



**Results Monitoring Document
R-2 Academic Growth - Numeracy**

Certification of the Superintendent: *With respect to Results 2 (Academic Growth - Numeracy), 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: , Interim Superintendent Date: October 21, 2021

Executive Summary

The Shorewood School District prioritizes providing a comprehensive liberal arts education and academic growth for all students in grades K-12. The R2 Monitoring Report describes performance against the numeracy (math) indicators by which academic growth for all students is measured each school year, and the strategies employed to realize our goal of equity, growth and excellence for all.

The pandemic necessitated both virtual and hybrid learning and instruction during the 2020-2021 school year, prompting us to report on student assessment data more frequently; both the winter and spring Fastbridge assessment results were presented to the School Board, in February and May 2021, along with class grades for high school students. With these prior reports in mind, a discussion of modifications we have made to address results and align with academic standards, and potential changes in the structure and schedule for this Monitoring Report follow below.

To review, R2 results for students in grades K-8 are currently measured using data from the universal screening and progress monitoring assessment [Fastbridge](#) (Formative Assessment System for Teachers). Fastbridge assessment tools were introduced at the beginning of the 2020-2021 and students complete assessments in the fall, winter and spring. ACT Aspire and ACT Math scores are currently used to report on R2 results for students in grades 9-11. Our R2 numeracy goals are:

- 80% or more of students in grades K-8 to achieve Fastbridge scores in the 40% percentile or above, indicating low risk (on track) to college readiness; and
- 80% or more of students will have an academic growth score of 60% or higher on the Fastbridge assessment. A growth score of 60% or higher is synonymous with students making typical to aggressive growth and is considered a measurement of one year's growth during the school year, and
- At least 80% of students in Grades 9,10, and 11 will be at grade level on the Math section of the Aspire and ACT, and at least 80% of students in these grades will show a year's worth of growth, using Aspire

and ACT Math scores.

Fastbridge data reviews during the 2020-2021 year brought together faculty, support staff, and administrators to make decisions about instructional strategies for individual K-8 students. Now navigating the pandemic for a third year, we compared 2020-2021 Fastbridge results with recently-completed testing results to build on building, department and grade band work that began with our August 2021 Back to School training. In addition to this structured collaborative time during faculty in-service days, decisions about offering math to all students 3 out of 4 days in math rather than every other day through block scheduling as previously offered at the intermediate school, and providing parents with test results and communications that explain the Fastbridge assessment process and scores were notable changes in our work.

Standardized tests are one facet of District assessments of student growth, and over the course of this school year, we will discuss measurement of student numeracy that includes other tools, including classwork and academic standards-based evaluations that are especially relevant to evaluating students' understanding basic math facts, fluency, and application of skills at each grade level.

As an example, use of ACT scores alone as an indicator of one year's academic growth may need revision. While ACT tests do provide an indication of educational development, scores measure readiness for college-level work, not grade level performance; a benchmark of 80% may also not adequately capture the progress and performance objectives we seek to address.

Spring 2021 ACT scores have been provided in Superintendent's Indicator 4 to illustrate average ACT math scores for District student populations and state comparisons; with roughly 60% of students meeting the benchmark, the District's overall ACT scores generally exceed national averages as well. We have acknowledged the decrease in 2021, but should not assume that this means that students are not achieving one year's academic growth or are not performing at grade level.

We will be monitoring standardized assessment results, math grades and other indicators, and assessments that serve as indicators for R2 will be completed in May. In order to provide a comprehensive report on learning, instruction and student growth during the academic year, we suggest reporting on R2 Numeracy and the companion Literacy report in June annually.

Disposition of the Board: *With respect to Results 2 (Academic Growth - Numeracy), the Board determines the District is:*

- 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:

There are reasons to celebrate, and serious inequities.

Signed: _____, Board President **Date:** _____

Academic Growth

All students will be literate and numerate, able to integrate and apply the knowledge, skills, competencies and dispositions acquired across all academic disciplines.

R-2 Academic Growth - Numeracy

SUPERINTENDENT Interpretation:

Growth - Increasing achievement from one point in time to another.

Numeracy - An understanding of the science of numbers and their operations, interrelations, combinations, and generalizations.

R-2 - Academic Growth - Numeracy	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

Superintendent Indicator 1: K-8 Grade Level Proficiency in Math

- K-8 FastBridge data in Math will indicate students at least 80% of our students will exceed the “low risk” benchmark by the end of the school year.

Evidence: See table below

Overall, 83% percent of students who completed the FastBridge assessment fell within the “low risk” or “college pathway” classification in math. Although we exceeded our 80% goal overall, more progress is needed to increase the proficiency rate for students who are Black and who receive special education services.

