

# Hutchinson Public Schools Board Results Monitoring Report

**RE:** Monitoring Report on **R-2 English Language Arts (ELA)**  
**DATE:** January 9, 2017  
**FROM:** Dr. Shelly Kiblinger, Superintendent; Cindy Coopridner, 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:

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*The board sees opportunity for improvement in the following areas:*

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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.
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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.

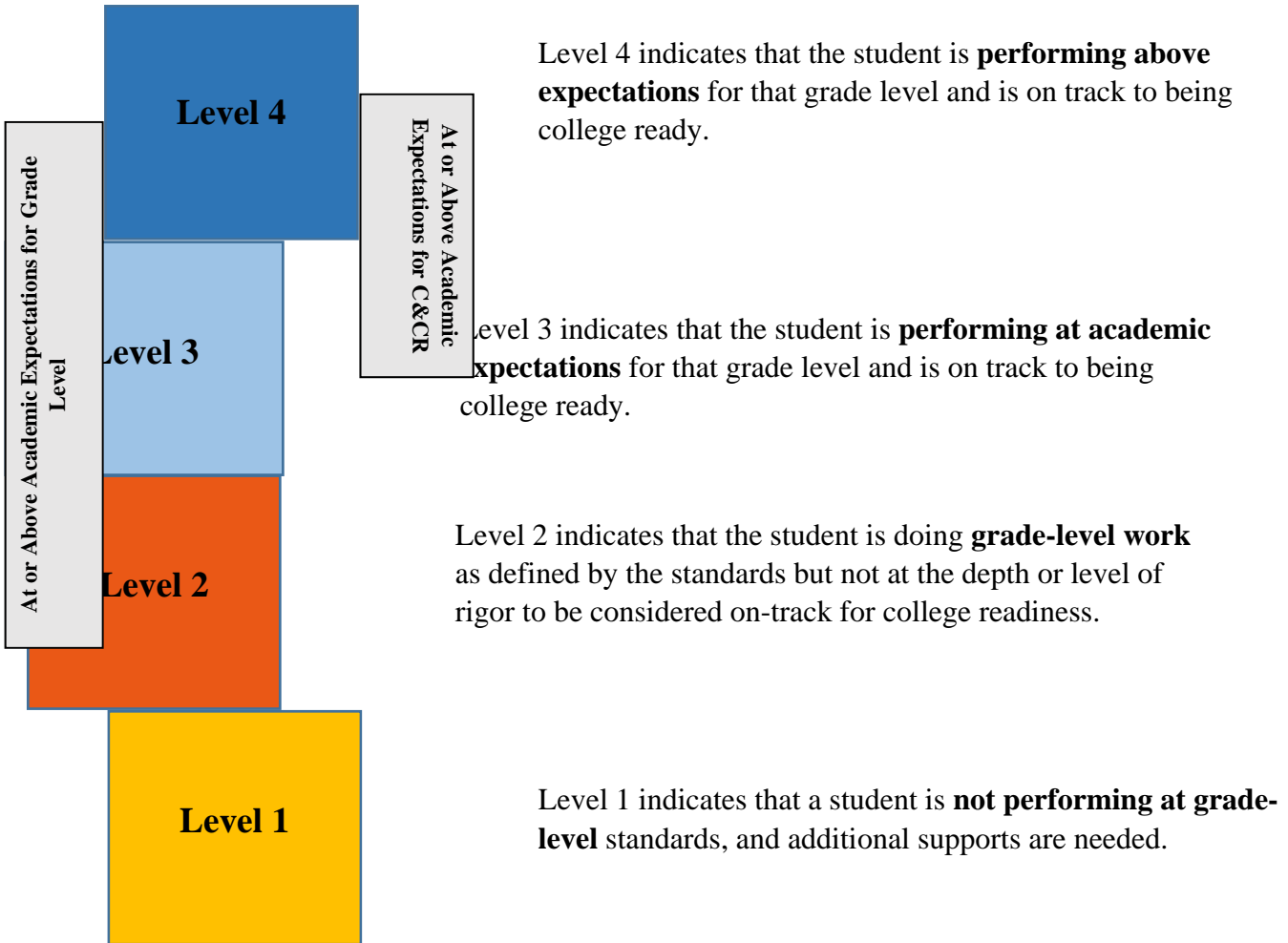
**2. ACT - High school students average ACT score in reading**

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.

