

ACADEMIC COMPETENCE

It is the Board’s expectations that all NSD students acquire the core and basic knowledge and skills essential for success in school. The Board establishes the following standards by which academic progress is to be evaluated, both in terms of “overall” performance and each reportable demographic subgroup:

1. District-wide student achievement will exceed state and national averages on all state and federally mandated measures of student achievement, including Idaho Reading Indicator (IRI), Scholastic Aptitude Test (SAT), and Idaho Standards Achievement Test – Smarter Balanced (ISAT-SB) scores;

Idaho Standards Achievement Test by Smarter Balanced

The data show an increase in the percentage of students scoring proficient or advanced on the English Language Arts (ELA) ISAT-SB from 2016 to 2017 in sixth grade as shown in Figure 1. We perform below the state average in all grade levels.

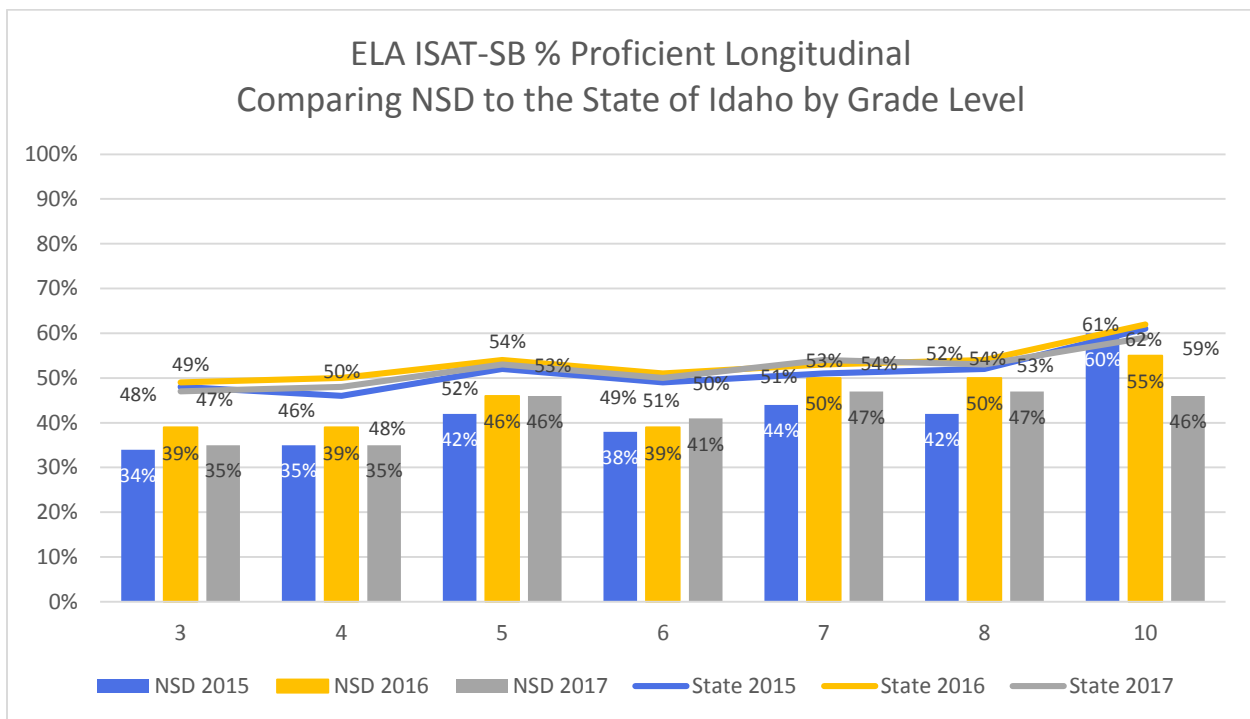


Figure 1. ELA ISAT-SB % Proficient Longitudinal Comparing NSD to the State by Grade Level. This figure illustrates the performance of our district compared to the state of Idaho on the ELA ISAT-SB.

This past year was the second full year of our K-5 English Language Arts (ELA) curriculum being in place and the first full year of our 6-12 English Language Arts (ELA) curriculum being in place.

The data show a decrease in the percentage of students scoring proficient or advanced on the Math ISAT-SB from 2016 to 2017 in third through eighth and tenth grade as shown in Figure 2. We perform well below the state average in all grade levels.

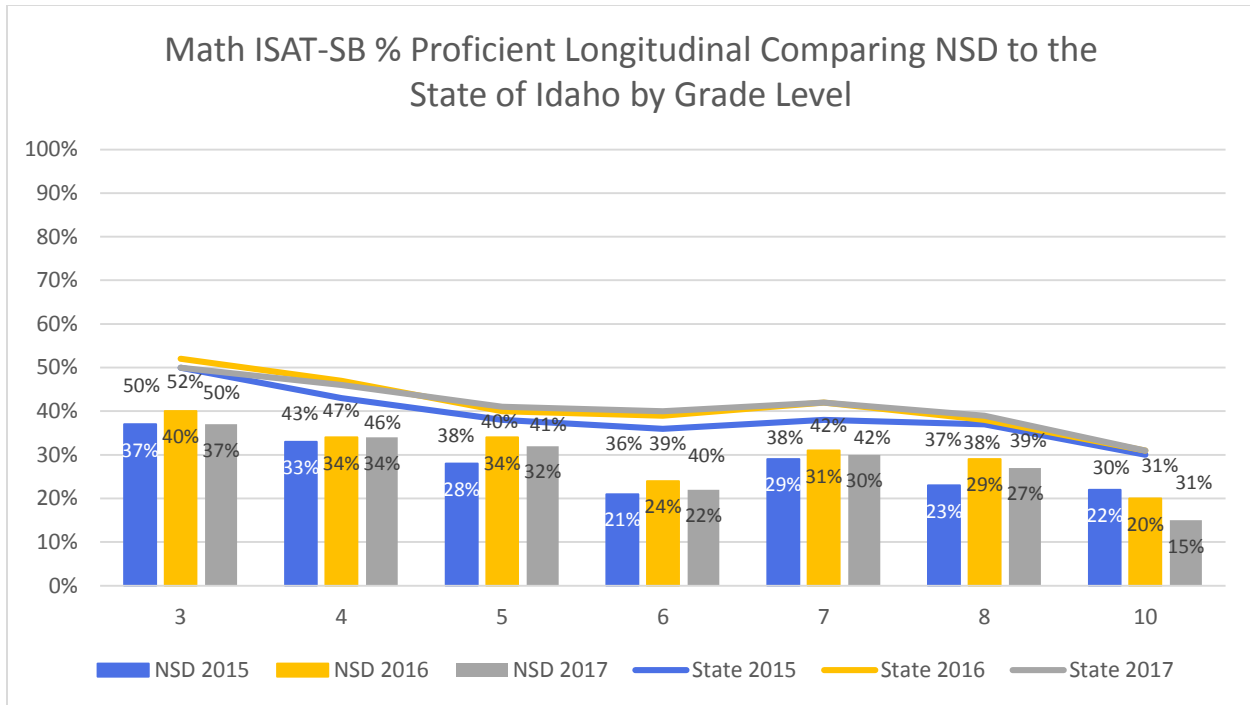


Figure 2. Math ISAT-SB % Proficient Longitudinal Comparing NSD to the State of Idaho by Grade Level. This figure illustrates the performance of our district compared to the state of Idaho on the Math ISAT-SB.

