

Hutchinson Public Schools Board Results Monitoring Report

RE: Monitoring Report on **R-2 English Language Arts (ELA)**
DATE: November 13, 2017
FROM: Gary Price, Superintendent; Cindy Coopridier, Ex Director of Student Learning

BOARD FOCUS: ELA State Assessment

Attached is a Monitoring Results Report from staff regarding R-2 ELA

At this meeting, the board is being asked to approve an accurate report of progress on R-2 ELA.

Monitoring Report Response Form: Results Policy

Monitoring Focus: When fully implemented, the board's focus will be on all three of the following, however, in the initial stages of implementation, only the first, or first and second elements will be the focus:

Reasonable Interpretation

The staff provided an interpretation of the policy, including recommended indicators and provided baseline data.

Targets

The staff provided recommended targets for continuous improvement, based on baseline data.

Monitoring Progress

Targets had been established previously, and staff members provided data outlining progress.

Disposition of the Board: The board reviewed the monitoring report of this policy and makes the following conclusions:

The board accepts the report with the following commendations and opportunities for improvement:

The board commends the organization and the superintendent for the following areas:

The board sees opportunity for improvement in the following areas:

Reassessment of goals

Board President: _____ Date: _____

Superintendent: _____ Date: _____

R 2 ELA

R 2 Policy:

Students annually gain a minimum of one year's growth in the following core academics:

Literacy
Math
Science
Social Studies

Superintendent information

Literacy:

Interpretation: *Students must comprehend and construct meaning from grade level fiction and non-fiction text. Upon graduation, students must comprehend text similar to what they will encounter in their careers, further studies, and personal life. Students must write to express their ideas for a variety of purposes and audiences, using writing as a tool, not only to demonstrate understanding, but to assist in their processing of information in all subject areas.*

Board Approved R 2 ELA

1. Kansas State Assessment Grades 4, 7, 8, 10

The Kansas Assessment Program, a program of the Kansas State Board of Education, is mandated by the Kansas State Legislature. In addition, the ELA is a part of the federal elementary and secondary education legislation. The assessment program is designed to:

- Measure specific claims related to the Kansas College and Career Ready Standards (KCCRS).
- Provide information for calculating Annual Measureable Objectives (AMOs) and for state accreditation.
- Report individual student scores along with the student's performance level.
- Provide subscale and total scores that can be used with local assessment scores to assist in improving a building or district's programs in ELA.

