

Hutchinson Public Schools Board Results Monitoring Report

RE: Monitoring Report on **R-2 Math**
DATE: February 6, 2017
FROM: Dr. Shelly Kiblinger, Superintendent; Cindy Coopridner, Ex Director of Student Learning

BOARD FOCUS: Math State Assessment

Attached is a Monitoring Results Report from staff regarding R 2 Math

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

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:

Improvement needed in plan to address 10th grade results

Board President: _____ *Date:* _____

Superintendent: _____ *Date:* _____

R 2 Math

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

Math:

Interpretation: *Students must develop number sense in the primary grades to serve as a foundation for future mathematical learning. Additionally, all students must attain fluency and understand and explain their mathematical thinking. To be college and career ready, students must apply math skills to solve a variety of real-world problems across all fields of study.*

Board Approved R 2 Math

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 Math 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's or district's programs in Math.

For the first time in 2015-2016, the assessment adjusted the difficulty of questions at two points during the assessment based on individual student responses. Therefore, the results of the Kansas State Assessment are not compatible with the 2014-2015 data.

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

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 math

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.

Average Math ACT Scores 2014-2016

Total Tested			Mathematics		
Grad Year	District	State	District	State	National
2014	145	23,924	21.7	21.6	20.9
2015	182	23,708	21.7	21.6	20.8
2016	151	24,488	21.4	21.5	20.6

Percent of Students Ready for College-Level Coursework Math ACT 2014-2016

College Algebra		
Grad Year	District	State
2014	48%	50%
2015	50%	49%
2016	48%	48%

Analysis of Progress

Math Level of Performance: ACT

Math scores have remained stable over the last 3 years and are consistent with state scores. The average Math ACT scores have been above the national average for the last three years, and are comparable with the State for the last two years. The percent students ready for college-level math coursework dropped slightly from the previous year.

Improvement Gains

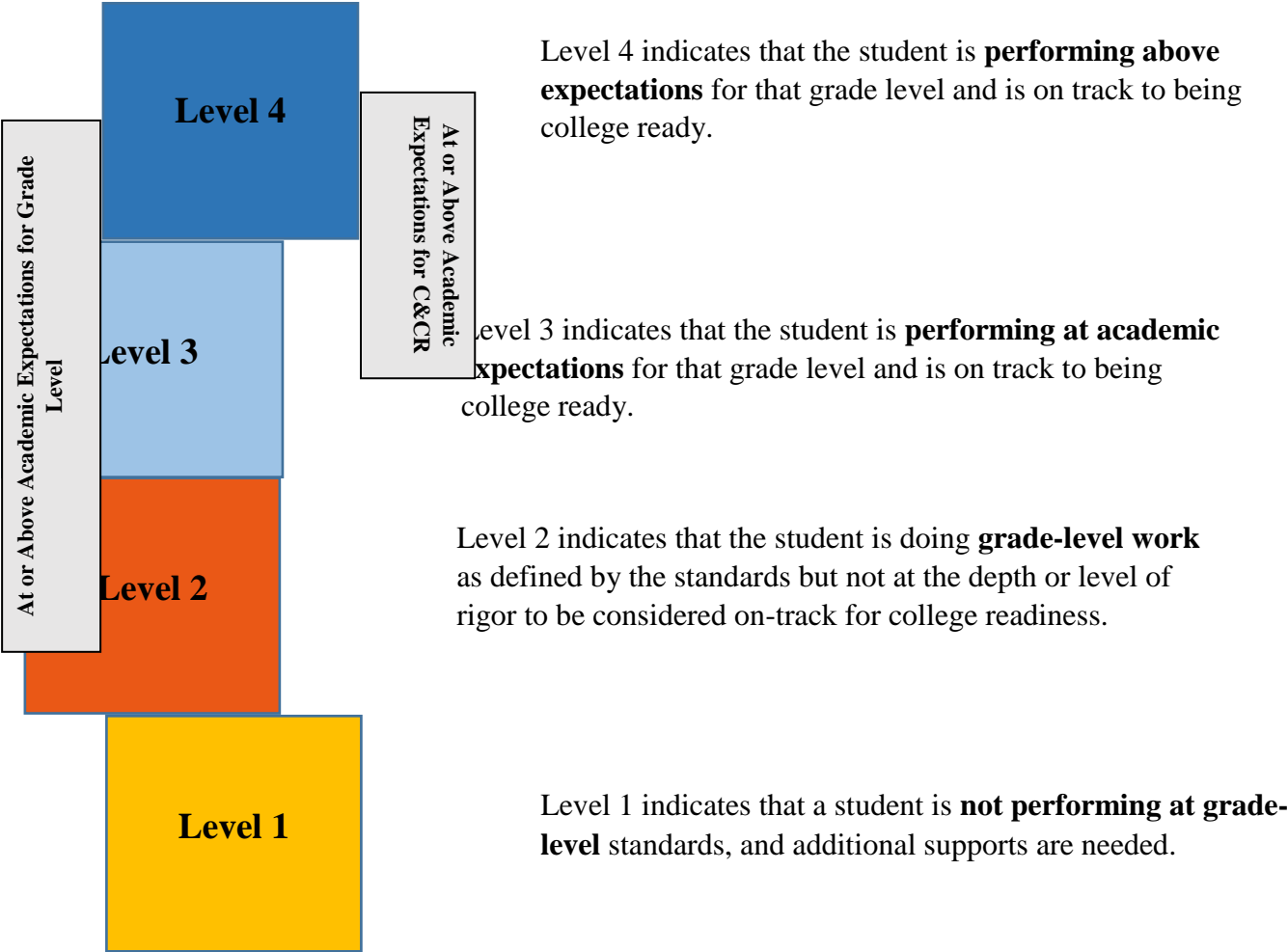
2016 Target met: Continuous improvement in average score and percent of students ready for college-level coursework on the ACT. The number of students decreased and the average score is similar.

