

Hutchinson Public Schools Board Results Monitoring Report

RE: Monitoring Report on **R-2 Math**
DATE: November 27, 2017
FROM: Gary Price, Superintendent; Cindy Coopriders, 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:

Approve the report as an accurate report of progress.

The board sees opportunity for improvement in the following areas:

Room for improvement amongst sub groups.

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 for the past two years 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 2014-2017

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
2017	150	24,741	21.7	21.3	20.7

Percent of Students Ready for College-Level Coursework Math ACT 2014-2017

College Algebra		
Grad Year	District	State
2014	48%	50%
2015	50%	49%
2016	48%	48%
2017	51%	46%

Analysis of Progress

Math Level of Performance: ACT

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

Improvement Gains

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

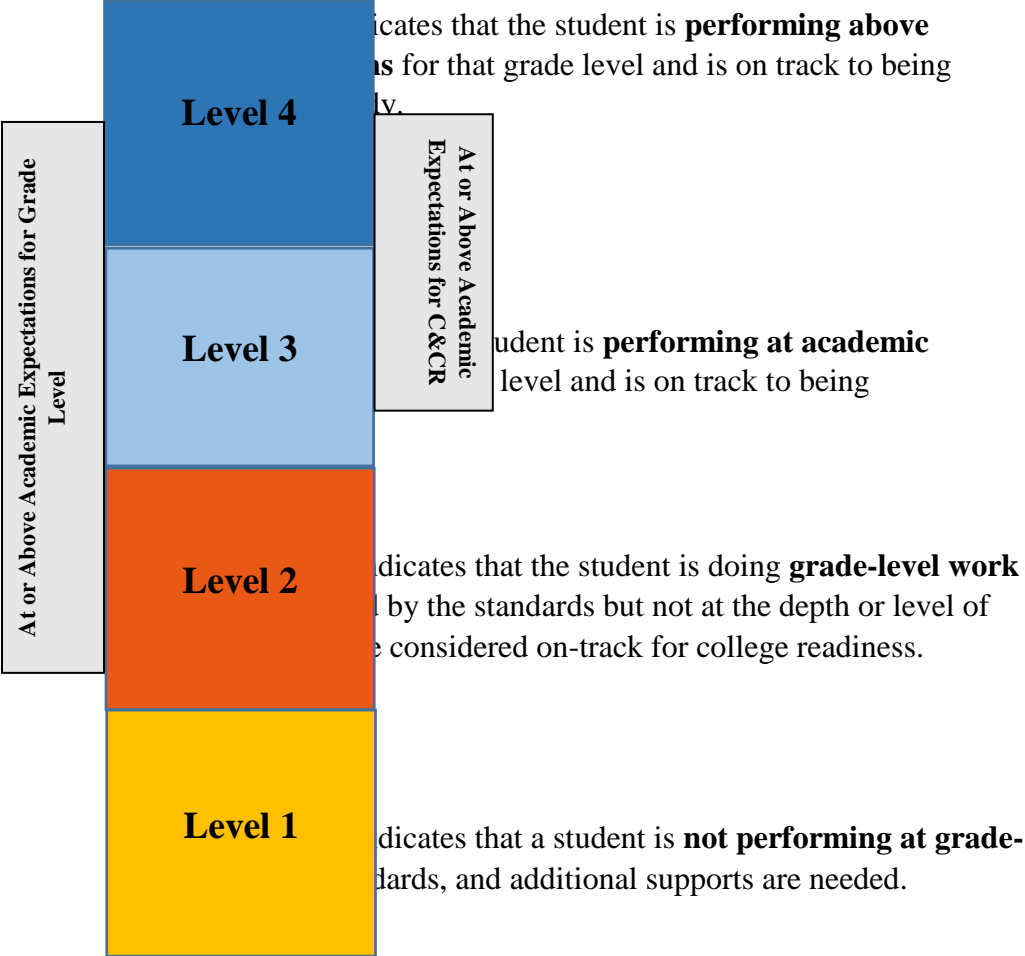
2017 Target **Met**: The percent of students ready for college-level coursework for Math will maintain or increase.

