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 2015 to 2016 in third through eighth grade as shown in Figure 1. We perform below the state average in all grade levels. In seventh and eighth grade we are within three or four percent of the state performance.

![Figure 1. ELA ISAT-SB % Proficient 2015 and 2016 by Grade Level. This figure illustrates the performance of our district compared to the state of Idaho on the ELA ISAT-SB.](image)

This past year was the first full year of our K-5 English Language Arts (ELA) curriculum being in place. During the 2016-2017 school year the district will implement the adopted 6-12 ELA curriculum.

The data show an increase in the percentage of students scoring proficient or advanced on the Math ISAT-SB from 2015 to 2016 in third through eighth grade as shown in Figure 2. We perform well below the state average in all grade levels. We paralleled the trend in the state as we started with a high number of proficient students in third grade and then tapered off until an increase in seventh grade from sixth grade. Scores then dropped again from eighth to tenth grade.
Figure 2. Math ISAT-SB % Proficient 2015 and 2016 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 second year of working on unit studies in partnership with Boise State University to improve student learning. We will also be researching and proposing the purchase of K-12 math curriculum before the end of this current 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 2015 to 2016 at all four grade levels.

Figure 3. IRI Spring % Proficient 2015 and 2016 by Grade Level. This figure illustrates the performance of our district compared to the state of Idaho on the IRI.
A renewed focus on early literacy skills and fidelity to the newly adopted K-5 ELA curriculum will be a focus this year. Working with the Capacity Builders assigned to five of our elementary schools the district has created an early literacy intervention program that will be implemented at all of our elementary schools during the 2016-2017 school year.

SAT

The data show we did not meet or exceed the state performance in Evidence-Based Reading/Writing or in Math in figure 4. We performed near the national average in Evidence Based Reading and Writing. 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 % of Students Meeting Benchmark 2015-2016](image)

Figure 4. SAT % of Students Meeting Benchmark 2015-2016. This figure illustrates the performance of our district compared to the state of Idaho and Nationally on the SAT.

In 2016 the SAT went through a complete redesign in order to better serve students, parents, teachers, and institutes of higher education in showing college readiness. The State of Idaho paid for every student to take a college placement exam. In 2016, 1,008 of our 1,091 juniors took the SAT.

With the redesigned assessment it is not advised by College Board that a school compare the previous results with the new assessment. A curriculum adoption team will research and make a recommendation for a new K-12 math curriculum.

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 decreased or maintained the percentage of students at Level 1 in ELA in third through eighth grade. In eighth grade the percentage of students scoring Level 1 matches the state percent.
Figure 5. ELA ISAT-SB % Level 1 “Below Standard” 2015 Compared to 2016 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 fifth, seventh, and eighth grade as shown in Figure 6.

Figure 6. Math ISAT-SB % Level 1 “Below Standard” 2015 Compared to 2016 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 2015 to 2016 in third through eighth grade as shown in Figure 7.

![ELA ISAT-SB % Level 4 "Above Standard" 2015 Compared to 2016](chart1)

*Figure 7. ELA ISAT-SB % Level 4 “Above Standard” 2015 Compared to 2016 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 increased or maintained the same from 2015-2016 in third through eighth grade as shown in Figure 8.

![Math ISAT-SB % Level 4 "Above Standard" 2015 Compared to 2016](chart2)

*Figure 8. Math ISAT-SB % Level 4 “Above Standard” 2015 Compared to 2016 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 Caucasian/white students out-performed our other four subgroups in both content areas as shown in Figures 9 and 10. As a district our Caucasian/white, Two or More Races, Black/African American and Hispanic/Latino subgroups grew in the percent of students scoring proficient from 2015 to 2016.

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.

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 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 1. This year at three grade levels our 504 students out-performed non-504 students. In addition our 504 students increased proficiency levels in third through eighth grade from the spring of 2015 to the spring of 2016. Female students out-performed our male students at all grade levels again this year. In addition, the percentage of our female students scoring proficient stayed the same or improved in third through eighth grade.

