NORTH THURSTON PUBLIC SCHOOLS

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EXECUTIVE LIMITATIONS MONITORING REPORT

FROM: Dr. Debra Clemens, Superintendent
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EL-10 Academic Program Standards and Practices: The Superintendent shall not fail to develop and adopt rigorous, standards-based academic programs that enable all students to achieve the outcomes stated in the Board's Ends policies. This Executive Limitations Monitoring Report focuses on policy criterion 1, 2, and 3.

Policy Criterion 1: the Superintendent will not:
Operate without developing and implementing academic programs that:

- Meet and/or exceed state and nationally recognized standards.
- Are research-based.
- Provide access and challenge for all students.
- Are comprehensive and culturally responsive.
- Provide innovative solutions that close the identified academic achievement opportunity gaps.
- Maintain a cohesive, holistic curriculum across all grade levels, K to 12.
- Adequately measure each student's progress toward achieving the standards (i.e., a standards-based grading and reporting system).

Superintendent/CEO Interpretation:
The Superintendent shall not fail to develop and implement academic programs that meet the above standards.

Policy Criterion 2: the Superintendent will not:
Lead without providing fair and transparent academic processes that support student learning.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to provide fair and transparent academic processes that support student learning.

Policy Criterion 3: the Superintendent will not:
Lead without ensuring faculty understand, know, and teach the adopted curriculum through a program of rigorous professional staff development, training, coaching, and support**.**

Superintendent/CEO Interpretation:
The Superintendent shall not fail to ensure that faculty understand, know, and teach the adopted curriculum through a program of rigorous professional staff development, training, coaching, and support.

Superintendent/CEO Evidence Report:
The following policies govern the processes and procedures for implementing academic programs in North Thurston Public Schools.

Policy 2000 Student Learning Goals, Revised 2020
Policy 2020 Course Design, Selection and Adoption of Instructional Materials, Revised 2023
Policy 2130 Program Evaluation, Revised 2017
Curriculum Management Plan

Policy 2000, Student Learning Goals, states "the goal of the district is to provide opportunities for every student to develop the knowledge and skills essential to: 1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings; 2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history including different cultures and participation in representative government; geography; arts; health and fitness; 3. Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and 4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities."

Policy 2020, Course Design, Selection and Adoption of Instructional Materials, includes the following statement: "The Board recognizes its responsibility for the improvement and growth of the educational program of the schools. To that end, the course designs will be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable students to master foundational skills and knowledge to achieve college and career readiness." This newly revised and renumbered policy and accompanying procedure spells out the curriculum review steps including the role of the Instructional Material Committee (IMC), the review process for the IMC, and the process community members can use to view and challenge materials.

Policy 2130, Program Evaluation, outlines that the district will have a plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

To comply with these policies, the district has taken the following actions:

Our Curriculum Management Plan documents the established systems and procedures for the design, delivery, and evaluation of curricula. It outlines procedures and processes for creating and aligning curriculum, assessment, and practices to state and national standards. It assigns roles, responsibilities, and accountability for the design and implementation of curriculum.

Additionally, it includes professional learning plans that support teachers in developing pedagogical content knowledge and implementing high yield instructional practices within the proficient and distinguished ranges of the Danielson Teaching and Learning Framework.

NTPS utilizes a curriculum adoption cycle that includes these phases:

- Research and Goal Setting Review
- Curriculum Mapping and Gap Analysis
- Instructional Materials Review and Selection
- Implementation
- Maintenance

Curricular materials are reviewed on a 6–8 year cycle. Supportive materials including curriculum guides are available on our staff intranet. Professional development on curriculum, pedagogy, and district initiatives are provided on four district professional development days.

Our district has been working for several years on implementation of standards-referenced grading at the secondary level and next year, for the first time, all secondary teachers will be grading on a 0-4 point scale, in alignment with the board's directive to establish more consistency in grading practices and Goal 5, Outcome a: Increased percentage of students passing classes in grades 6-9 culminating in an increased percentage of 10th grade students on track to graduate.

Conclusion:
The Superintendent/CEO evidence stated above demonstrates that we are in compliance with these criteria in this Executive Limitations Policy.