This is an area in which to focus our improvement efforts. We are in the third year of working on unit studies in partnership with Boise State University to improve student learning. We will also be implementing a new K-12 math curriculum during this school year.

Idaho Reading Indicator

The data show we did not meet or exceed the state performance at any of the four grade levels as shown in Figure 3. We did, however, increase the percent of students scoring proficient from 2016 to 2017 in three out of the four grade levels.

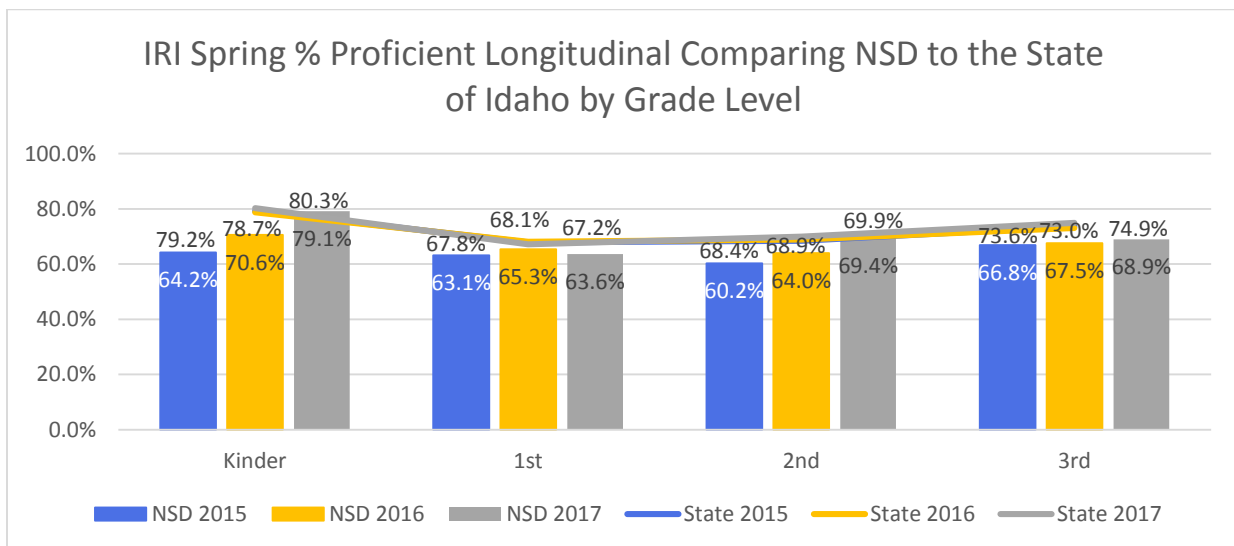


Figure 3. IRI Spring % Proficient Longitudinal Comparing NSD to the State of Idaho by Grade Level. This figure illustrates the performance of our district compared to the state of Idaho on the IRI.

A continued focus on early literacy skills and fidelity to the newly adopted K-5 ELA curriculum will be a focus this year.

SAT

The data show we did not meet or exceed the state performance in Evidence-Based Reading/Writing or in Math on the SAT as shown in figure 4. We decreased the percent of students meeting the Math and Evidence-Based Reading/Writing from 2016 to 2017. The percentage of our students meeting the expected math proficiency is well below the state and national average which impacts the percentage of our students meeting both benchmarks.

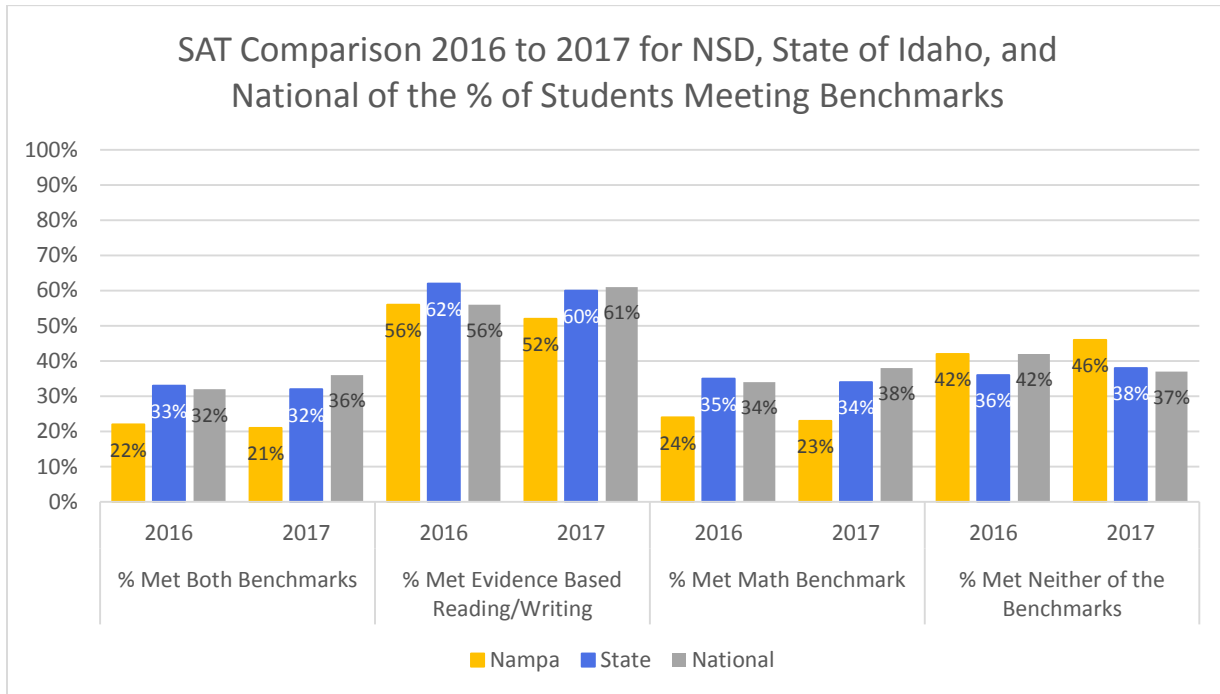


Figure 4. SAT Comparison 2016 to 2017 for NSD, State of Idaho and National of the % of Students Meeting Benchmark. This figure illustrates the performance of our district compared to the state of Idaho and Nationally on the SAT.

