

**RESULTS (R) POLICY**

**R-2 Academic Content Knowledge and Skills**

<input checked="" type="checkbox"/> Reasonable Interpretation and Indicators (RI)	_____	Date
<input type="checkbox"/> Monitoring Report	_____	Date for Re-monitoring

**SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy, R-2, Academic Content Knowledge and Skills, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

\_\_\_\_\_ Has reasonably interpreted the Board’s values

\_\_\_\_\_ Is Compliant

\_\_\_\_\_ Is Compliant with the exceptions noted

\_\_\_\_\_ Is Non-Compliant

Executive Summary:

Signed: \_\_\_\_\_  
Superintendent

Date: \_\_\_\_\_

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**BOARD ACTION:**

With respect to Operational Expectations Policy, R-2, Academic Content Knowledge and Skills, the Board finds that the organization is:

\_\_\_\_\_ Has reasonably interpreted the Board’s values

\_\_\_\_\_ Has failed to reasonably interpret the Board’s values

\_\_\_\_\_ Is Compliant

\_\_\_\_\_ Is Compliant, with the exception of specific policy sub-parts

\_\_\_\_\_ Is Non-Compliant

Commendations/Direction:

Signed: \_\_\_\_\_  
Board President

Date: \_\_\_\_\_

## R-2: ACADEMIC CONTENT KNOWLEDGE AND SKILLS

Each student will demonstrate mastery of content knowledge, skills, and competencies necessary to create, collaborate, think critically, and solve problems.

Students will achieve reasonable progress as demonstrated through multiple measures, on state and district-required standards each year in:

### Superintendent Interpretation:

- **Mastery:** Students demonstrate a pre-determined level of achievement before moving on.
- **Content Knowledge:** Facts, concepts, principles and theories that students must “know” or understand as part of a course or subject. Required content knowledge is typically defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Skills:** Processes students must perform. What students must be able to “do” as part of the course or subject. Required skills are typically defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Competency:** The ability to express or do something successfully.
- **Create:** To make or produce something original or new; to turn ideas into action.
- **Collaborate:** Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.
- **Think Critically:** Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.
- **Solve Problems:** Finding solutions to an issue or challenge. Solving problems typically occurs by defining the problem and developing, selecting and implementing a solution.
- **Reasonable Progress:** Measurable, incremental improvement over time towards goals.
- **Multiple Measures:** A variety of assessments or evaluations of student performance. These often include grades, surveys, and classroom, district and state assessments.

### 2.1 Literacy & Language

**2.1.1** Students will develop an interest in, and facility with the literacy and language skills necessary to comprehend, create, respond to, and engage with diverse texts, and reason with evidence while fostering an understanding of self and others that supports engaging with and effecting change in the world around them.

### Superintendent Interpretation:

- **Interest:** Wanting to know or learn something.
- **Facility:** The ability to do or learning something well.
- **Literacy:** The skills of reading and writing.
- **Language Skills:** Listening, speaking, reading and writing.
- **Comprehend:** In the case of literacy, understanding the spoken word and written text to gain meaning from what one hears or reads.
- **Create:** To make or produce something original or new; to turn ideas into action.
- **Respond:** Sharing an informed reaction to text. Students provide verbal and written responses to texts in classes.
- **Engage:** In the case of literacy and language, students respond to text by summarizing, analyzing, or evaluating what they read or hear.
- **Diverse Texts:** Students read a variety of types of literature and informational content by a variety of authors for different purposes.

<ul style="list-style-type: none"> <li>● <b>Reason with Evidence:</b> Using relevant examples, citations, facts and/or information to support a line of thinking, conclusion or argument.</li> </ul>		
<b>Indicator of Compliance:</b> <ul style="list-style-type: none"> <li>● 85% of students meeting end of year benchmark on DIBELS in reading in grades K-2</li> <li>● 85% of students meeting state standards on SBA in ELA grades 3, 5, 8 and 10</li> <li>● 90% of students earning full ELA credit grade 9</li> <li>● Achievement gaps less than 20% between the “all” student group and each reported subgroup for the indicators above</li> <li>● SBA ELA student growth percentile of 51 or greater for grades 3, 5, 8 and 10</li> <li>● 100% of annual School Improvement Plans (SIP) will contain action steps that specifically address ELA achievement</li> </ul>		
<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

