary 2022 data the state released to the press.

VTSA OSSD vs State 2019-2022



In the graph above, you can see the percentage of OSSD students who achieved science proficiency over the past four years, three of which were impacted by COVID, versus the State of Vermont:

- The trendlines show that the OSSD’s science performance has been improving over time relative to the state.

Difference vs State by Grade

Grade	Difference
5	-3
8	-2

The table above represents the difference between the percentage of OSSD students achieving science proficiency and the percentage of students statewide achieving proficiency in each grade five and eight. For illustration, two percent fewer of our eighth-grade population achieved proficiency compared to the state.

I report cautionary compliance. In 2022-23 significant resources were put into the further development of a K-12 STEM program to bolster the science curriculum work done in 2020.

Provision # 1.2.4 Foundational Knowledge (Prospective End): *Students possess comprehensive knowledge of a core curriculum in the following areas: social studies.*

Note: Beginning at the start of the 2022-23 school year, the social studies curriculum team has been working to develop a revised interpretation for this provision. What is included here is their

current draft – it will be finalized for the next Ends report. Because the social studies team needs to develop their performance tasks and assessment rubrics from scratch, their assessment of student progress will begin no later than the 2024-25 school year.

Interpretation: Student will achieve a score of proficient or higher on four assessments in each social studies class grades 7-12 or will show growth over time towards proficiency. Three of the assessments will be document based question (DBQ), and one will be a core research paper.

Rationale: DBQ are an assessment type used on Advanced Placement exams, they require students to use their own knowledge combined with information from several source documents to answer. The social studies department agreed that document-based question essays (DBQs) and research papers would be the most effective common assessments: “The DBQ assessment has many advantages for our content area. It is rigorous and requires higher-order thinking: students must read, comprehend, and analyze primary sources; they must think critically about the topic, connect/contextualize with prior knowledge and learning, develop an argument, select and analyze evidence, and express themselves clearly in writing. By doing this three times over the course of the year, we will generate rich data that should allow us to chart growth in individual students’ and groups’ skills over the course of the year. We included the research paper as one of our core assessments as well, both because it already happens at each grade level and is aligned to the capstone Senior Project Paper, and because it assesses the same standards as, and builds upon the skill set of, the DBQ assessments.”

Evidence: No current DBQ assessments and rubrics currently exist. The social studies department will begin work on creating these tools during the summer of 2023.

Because this is a Prospective End (currently being worked on), I report compliance.

Provision # 1.2.5 Foundational Knowledge (*Prospective End*): *Students possess comprehensive knowledge of a core curriculum in the following areas: life skills.*

Note: Following a series of listening sessions to determine what basic skills the OSSD community felt were essential, it was determined that the best way to deliver these skills was through the resurrection of the “On Your Own” course that had been a mandatory staple for students up until about a decade ago. The prospective teacher has agreed to update the course curriculum using the essential skills identified during the listening sessions. It should be noted that many of the critical skills identified are already embedded in current courses – those that are not, or which cannot be easily embedded – will be the focus of this course.

This is a work in progress, during 2023-24 the district will evaluate the course roll out and the impact on students. We may decide to create a series of semester courses that are taken at three different grade levels that focus on the skills most pertinent to each age of student: 1) study and executive functioning skills, 2) social interactions and taking care of oneself, and 3) financial, interview, and application skills. Since this may have a significant budgetary impact, we will need to balance this desire with what can be justified to the community.

Interpretation: All students will meet the required standards of the “On Your Own” course as evidenced by a passing grade.

Rationale: It was clear during the strategic planning session that the school community values the idea of the district providing training in basic life skills. The best way to provide these skills is by embedding them in our current curriculum where appropriate and teaching those not already embedded in a standalone course or courses. Students earning a passing grade in such a course is an effective means of evaluating student success; making the course mandatory for all students ensures that all students acquire these skills.

Evidence: Since this is a Prospective End (currently being worked on), I report compliance.