Capacity Building

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

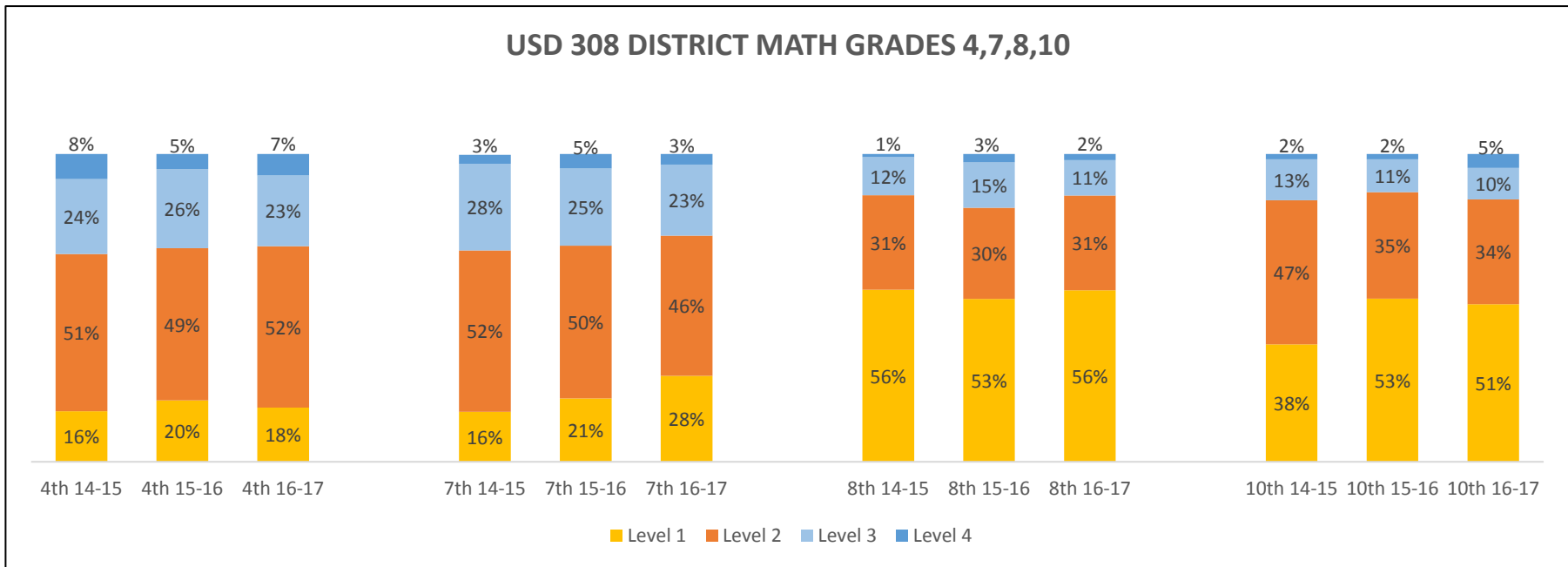
2018 Target: The percent of students ready for college-level coursework for Math will maintain or increase.

Kansas Assessment Performance Levels



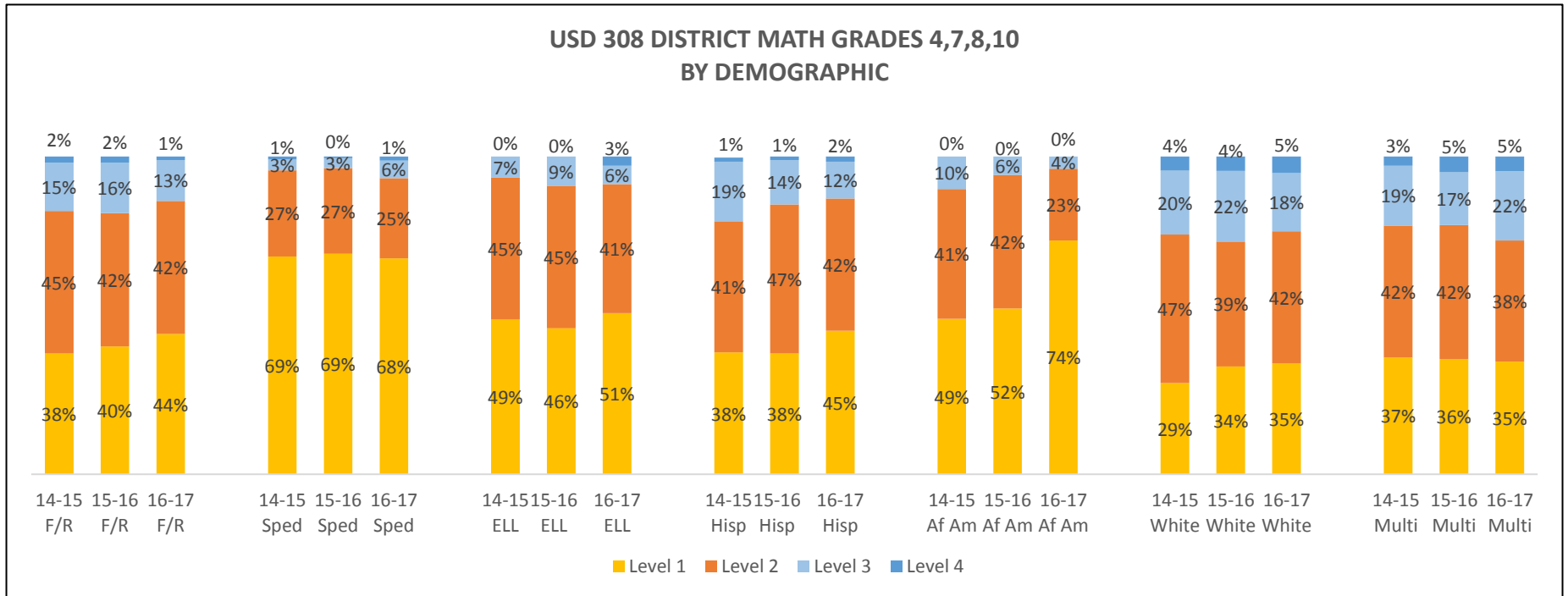
Kansas State MATH Assessment Grades 4,7,8,10 2015-2017