Capacity Building

2017 Target: Students' average Math scores will maintain or increase.

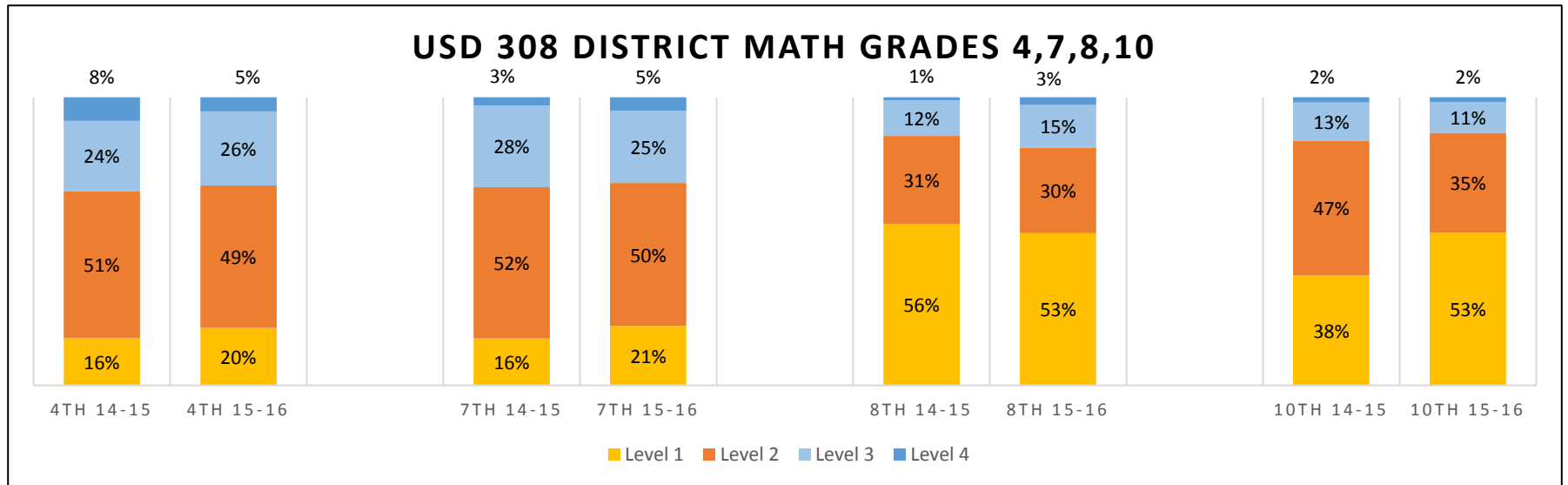
2017 Target: The percent of students ready for college-level coursework for Math will maintain or increase.