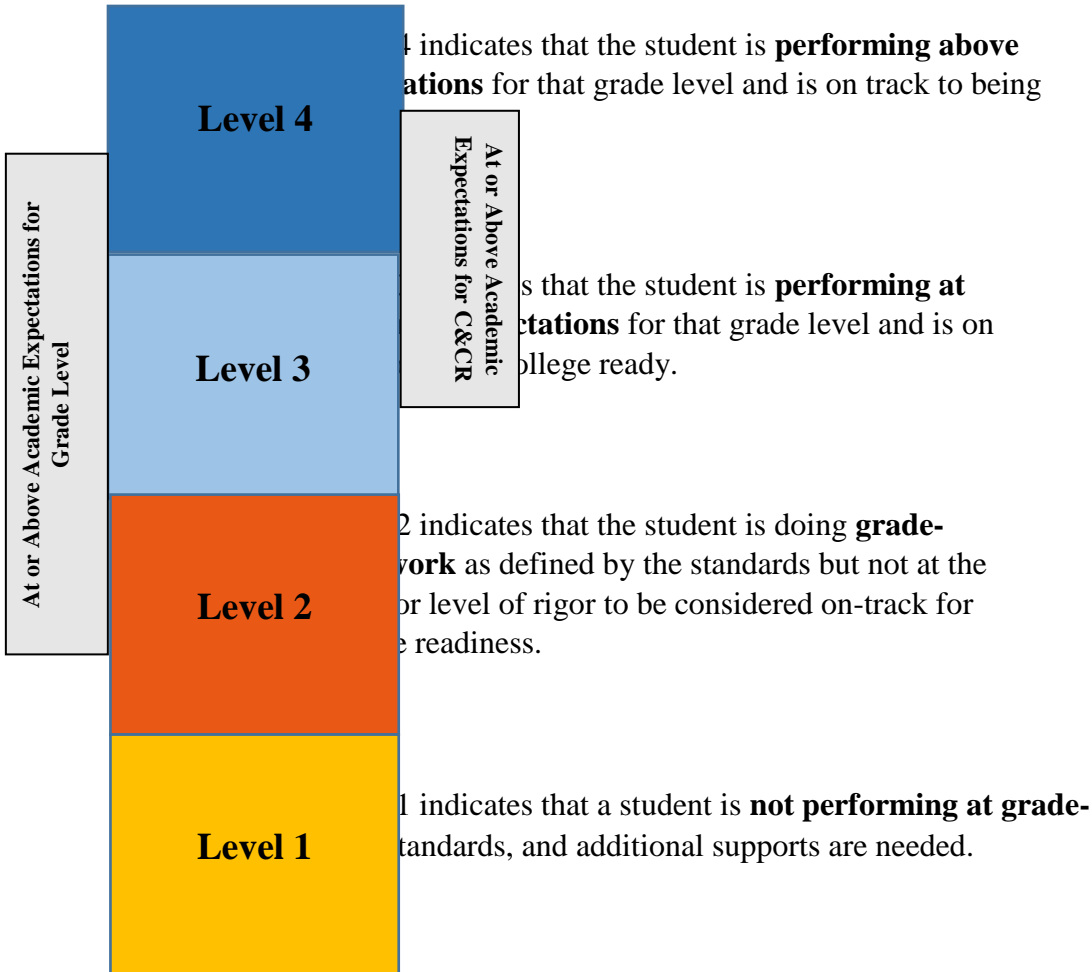
2. ACT - High school students average ACT score in reading

The ACT is a curriculum- and standards-based educational and career assessment that measures students' academic readiness for college. Test scores reflect what students have learned through high school and provide colleges and universities with information for recruiting, advising, placement, and retention. Normally, about 40% of Hutchinson High students take the ACT.