Provision # 1.2.6 Foundational Knowledge (Prospective End): *Students possess comprehensive knowledge of a core curriculum in the following areas: the arts.*

Note: Beginning at the start of the 2022-23 school year, the fine arts curriculum team has been working to develop a revised interpretation for this provision. What is included here is their current draft – it will be finalized for the next Ends report. Because the fine arts team needs to develop their performance tasks and assessment rubrics from scratch, their assessment of student progress will begin no later than the 2024-25 school year.

Interpretation:

All students will produce/perform/present a class project that will be scored with a rubric. The rubric will be designed around the National Core Art Standards (NCAS) and students will need to achieve a score of “meets expectations” in the four areas they support: 1) creating, 2) performing, presenting, or producing, 3) responding, and 4) connecting.

- Graduates will **create** work that shows skill, vocabulary and problem-solving.
- Graduates will **present** meaningful exhibitions and performances.
- Graduates will **make connections** through history and culture.
- Graduates will **respond** critically to the arts through their skills and analysis.

Rationale: The fine arts provide students with social-emotional learning, and gives them an outlet to process and regulate complicated emotions through creative expression and group collaboration. Through Theater, Art, and Music; students will produce evidence that shows a firm grasp of expertise and dexterity. Proof of this is demonstrated as performances, presentations, and displays. Assessing in this way gives students an opportunity to collaborate with their peers and also express themselves individually. These public-facing displays and events allow for a greater degree of community engagement and support.

We, collectively as an arts department, want each RUHS graduate to walk away with reflective and usable goals that will, in turn, create strong and gracious members of the community and society. These essential life goals are what the fine arts department bases their teachings around. Critical thinking and adaptability in the arts engages problem solving and growth through the development of new physical and visual skills. Critical thinking isn’t just about solving a

problem or strategizing for an end result, it is teaching students to think intellectually, ethically and creatively for the best possible outcome.

The class projects and the rubric used to assess them, being based on the National Core Arts Standards, will evaluate the very skills we hope to cultivate.

Evidence: No current rubric currently exists, and the department is currently engaged in aligning the fine arts curriculum with the NCAS. The fine arts department will begin work on creating these tools during the summer of 2023.

Since this is a Prospective End (and a work in progress), I report compliance.

Provision # 1.3 Ability to Adapt: *Students are adaptable, resilient and can manage change.*

Interpretation (Critical End): This End requires multiple data sources to 1) ensure that information from all students contributes to the evaluation of compliance, and 2) to allow the district to prioritize work in a current area of deficiency related to this end: special education and the number of students on IEP's.

- On average, students in the OSSD will have an attendance rate of 90% or higher – this is based on the state's threshold for acceptable attendance.
- The four-year graduation rate will meet or exceed the state average.
- The overall percentage of students served by an individualized education plan (IEP) will not exceed the state average by more than 1%, **or** the average severity of the district IEPs on a six-point scale will decline over time.

This provision will be considered a Mature End when each of the enumerations bulleted above have been achieved for three consecutive years.

This Critical End will be considered in compliance if it shows improvement over time relative to the achievement thresholds outlined in the bullets above.

Rationale: Educational research is clear that the most effective means for students to achieve mastery of content and skills is to spend time with highly qualified teachers. Therefore, it makes sense that attendance is the most important component when it comes to student mastery of the Board's ends. Therefore, attendance is incredibly important, and students who have high rates of attendance show their ability to adapt to one of the primary needs of adult life: consistency and dependability.

