

**To:** Garden City Telegram  
**From:** Mark Crawford  
**Subject:** Student Achievement at USD 210  
**Date:** Thursday, August 23, 2011

Student achievement results are very important to us at Hugoton Schools; however, making AYP on a test measuring the retired state standards is no longer our goal. Yes, we did not make AYP for math at our ES and our HS, but our focus and curriculum is now on standards and assessments that measure more rigorous and well rounded skills.

In February of last school year our BOE set a new district goal **(in red)**  
**Major district initiative # 1 = District/BOE goal:** The Board of Education and superintendent ~~will endeavor to meet the challenges of “No Child Left Behind” by empowering administrators and teachers with the resources and focus to raise student achievement and 21<sup>st</sup> Century skills for all students.~~ **The Board of Education and superintendent will empower administrators and teacher leaders to collaboratively develop a long term plan that outlines clearly articulated pathways with the goal to better prepare students to enter college/career and/or the workforce with high quality skills, goals and dreams for their future.**

This past spring, our BOE approved an aggressive approach to pro-actively prepare our students for the future using national consultants/trainers to help us rewrite our curriculum (West Ed). They will work with our teachers for five in-service days this school year as we transition into the common core. We know the days of NCLB are numbered and we want to better align our curriculum K-12 for a 21<sup>st</sup> century world that demands diverse skills. We are retooling with career pathways in place. We've always have had a strong college prep track, but we need more career and technology education pathways in fields like agriculture, construction, and the health industry. For kids today to earn a decent living they need our help to point them into a career direction. Our goal is to have all freshmen choose a career pathway that will influence the courses they take. They can always switch their pathway; it is a flexible system we are building. This will add relevancy to make rigor possible. Our students need to see their coursework as skill preparation tied to a job, linked to a career and connected to a dream to provide a middle class way of life wherever they choose to live.

We have developed partnerships with community colleges and technical schools. The Common Core standards will better prepare students not only for college and the ACT, but also technical reading skills needed for entry level apprenticeships in many fields (construction, heating and air, etc.)

**Major district initiative # 2 = Guaranteed and viable curriculum/PD focus from West Ed.**

- A. WestEd - develop and implement a guaranteed and viable curriculum in reading and math utilizing the Common Core Standards with district curriculum maps in place second semester for reading and math.
- B. Implementation of highly effective classroom strategies using Marzano's nine teaching strategies.

**Therefore, Hugoton is deliberately de-emphasizing teaching to the state test that determines AYP.**

**Other key information:**

- The current AYP state exams for No Child Left Behind, passed into legislation during the President George W. Bush administration in 2002, covers only about 10 percent of the skills students need to succeed in the twenty-first century.
- Meeting No Child Left Behind standards each and every year has also proven to be an unattainable goal across the country no matter the skill of the educators.
- The Common Core Standards are designed to produce credits that are more aligned to college curriculum and to work experience for the twenty-first century.
- Common Core Standards focus on problem solving skills whereas No Child Left Behind asks students to give pre-learned responses to questions that are not challenging students to develop problem-solving skills and doesn't teach collaborating teamwork.

This summer at USD 210, we have had numerous teacher trainings. They teachers are excited. They truly have responded favorably to emphasizing the new CCS curriculum. They have taken part in workshops and they like the idea that the district is being proactive before the new standards officially tested by the state.