3. ACT - High school students meeting ACT college readiness benchmarks in reading

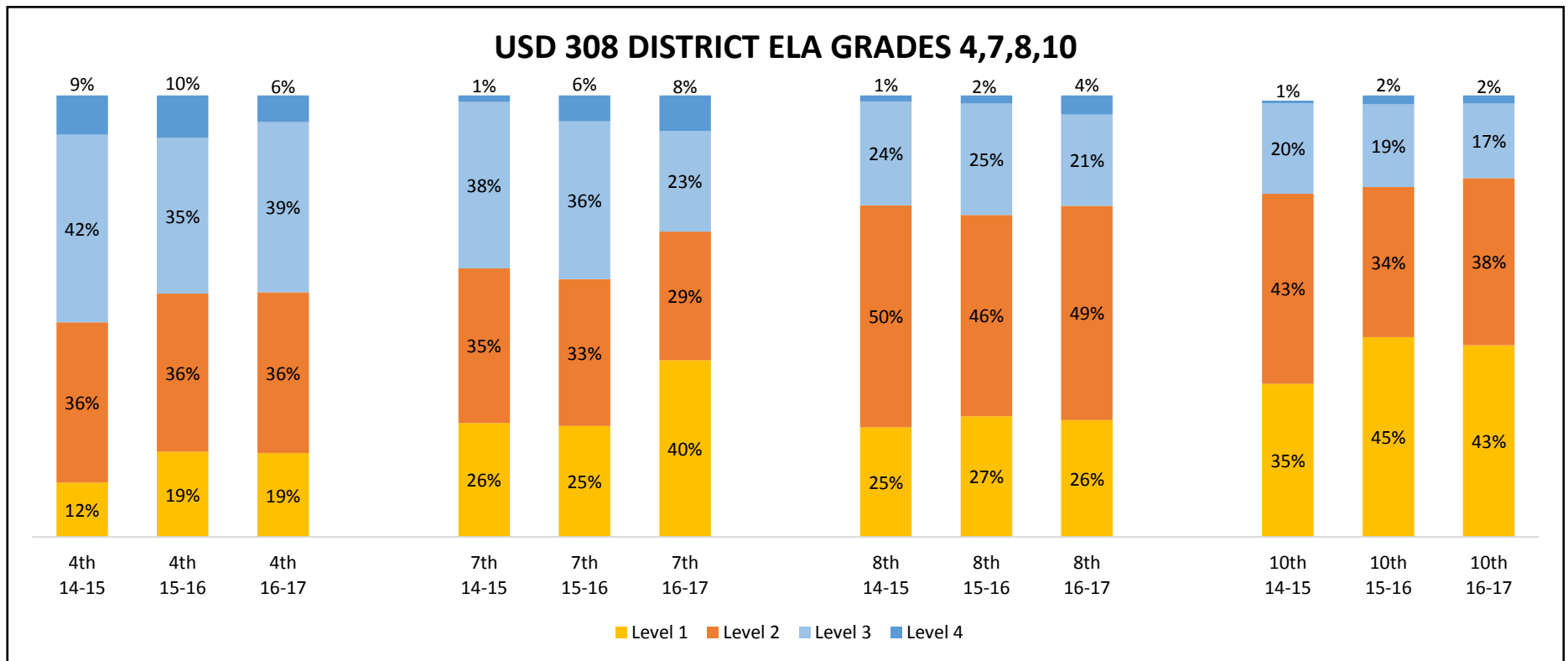
A score at or above the ACT College Readiness Benchmark part of the ACT assessment indicates about a 50% chance of obtaining a