**Table 1**

*ELA ISAT-SB % Proficient*

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
<th>10</th>
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<td>2016</td>
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<tr>
<td>SPED</td>
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<td>9%</td>
<td>9%</td>
<td>10%</td>
<td>5%</td>
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<tr>
<td>Non-SPED</td>
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<td>42%</td>
<td>38%</td>
<td>42%</td>
<td>45%</td>
<td>50%</td>
<td>41%</td>
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<tr>
<td>LEP</td>
<td>13%</td>
<td>8%</td>
<td>18%</td>
<td>4%</td>
<td>19%</td>
<td>4%</td>
<td>21%</td>
</tr>
<tr>
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<td>43%</td>
<td>46%</td>
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<td>41%</td>
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<td>504</td>
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<tr>
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<td>43%</td>
<td>41%</td>
<td>43%</td>
<td>46%</td>
<td>54%</td>
<td>49%</td>
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<tr>
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<td>31%</td>
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<td>32%</td>
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<td>35%</td>
<td>39%</td>
<td>42%</td>
<td>46%</td>
<td>38%</td>
</tr>
</tbody>
</table>

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 2. Interestingly, female and male students performed more similarly than in ELA, and male students performed the same or higher in four of the seven grade levels again this year.

**Table 2**

*Math ISAT-SB % Proficient*

<table>
<thead>
<tr>
<th></th>
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<th>7</th>
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<tbody>
<tr>
<td>2015</td>
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<td></td>
<td></td>
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<td>2016</td>
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<td>6%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Non-SPED</td>
<td>40%</td>
<td>44%</td>
<td>35%</td>
<td>36%</td>
<td>30%</td>
<td>37%</td>
<td>23%</td>
</tr>
<tr>
<td>LEP</td>
<td>19%</td>
<td>6%</td>
<td>14%</td>
<td>4%</td>
<td>11%</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>Non-LEP</td>
<td>40%</td>
<td>44%</td>
<td>36%</td>
<td>37%</td>
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<td>36%</td>
<td>23%</td>
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<tr>
<td>Female</td>
<td>38%</td>
<td>42%</td>
<td>32%</td>
<td>32%</td>
<td>27%</td>
<td>34%</td>
<td>20%</td>
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<tr>
<td>Male</td>
<td>36%</td>
<td>39%</td>
<td>33%</td>
<td>36%</td>
<td>28%</td>
<td>34%</td>
<td>22%</td>
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<tr>
<td>All</td>
<td>37%</td>
<td>40%</td>
<td>33%</td>
<td>34%</td>
<td>28%</td>
<td>34%</td>
<td>21%</td>
</tr>
</tbody>
</table>
5. 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 on the IRI as shown in Figure 11. We showed improvement at all four grade levels in the percentage of students making a year or more of growth on the IRI.

Figure 11. IRI- % Students that Maintained/Improved Proficiency Category. This figure illustrates the percentage of students that maintained or improved their proficiency score on the IRI 2015 and 2016.

STAR Renaissance

The data show that we have been effective in increasing scores from spring to spring on Star Renaissance in second through fifth grade, seventh and eighth grade as shown in Figures 12 and 13. Other grade levels including sixth and tenth did not make an increase from spring to spring. These are grade levels where an improved focus on student learning will be necessary this year.

Figure 12. STAR Renaissance Reading Spring 2015 and 2016. This figure illustrates the percent of students scoring proficient or above on the STAR Renaissance Reading assessment in 2015 and 2016.
Figure 13. STAR Renaissance Math Spring 2015 and 2016. This figure illustrates the percent of students scoring proficient or above on the STAR Renaissance Reading assessment in 2015 and 2016.

STAR Renaissance was administered for the second time last year in the Nampa School District. Not all students are included in the 2014-2015 data as there were some schools that did not administer the assessment to all students in the assigned grade levels during the assigned windows. Last year, we thought this may help to explain why the information does not correlate to the ISAT-SB data. During the 2015-2016 school year the STAR Renaissance assessment was proctored differently and was monitored to ensure the majority of students were tested during each screening window so we could assess for alignment to the ISAT-SB to determine if continued use is recommended. Comparing the proficiency data to our ISAT-SB and other assessments it was determined NOT to continue using STAR Renaissance this year.