2. The percent of students scoring “Level 1” on ISAT-SB will decrease annually;

Level 1 or below standards is the lowest of the four levels that the state calculates and reports. Level 2 is near standard, Level 3 is meets standard and Level 4 is above standard. As the data show in Figure 5, we increased or maintained the percentage of students at Level 1 in ELA in third through eighth grade and tenth grade.

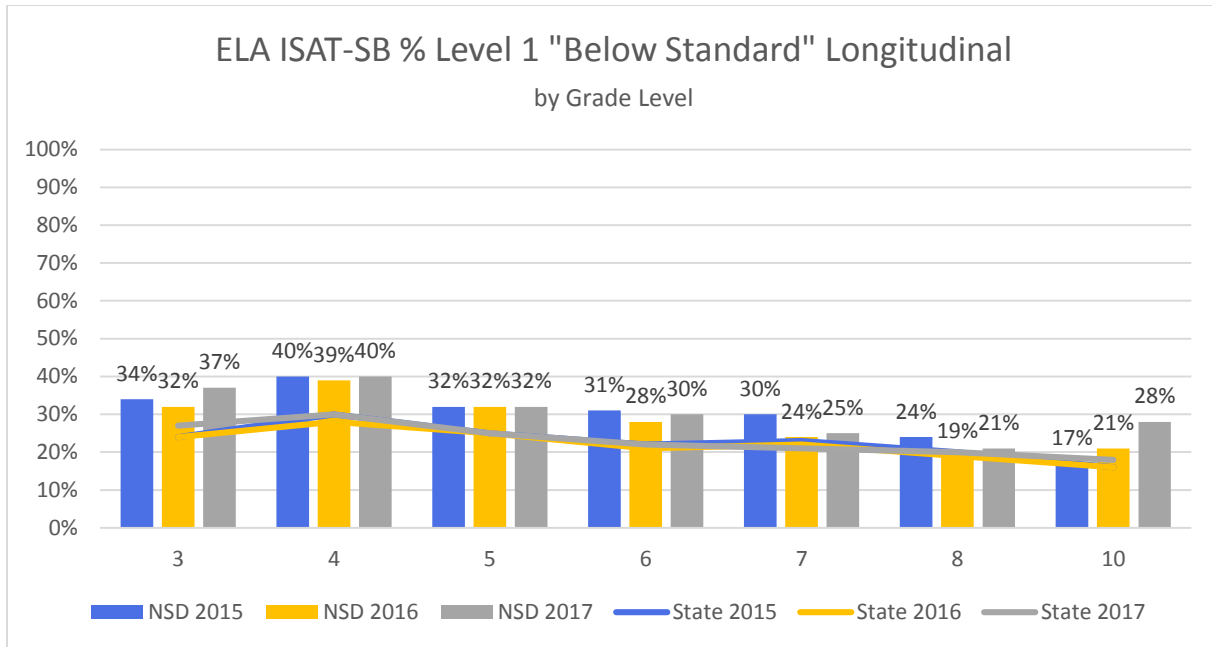


Figure 5. ELA ISAT-SB % Level 1 “Below Standard” Longitudinal by Grade Level. This figure illustrates the percent of students scoring below standard compared to the state of Idaho on the ELA ISAT-SB.

The data show we decreased the percentage of students at Level 1 in fourth grade as shown in Figure 6. The other grade levels maintained or increased the percentage of student at Level 1.

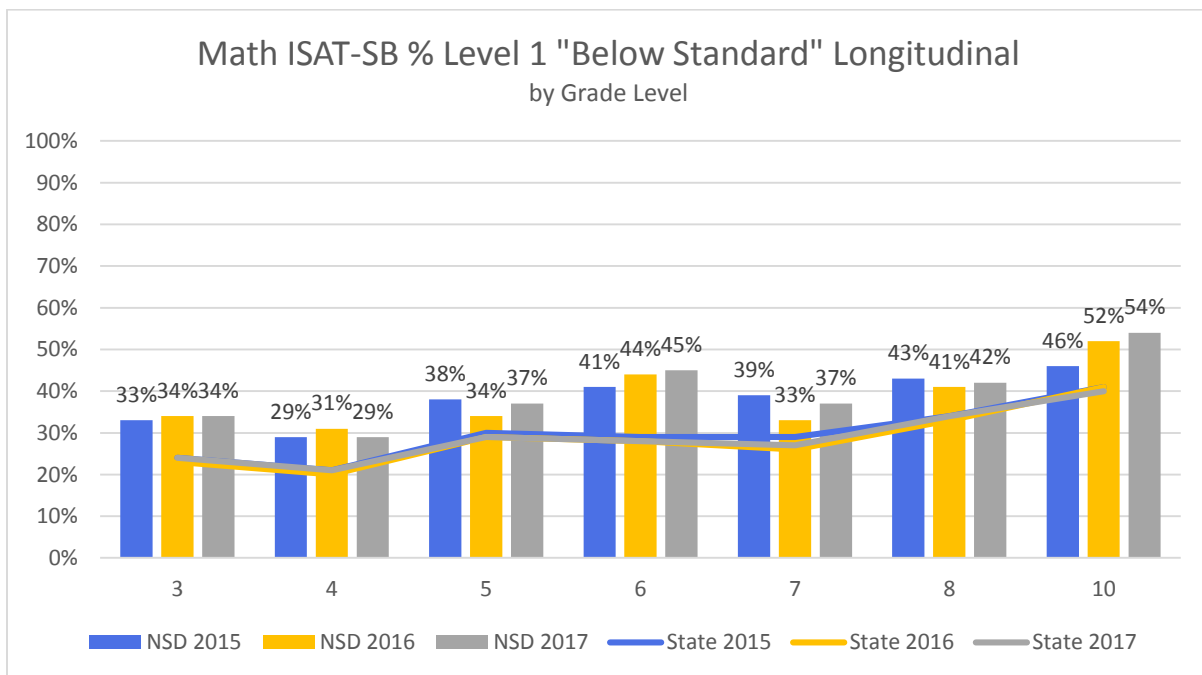


Figure 6. Math ISAT-SB % Level 1 “Below Standard” Longitudinal by Grade Level. This figure illustrates the percent of students scoring below standard compared to the state of Idaho on the Math ISAT-SB.