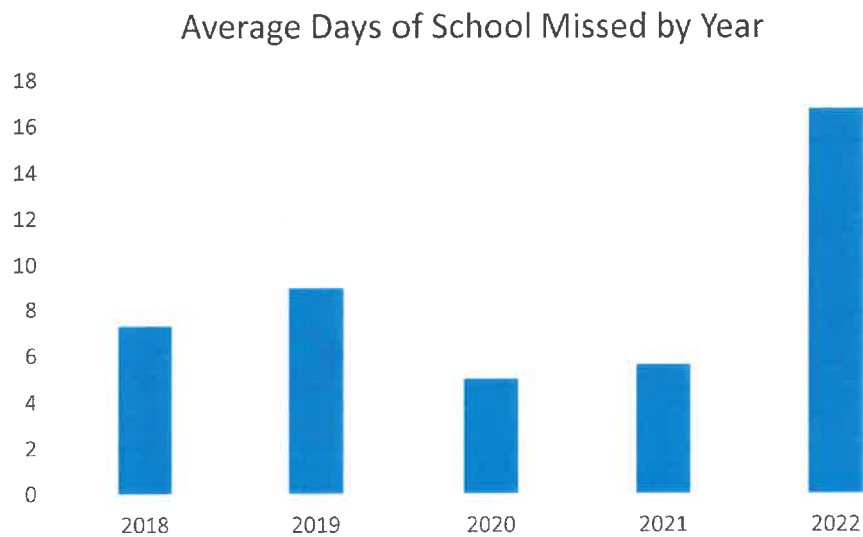
During their high school years, students face an enormous number of challenges academically, socially, and developmentally. Their ability to successfully navigate those challenges is easily measured by the percentage who make it through to graduation, making a district's graduation rate an effective measure of their adaptability.

In general, students with disabilities often need assistance identifying and internalizing strategies for learning that allow them to compensate for the effects of their disability. The act of learning

those strategies and using them effectively enough to either no longer need an IEP or to move along the continuum towards a less restrictive IEP is by its very definition adaptation.

Evidence: Compliance with this provision cannot yet be fully established due to missing data from the state Agency of Education.

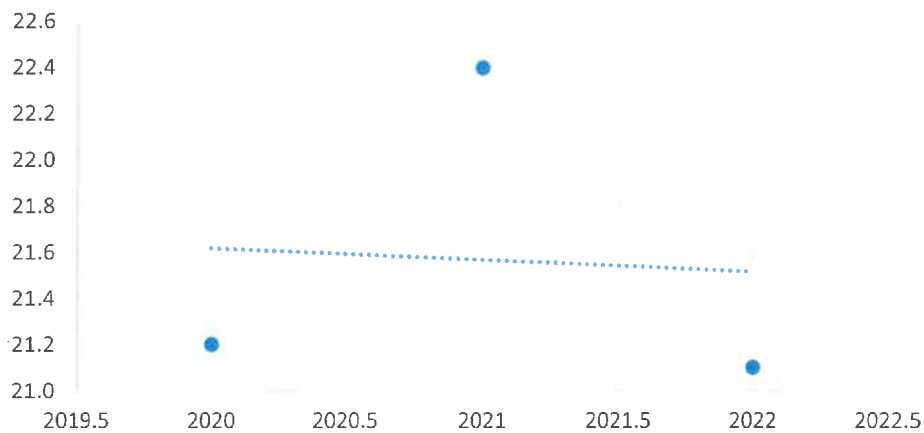
- Data on average daily attendance is skewed due to the impact of Covid during the 2021-2022 school year. Districts were still required to quarantine students and as a result had to shut down entire classes and schools as COVID infection rates fluctuated. We have between 177 and 179 student days per year meaning that on average the students should not miss more than 17.7 days per year for the district to be in compliance.



Even in the midst of the pandemic with all students attending in person where exposure was highest, the district was in compliance with this standard.

- Graduation rates have not been released by the State since 2021, it is unclear why.

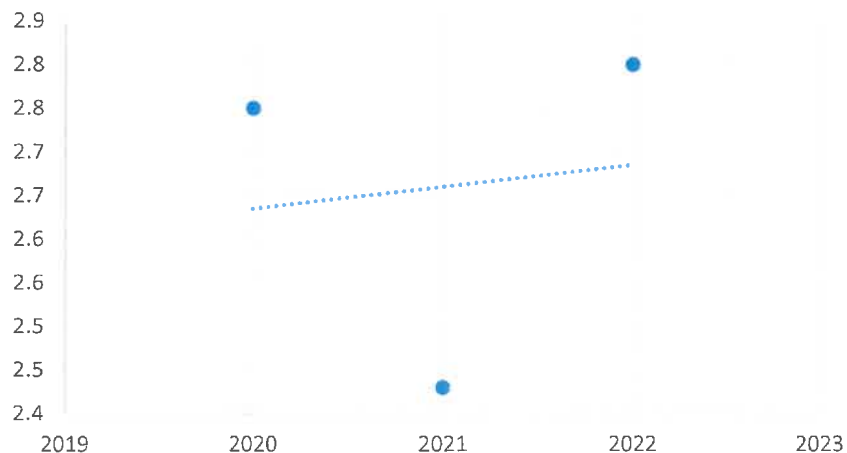
IEP Students as a Percentage of the Population



The above graph shows the percentage of the district's overall population that is served by an IEP. The state average has not been updated recently, but historical trends place it at 14% which is closely aligned with the historic national average.