B or higher, or about a 75% chance of obtaining a C or higher in the corresponding first-year college course.

Kansas Assessment Performance Levels



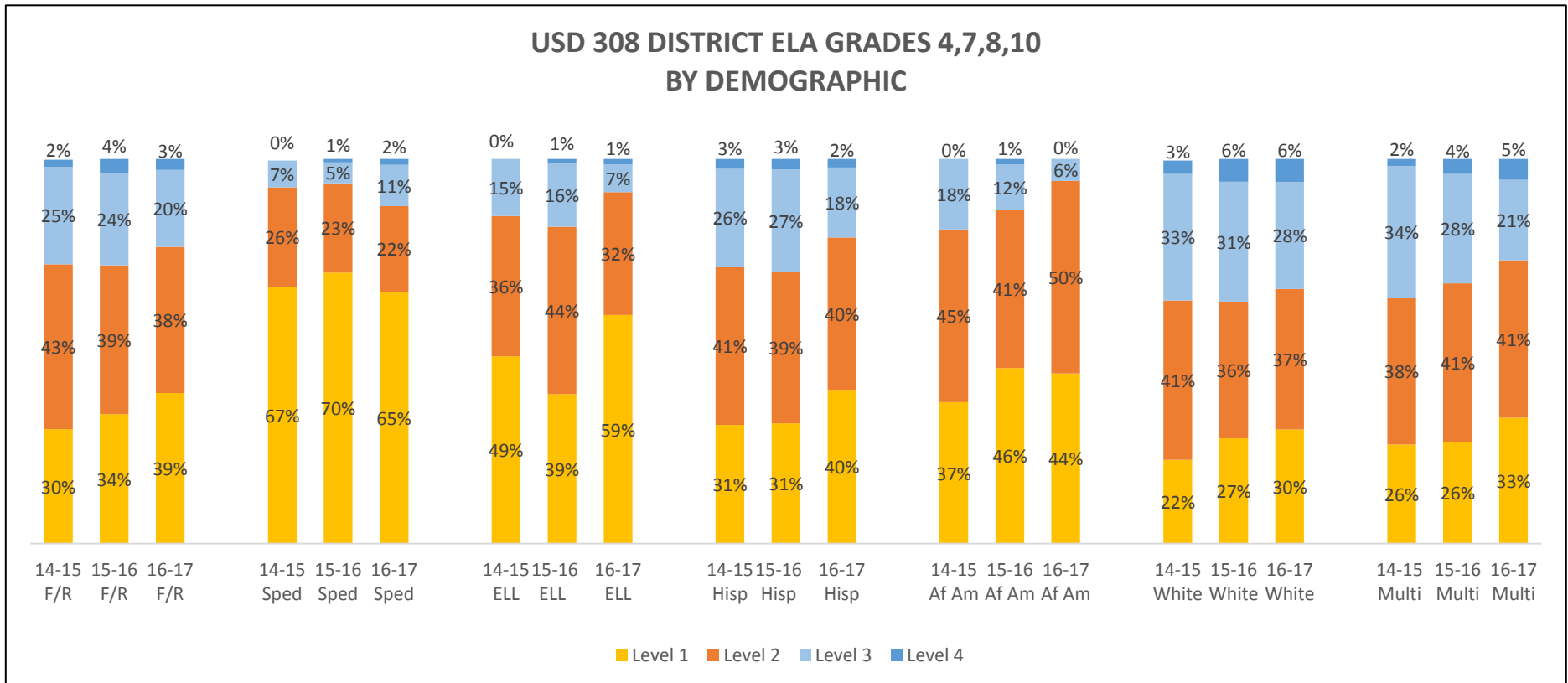
**Kansas State ELA Assessment Grades 4,7,8,10
2015-2017**