<b>2.2 Mathematical Reasoning and Practices</b> <b>Mathematics</b>		
<b>2.2.1</b> Students will become increasingly proficient in mathematics, learning math concepts and develop math skills fluency and reasoning, enabling them to cope with the mathematical challenges of daily life, society, and the workplace.		
<b>Superintendent Interpretation:</b> <ul style="list-style-type: none"> <li>● <b>Proficient:</b> Having a high degree of competence or skill.</li> <li>● <b>Concepts:</b> Abstract mathematical ideas, principles, operations and relations.</li> <li>● <b>Skills fluency:</b> Carrying out procedures flexibly accurately, efficiently and appropriately.</li> <li>● <b>Reasoning:</b> Using logical thought, explanation and justification.</li> <li>● <b>Mathematical challenges of daily life, society and the workplace:</b> Students experience mathematical ideas in the contexts in which they naturally arise. These can range from simple counting and measurement to applications and problems from science, engineering, commerce and business.</li> </ul>		
<b>Indicator of Compliance:</b> <ul style="list-style-type: none"> <li>● 85% of students meeting state standards on SBA in Math grades 3, 5, 8 and 10</li> <li>● 90% of students earn full math credit grade 9 with a grade of C or higher</li> <li>● Achievement gaps less than 20% between the “all” student group and each reported subgroup for the indicators above</li> <li>● SBA Math student growth percentile of 51 or greater for grades 3, 5, 8 and 10</li> <li>● 100% of annual School Improvement Plans (SIP) will contain action steps that specifically address math achievement</li> </ul>		
<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance

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## 2.3 Science

**2.3.1** Students will gain scientific knowledge and develop scientific habits of mind, the capacity to engage in scientific inquiry, and the ability to reason in a scientific context. Students should engage in the practices that encourage curiosity, inspire interest, and motivate problem-solving related to the challenges in our society.

### Superintendent Interpretation:

- **Scientific Knowledge:** Ideas, concepts, principles acquired through methods of science.
- **Scientific Habits of Mind:** Patterns of intellectual behaviors that lead to productive actions.
- **Scientific Inquiry:** Using a continuous, incremental process that involves generating and testing hypotheses, and collecting evidence to reach evidence-based conclusions.
- **Ability to Reason:** Scientific inquiry requires critical thinking, the analysis, application and evaluation of information from a variety of sources, establishing causal relationships and distinguishing them from associations.
- **Scientific Context:** Science deals with the observable, natural phenomena. The body of scientific knowledge evolves as new evidence comes in and prior knowledge is reexamined, analyzed and argued.
- **Curiosity:** In the case of science, the desire to seek out and consume scientific information.
- **Motivate:** To stimulate interest or enthusiasm for doing something.
- **Problem-Solving:** Finding solutions to an issue or challenge. Solving problems typically occurs by defining the problem and developing, selecting and implementing a solution.
- **Challenges in our Society:** Students experience science skills and knowledge in the contexts in which they naturally arise. These can range from simple observation and investigation to applications and problems from science, engineering, the environment, business, etc.

### Indicators of Compliance:

- 85 % of students meeting state standards on WCAS in Science grades 5, 8 and 11
- 90% of students earning 1.0 science credit grade in grade 9 with grade of C or higher
- Achievement gaps less than 20% between the “all” student group and each reported subgroup for the indicators above

### Evidence of Compliance:

In Compliance	Not In Compliance
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### Board Findings:

In Compliance	Not In Compliance
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## 2.4 Social Studies

**2.4.1** Students will develop civic competence – the knowledge, intellectual process, and historical perspective, to be active and engaged participants in public life, demonstrating respect for the values of a diverse and democratic society.

### Superintendent Interpretation:

- **Knowledge:** Facts, concepts, principles and theories that students must “know” or understand as part of a social studies course. Required content knowledge is defined by “standards” or statements of what students should know and be able to do at each grade level.