Kansas Assessment Performance Levels



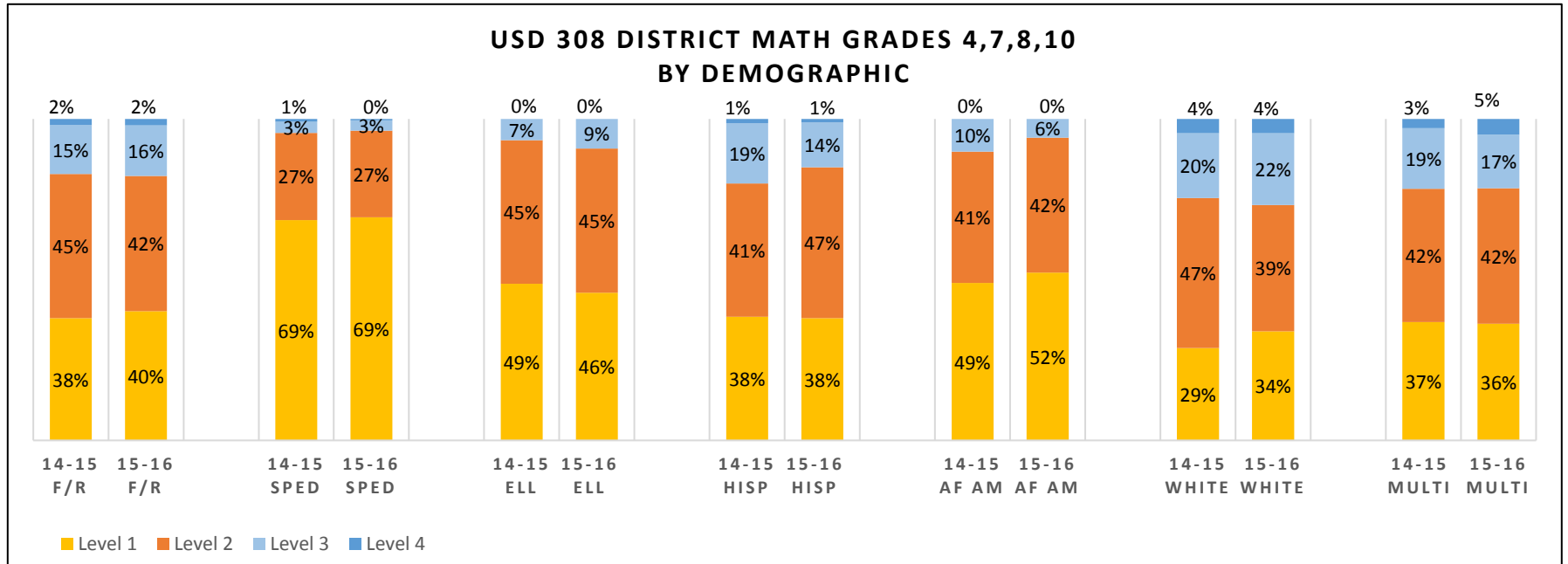
Kansas State MATH Assessment Grades 4,7,8,10 2015-2016

Performance Level	4th 14-15	4th 15-16		7th 14-15	7th 15-16		8th 14-15	8th 15-16		10th 14-15	10th 15-16
Level 4	8%	5%		3%	5%		1%	3%		2%	2%
Level 3	24%	26%		28%	25%		12%	15%		13%	11%
Level 2	51%	49%		52%	50%		31%	30%		47%	35%
Level 1	16%	20%		16%	21%		56%	53%		38%	53%
	n=329	n=366		n=344	n=359		n=372	n=331		n=338	n=347