3. The percent of students scoring "Level 4" on ISAT-SB will increase annually;

The data show the percent of students scoring a four increased from 2016 to 2017 in fifth grade as shown in Figure 7. The other grade levels maintained or decreased the percent of students scoring at level 4.

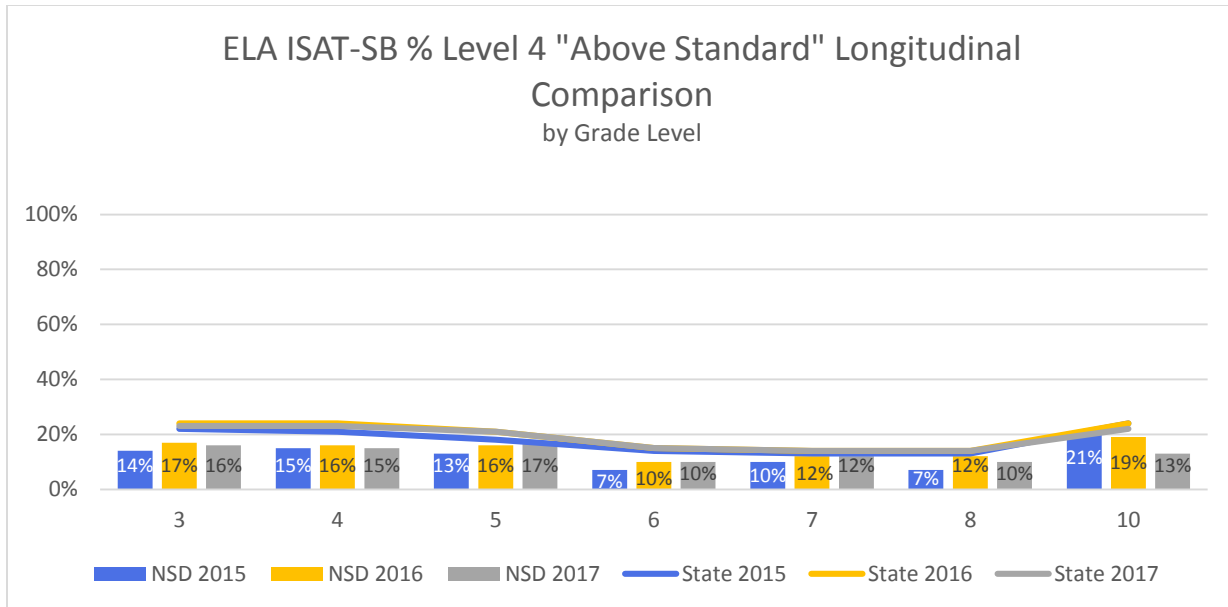


Figure 7. ELA ISAT-SB % Level 4 “Above Standard” Longitudinal by Grade Level. This figure illustrates the percent of students scoring above standard compared to the state of Idaho on the ELA ISAT-SB.

The data show the percentage of students scoring a four in mathematics increased from 2016 to 2017 in third and seventh grade as shown in Figure 8. The other grade levels maintained or decreased the percentage of students scoring a four.

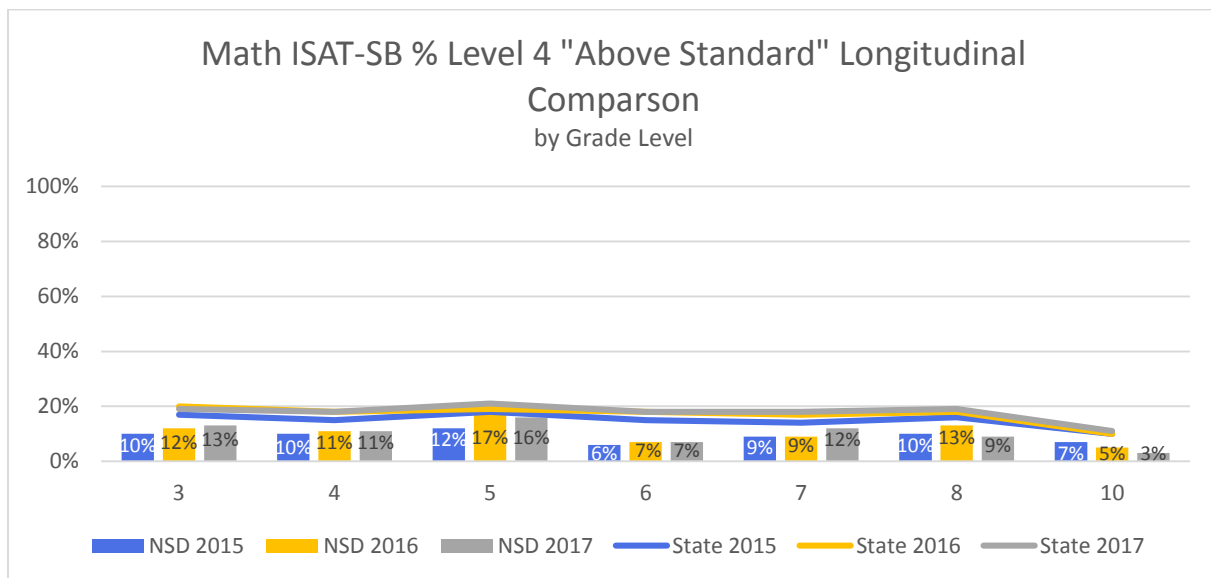


Figure 8. Math ISAT-SB % Level 4 “Above Standard” Longitudinal by Grade Level. This figure illustrates the percent of students scoring above standard compared to the state of Idaho on the Math ISAT-SB.

4. The measured “achievement gap” for historically underachieving groups will annually decrease;

The data show our Asian and white students out-performed the other five ethnicity subgroups in both content areas as shown in Figures 9 and 10.

