



Shorewood

SCHOOL DISTRICT

Results Monitoring Document R-2 Academic Mastery English Language Arts

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

☒ Making reasonable progress toward achieving the desired results
☐ Making reasonable progress with the exceptions noted
☐ Failing to make reasonable progress
☐ Presentation of Indicators for Approval
☐ Presentation of Baseline Data for Approval

Signed: Bryan Davis, Superintendent Date: 10/8/18

Executive Summary

Highlights:

- ✓ High Frequency Words: Almost all subgroups hit their target for the 2017-18 school year; of particular note was the growth by our Hispanic and African American subgroups. Also, overall and in many subgroups, we have over 80% of our students meeting the benchmark. 80% of students is a goal for universal level instruction which is why the target for this school year remains very similar to the current data.
- ✓ Running Records: Almost all subgroups showed growth on this assessment from last year. Further, many of the subgroups met their target goal for the year as well. There was some specific professional development done with regards to how Running Records should be given and assessed that probably helped in this area.
- ✓ ELA Course Grade: While the assessment did not hit many growth targets, it is important to note that the performance on this indicator is already quite high making substantial growth difficult.
- ✓ Forward Reading: Overall, we saw some growth in Reading performance on the Forward assessment. The Hispanic and Asian subgroups performance in the area is a specific strength.
- ✓ ACT ELA College Readiness: We had very large increases in many of the subgroups. Keeping in mind that our Fall 2017 scores were below our historical average, we should have expected some of these performances to rise. It will be interesting to see what happens in future years.

Analysis:

- ✓ High Frequency Words: Maintain levels around 80% for all subgroups.
- ✓ Running Records: We met almost all of our targets except in our ELL population and our Asian population. Both performed near 80% on the assessment however, so performance is still quite high.
- ✓ ELA Course Grade: While performance is already high in the category, we did see a general decline in performance from the previous year. Specifically our Black and Hispanic students took a 7.1% and a 14.8% decline in this area. Continued work on "educational debt" is necessary.
- ✓ Forward Reading: While some of the subgroups declined in performance, most were within a 1% to 2% decline. Our Black students however declined by 4.4%. This again reiterates the importance of focusing on "educational debt."
- ✓ ACT ELA College Readiness: The only area of decline on the ACT ELA scores were with our Black students. This would be the third data point that points us towards focusing on "Educational Debt."

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

- **Classroom Assessments Reporting Sheet:** The classroom assessments reporting sheet is used by kindergarten teacher to keep track of a kindergarten students progress on the following assessments: letter recognition, letter sounds, concepts about print, and phonemic awareness
- **High Frequency Words:** High Frequency Words assessments help measure a student's ability to recognize and read high-frequency words, or sight words. These words are essential to fluent reading, and since many are not decodable, repeated exposure and memorization are crucial for student to be able to read quickly and fluently.
- **Running Records:** Running Records allow teachers to assess reading behavior as students read from developmentally appropriate texts. They are used most often to monitor reading behavior and progress. Running Records also help teachers place students with an appropriate text.
- **Final Grade:** A final grade is used to determine a student's level of readiness in English classes 7-12. These grades are weighted differently depending on the course (some more heavily on literacy, others heavier on writing and communicating). The teacher for each course determines how a final grade will be determined.
- **Forward:** Forward is the state assessment given to 3-8 and 10th graders in the areas of Reading and Math at all grades levels, and Science & Social Studies at the 4th, 8th and 10th 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: English Language Arts

Demonstrate mastery in a body of knowledge and skills within each discipline: Reading/English Language Arts

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.

Reading shall mean phonemic awareness, fluency, vocabulary, and comprehension

English Language Arts shall mean reading, writing, listening, speaking and communicating

	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
R-2.1 Academic Mastery: English Language Arts (ELA)	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

Superintendent Indicator 1:

- Grades K5-2
 - Percent of students that are at their grade level benchmark for “High Frequency Words.”

