

**To: BUSD School Board**

**5.4.4**

**From: Randy Cook**

**RE: Principal Report for Bishop Union High School**

**Date: 2/8/18**

## **Academics**

### **Benchmarks:**

I have attached benchmark reports provided by our teachers for your perusal. In this report I would like to focus the majority of my comments on our ELA benchmarks. While I have been submitting ELA writing benchmarks and accompanying teacher analysis and administrative commentary for my entire tenure here, I have never really summarized what I feel is relevant or valuable in the giving of and the analysis provided through this type of assessment. Jeff Perry provided the board a thorough and thoughtful overview of why he and our ELA team adopted this test format and why certain revisions to it were necessary in spring of 2016. I don't plan to regurgitate all of that commentary here, but will expound upon a few relevant points Jeff made that may provide more clarity as to the relevancy of this test format for assessing writing. He stated in one particular report to the board that the ELA department would soon shift the benchmark essay to a different type of prompt, "one that is strictly text-based, to reflect our emphasis on Common Core writing standards and current changes in the SAT."

The first quarter writing benchmark of the 2016/2017 school year reflected the change in format and accompanying prompt Jeff had previously alluded to. The move in this direction is extremely important because it demonstrated an acknowledgement and continuing shift in our ELA writing program towards the incorporation of Common Core writing standards. What is also important is that we moved to SAT style prompts which may not be readily understood as also a shift to Common Core. Interestingly enough, the president of the College Board (the developers of the SAT), David Coleman, was on the Language Arts writing team that developed the Common Core ELA standards. The Common Core standards adoption by 42 states actually drove the changes to the SAT in 2016 which was led by Coleman himself, but never overtly acknowledged by him or the College Board. (Abby Jackson, "There's a surprising explanation for why the SAT is changing its format", *Business Insider*, 8 Feb. 2018, <https://goo.gl/KhZf8A>. (No works cited page)

The SAT style prompts used by BUHS emphasize citing textual evidence in the process of analyzing given material as opposed to, as Jeff states in the aforementioned report, the use of "the subtleties of personal experience" as a component of student analysis. These prompts also ask students to evaluate an author's argument and the strategies used to sway an audience.

Another consideration and important alignment of our benchmark essay strategy are the BUSD LCAP goals. LCAP Goal #2 is as follows: Increase the quality and rigor of the core curriculum and instructional practice through full implementation of the Common Core State Standards made accessible to all students including English Learners. The BUSD writing benchmarks and writing emphasis, as documented in the "Planned Actions" written by our ELA teams in response to their analysis of student performance on these reports, clearly illustrates the alignment of this assessment to Common Core.

Note the comparison of the old SAT/new SAT and the Common Core below.

## Benchmark Result:

9CP: We experienced a 5% increase in students earning a “3” yet also an increase in those who earned a “0” score. It is difficult to ascertain if students actually regressed or if some of these students are part of contingent of the ten students who did not take the benchmark. This is also is relevant to the increase because I don’t know which students actually took the test twice.

10CP: 7% increase of students earning a “3” score.

11CP: 3% increase in students earning a “4”.

12CP: Strong upward trend with a 26% increase in student earning a “3” and a 6% increase in students earning a “4”.

One theme the board may note in reviewing our teacher’s analysis is the obvious connection between reading and writing and the ability (or inability) to analyze what a given prompt is asking for. The ability to read critically is essential to a student’s ability to effectively analyze and address the prompt; consequently, students with poor reading skills have tremendous challenges “to communicate analysis” in their writing.

Two positive trends communicated in the teacher analysis was improved incorporation of quotes and stronger thesis statements that incorporated language from the prompt.

## Other content areas:

The benchmark in Math has changed since we moved to Illuminate. You will notice that the data is based upon “the % at mastery” which is 70%. Social studies also moved to Illuminate as did some of our science benchmarks.

## SIDE BY SIDE: A LOOK AT THE SAT AND THE COMMON CORE

The College Board has provided an outline of key changes to the SAT, effective in 2016. Below is a College Board summary of the current and redesigned exam, plus an *Education Week* analysis providing relevant material in the Common Core State Standards.