- **Intellectual Process:** The cognitive strategies involved in analysis and evaluation of information and ideas; decision-making; problem-solving; and inquiry.
- **Historical Perspectives:** The social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.
- **Active and engaged participants in public life:** Discussing, educating oneself, and participating in the aspects of social life which occur in public.
- **Demonstrating Respect:** Showing, in word or action, regard for the feelings, wishes, rights or traditions of others.
- **Values:** Principles or standards of behavior. Agreed upon judgments about what is important in life.
- **Diverse Society:** One that has a representation of multiple identity groups and their respective cultures.
- **Democratic Society:** One that with a system of government where citizens exercise power by voting.

**Indicator of Compliance:**

- 90% of students earning 1.0 social studies credit grade by grade 10 with a grade of C or higher
- Achievement gaps less than 20% between the “all” student group and each reported subgroup for the indicator above

**Evidence of Compliance:**

In Compliance	Not In Compliance
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**Board Findings:**

In Compliance	Not In Compliance
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**2.5 Computer Science and Information & Communication Technology**

**2.5.1** Students will be empowered to learn in a digital world with the knowledge and skills, and digital citizenship necessary to responsibly innovate, compute, create, and effectively collaborate with others.

**Superintendent Interpretation:**

- **Empowered:** To equip or supply with an ability.
- **Digital World:** One in which social, economic and political activities are dependent on information and communication technologies.
- **Knowledge:** Facts, concepts, principles and theories that students must “know” or understand as part of a course or subject. Required content is typically defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Skills:** Processes students must perform. What students must be able to “do” as part of the course or subject. Required content is typically defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Digital Citizenship:** The norms of safe, appropriate, responsible and empowered technology use to participate in society, communicate with others and create and consume electronically available content.
- **Innovate:** To create a new method, idea, product, or device.
- **Compute:** To determine by means of a computer.
- **Effectively Collaborate:** Two or more students/people learning or working together with a common purpose.

**Indicator of Compliance:**

- Indicators to be developed and defined

**Evidence of Compliance:**

In Compliance	Not In Compliance
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<b>Board Findings:</b>	In Compliance	Not In Compliance
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## 2.6 The Arts

**2.6.1** Students will be able to express themselves and make meaningful connections with others and the world around them through experiencing and appreciating the arts.

### Superintendent Interpretation:

- **Express themselves:** Use of the imagination and personal interpretation in the production of works intended to be contemplated or appreciated.
- **Meaningful:** Worthwhile or purposeful.
- **Connections:** A relationship in which a person, thing, or idea is linked or associated with something else.
- **Experiencing:** To encounter, have contact with, or create.
- **Appreciating:** Using knowledge to understand, enjoy, analyze, evaluate, interpret and make meaning.
- **The Arts:** Any branch or product of creative work.

### Indicator of Compliance:

- 90% of students earning 1.0 arts credit by grade 11 with grade of C or higher
- Achievement gap less than 20% between the “all” student group and each reported subgroup for the indicator above

### Evidence of Compliance:

In Compliance

Not In Compliance

### Board Findings:

In Compliance

Not In Compliance

## 2.7 World Language

**2.7.1** Students will be equipped to communicate effectively in more than one language as part of a pluralistic society and global environment by having the ability to communicate effectively and interact with cultural understanding.

### Superintendent Interpretation:

- **Equipped:** Prepared with the skills or knowledge necessary for a specific purpose.
- **Communicate Effectively:** The use of a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences to share an intended message in a way that is understood.
- **Pluralistic Society:** A society in which many different groups with unique cultural identities and values representing many beliefs and points of view live together.
- **Global Environment:** The local and international interactions that influence how people and organizations operate.
- **Cultural Understanding:** Awareness and knowledge of differences between oneself and people with other beliefs, habits and social, economic and political backgrounds.

### Indicator of Compliance:

- 90% of students earning 1.0 world language credit by grade 11 with grade of C or higher
- 10% of students earning Seal of Biliteracy

- Achievement gaps less than 20% between the “all” student group and each reported subgroup for the indicators above

<b>Evidence of Compliance:</b>	In Compliance	Not In Compliance
<b>Board Findings:</b>	In Compliance	Not In Compliance