The data show that in Reading we saw an increase in the percentage of students meeting or exceeding the expected Student Growth Percentile (SGP) at third, seventh, and ninth grade as shown in Table 3. In Math we saw an increase in the percentage of students meeting or exceeding the expected SGP in second, sixth, and seventh.

Table 3
STAR % of Students Meeting or Exceeding the Expected Student Growth Percentile (SGP)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Second Grade</td>
<td>62.5%</td>
<td>62.2%</td>
<td>Second Grade</td>
<td>54.0%</td>
<td>55.3%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>60.0%</td>
<td>64.0%</td>
<td>Third Grade</td>
<td>58.6%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>63.5%</td>
<td>60.1%</td>
<td>Fourth Grade</td>
<td>68.1%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>64.2%</td>
<td>63.3%</td>
<td>Fifth Grade</td>
<td>67.1%</td>
<td>62.6%</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>62.3%</td>
<td>61.3%</td>
<td>Sixth Grade</td>
<td>51.2%</td>
<td>52.3%</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>60.6%</td>
<td>64.3%</td>
<td>Seventh Grade</td>
<td>58.7%</td>
<td>69.7%</td>
</tr>
</tbody>
</table>
It is important to note that the information reported for the 2014-2015 school year is different from the information reported in the 2015 Monitoring Report. We were able to access a different level of information and check the hand calculations completed at each building within the STAR Renaissance system. Those errors were corrected for this report.

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

We have established baseline data using the spring results of the Assessing Comprehension and Communication in English State-to-State (ACCESS 2.0) assessment. This is the first time the State of Idaho has administered this assessment to Limited English Proficiency students (LEP).

In order to be considered proficient on the ACCESS 2.0 a student must reach a proficiency level of a five or higher in all five of the required domains. These domains are listening, speaking, reading, writing, and an overall score composed of 35% Reading + 35% Writing + 15% Listening + 15% Speaking. It is recommended not to compare the ACCESS 2.0 assessment to the IELA as the language domains, scoring process, proficiency levels, and exiting criteria are significantly different. Of our 1,040 students taking the ACCESS 2.0 we had five students meet the exit criteria.

The data show a strength in our LEP services is listening with 52.2% of our students scoring proficient in Figure 14.

![ACCESS Testing Performance Levels 2016](image)

*Figure 14. ACCESS Testing Performance Levels 2016. This figure illustrates the percent of students scoring at the various performance levels on the ACCESS test in 2016.*
To address our areas of need in writing, reading and speaking as well as the concerns in the Curriculum Audit, the District has developed an Instructional Model for English Learners (ELs) to shift instruction and student outcomes. In addition, fifteen schools are implementing co-teaching, which is a research-based model of providing explicit language instruction for ELs through the use of an English as a Second Language (ESL) co-teaching specialist. Five schools are implementing a push-in model for EL instruction. This model supports the needs of ELs through the use of a para-professional servicing students in their grade levels and/or core content classrooms. The additional two schools provide either dual immersion instruction or self-selected model of instruction.

7. The number of schools rated in the top two tiers of the state accountability system will increase;

The State Department of Education last calculated star ratings in 2012-2013 and has held schools under these ratings while they determine the new accountability system. No schools in the Nampa School District received a five star rating. Eight Nampa Schools received four star ratings. The schools receiving four stars were:

- Centennial Elementary
- Central Elementary
- Iowa Elementary
- Lake Ridge Elementary
- Owyhee Elementary
- Lone Star Middle School
- Columbia High School
- Skyview High School

8. The number of schools rated in the bottom two levels of the state accountability system will decrease;

The last ratings were given in 2012-2013. The State Department of Education is currently gathering stakeholder feedback to establish the new accountability system while we hold under the ratings assigned in 2013. Five Nampa Schools received one or two star ratings. The schools rated one or two stars were:

- Endeavor Elementary – 2 stars
- Park Ridge Elementary – 2 stars
- Franklin D. Roosevelt Elementary – 2 stars
- Snake River Elementary – 2 stars
- Ridgeline High School – 1 star

The Idaho State Department of Education is in the process of determining future star rankings but has released no information clarifying the new rating system.

The Superintendent will set annual improvement targets.