	Current SAT	Redesigned SAT	Common Core
<b>Citing Evidence</b>	Reading and writing sections do not require students to cite evidence. Students select answers to demonstrate their understanding of texts but are not asked to support their answers.	Evidence-based reading and writing. Students will support answers with evidence, including questions that require them to cite a specific part of a passage to support their answer choice.	Citing specific "textual evidence" when interpreting material is a key thread of the common core. In the introduction, the English/language arts standards say college- and career-ready students "value evidence." It says, "Students cite specific evidence when offering an oral or written interpretation of a text."
<b>Source Documents</b>	Source documents do not represent a wide range of academic disciplines. While many different types of text might appear on any SAT, there is no requirement that students encounter scientific or historical sources.	Source documents originate from a wide range of academic disciplines. On every SAT, students will encounter source texts from science, history, and social studies, analyzing them the way they would in those classes.	The common core calls for teaching literacy across the curriculum. The English/language arts standards specifically highlight the teaching of reading, writing, and other literacy objectives in science, history/social studies, and technical subjects.
<b>Vocabulary</b>	Vocabulary focused on words that are sometimes obscure and not widely used in college and career. These words, while interesting and useful in specific instances, often lack broad utility in varied disciplines and contexts.	Vocabulary focused on words that are widely used in college and career. The exam will focus on words such as "synthesis" and "empirical" whose specific meaning depends on the context.	Students should develop "extensive vocabularies, built through reading and study," the standards say. They should "determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues," and "acquire and use accurately general academic and domain-specific words and phrases... at the college and career readiness level."
<b>Writing an Essay</b>	The essay measures students' ability to construct an argument based on their background and experiences. Since students are not given source material, there is no way to verify the accuracy of their argument or examples.	The essay measures students' ability to analyze evidence and explain how an author builds an argument to persuade an audience. Responses will be evaluated based on the strength of the analysis as well as the coherence of the writing.	The writing section says students "must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. ... They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner."
<b>Math Coverage</b>	Math section samples content from a wide range of high school-level math. There are often only one or two questions on each topic and students need to cover a great deal of math to be prepared for all topics.	Math section draws from fewer topics that evidence shows most contribute to student readiness for college and career training. Students can study these core math areas in depth and have confidence that they will be assessed.	A key priority of the math common core is to cover fewer topics in greater depth. Also, the document says, "The high school standards specify the mathematics that all students should study in order to be college and career ready."
<b>Calculators</b>	Calculator permitted for full math section. It is difficult to assess students' sense of numbers, their fluency in calculation, and their ability to understand concepts rather than plug in the answers.	Calculator permitted on certain portions of the math section. The calculator can be used where most appropriate, but the no-calculator section allows greater assessment of students' understanding, fluency, and technique.	Students should "use appropriate tools strategically," the math standards say. Proficient students use "technological tools to explore and deepen their understanding of concepts." (Both the PARCC and Smarter Balanced testing consortia plan to allow calculators on some but not all portions of their exams.)
<b>Analyzing Text and Data</b>	Reading and writing does not require data analysis. The reading and writing section does not often include passages from science and social studies with graphs and tables; questions rarely require students to both read text and analyze data.	Students asked to analyze both text and data in real world contexts, including identifying and correcting inconsistencies between the two. Students will show the work they do throughout their classes by reading science articles and historical and social studies sources.	Students should gain knowledge from "challenging" scientific and technical texts that "often make extensive use of elaborate diagrams and data to convey information and illustrate concepts." They must be able to read such texts "with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction."
<b>Founding Documents</b>	Source documents drawn from texts that are not widely recognized and publicly available. Students have no idea before they take the test what the reading passages will be about.	Each exam will include a passage drawn from the Founding (U.S.) Documents or the Great Global Conversation. Students read from either a founding document such as the Declaration of Independence or from the conversation they inspire in the United States and around	The grades 9-10 reading standards call for students to "analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's 'Letter from Birmingham Jail'), including how they address related themes and concepts." A companion

## **School Climate and Connectedness**

December 2017 - January 2018 Guidance & Counseling Report:

### **Prevention & School Climate:**

**PLUS:** Peer Leaders Uniting Students: December meeting was a debrief from the PLUS conference that 15 leaders attended in November. There was also discussion of campus “issues”. January’s monthly meeting will focus on committing to participation and practice for the HSMS and BUHS Forums that are scheduled for the first week of February.