**ACT - High school students meeting ACT college readiness benchmarks in reading**

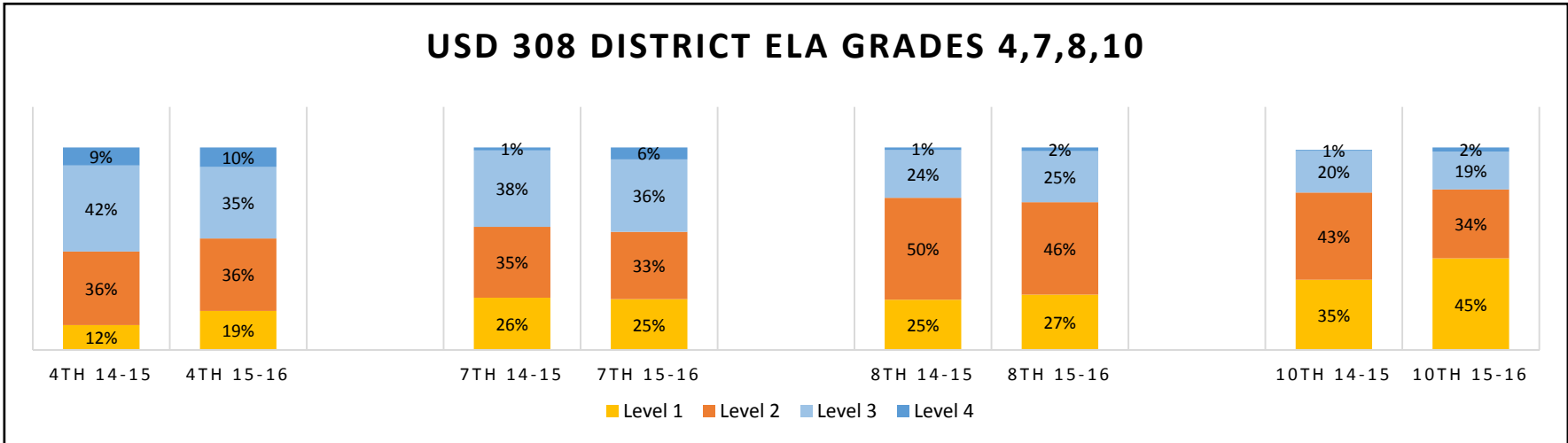
A score at or above the ACT College Readiness Benchmark part of the ACT assessment indicates about a 50% chance of obtaining a B or higher, or about a 75% chance of obtaining a C or higher in the corresponding first-year college course.

## Kansas Assessment Performance Levels



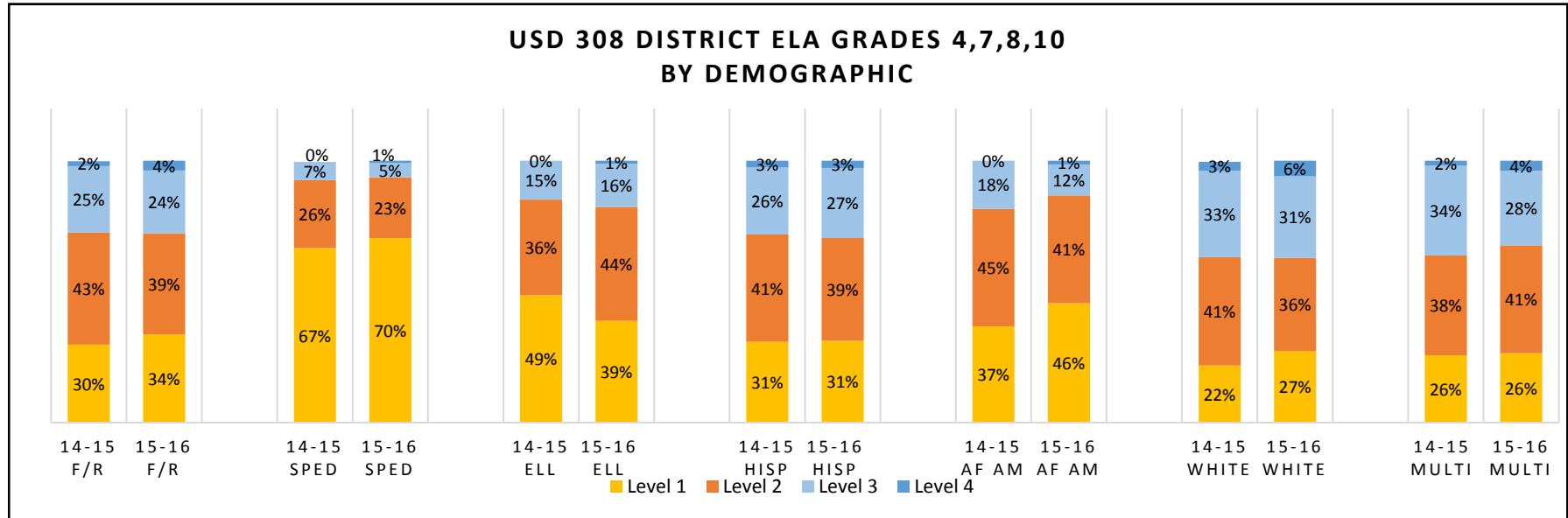
**Kansas State ELA Assessment Grades 4,7,8,10  
2015-2016**