Kansas State MATH Assessment Performance Level by Demographic 2015-2016

Performance Level	14-15 F/R	15-16 F/R		14-15 Sped	15-16 Sped		14-15 ELL	15-16 ELL		14-15 Hisp	15-16 Hisp		14-15 Af Am	15-16 Af Am		14-15 White	15-16 White		14-15 Multi	15-16 Multi
Level 4	2%	2%		1%	0%		0%	0%		1%	1%		0%	0%		4%	4%		3%	5%
Level 3	15%	16%		3%	3%		7%	9%		19%	14%		10%	6%		20%	22%		19%	17%
Level 2	45%	42%		27%	27%		45%	45%		41%	47%		41%	42%		47%	39%		42%	42%
Level 1	38%	40%		69%	69%		49%	46%		38%	38%		49%	52%		29%	34%		37%	36%
	n=872	n=969		n=232	n=219		n=76	n=87		n=310	n=292		n=49	n=69		n=904	n=923		n=106	n=102



Analysis of Progress

Math Level of Performance: Kansas State Math Assessment

Grade 4 – Target was met. Approximately 80% of the 4th graders performed at grade level or above. While 4th graders performed within the targeted 5% of the State, we did not perform as high as Haysville in all performance levels.

Performance Level	n=366	District		State	Haysville
Level 4 Performing Above Expectations	18	5%		10%	14%
Level 3 Performing at Academic Expectations	94	26%		27%	35%
Level 2 Performing at Grade-Level Work	181	49%		46%	41%
Level 1 Not Performing at Grade-Level Standards	73	20%		17%	10%

Grade 7 – Target was met. Approximately 80% of the 7th graders performed at grade level or above. Our district scores were very similar to the State and higher than Haysville.

Performance Level	n=359	District		State	Haysville
Level 4 Performing Above Expectations	17	5%		5%	2%
Level 3 Performing at Academic Expectations	90	25%		26%	20%
Level 2 Performing at Grade-Level Work	178	50%		48%	51%
Level 1 Not Performing at Grade-Level Standards	74	21%		21%	27%

Grade 8 – Target was met at levels 2, 3, and 4. Approximately 48% of the 8th graders performed at grade level or above. Our district scores were similar to Haysville.

Performance Level	n=331	District		State	Haysville
Level 4 Performing Above Expectations	9	3%		6%	4%
Level 3 Performing at Academic Expectations	49	15%		20%	12%
Level 2 Performing at Grade-Level Work	98	30%		34%	35%
Level 1 Not Performing at Grade-Level Standards	175	53%		40%	49%

Grade 10 – Target was met at levels 2 and 3. Approximately 48% of the 10th graders performed at grade level or above.

Performance Level	n=347	District		State	Haysville
Level 4 Performing Above Expectations	6	2%		7%	3%
Level 3 Performing at Academic Expectations	37	11%		17%	12%
Level 2 Performing at Grade-Level Work	120	35%		35%	42%
Level 1 Not Performing at Grade-Level Standards	184	53%		41%	43%

Note: When 4th and 7th graders were assessed, they had 6 full years of rigorous math instruction aligned with KCCRS. Sophmores were in 4th grade when KCCRS was adopted.

Targets

2016 Target 1 Not Met: Perform within 5 percentage points of the state average.

2016 Target 2 Not Met: Increase the number of students with disabilities performing at grade level or above.

Math Capacity Building:

While the Kansas State Assessment has reduced the testing footprint for 2016-2017, which will change the assessment from previous years, the students' scoring should fall within 5% of the State's average. Curriculum and instruction will be doing an in-depth analysis of the disabilities group by looking at formatives, interims, and summative assessments. Through that analysis, we will work to strengthen math interventions and instruction.

This year, an additional staff person has been added to the special education department for the purpose of coaching Direct Instruction, which will improve the delivery of interventions.

2017 Target 1: Perform with 5 percentage points of the state average.

2017 Target 2: Increase the number of students with disabilities performing at grade level or above.