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	68.4%	72%	88%	+19.6%	88%
Asian	93.0%	93%	92%	-1.0%	92%
Black	75.0%	79%	92%	+17.0%	92%
White	86.9%	88%	90%	+3.1%	90%
Male	83.6%	85%	91.7%	+8.1%	91.7%
Female	88.7%	89%	89.2%	+0.5%	89.2%
Non F&R	88.8%	89%	91.2%	+2.4%	91.2%
F&R	71.7%	75%	85.8%	+14.1%	85.8%
Non ELL	84.9%	85%	92.1%	+7.2%	92.1%
ELL	93.0%	93%	85.1%	-7.9%	85.1%
Overall	85.9%	87%	90%	+4.1%	90%

Superintendent Indicator 2:

- Grades K5-6
- Percent of students that met their Grade level benchmark for "Running Records" assessments

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	70.5%	74%	79.7%	+9.2%	81%
Asian	83.4%	84%	83%	-0.4%	84%
Black	61.8%	66%	72.7%	+10.9%	75%
White	86.2%	87%	89.7%	+3.5%	90%
Male	78.2%	80%	85.4%	+7.2%	86%
Female	85.1%	86%	87.3%	+2.2%	88%
Non F&R	84.5%	85%	90.4%	+5.9%	91%
F&R	65.8%	70%	72.4%	+6.6%	74%
Non ELL	81.2%	82%	87.4%	+6.2%	88%
ELL	75.7%	81%	79.6%	+3.9%	81%
Overall	81.5%	83%	86.3%	+4.8%	87%

Superintendent Indicator 3:

- Grades 7-12
- Percent of student that are "C" or above on their final grade in their English Language Arts class.

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	87.7%	89%	72.9%	-14.8%	77%
Asian	90.6%	92%	92.9%	+2.3%	93%
Black	78.6%	82%	71.5%	-7.1%	74%
White	92.6%	93%	91.2%	-1.4%	92%
Male	85.9%	87.5%	80.7%	-5.2%	82%
Female	93.4%	94%	93.6%	+0.2%	94%
Non F&R	91.7%	92%	89.5%	-2.2%	90%
F&R	79.2%	82%	74.3%	-4.9%	78%
Non ELL	89.4%	90%	87.8%	-1.6%	88%
ELL	95.3%	95%	93.7%	-1.6%	94%
Overall	89.7%	91%	87.2%	-2.5%	88%

Superintendent Indicator 4:

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

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	46.4%	50%	51.4%	+5.0%	54%
Asian	59.6%	61%	66.3%	+6.7%	67%
Black	29.6%	33%	25.2%	-4.4%	29%
White	66.8%	67.5%	65.8%	-1.0%	67.5%
Male	52.8%	55%	55.4%	+2.6%	57%
Female	65.3%	66%	64.6%	-0.7%	65%
Non F&R	63.6%	64%	64.7%	+1.1%	65%
F&R	36.7%	40%	35.6%	-1.1%	38%
Non ELL	60.9%	62%	61.5%	+0.6%	63%
ELL	25.5%	29%	23.7%	-1.8%	28%
Overall	58.9%	60%	59.8%	+0.9%	61%

Superintendent Indicator 5:

- Grade 11
 - Percent of students meeting ACT's College and Career Readiness Benchmark for ELA (Reading and English Sections) on the ACT Statewide assessment.

Evidence:

	Fall 2017	Target	Fall 2018 Current	% Change	Target
Hispanic	N/A	?	75.0%	N/A	75%
Asian	37.5%	41.5%	66.7%	+29.2%	67%
Black	27.2%	31%	19.0%	-8.2%	24%
White	69.6%	70%	77.1%	+7.5%	78%
Male	48.3%	49%	57.3%	+9.0%	60%
Female	62.6%	63%	80.5%	+17.9%	80%
Non F&R	62.2%	63%	77.3%	+15.1%	78%
F&R	20.6%	25%	25.9%	+5.3%	30%
Non ELL	58.4%	59%	70.8%	+12.4%	71%
ELL	0.0%	10%	N/A	N/A	N/A
Overall	54.9%	56%	68.6%	+13.7%	69%