| Performance Level | 4th 14-15 | 4th 15-16 | 4th 16-17 | | 7th 14-15 | 7th 15-16 | 7th 16-17 | | 8th 14-15 | 8th 15-16 | 8th 16-17 | | 10th 14-15 | 10th 15-16 | 10th 16-17 |
|-------------------|--------------|--------------|--------------|--|--------------|--------------|--------------|--|--------------|--------------|--------------|--|---------------|---------------|---------------|
| Level 4 | 9% | 10% | 6% | | 1% | 6% | 8% | | 1% | 2% | 4% | | 1% | 2% | 2% |
| Level 3 | 42% | 35% | 39% | | 38% | 36% | 23% | | 24% | 25% | 21% | | 20% | 19% | 17% |
| Level 2 | 36% | 36% | 36% | | 35% | 33% | 29% | | 50% | 46% | 49% | | 43% | 34% | 38% |
| Level 1 | 12% | 19% | 19% | | 26% | 25% | 40% | | 25% | 27% | 26% | | 35% | 45% | 43% |
| | n=325 | n=363 | n=332 | | n=337 | n=358 | n=347 | | n=370 | n=329 | n=344 | | n=337 | n=347 | n=373 |



Kansas State ELA Assessment Performance Level by Demographic 2015-2017

| Performance Level | 14/15 F/R | 15/16 F/R | 16/17 F/R | 14/15 Sped | 15/16 Sped | 16/17 Sped | 14/15 ELL | 15/16 ELL | 16/17 ELL | 14/15 Hisp | 15/16 Hisp | 16/17 Hisp | 14/15 Af Am | 15/16 Af Am | 16/17 Af Am | 14/15 White | 15/16 White | 16/17 White | 14/15 Multi | 15/16 Multi | 16/17 Multi |
|-------------------|-----------|-----------|-----------|------------|------------|------------|-----------|-----------|-----------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Level 4 | 2% | 4% | 3% | 0% | 1% | 2% | 0% | 1% | 1% | 3% | 3% | 2% | 0% | 1% | 0% | 3% | 6% | 6% | 2% | 4% | 5% |
| Level 3 | 25% | 24% | 20% | 7% | 5% | 11% | 15% | 16% | 7% | 26% | 27% | 18% | 18% | 12% | 6% | 33% | 31% | 28% | 34% | 28% | 21% |
| Level 2 | 43% | 39% | 38% | 26% | 23% | 22% | 36% | 44% | 32% | 41% | 39% | 40% | 45% | 41% | 50% | 41% | 36% | 37% | 38% | 41% | 41% |
| Level 1 | 30% | 34% | 39% | 67% | 70% | 65% | 49% | 39% | 59% | 31% | 31% | 40% | 37% | 46% | 44% | 22% | 27% | 30% | 26% | 26% | 33% |
| | n=861 | n=963 | n=945 | n=216 | n=220 | n=252 | n=74 | n=85 | n=69 | n=305 | n=288 | n=313 | n=49 | n=68 | n=52 | n=896 | n=922 | n=911 | n=105 | n=102 | n=110 |



Average ELA ACT Scores 2014-2017

| Total Tested | | | English | | |
|--------------|----------|--------|----------|-------|----------|
| Grad Year | District | State | District | State | National |
| 2014 | 145 | 23,924 | 21.3 | 21.4 | 20.3 |
| 2015 | 182 | 23,708 | 21.3 | 21.3 | 20.4 |
| 2016 | 151 | 24,488 | 21.3 | 21.3 | 20.1 |
| 2017 | 150 | 24,741 | 21.0 | 21.1 | 20.3 |

Percent of Students Ready for College-Level Coursework ELA 2014-2017

| College English Comp | | |
|----------------------|----------|-------|
| Grad Year | District | State |
| 2014 | 71% | 72% |
| 2015 | 75% | 71% |
| 2016 | 75% | 70% |
| 2017 | 75% | 69% |

Analysis of Progress

ELA Level of Performance: ACT

Scores have remained stable over the last three years. The average ELA ACT scores have been slightly above the national average for the last four years. USD 308 students scores are comparable with the state the last four years. USD 308 College English Comp scores indicate our students are performing about the state average.

Improvement Gains

2017 Target **met**: Students' average ELA scores will maintain or increase.

2017 Target **met**: The percent of students ready for college-level coursework for ELA will maintain or increase.

Capacity Building

2018 Target 1: Students' average ELA scores will maintain or increase.

2018 Target 2: The percent of students ready for college-level coursework for ELA will maintain or increase.

Analysis of Progress

ELA Level of Performance: Kansas ELA State Assessments 2017

Grade 4 –USD 308 4th grade students scoring at Grade-Level Work or above was 81%, state was 85%, and Haysville was at 70%. USD 308 students performing at Academic or Above Expectations was 45%, state was 50%, and Haysville was 36%. All 4th grade scores were within 5% of the state scores.

| Performance Level | n= 332 | District | | State | Haysville |
|-------------------------------------------------|--------|----------|--|-------|-----------|
| Level 4 Performing Above Expectations | | 6% | | 11% | 10% |
| Level 3 Performing at Academic Expectations | | 39% | | 39% | 26% |
| Level 2 Performing at Grade-Level Work | | 36% | | 35% | 34% |
| Level 1 Not Performing at Grade-Level Standards | | 19% | | 15% | 30% |

Grade 7 –USD 308 7th grade students scoring at Grade-Level Work or above was 60%, state was 66%, and Haysville was 63%. USD 308 7th grade students performing at Academic or Above Expectations was 31%, state 34%, and Haysville was 32%. Grade Level Work and above levels were within 5% of the state scores.

| Performance Level | n=347 | District | | State | Haysville |
|-------------------------------------------------|-------|----------|--|-------|-----------|
| Level 4 Performing Above Expectations | | 8% | | 9% | 2% |
| Level 3 Performing at Academic Expectations | | 23% | | 25% | 30% |
| Level 2 Performing at Grade-Level Work | | 29% | | 32% | 31% |
| Level 1 Not Performing at Grade-Level Standards | | 40% | | 34% | 37% |