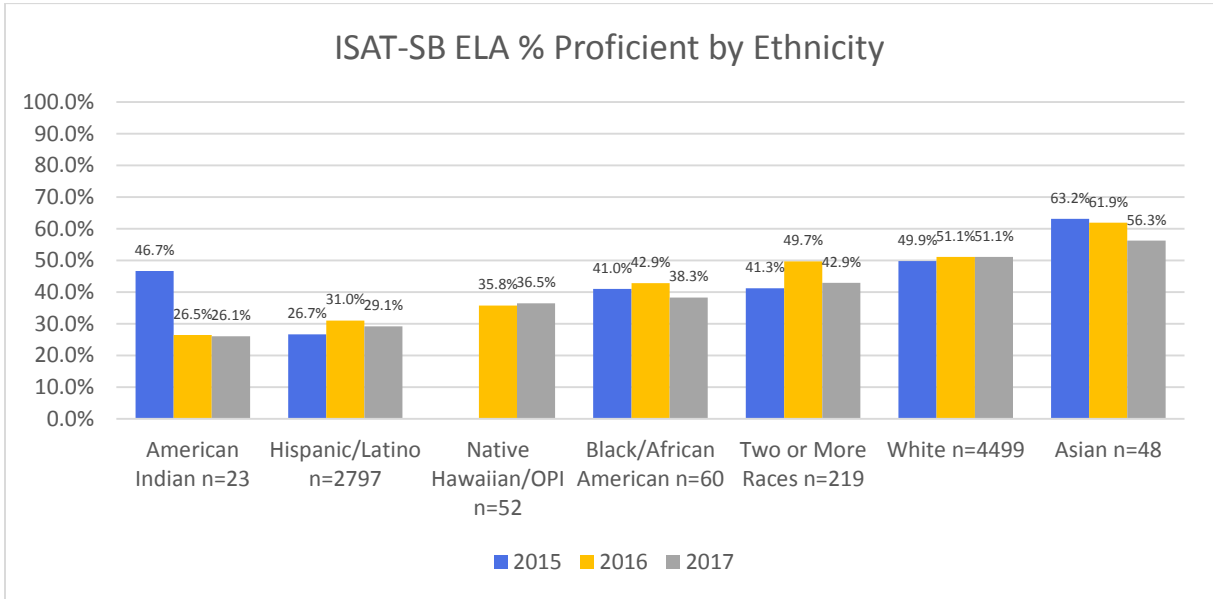


Figure 9. ISAT-SB ELA % Proficient by Ethnicity. This figure illustrates the percentage of students scoring proficient or above by reportable ethnicity category on the ELA ISAT-SB. The n=__ represents the 2017 number of students included in each group.

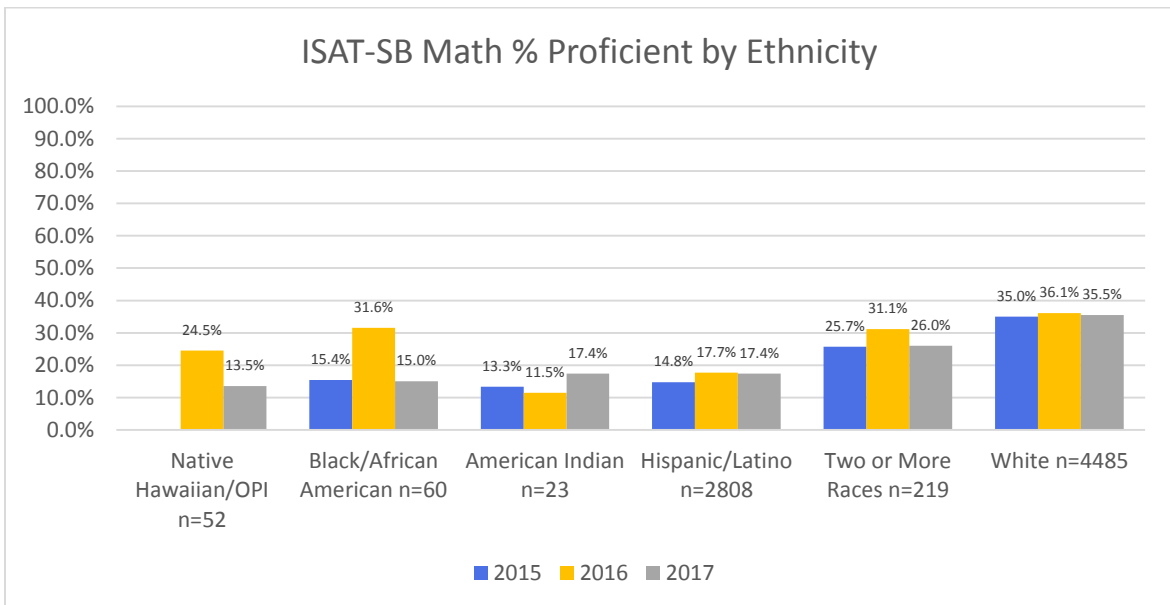


Figure 10. ISAT-SB Math % Proficient by Ethnicity. This figure illustrates the percentage of students scoring proficient or above by reportable ethnicity category on the Math ISAT-SB. The n=__ represents the 2017 number of students included in each group.

The data show the achievement gap between our Hispanic and Latino students and white students closing in mathematics as shown in Table 1. Please note that our Native Hawaiian and Other Pacific Islander subgroup was not large enough to report during 2014-2015 school year.

Table 1

ELA ISAT-SB and Math ISAT-SB – Three-year score gap information between the white sub group and the other ethnicities

ELA ISAT-SB				Math ISAT-SB			
	2015	2016	2017		2015	2016	2017
White	49.9%	51.1%	51.1%	White	35.0%	36.1%	35.5%
American Indian	46.7%	26.5%	26.1%	American Indian	13.3%	11.5%	17.4%
Score Gap	3.2%	24.7%	25.0%	Score Gap	21.6%	24.6%	18.1%
Asian	63.2%	61.9%	56.3%	Asian	57.9%	50.0%	45.8%
Score Gap	-13.3%	-10.8%	-5.1%	Score Gap	-22.9%	-13.9%	-10.4%
Black/African American	41.0%	42.9%	38.3%	Black/African American	15.4%	31.6%	15.0%
Score Gap	8.8%	8.3%	12.8%	Score Gap	19.6%	4.5%	20.5%
Hispanic/Latino	26.7%	31.0%	29.1%	Hispanic/Latino	14.8%	17.7%	17.4%
Score Gap	23.2%	20.1%	22.0%	Score Gap	20.2%	18.3%	18.1%
Native Hawaiian/OPI		35.8%	36.5%	Native Hawaiian/OPI		35.8%	36.5%
Score Gap		15.3%	14.6%	Score Gap		24.5%	13.5%
Two or More Races	41.3%	49.7%	42.9%	Two or More Races	41.3%	49.7%	42.9%
Score Gap	8.6%	1.4%	8.2%	Score Gap	25.7%	31.1%	26.0%

The data show that in English Language Arts our subgroups in special education and LEP all scored significantly lower than non-disabled and English speaking students as shown in Table 2. This year at three grade levels our 504 students out-performed non-504 students. Female students out-performed our male students in ELA at all grade levels again this year.

