



# Shorewood

SCHOOL DISTRICT

## Results Monitoring Document R-2 Academic Mastery Mathematics

**Certification of the Superintendent:** *With respect to Results 2 (Academic Mastery: Mathematics), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

<input checked="" type="checkbox"/>	Making reasonable progress toward achieving the desired results
<input type="checkbox"/>	Making reasonable progress with the exceptions noted
<input type="checkbox"/>	Failing to make reasonable progress
<input type="checkbox"/>	Presentation of Indicators for Approval
<input type="checkbox"/>	Presentation of Baseline Data for Approval

Signed: Bryan Dan, Superintendent

Date: 10/8/18

### Executive Summary

#### Highlights:

- ✓ Kindergarten Math Checklist: It is important to note that we had more teachers turn in their data this academic year than last academic year. The end of the 2016-17 school year saw some turnover in our kindergarten level and it was difficult to track down all the data from teachers who had left the district. This year, we were able to collect information from a much larger enrollment population.
- ✓ Everyday Math End of Year Assessment: Overall and subgroup performance grew from last year to this year as well as every target was hit.
- ✓ Big Ideas End of Year Assessment: Our largest growth on this assessment from last year to this year was made by our Black students.
- ✓ Math Final Grade: Our largest growth from last year to this year was with Asian and Female students.
- ✓ Math Final Exam Grade: There was relatively steady performance across all subgroups for this assessment.
- ✓ Forward Math: There was a relatively steady performance across all subgroups for this assessment. Special note is the largest growth from last year to this year was for our Black student population.
- ✓ ACT Math College Readiness: We see significant jumps in performance for our Asian and Female subgroups as well as a large "overall" jump.

#### Analysis:

- ✓ Kindergarten Math Checklist: We do find decreases in performance across all reported groups and subgroups, however we do need to keep in mind that this assessment has a new cohort of students every year, so finding trend lines will be difficult.
- ✓ Everyday Math End of Year Assessment: Our African American student population is still performing below many other subgroups. Continued focus on "educational debt" is still important.
- ✓ Big Ideas End of Year Assessment: Our largest decrease in growth happened with our Asian and ELL subgroups. We have a similar problem analyzing this as our Kindergarten Math Checklist as this is a one-year cohort, so the students from year to year are not the same.
- ✓ Math Final Grade: Our biggest decline here was with our Hispanic and Free & Reduced lunch subgroups. These are two small sample sized subgroups, so small changes create large fluctuations in performance.
- ✓ Math Final Exam Grade: Here we see an overall slight decline in all of our racial subgroups, but larger declines for our minority subgroups than our white students. This means we need to focus on "educational debt."

- ✓ Forward Math: The largest decline here is with our Asian student subgroup which was our highest performing subgroup the previous school year. That subgroup is still performing quite high, but can be focused on.
- ✓ ACT Math College Readiness: There was a decline in performance by both our Black students and our Free & Reduced Lunch population. This again reiterates the importance of focusing on "Educational Debt."

**Disposition of the Board: *With respect to Results 2 (Academic Mastery: Mathematics), the Board:***

\_\_\_\_\_ Making reasonable progress toward achieving the desired results  
 \_\_\_\_\_ Making reasonable progress with the exceptions noted  
 \_\_\_\_\_ Failing to make reasonable progress

**Summary statement/motion of the Board:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Signed:** \_\_\_\_\_, Board President      **Date:** \_\_\_\_\_