**Link Crew:** Link Crew Social committee made personalized cards of encouragement and happy holidays attached to a candy cane for every freshman during December. Link Crew Academic committee staffed the annual Co-Co and Cram study sessions in the BSC from 3:30 – 5 pm for four afternoons. The turnout was great as about 50 kids attended each of these late afternoons. In January, the Social Committee would like to try to go ice skating in Mammoth (cost?) to celebrate the leaders themselves, while the Academic Committee will plan to do a “lesson” in the freshman Success 101 classes.

**Get Focused-Stay Focused/Success 102/103:** During second and third quarter sophomore and junior homeroom classes are completing Success 102 and 103. During the 4<sup>th</sup> quarter, juniors will participate in mock interviews that will be done with volunteer community members (as we did last year). Seniors will be presenting their Portfolio documents and discussing 10-year plan with three person panels the week of February 12<sup>th</sup>. The school board is encouraged to participate in this process and should contact Lara ASAP to be scheduled onto a panel. An hour to two hours would be wonderful to hear from the students themselves and get a sense of what the program brings to our students. Lara wrote to 20+ organizations, employers and clubs to seek community involvement for these special projects.

**Department PLC:** Planning for the 2018-19 school year: Course Request classroom presentations for current students, visits to the feeder school 8<sup>th</sup> grades, parent informational meetings and Bronco Pride Night are tentatively scheduled. For 18-19 course pre-requesting we are planning to have the 9-10 grade students use the AERIES system to enter their own requests to make full use of AERIES and limit paper. All Students will still receive a 1:1 counselor conference re: academic standing, progress toward graduation and post-secondary goal setting.

Soon, departments will start the process of revising and adding course descriptions to the Course Catalog. Semester report cards are being processed for mailing by Friday 1/12. Senior report cards will contain a notation re: community service deficiencies.

### **Freshmen and Sophomore guidance:**

Schedule changes were made for the new semester to put students needing academic support into support classes: Access 9, Access 10 and Learning Center. A number of SSTs occurred before the end of the semester at the freshman/sophomore level for students with multiple low/failing grades.

In the next few weeks, Kathleen will explain transcripts with freshmen in classes as well as the implications of low grades.

Kathleen is attending 9/10<sup>th</sup> grade IEPs and 504 plan meetings; Del is attending to translate as needed.

### **Junior & Senior Guidance:**

Schedule changes were made for the new semester to ensure graduation requirements will be met. A number of SSTs occurred before the end of the semester at the junior and senior level for students with low grades in courses required for graduation. Lara is attending 11/12th grade IEPs and 504 plan meetings, Del is attending to translate as needed.

We have 9 students (2 seniors and 7 juniors) concurrently enrolled in Cerro Coso online courses this semester (up from 5 last semester). These students have a “release” period and are working on their college class daily in the BSC.

Lara will be visiting senior classrooms in the next few weeks to assess financial aid application completion and numbers of students to support through Community College application processes. If more FAFSA support is

needed, it will happen. Since the FAFSA opened this year on 10/1 – instructional presentations were done in October.

**ASVAB Interpretation:** Lara visited each of the junior homeroom classrooms with each student’s ASVAB score. Students were taught the meaning of their percentile ranks and standard scores and then completed the FYI: Find Your Interest on-line tool which results in each student learning their Interest Codes: I, Investigative; R, Realistic; A, Artistic; S, Social; E, Enterprising; C, Conventional. With their top codes, students have access to the Occu-find website on which they can filter careers by their interest codes, Verbal/Math/Technical strengths, high demand and STEM careers. The Occu-find then gives a ton of info about each career: training required, average education for people in the job, nation-wide salary info, military counterpart careers; certifications available etc.

**PSAT:** results were released by College Board directly to students via email. Lara held a score interpretation workshop to help students access online scores and connect scores with the Khan Academy SAT prep, however out of 45 students only about 10 took advantage of this support. There may be National Merit Scholarship semifinalists for this group; the following students did pretty well (breaking 1290): Jeniffer Velazquez, Arianna Pope, and Matthew Thompson

One senior needed to transfer to PGHS due to credit deficiency and two juniors are on waiting list as PGHS reports to be full. Three additional seniors will be given just 5 weeks (3<sup>rd</sup> quarter progress period) to complete outstanding Credit Recovery credits – all have been “working” since 9/5/17 on 5 units and are not quite done. There are three juniors who have also been enrolled in Credit Recovery all semester who need to continue.