Table 2

ELA ISAT-SB % Proficient

	3			4			5			6			7			8			10		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
SPED	12%	7%	6%	11%	9%	7%	9%	10%	8%	5%	6%	6%	4%	7%	9%	4%	8%	3%	13%	5%	7%
Non-SPED	37%	42%	38%	38%	42%	39%	45%	50%	50%	41%	43%	45%	48%	51%	51%	46%	53%	52%	63%	58%	50%
LEP	13%	8%	14%	18%	4%	4%	25%	8%	7%	19%	4%	7%	21%	6%	9%	22%	0%	9%	40%	0%	3%
Non-LEP	38%	42%	38%	38%	43%	40%	46%	49%	49%	41%	41%	44%	48%	51%	49%	45%	52%	49%	63%	56%	48%
504	28%	41%	55%	23%	35%	43%	28%	47%	38%	26%	44%	39%	27%	43%	31%	33%	35%	38%	56%	35%	47%
Non-504	35%	39%	35%	35%	39%	36%	42%	46%	46%	38%	39%	41%	45%	50%	48%	42%	51%	48%	60%	56%	46%
Female	37%	43%	38%	41%	43%	40%	46%	54%	53%	44%	44%	49%	49%	57%	52%	46%	56%	54%	69%	63%	52%
Male	32%	35%	32%	31%	36%	32%	38%	40%	39%	32%	35%	34%	39%	42%	42%	37%	45%	41%	51%	48%	40%
All	34%	39%	35%	35%	39%	36%	42%	46%	46%	38%	39%	41%	44%	50%	47%	41%	50%	47%	60%	55%	46%

The data show that in Math our subgroups in special education and LEP all scored significantly lower than non-disabled and English speaking students as seen in Table 3. Interestingly, female and male

students performed more similarly than in ELA, and male students performed the same or higher in three of the seven grade levels this year.

Table 3
Math ISAT-SB % Proficient

	3			4			5			6			7			8			10		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
SPED	11%	6%	9%	14%	10%	6%	6%	8%	5%	3%	4%	3%	4%	3%	2%	3%	1%	2%	3%	0%	0%
Non-SPED	40%	44%	40%	35%	36%	37%	30%	37%	36%	23%	26%	24%	32%	33%	32%	26%	31%	30%	24%	21%	17%
LEP	19%	6%	14%	14%	4%	6%	11%	5%	7%	9%	2%	4%	10%	5%	4%	12%	0%	2%	9%	9%	3%
Non-LEP	40%	44%	41%	36%	37%	37%	31%	36%	35%	23%	25%	24%	32%	32%	31%	26%	30%	29%	25%	20%	16%
504	33%	41%	45%	15%	29%	38%	20%	41%	28%	15%	13%	21%	6%	25%	17%	18%	15%	13%	25%	23%	19%
Non-504	37%	40%	37%	33%	34%	34%	28%	34%	33%	21%	24%	22%	30%	31%	30%	23%	30%	28%	22%	20%	15%
Female	38%	42%	34%	32%	32%	34%	27%	34%	32%	20%	24%	24%	30%	31%	30%	21%	31%	29%	24%	16%	15%
Male	36%	39%	40%	33%	36%	34%	28%	34%	34%	22%	24%	21%	28%	30%	29%	25%	27%	26%	21%	23%	16%
All	37%	40%	37%	33%	34%	34%	28%	34%	33%	21%	24%	22%	29%	31%	30%	23%	29%	28%	22%	20%	15%

- The percent of students making a full year’s growth or more during each school year will increase, as measured by assessments allowing for such a calculation (STAR, IRI, and perhaps ISAT-SB);

Idaho Reading Indicator

The data show that we have been effective in showing increasing scores overall from fall to spring in kindergarten on the IRI as shown in Figure 11.

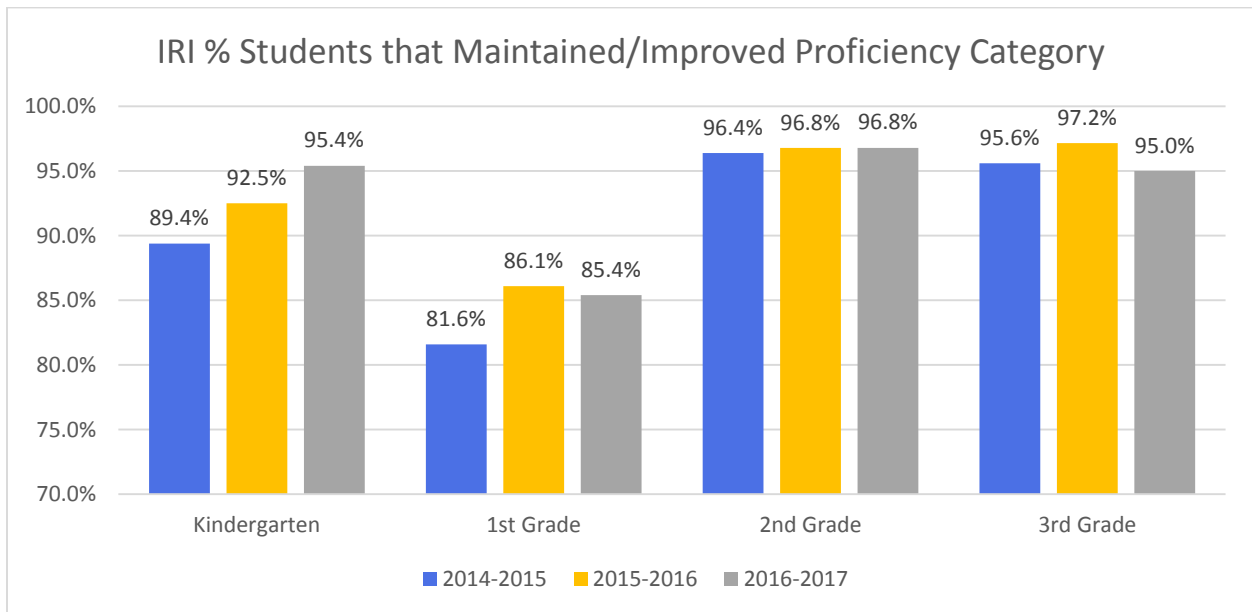


Figure 11. IRI % Students that Maintained/Improved Proficiency Category. This figure illustrates the percentage of students that maintained or improved their proficiency score from fall to spring on the IRI over the past three years

The data show we have been very effective at making growth from fall to spring with our kindergarten students, especially when only 36.5% of Nampa School District kindergarteners are kindergarten ready when compared to the state average at 51.4% as shown in Figure 12.