- There was a surge of new students at the elementary level between 2021 and 2022, with a high majority of those new students coming in on IEP's which has skewed the data a bit. Regardless, the overall trend of our IEP population over time is downwards.
- In addition, many regular education students (53) chose to homeschool during the 2021 school year due to the COVID pandemic which would cause the calculated percentage to rise even if the number of students on IEP's remained steady. Had this anomaly not existed, the overall trend line would still be down.

Average Severity Rating of Students IEP's



The above graph shows the average severity rating of student IEPs; a higher number indicates a greater level of service. The score can range between one and six, but an IEP scoring higher than four is a very rare occurrence; therefore, the effective possible range is between one and four.

- There was a surge of new students on IEP's entering the district between 2021 and 2022 primarily at the elementary level which is the result of the increase seen 2022 – many of those incoming students needed a high level of services.
- Our expanded preschool program has served more and more students over time. The incoming preschool students have a high percentage of IEP needs; those needs increase with every new class. Currently, approximately 30-35% of incoming preschool students are in need of IEP services.

This provision is in compliance because the percentage of students on IEP's is declining.

Note: this interpretation should be updated to not include students on IEP's who move in during the course of a school year. Only students the district has had at least a full year to work with should be included in this data set as we are trying to measure the impact of the district's programs on these students.

Provision # 1.4 (*Mature End*): *Students use and apply information and technology appropriately, effectively and objectively.*

Interpretation: All students will use a Chromebook, computer, or tablet in a developmentally appropriate manner as the primary means of producing, managing, enhancing, and delivering their school-related work.

Rationale: Since the Board's description of this End relates to digital literacy, it makes sense to use the American Library Association's (ALA) definition of digital literacy as the guide to what constitutes compliance with this end: "the ability to use information and communication technologies (ICT) to find, evaluate, create, and communicate information." The interpretation therefore is reasonable because it embodies all the components of the ALA's definition.

Evidence: The best way to measure the acquisition of a defined skill set is to require the effective use of that skill set. By switching to a one-to-one model as the district has done which requires students to use ICT devices as a primary means of learning and engagement, each student, every day demonstrates compliance with this end.

I report full compliance with this End.

Data Presented: This Ends report only focuses on a limited set of data, just those data sets required to measure achievement of the Ends. There is plenty of other data that is important for the district that is worth reviewing, but if it's not directly tied to the Ends interpretations, it will not be in this report.

This report looks at the past year when COVID was still very active - data collected during the pandemic was frequently incomplete, missing or of questionable validity and reliability because

the last three years in no way resembled normal school years. Comparisons between previous normal years and the COVID years should be done using a critical eye and with this understanding.

Final Thoughts: It should also be noted that Policy Governance is a good model, but it is a business model and therefore encounters some difficulties in terms of Ends and how to measure progress when it is translated to education. In the business world, things are tangible, so goal setting is easier: profits will increase by 10%, the sales team will acquire fifteen new accounts each month, clerks will process twenty-three accounts a week. In education, goals are incredibly hard to measure because they are focused on changing and evaluating the processes that occur inside the human mind, and the only way to measure such a thing is indirectly and often imperfectly. If you ask us to increase productivity on the factory floor, we can interpret that and state how progress towards it will be measured in one sentence. If you ask us to ensure students have foundational knowledge in the Arts – that’s going to require a long response and no single measurement tool will ever adequately assess the changes inside a human mind that are required to prove compliance with such a goal. While Policy Governance is a good model in terms of establishing the roles and responsibilities of the Board and superintendent; It is very cumbersome for educational goals that are stated as broadly as exist in our Ends Statement.