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	9%	10%	1%	6%	1%	2%	1%	2%
Level 3	42%	35%	38%	36%	24%	25%	20%	19%
Level 2	36%	36%	35%	33%	50%	46%	43%	34%
Level 1	12%	19%	26%	25%	25%	27%	35%	45%



## Kansas State ELA 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%	4%	0%	1%	0%	1%	3%	3%	0%	1%	3%	6%	2%	4%
Level 3	25%	24%	7%	5%	15%	16%	26%	27%	18%	12%	33%	31%	34%	28%
Level 2	43%	39%	26%	23%	36%	44%	41%	39%	45%	41%	41%	36%	38%	41%
Level 1	30%	34%	67%	70%	49%	39%	31%	31%	37%	46%	22%	27%	26%	26%



## Average ELA ACT Scores 2014-2016

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
<b>2016</b>	<b>151</b>	<b>24,488</b>	<b>21.3</b>	<b>21.3</b>	<b>20.1</b>

## Percent of Students Ready for College-Level Coursework ELA 2014-2016

College English Comp		
Grad Year	District	State
2014	71%	72%
2015	75%	71%
<b>2016</b>	<b>75%</b>	<b>70%</b>

### Analysis of Progress

#### ELA Level of Performance: ACT

Scores have remained stable over the last three years. The average ELA ACT scores have been above the national average for the last three years, and are comparable with the State the last two years. USD 308 students have a higher percent of students ready for college-level coursework than the State for the past two years.

### Improvement Gains

2016 Target met: Continuous improvement in average score and percent of students ready for college-level coursework on the ACT. While the data points remained the same, the number of students decreased.

### Capacity Building

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

2017 Target: 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

There were 28 additional students completing the 2015-2016 Kansas State Assessments from the previous year.

**Grade 4** – Approximately 80.1% of our students scored in Levels 2-4. A higher percent of students scored in level 1 than the State and Haysville.

Performance Level	n= 363	District		State	Haysville
Level 4 Performing Above Expectations		9.64%		13.85%	9.44%
Level 3 Performing at Academic Expectations		35.26%		39.18%	47.5%
Level 2 Performing at Grade-Level Work		35.81%		33.13%	32.77%
Level 1 Not Performing at Grade-Level Standards		19.28%		13.82%	10.27%

**Grade 7** – District scores are very similar to the State scores and USD 308 has a higher percent of students in Levels 3 and 4 than Haysville.

Performance Level	n=358	District		State	Haysville
Level 4 Performing Above Expectations		5.87%		6.39%	3.98%
Level 3 Performing at Academic Expectations		35.75%		32.99%	24.46%
Level 2 Performing at Grade-Level Work		33.24%		33.85%	40.42%
Level 1 Not Performing at Grade-Level Standards		25.14%		26.76%	31.11%

**Grade 8** – District and State scores for Levels 3 and 4 are similar. The District had a lower percent of students score in Level 4 and a slightly higher percent in Level 1 than the State. Last year as 7<sup>th</sup> graders, these students had a higher percent in Level 2, but were similar in Levels 1 and 4.

Performance Level	n=329	District		State	Haysville
Level 4 Performing Above Expectations		1.82%		4.78%	1.95%
Level 3 Performing at Academic Expectations		25.23%		26.25%	21.51%
Level 2 Performing at Grade-Level Work		45.59%		45.57%	50.36%
Level 1 Not Performing at Grade-Level Standards		27.36%		23.38%	26.16%

**Grade 10** – Overall, the District's 10<sup>th</sup> graders performed lower than the State and Haysville. Level 1 increased slightly over last year. Levels 2 and 3 increased in the percent of students scoring in those levels.

Performance Level	n=347	District		State	Haysville
Level 4 Performing Above Expectations		2.02%		5.66%	5.8%
Level 3 Performing at Academic Expectations		18.73%		26.27%	28.78%
Level 2 Performing at Grade-Level Work		34.01%		40.28%	42.92%
Level 1 Not Performing at Grade-Level Standards		45.24%		27.77%	22.47%



## **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.

## **ELA 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 with to ensure reading interventions are implemented with fidelity (resources). This year, an additional staff person has been added to the special education department for the purpose of coaching Directing 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.