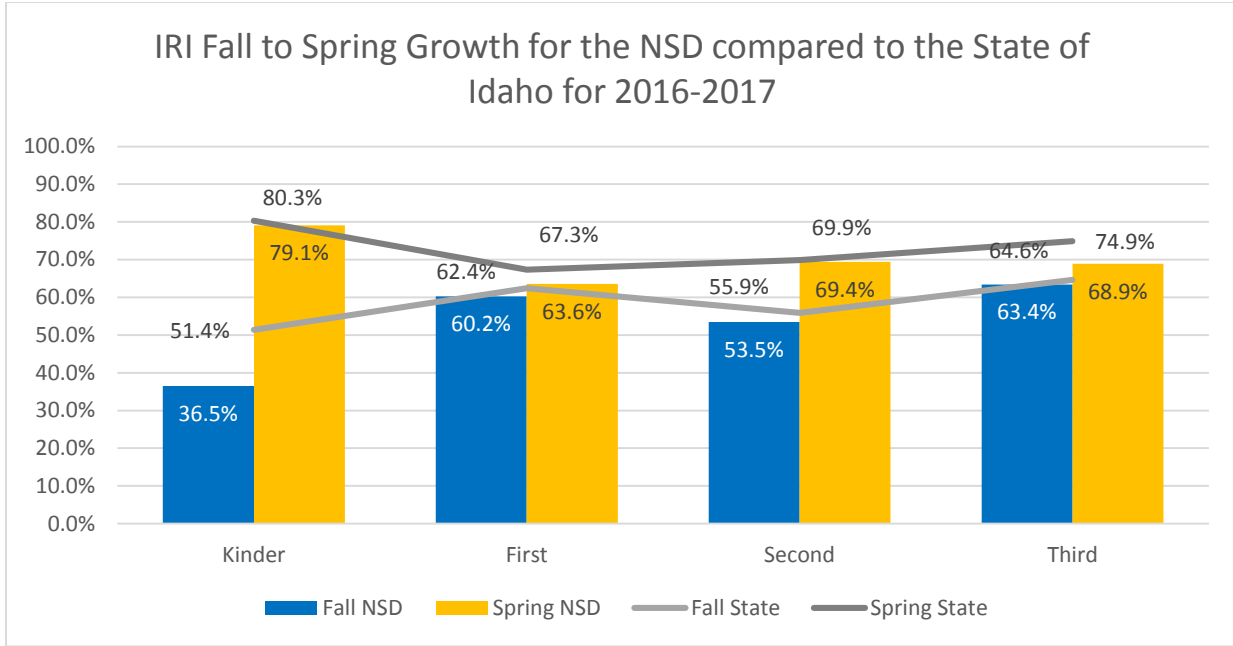


Figure 12. IRI Fall to Spring Growth for the NSD Compared to the State of Idaho for 2016-2017. This figure illustrates the percentage of students that entered the school year proficient and ending the year proficient comparing NSD to the state.

The data show that in ELA on the ISAT-SB that the graduating class of 2024, 2020, and 2019 have made steady growth in the percent of students scoring proficient year to year as shown in Figure 13. Please note that the ISAT-SB is not administered during grade nine.

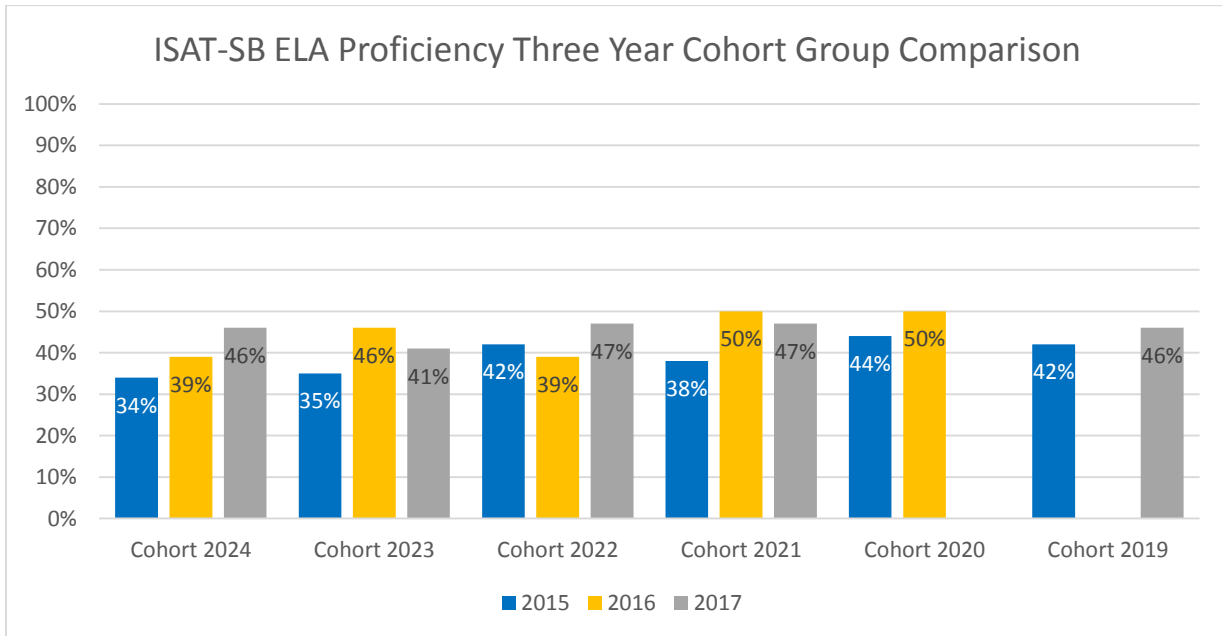


Figure 13. ISAT-SB ELA Proficiency Three Year Cohort Group Comparison. This figure illustrates the percentage of students scoring proficient in a cohort of students on the ELA ISAT-SB over a three-year period.

The data show that in math on the ISAT-SB that we have mixed results within cohorts from year to year of students scoring proficient as shown in Figure 14.