Benchmark (Target)	Math - Fall 2021						
	Overall	Special Ed Students	Non-Special Ed Students	White Students	Black Students	Hispanic Students	Asian Students
Proficiency (80%)	83%	55%	85%	87%	46%	72%	85%

Superintendent Indicator 2: At least one year of growth in Math in Grades K - 8

- K-8 FastBridge data in Math will indicate overall, our students achieved typical or aggressive growth (a growth score of 60% or higher)

Evidence: See tables below

Benchmark	Math						
	Overall	Special Ed Students	Non-Special Ed Students	White Students	Black Students	Hispanic Students	Asian Students
Growth (60%)	60%	53%	61%	63%	47%	60%	62%

Overall, students who completed the Math FastBridge assessment achieved typical or aggressive (60%) growth in math.

Disaggregation by Special Education

An analysis of FastBridge progress monitoring **data disaggregated by participation in special education services** indicates that 55% of students who receive special education services scored within the “low risk” or “college pathway” in math.

When comparing this data to students who do not receive special education services, 83% of students without disabilities scored within the “low risk” or “college pathway” in reading and 85% of students without disabilities scored within the “low risk” or “college pathway” in math.

FastBridge progress monitoring data from fall 2020 to spring 2021 indicates significant disparities (a gap greater than 25%) in Math proficiency between students with disabilities and students without disabilities.

Although there is a narrow difference in growth (7% in math) between students with disabilities and students without disabilities, it is important to note the significant disparity of the percent of students who scored within the “low risk” or “college pathway” when disaggregating this data by ability. A continuation of this growth trend (even though there is a difference of less than 10% between percent of students with disabilities and students without disabilities making typical or aggressive growth) is likely to result in the 28% disparity in math proficiency between students with disabilities and students without to persist or increase from year to year. To address this, it is important to prioritize increased high quality and evidence based mathematics instruction for students who receive special education services.

Addressing these disparities and inequities we are producing as an educational system is a top priority. Maintaining a focus on equity is critical as we identify root causes of these results and the strategies that must be implemented to reduce and ultimately eliminate inequities in proficiency results of students with disabilities.

Disaggregation by Race

An analysis of FastBridge Progress monitoring **data disaggregated by race** reveals the most significant disparities in proficiency exists between students who are Black and students who are White. 46% percent of students who are Black students scored within the “low risk” or “college pathway” in math compared to 87% of students who are White scored within the “low risk” or “college pathway” in math.

Superintendent Indicator 3:

- At least 80% of Students in Grades 9,10, and 11 will be at grade level on the Math section of the Aspire and ACT

Evidence: For this indicator, the District considers students who receive a score of “ready or exceeding” to be at or above grade level on the ACT Aspire (9th and 10th grade). ACT Aspire data for spring 2020 was not available due to the pandemic; both ACT and ACT Aspire testing were conducted in spring 2021.

Generally, ACT scores are viewed as college readiness indicators, not grade-level proficiency measurements. The District uses the ACT Math score - which measures basic formulas and computation skills needed in major content areas that are prerequisites to successful performance in entry level courses in college

mathematics - to report on 11th numeracy mastery in R2 indicators and the data below reflect overall student results.

At 61% of 11th grade students meeting the college readiness threshold on the Math ACT assessment, and 62% of 9th grade students meeting optimal numeracy skill benchmarks, the overall District average is at or above state and national averages in the test populations.

We have noted the disparity in performance between 9th and 10th grade in 2021 as being slightly greater than in previous years. We will continue to monitor and analyze potential factors that may contribute to this disparity.

Other measures of grade-level math proficiency - including classwork and classroom assessments that are rendered according to state and national academic math standards - are considered.

Math				
Grade	% at or above Grade Level 2018	% at or above Grade Level 2019	% at or above Grade Level 2020	% at or above Grade Level 2021
9th - Aspire	62% N =97 of 156	64% N = 100 of 156	N/A	56% N= 76 of 134
10th - Aspire	59% N = 91 of 153	63% N = 94 of 150	N/A	45% N = 60 of 134
11 - ACT	61% N= 97 of 159	58.7% N= 88 of 150	66.7% N= 98 of 147	43.5% N = 64 of 147

Superintendent Indicator 4:

- o At least 80% of Students in Grades 10 and 11 will show a year’s worth of growth on Aspire and ACT Math

Evidence: See tables below.

ACT and ACT Aspire data is not a measure of academic growth in terms of years. In considering the impact of the pandemic, District and State ACT data added below is consistent with performance against benchmarks. A review of the data disaggregated by race/ethnicity show that overall, students in 11th grade are scoring above the state and national averages. This data further shows a significant achievement disparity (5 or more points) between ACT Math scores of Black and Hispanic students compared to White students. To more accurately evaluate “one year’s growth” the District encourages further discussion of growth indicators, including state and national grade-level standards.

Math				
	Percent meeting Benchmark 2018	Percent meeting Benchmark 2019	Percent meeting Benchmark 2020	Percent meeting Benchmark 2021
11th grade students	61% N= 97 of 159	58.7% N= 88 of 150	66.7% N= 98 of 147	43.5% N = 64 of 147

Race and Ethnicity	2021 District Average ACT Math Scores	2021 State Average ACT Math Scores
All Students	22.4	19.1
Black/African American	16.4	15.5
White	22.0	20.0
Hispanic/Latino	17.3	16.8
Asian	25.0	20.4