Grade 8 – USD 308 8th grade students scoring at Grade-Level Work or above was 74%, state 72%, and Haysville was 63%. USD 308 8th grade students performing at Academic or Above Expectations was 25%, state was 27%, and Haysville was 16%. All 8th grade scores were within 5% of the state scores.

| Performance Level | n=344 | District | | State | Haysville |
|-------------------------------------------------|-------|----------|--|-------|-----------|
| Level 4 Performing Above Expectations | | 4% | | 5% | 3% |
| Level 3 Performing at Academic Expectations | | 21% | | 22% | 13% |
| Level 2 Performing at Grade-Level Work | | 49% | | 45% | 49% |
| Level 1 Not Performing at Grade-Level Standards | | 26% | | 28% | 36% |

Grade 10 –USD 308 10th grade students scoring at Grade-Level Work or above was 57%, state was 69%, and Haysville was 70%. USD 308 10th grade students performing at Academic or Above Expectations was 19%, state 30%, and Haysville was 24%. Levels 2 and 4 10th grade scores were within 5% of the state scores.

| Performance Level | n=373 | District | | State | Haysville |
|-------------------------------------------------|-------|----------|--|-------|-----------|
| Level 4 Performing Above Expectations | | 2% | | 6% | 3% |
| Level 3 Performing at Academic Expectations | | 17% | | 24 % | 21% |
| Level 2 Performing at Grade-Level Work | | 38% | | 39 % | 46% |
| Level 1 Not Performing at Grade-Level Standards | | 43% | | 31% | 30% |

Note: Scores rounded from data reported.

Targets

2017 Target 1 **Not Met**: Perform with 5 percentage points of the state average. Fourth and eighth grade had all students within 5 percent of the state.

2017 Target 2 **Met**: Increase the number of students with disabilities performing at grade level or above. There were 26% of the disabilities students scoring in grade level or above last year and this year we had 35% scoring in those levels.

ELA Capacity Building:

For 2018-2019, the students' scores should fall within 5% of the State's average. Curriculum and instruction will be performing analysis of the ELL groups by looking at formatives, interims, and summative assessments. Through that analysis, we will work with to ensure reading interventions are implemented with fidelity (resources). We have purchased the iLit program for ELL, which helps engage readers and accelerates literacy skills and language development.

Continued efforts to improve the disabilities group include the instructional coach and direct instruction coaches providing on time qualitative observation and coaching to ensure that the curriculum is taught to fidelity. Lesson gains charts will be collected and reviewed to identify that instructional time is being maximized. Concerns or areas of need, (time lost to interruption, classroom management, etc.) will be addressed with teachers and building administrators. Individual education plans will be reviewed, along with present levels of academic performance and ensure the goals written are "appropriately ambitious."

The ELA state assessment for high school included more grammar than was anticipated. As a result, the English department has begun a much more concentrated effort to teach Grammar in their classrooms

- Giving a pre and post-test of grammar concepts - This will be used to determine areas of strengths and weaknesses of individual students as well as overall grammar and mechanics areas to target English 9, English 10, English 11, and English 12.
- HHS is in the process of adopting the NoRedInk program to foster differentiated instruction allowing teachers to target grammar and writing concepts that each student needs. The program allows the teacher to assign tasks to individual students in order to focus on their needs as well as assign tasks to larger groups. There is also a possibility of other subjects utilizing the writing component of this program.
- ELA teachers will use strategies targeted at helping students with the Reading comprehension.
- We will continue offering ACT review sessions aimed at tips/strategies for the Reading and English portions of the test. Most ELA teachers are using portions of the test for Reading and grammar review.

2018 Target 1: Perform within 5 percentage points of the state average.

2018 Target 2: Increase the number of students with disabilities at grade level or above.

2018 Target 3: Increase the number of ELL students performing at grade level or above.