



Shorewood

SCHOOL DISTRICT

Results Monitoring Document R-2 Academic Mastery Science

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

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Making reasonable progress toward achieving the desired results |
| <input checked="" 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: , Superintendent

Date: 11/26/19

Executive Summary

Across the board, we see increases in overall student performance however the ACT indicator is more of an indicator of even performance from last year to this year. Most importantly, we must note gaps in performance by our Black students and students with disabilities on all indicators.

We can most likely attribute our gaps mentioned above to our educational system containing some bias and some need for ongoing support for teachers in providing some culturally relevant curriculum and instructional practices.

In order to address some of the gaps we see, the district has and will take the following steps:

- Leveraged district-wide Professional Development on bias and strategies for eliminating inequities in student results. Further, we will be “calling” proposals for current teachers that utilize culturally responsive practices in their classroom to share their expertise with each other on our January Professional Development day.
- Collaboratively developed and aligned school/department goals:
 - SIS Science Department: 7th and 8th-grade will be focusing on engaging students in the NGSS (Next Generation Science Standards) practice of “Analyzing and Interpreting Data”. This skill includes construction, analysis, and interpretation of graphical displays of data. Teachers will work collaboratively to provide learning opportunities in both grade levels to demonstrate growth in this area from 7th through 8th grade. Analyzing and Interpreting Data will be included in each unit of study and students will be given multiple opportunities to demonstrate mastery of this skill throughout the year. Learning tasks will be leveled so that students demonstrate a deeper understanding of this skill as they move from 7th to 8th grade.
 - SHS Science Department: The department is working on vertical alignment of skills (7-12), and ACT-style assessment strategies that emphasize critical thinking and data analysis.
- Convened Response to Intervention Work-Group to conduct a root cause analysis and determine a set of strategic actions to address systemic conditions that may lead to racial disproportionality in special education referrals.

<input type="checkbox"/>	Making reasonable progress toward achieving the desired results
<input checked="" type="checkbox"/>	Making reasonable progress with the exceptions noted
<input type="checkbox"/>	Failing to make reasonable progress

Date: 11.12.19

Definition of Terms

- **DLM: Dynamic Learning Maps** – This is an assessment for students with significant cognitive disabilities to be used in place of the Forward, Aspire, and ACT. This should only be given to about 1% of our district students.
- **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
- **F&R: Free & Reduced Lunch**– A student from a household with an income at or below a predetermined percent of the poverty income threshold is eligible for free or reduced lunch. These percentages are determined by the federal government.

R-2.1 Academic Mastery: Science

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

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.

Science shall mean physical, life, earth & space, and engineering/technology applications

Mastery in a body of knowledge and skills shall mean that students achieve at a level of proficient or better in science

- Science Knowledge and Skills (NGSS – Next Generation Science Standards)
 - Science and Engineering Practices
 - Asking Questions and Defining Problems
 - Developing and Using Models
 - Planning and Carrying Out Investigations
 - Analyzing and Interpreting Data
 - Using Mathematics and Computational Thinking
 - Constructing Explanations and Designing Solutions
 - Engaging in Argument from Evidence
 - Obtaining, Evaluating, and Communicating Information
 - Disciplinary Core Ideas
 - Physical Science
 - Life Science
 - Earth and Space Science
 - Engineering, Technology, and Applications of Science
 - Crosscutting Concepts
 - Patterns
 - Cause and Effect: Mechanisms and Explanations
 - Scale, Proportion, and Quantity
 - Systems and System Models
 - Energy and Matter: Flows, Cycles, and Conservation
 - Structure and Function
 - Stability and Change

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

<p>Superintendent Indicator 1:</p> <ul style="list-style-type: none"> Grades 7-12 Percent of student that are "C" or above on their final grade in their Science class.
Evidence:

	Fall 2017	Fall 2018	Target	Fall 2019 Current	% Change	5 Year Target
Hispanic	84.7	77.0%	81%	91.8%	+14.8%	90%
Asian	92.2	90.5%	90.5%	98.6%	+8.1%	95%
Black	66.4	64.7%	69%	77.2%	+12.5%	84%
White	93.7	91.3%	91.3%	95.9%	+4.6%	95%
Male	85.4	81.9%	84%	90.6%	+8.7%	92%
Female	91.5	90.4%	90.4%	95.6%	+5.2%	95%
Non F&R	90.8	89.4%	90%	95.1%	+5.7%	95%
F&R	77.3	77.8%	80%	83.6%	+5.8%	90%
Non ELL	89.1	84.9%	89%	93.3%	+8.4%	95%
ELL	81.5	86.5%	87%	92.1%	+5.6%	95%
Sw/oD				95.1%	N/A	95%
Sw/D				79.1%	N/A	92%
Overall	88.4	86.5%	87.3%	93.2%	+6.7%	95%

Intendent Indicator 2:

- Grade 8
 - Percent of students "Proficient" or better on the Science section of the Forward Exam

Evidence:

	Fall 2017	Fall 2018	Target	Fall 2019 Current	% Change	5 Year Target
Hispanic	N/A	N/A	-	85.7%	-	-
Asian	49.8%	60.0%	66%	66.6%	+6.6%	66%
Black	33.3%	28.6%	38%	33.3%	+4.7%	51%
White	64.9%	61.3%	65%	66.6%	+5.3%	67%
Male	41.5%	50.6%	56%	59.7%	+9.1%	62%
Female	61.8%	61.7%	65%	63.8%	+2.1%	68%
Non F&R	58.4%	61.4%	64.5%	71.8%	+10.4%	67%
F&R	36.1%	22.7%	36%	19.2%	-3.5%	48%
Non ELL	55.8%	58.1%	60%	N/A	-	-
ELL	0.0%	N/A	-	N/A	-	-
Sw/oD	66.6%	64.1%		65.5%	+1.4%	70%
Sw/D	0%	19.0%		40%	+21%	47.6%
Overall	53.2%	55.8%	60%	61.8%	+6.0%	62%

*NOTE: Data is pulled from WISEdash Public. Because of this, we are able to get historical data from 2017 and 2018 that we are not able to get on other indicators (italicized). The students who "opted out" were also removed from the calculations.

Intendent Indicator 3:

- Grade 11
 - Percent of students that meet the "College Ready" SCIENCE benchmark on the ACT Statewide assessment.

Evidence:

	Fall 2017	Fall 2018	Target	Fall 2019 Current	% Change	5 Year Target
Hispanic	N/A	N/A	-	44.4%	-	
Asian	37.5%	40.0%	46%	63.0%	+23.0%	58%
Black	27.3%	17.4%	27%	13.8%	-3.6%	47%
White	56.8%	63.7%	66%	67.8%	+4.1%	70%
Male	42.7%	47.1%	51%	50.0%	+2.9%	60%
Female	52.0%	61.7%	65%	57.5%	-4.2%	68%
Non F&R	51.8%	63.3%	65%	59.2%	-4.1%	69%
F&R	24.1%	13.3%	26%	29.2%	+15.9%	44%
Non ELL	49.3%	55.7%	58%	56.4%	+0.7%	61%
ELL	10.0%	N/A	-	22.2%	-	45.3%
Sw/oD	52.9%	58.3%	-	58.5%	+0.2%	68%
Sw/D	16.7%	28.6%	-	14.3%	-14.3%	51%
Overall	46.9%	54.2%	58%	54.4%	+0.2%	60%

*NOTE: Data is pulled from WISEdash Public. Because of this, we are able to get historical data from 2017 and 2018 that we are not able to get on other indicators (*italicized*). The students who "opted out" were also removed from the calculations.