## **Definition of Terms**

- **Math Checklist:** The math checklist is a test given at the kindergarten level. It tests the very basic knowledge of student's math abilities.
- **Everyday Math End of Year Assessment:** Everyday Math is our elementary curriculum. At the end of the school year, an assessment covering the year's worth of material is given. Teachers collaborate to determine what score on the assessment would be deemed "secure."
- **Big Ideas End of Year Assessment:** Big Ideas is our curriculum for grades 6 through 8. This included a compacted curriculum in which students cover the three years of curriculum in 2 years. Each course gives an end or year assessment covering the year's content and skills. Teachers at the 6<sup>th</sup> grade level collaborate to determine what score is deemed "Meeting Expectations." At the 7<sup>th</sup> and 8<sup>th</sup> grade level a percent score is used to determine a letter grade.
- **Final Exam:** At the high school, each course gives a final exam that covers the year's curriculum. The percent score is used to determine a letter grade on the final exam.
- **Forward:** Forward is the state assessment given to 3-8 and 10<sup>th</sup> graders in the areas of Reading and Math at all grades levels, and Science & Social Studies at the 4<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade level.
- **ACT:** The state of Wisconsin offers the ACT to all Juniors enrolled in a public school district. This is comprised of English, Reading, Math, Science and Writing.
- **ELL:** English Language Learner. A student whose native language is not English. ELL students have a level between 1 and 6 (a level 7 is a native speaker of English). A level one is experiencing the language for the first time, and level 6 is functioning at almost the same level as a native English speaker
- **SES:** Socio-Economic Status – This data is pulled for students that are reporting they need "free" or "reduced" lunch.

### **R-2.1 Academic Mastery: Mathematics**

**Demonstrate mastery in a body of knowledge and skills within each discipline: Math**

#### **SUPERINTENDENT Interpretation:**

**Mastery** shall mean students have possession, display great skill, knowledge, or technique that will make them successful at the next level of curriculum.

**Math** shall mean the science of numbers and their operations, interrelations, combinations, generalizations. Math includes arithmetic, algebra, geometry, trigonometry, statistics and calculus.

	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
R-2.1 Academic Mastery: Math	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

**Superintendent Indicator 1:**

- Kindergarten
  - Percent of students that are "Secure" or above on the "Math Checklist" Assessment

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	66.7%	75%	N/A	N/A	N/A
Asian	94.7%	100%	66.6%	-28.1%	73%
Black	N/A	N/A	N/A	N/A	N/A
White	85.2%	86%	70.5%	-14.7%	74%
Male	86.5%	88%	73.7%	-12.8%	77%
Female	86%	88%	68.3%	-17.7%	72%
Non F&R	89.2%	90%	72.7%	-64.5%	76%
F&R	72.7%	77%	63.6%	-9.1%	68%
Non ELL	86.2%	87%	69.8%	-16.4%	72%
ELL	86.7%	93%	80%	-6.7%	86%
<b>Overall</b>	86.3%	89%	71%	-15.3%	74%

**Superintendent Indicator 2:**

- Grades 1-5
  - Percent of students that are "Secure"/"Meeting Expectations" or above on the Everyday Math end of year assessment

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	31.7%	35%	48%	+16.3%	52%
Asian	56.3%	57%	70.7%	+14.4%	72%
Black	28.0%	32%	36.9%	+8.9%	40%
White	55.0%	56%	67.0%	+12.0%	68%
Male	46.1%	48%	63.0%	+16.9%	64.7%
Female	54.3%	55%	62.6%	+8.3%	64.1%
Non F&R	54.4%	55.5%	66.3%	+11.9%	67%
F&R	27.1%	30%	41.4%	+14.3%	45%
Non ELL	49.4%	51%	66.3%	+16.9%	67%
ELL	54.0%	54%	64.6%	+9.1%	67%
<b>Overall</b>	50.0%	52%	63.1%	+13.1%	64%

**Superintendent Indicator 3:**

- Grades 6
  - Percent of students that are "Meeting Expectations" or above on the Big Ideas end of year assessment