Early next week, mid-year transcripts (including fall grades) will be submitted via the Common Application and other web-based recommendation sites for the 21 seniors who applied to private colleges (last year 29 students applied to private schools).

Scholarships are becoming available and are being posted in the Daily Bulletin and through senior home rooms. When possible the applications will be up loaded to the Guidance & Counseling website and/or links to the applications posted. Seniors are familiar with the Community Scholarship application already as Lara visited Success 104 in the first quarter and provided them each a draft copy of the application.

## **ASB Director’s Report to the BUSD School Board**

## (February, 2018)

*It's almost Spring! Here is what your BUHS ASB has been focusing on.*

**Man of The Year:** This year's Man of The Year competition, held in the BUHS Auditorium on **Wed., January 31st**, was a huge success. Martin Cruz was The Man! Over 100 people were in attendance. Ticket sales and money from selling baked goods will surely put a dent in our ASB CASL leadership trip this spring.

**City Council Meetings:** ASB President Erika Ellis will continue to participate in meetings as her schedule allows.

**Advertising:** BUHS ASB and our Graphic Arts program continue to work together to improve our posters and signage.

**Student Store:** The ASB student dollar store continues to roll. Open every day at break, ASB students sell healthy snacks. ASB stickers are available for students to purchase because they can still provide savings to students during our basketball season. We still have few BUHS t-shirts available for \$5 (L and XL only). Contact Mr. Rowan if you are interested before they are all gone!

**Winter Dance and Assembly:** This year's winter dance theme is "Glow With The Flow". It's a blackout-like dance that will be DJ'ed by DJ Zeuz from Mammoth Lakes, CA. It will be held on **Friday, February 16th** from 7pm-11pm in our own East Gym. The dance will be preceded by an assembly held during homeroom period at BUHS. The assembly theme is "Battle of The Classes". Tickets are on sale now!

**CASL/CADA:** The 2018 CADA State Convention in Reno, NV runs from **February 28th to March 3rd** in Reno, NV. ASB will send most of its Commissioner Advisers with some other District and County Office folks (8 total) to this important informational and team-building conference designed to help promote a positive school culture. Twenty ASB students will attend the Spring CASL leadership conference in Ontario, CA from **April 7th to April 9th, 2018**.

**Prom:** We are trying something new this year...This year's BUHS Prom will be held at Whiskey Creek from 8pm-Midnight on Saturday, April 21st. We will have a DJ, photographer, and a photobooth. Tickets go on sale March 19th.



### **Other Important Dates & Event (Mark Your Calendars!)**

1. **Winter Dance:** "Glow With The Flow" on Friday, February 16th from 7pm-11pm in the E. Gym at BUHS.

2. CADA: Feb. 28th to March 3rd.
3. BUHS Talent Show: Wed., March 21st from 6pm-8pm in the BUHS Auditorium
4. CASL: April 6th-9th.
5. Prom: April  
Whiskey

21st (8pm-Midnight) at  
Creek.



## **Athletics :**

### February Athletics Report: Stacy Vannest

Winter sports are wrapping up their regular seasons. Our boys soccer team finished as league champions and the first round playoff game will be Tuesday February 13<sup>th</sup>. Our girls soccer team finished as co-champions of the league and the first round playoff game will be Wednesday February 14<sup>th</sup>. Girls basketball looks as though they will finish 4<sup>th</sup> in league and will not be continuing onto play offs. Boys basketball league standing will depend on the game with California City as to whether we are co-champions or second place. Boys basketball playoffs are slated to begin February 20<sup>th</sup>. Wrestling hosts the league finals February 8<sup>th</sup> and it is anticipated at least one wrestler will move on to CIF on February 16<sup>th</sup>. Ski and snowboard finalists have been announced and state championships will begin March 5<sup>th</sup>.

Five students were pulled from winter sports for academic eligibility. Only one winter team, girls soccer, earned recognition from CIF for a team GPA above 3.0. Our random drug testing continues with three positive tests this school year.

Spring sports have all begun practicing. Track starts contests as early as the end of February. Other spring sports contests begin in early March.

Mammoth officially requested acceptance into the HDL on January 29<sup>th</sup>. The HDL will vote in March on whether or not to accept Mammoth into the league. Most schools are concerned about travel and about winter weather complications. At the CIF central section board of managers meeting in March Mammoth will either be accepted to the HDL, or accepted to freelance in the central section, or will be denied entrance to the central section.