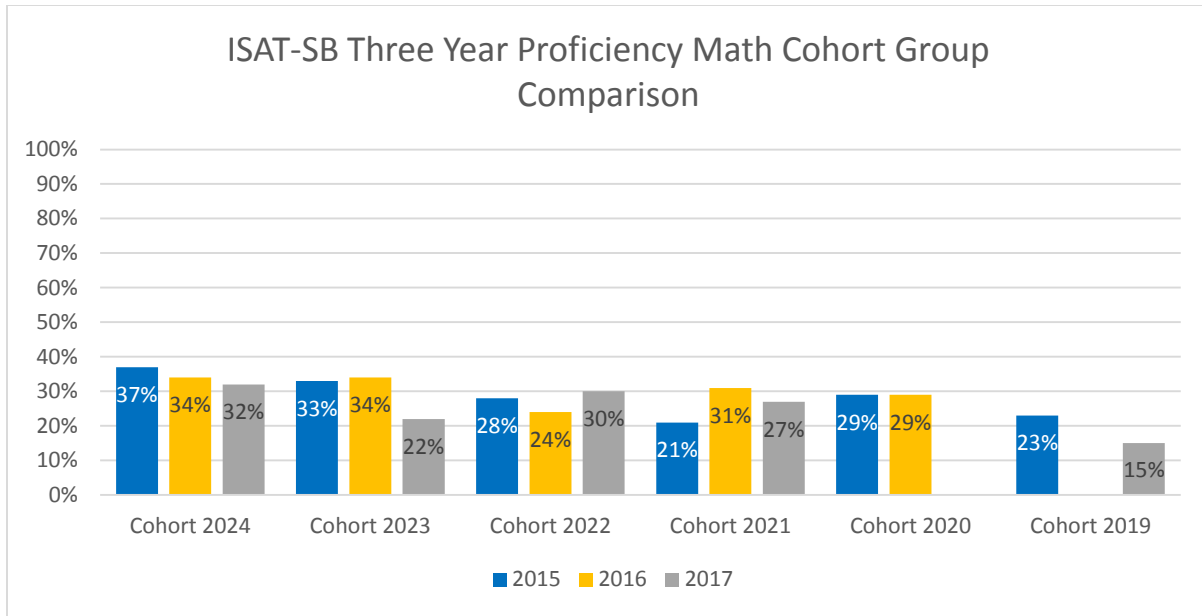


Figure 14. ISAT-SB ELA Proficiency Three Year Cohort Group Comparison. This figure illustrates the percentage of students scoring proficient in a cohort of students on the ELA ISAT-SB over a three-year period.

6. The percent of English Language Learners gaining proficiency in English will increase;

Last year we established baseline data using the spring results of the Assessing Comprehension and Communication in English State-to-State (ACCESS 2.0) assessment. Last year was the second time the State of Idaho administered this assessment to Limited English Proficiency students (LEP) and with the second year came a change in how the assessment is scored as well as what the state determined proficiency.

This past year in order to be considered proficient on the ACCESS 2.0 a student must reach a proficiency level of a five or higher in the overall score category and a four or higher in each of the other required domains. These domains are listening, speaking, reading, and writing. The overall score is composed of 35% Reading + 35% Writing + 15% Listening + 15% Speaking. To meet the rigorous language demands of the college and career ready state standards the bar for language proficiency was increased in 2016-2017. The speaking expectations increased the most, followed by reading and writing. With the increased expectations, of our 1,202 students taking the ACCESS 2.0 we had 4 students meet the exit criteria.

The data show a strength in our LEP services in listening with an increase from 52.2% of our students scoring at the highest two performance levels in 2016 to 64.3% of our students scoring at the top two levels in 2017 as shown in Figure 15.

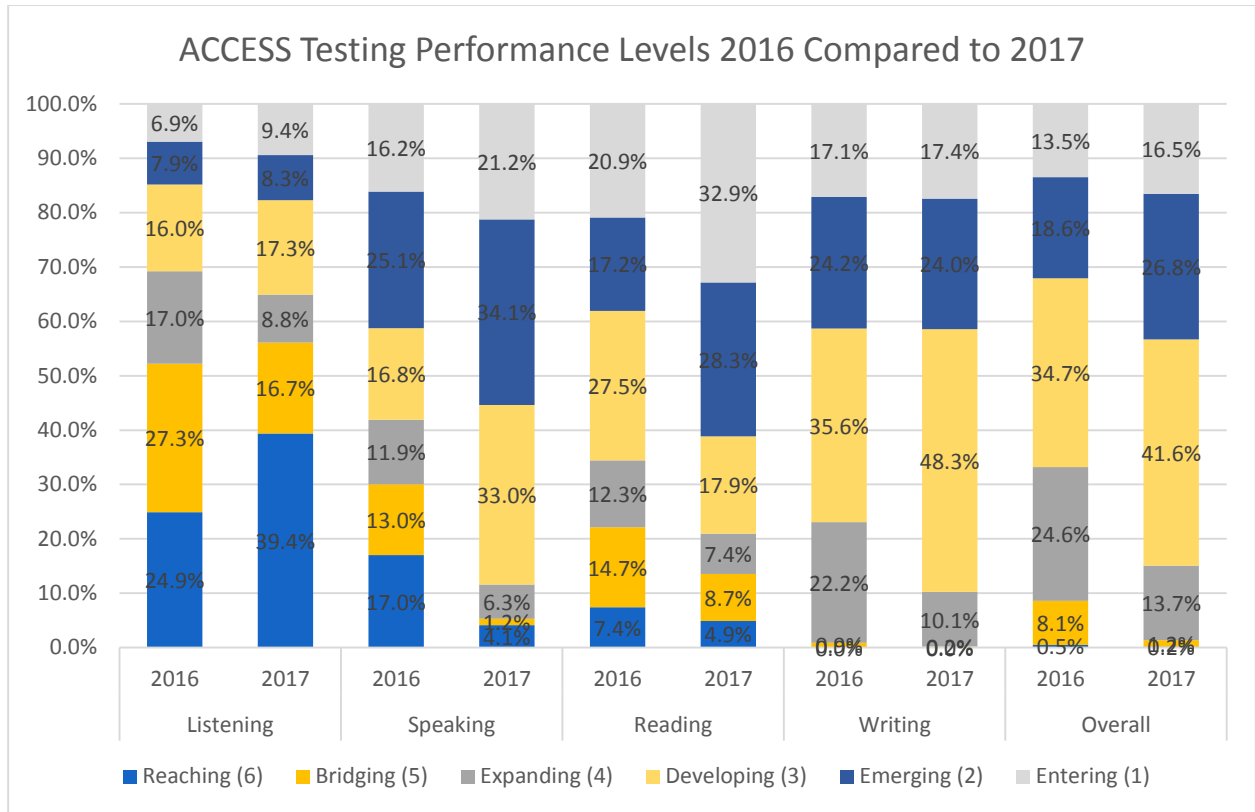


Figure 15. ACCESS Testing Performance Levels 2016 Compared to 2017. This figure illustrates the percent of students scoring at the various performance levels on the ACCESS test in 2016 and 2017.

The Superintendent will set annual improvement targets.