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	8%	5%	7%		3%	5%	3%		1%	3%	2%		2%	2%	5%
Level 3	24%	26%	23%		28%	25%	23%		12%	15%	11%		13%	11%	10%
Level 2	51%	49%	52%		52%	50%	46%		31%	30%	31%		47%	35%	34%
Level 1	16%	20%	18%		16%	21%	28%		56%	53%	56%		38%	53%	51%
	n=329	n=366	n=330		n=344	n=359	n=347		n=372	n=331	n=341		n=338	n=347	n=373



Kansas State MATH 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%	2%	1%	1%	0%	1%	0%	0%	3%	1%	1%	2%	0%	0%	0%	4%	4%	5%	3%	5%	5%
Level 3	15%	16%	13%	3%	3%	6%	7%	9%	6%	19%	14%	12%	10%	6%	4%	20%	22%	18%	19%	17%	22%
Level 2	45%	42%	42%	27%	27%	25%	45%	45%	41%	41%	47%	42%	41%	42%	23%	47%	39%	42%	42%	42%	38%
Level 1	38%	40%	44%	69%	69%	68%	49%	46%	51%	38%	38%	45%	49%	52%	74%	29%	34%	35%	37%	36%	35%
	n=872	n=969	n=940	n=232	n=219	n=250	n=76	n=87	n=69	n=310	n=292	n=312	n=49	n=69	n=53	n=904	n=923	n=906	n=106	n=102	n=110



Analysis of Progress

Math Level of Performance: Kansas State Math Assessment 2017

Grade 4 – USD 308 4th grade students scoring at Grade-Level Work or above was 82%, state was 83%, and Haysville was 91%. USD 308 students performing at Academic or Above Expectations was 30%, state was 39% and Haysville was 50%. Levels 1, 3, and 4 were within 5% of the state percentage.

Performance Level	n=330	District		State	Haysville
Level 4 Performing Above Expectations		7%		10%	14%
Level 3 Performing at Academic Expectations		23%		29%	36%
Level 2 Performing at Grade-Level Work		52%		44%	41%
Level 1 Not Performing at Grade-Level Standards		18%		17%	9%

Grade 7 – USD 308 7th grade students scoring at Grade-Level Work or above was 72%, state was 78%, and Haysville was 77%. USD 308 students performing at Academic or Above Expectations was 27%, state was 29%, and Haysville was 26%. All performance levels were within 5% of the state levels.

Performance Level	n=347	District		State	Haysville
Level 4 Performing Above Expectations		4%		4%	3%
Level 3 Performing at Academic Expectations		23%		25%	23%
Level 2 Performing at Grade-Level Work		45%		49%	51%
Level 1 Not Performing at Grade-Level Standards		28%		21%	22%

Grade 8 – USD 308 8th grade students scoring at Grade-Level Work or above was 44%, state was 59%, and Haysville was 42%. USD 308 students performing at Academic or Above Expectations was 13%, state was 25%, and Haysville 11%. Levels 1 and 3 were within 5% of the state percentage.

Performance Level	n=341	District		State	Haysville
Level 4 Performing Above Expectations		2%		6%	1%
Level 3 Performing at Academic Expectations		11%		19%	10%
Level 2 Performing at Grade-Level Work		31%		34%	31%
Level 1 Not Performing at Grade-Level Standards		56%		41%	58%

Grade 10 – USD 308 10th grade students scoring at Grade-Level Work or above was 49%, state was 57%, and Haysville was 50.5%. USD 308 students performing at Academic or Above Expectations was 15%, state was 24%, and Haysville was .5%. Levels 2, and 4 were within 5% of the state percentage.

Performance Level	n=373	District		State	Haysville
Level 4 Performing Above Expectations		5%		7%	.5%
Level 3 Performing at Academic Expectations		10%		17%	14%
Level 2 Performing at Grade-Level Work		34%		33%	36%
Level 1 Not Performing at Grade-Level Standards		51%		43%	50%

*Scores rounded from data reported.

Targets

2017 Target 1 **not met**: Perform with 5 percentage points of the state average. Each grade level had 2-3 levels performing within 5% of the state.

2017 Target 2 **met**: Increase the number of students with disabilities performing at grade level or above. There was a slight increase with 11 more students completing the assessment from the year before.

Math Capacity Building:

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.”

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.

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

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