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	N/A	N/A	33.3%	N/A	38%
Asian	93.8%	94%	46.2%	-47.6%	54%
Black	20.0%	25%	26.3%	+6.3%	31%
White	58.2%	59%	62.8%	+4.6%	64%
Male	59.5%	61%	52.7%	-6.8%	55%
Female	56.2%	58%	52.6%	-3.6%	55%
Non F&R	59.0%	60%	61.0%	+2.0%	63%
F&R	52.0%	56%	21.9%	-30.1%	28%
Non ELL	55.6%	56%	53.7%	-1.9%	56%
ELL	78.6%	86%	43.8%	-34.8%	50%
<b>Overall</b>	57.8%	59%	52.7%	-5.1%	56%

**Superintendent Indicator 4:**

- Grades 7-8
  - Percent of students that are "C" or above on the their Final Grade

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	80.0%	84%	62.5%	-17.5%	68%
Asian	80.6%	84%	89.3%	+8.7%	89%
Black	82.2%	84%	80.6%	-1.6%	83%
White	88.8%	89%	85.5%	-3.3%	85%
Male	80.0%	84%	73.5%	-6.5%	75%
Female	90.6%	92%	93.7%	+3.1%	93%
Non F&R	86.5%	87%	87.3%	+0.8%	88%
F&R	81.4%	83%	66.7%	-14.7%	68%
Non ELL	86.0%	87%	84%	-2.0%	84%
ELL	80.0%	84%	73.9%	-6.1%	78%
<b>Overall</b>	85.5%	88%	83.2%	-2.3%	84%

**Superintendent Indicator 5:**

- Grades 9-12
  - Percent of student that are "C" or above on their Final Exam

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	47.5%	51.5%	44.4%	-3.1%	48%
Asian	87.7%	88%	83.9%	-3.8%	84%
Black	47.3%	51%	44.2%	-3.1%	47.5%
White	77.3%	78%	76.9%	-0.4%	77.4%
Male	67.1%	69%	65.9%	-1.2%	67.6%
Female	74.1%	75%	74.4%	+0.3%	75%
Non F&R	73.5%	75%	74.2%	+0.7%	75%
F&R	54.3%	57%	48.9%	-5.4%	50%
Non ELL	69.8%	71%	69.7%	-0.1%	70.7%
ELL	78.8%	81%	77.8%	-1.0%	80%
<b>Overall</b>	70.5%	72%	71.1%	+0.6%	72.2%

**Superintendent Indicator 6:**

- Grades 3-8
  - Percent of students "Proficient" or better on the Math section of the Forward Exam

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	50.0%	54%	50.0%	0.0%	53.5%
Asian	71.6%	72%	66.3%	-5.3%	68%
Black	28.0%	32%	31.1%	+3.1%	35%
White	70.4%	71%	68.9%	-1.5%	70%
Male	61.6%	63%	62.1%	+0.5%	64%
Female	64.2%	65%	63.0%	-1.2%	64%
Non F&R	68.0%	68%	67.3%	-0.7%	68%
F&R	39.2%	43%	38.9%	-0.3%	40%
Non ELL	64.5%	64.5%	63.6%	-0.9%	64%
ELL	37.3%	41%	39.5%	2.2%	42%
<b>Overall</b>	62.9%	63.5%	62.5%	-0.4%	63%

**Superintendent Indicator 7:**

- Grade 11
  - Percent of students "Meeting ACT's College and Career Readiness Benchmark" on the Math section of the Statewide ACT

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	N/A	N/A	41.7%	N/A	44%
Asian	43.8%	47%	60.0%	+16.2%	61%
Black	24.3%	27%	19.0%	-5.3%	23%
White	66.6%	67%	70.6%	+4%	71%
Male	51.7%	55%	52.4%	+0.7%	56%
Female	52.0%	55%	70.1%	+18.1%	71%
Non F&R	57.8%	60%	69.7%	+11.9%	70%
F&R	24.1%	28%	18.5%	-5.6%	21%
Non ELL	54.5%	56%	62.3%	+7.8%	63%
ELL	10.0%	33%	N/A	N/A	N/A
<b>Overall</b>	51.8%	54%	61%	+9.2%	62%