Mark Mathews
Report to the BOE
February, 2019
Leavenworth Middle School

2/2/19: WCMEA Solo-Fest
2/4/19: Quarter 2 awards assembly Grades 5-6, 7:30 AM
2/5/19: Quarter 2 awards assembly Grades 7-8, 11:30-12:05 PM
2/5/19: 6th grade parent information night, Large Cafeteria 6:00 PM
2/5/19: 8th grade parent information night, small cafeteria
2/8/19: Winter Dance 6-8:00, North Rose Wolcott Elementary School
2/12/19: Board of Education Meeting-6:00

New York State Testing
The elementary and middle schools are sending a letter to parents, informing them of the dates for the administration of the New York State assessments. We are using CBT (Computer-Based Testing) at the middle school for the first time in fifth grade. These students took computer-based assessments when they were fourth graders, but this will be new for the middle school. Mrs. Paliotti, Mrs. Pietricola, Lisa Brower, and Laurie Elliott have been very helpful and supportive in getting our teachers up to speed with CBT, as this is a change to an important achievement measure in our year. Our students are ready and we will be ready to participate in Computer-Based Testing this spring.

Interim Assessments
Students took Interim assessments over the last two weeks. We are in the process of scoring the open-ended questions on the assessments and sending the multiple choice questions to Linkit for analysis. The Linkit system provides some very interesting data reports, especially as they relate to our curriculum. For example, if we notice that a majority of students gets a particular question wrong, we know that we have to adjust and improve the teaching of the concepts or skills that the students must have to answer the question. This would greatly improve our curriculum maps and close gaps that exist in our teaching.

For example, only 20% of our fifth graders answered this questions correctly:

The operation symbol and the exponent are missing in the equation shown.

$$7{,}320 \square 10^{\square} = 0.07320$$

Which operation symbol and the exponent should go in the boxes to make the equation true?

A. ☐ × and 2

B. ☐ ÷ and 2

C. ☐ × and 5

D. ☑ ÷ and 5

Linkit tells us which answer students selected most often, which gives us insight into their misunderstandings. We use this information to reteach skills and concepts, and also to revisit and adjust our curriculum so that the standard is met more consistently. This could be a gap in teaching strategies or a gap in the curriculum materials. This can be very helpful information for us between now and the NYS exams.

I have not quite completed the data analysis report, but may be able to add to my report on Friday if I can get that far. Our teachers have worked very hard to move the assessment scoring forward, and their work is appreciated. I still have a few teachers who are scoring the interims this week.

We administered a science midterm for grade 8 students for the first year. We are using these results to develop a review plan in advance of the NYS Science 8 exam in June. More to come on this.

Connection to the SAP: The District Leadership Council is working hard to compile all curriculum maps into a central storage location so they can be easily accessed and frequently monitored. The curriculum map for a given course is the roadmap to student success for that course. It outlines exactly what the students must know and be able to do in order to be proficient in, or have master over the skills and concepts in the course. Interim assessments are a great way to use student achievement data to monitor the effectiveness of our curriculum, which, along with the NYS standards, determines what “proficiency” and “mastery” are in the context of SAP goals 1 and 2.

STAR Reading and Math

Students took the STAR Reading and Math assessments during the month of January. We compared the reading and math levels since the first administration in September/October. We measure for growth.

Students earn a score for Grade Equivalency in Reading and Math. That score is related to "where they are" in school. For example, a sixth grader at the beginning of the school year should be performing at least at "6.0" in reading and math. By January, they should be at least at "6.5" in reading and math (the .5 represents a half year). The should be growing by .5 between benchmarks, give or take a tenth of a point.

Not only should students be showing growth, but they should be growing at a reasonable rate. Sometimes this rate is slower, and sometimes faster, but we should be seeing a positive trend for all students over time.

For the January administration, we did see growth in most of our students, but in many cases, we did not see adequate growth, or at least .5 growth.

This week, I am finishing a mailing to families that reports their children's STAR scores from the fall to the winter. Any student who did not make .5 growth will be re-taking the STAR Reading and STAR Math assessments before the February recess, and adjustments will be made to our intervention groups to accommodate those students who have not made adequate progress.

Connection to the SAP: You may recall a data report I shared in the fall that showed a correlation between the STAR assessments in Reading and Math and proficiency and mastery on the New York State assessments (SAP goals 1 and 2).

Career Project-Grade 6

As you may have heard, our district continues its work to engage our students in the goal-setting process, specifically around the creation of their future stories. The future story describes a positive vision of what the future holds for each individual. At grade 6, Mrs. Winder (library media) and Mr. Bittner (counselor) are working with all 6th graders to engage them in the development of a career project. The students participate in activities that help them identify how they learn best. Are they visual, auditory, or tactile learners? What are their study habits like? What are their positive traits? The activities help them identify what careers best match the learning styles, study habits, and positive traits they possess.

Student	Learning Styles Auditory	Learning Styles Visual	**Learning Styles Tactile**	**Type of Student**	**Study Habits**	**Positive Traits Possessed**	**Careers Chosen that match your skills**
John	35%	15%	50%	Good Study Habits Good Grades Good Career Options Good Life	Working to improve	Kind/considerate, Caring/compassionate Confident	Firefighter, Video Game Designer, Agent

Jim	25%	35%	40%	Good Study Habits Good Grades Good Career Options Good Life	Based on your responses, your study habits are already very good	Cooperative/Team Player, Focused, Patient,	Plumber, Mechanic, Engineer
Grace	55%	30%	15%	Good Study Habits Good Grades Good Career Options Good Life	Based on your responses, you're already working to improve your study habits.	Assertive/Leader Focused, Patient	Vet, Chef, Artists

Students are developing self-awareness through the activities, and using a strength-based approach to begin the process of forming a solid future story that gives them a positive view of the future.

Connection to the Strategic Action Plan: We want our students to be engaged in the learning process because they want to achieve and accomplish something. We want them to be engaged, and trying their best. Goal-setting is an effective tool that puts the responsibility on the student to achieve, and the teacher to support or facilitate the learning. Having a positive view of oneself in the future can inspire students to seek out AP classes in high school and participate in learning more effectively in middle school, supporting goals 1 and 2.

6th Grade Parent Information Night

We held a parent information night on February 5th to inform parents about what they can expect as their child transitions from the elementary school setting as 6th graders to the high school setting as 7th graders.

I shared a sample schedule with the families, along with the general procedures for morning entry, student handbooks, lunch periods, and learning expectations. We talked through what types of classes students would be taking, advanced classes and guidelines, as well as supports that are available to all students in our district.

I took them on a tour of the middle school/high school, showed them some classrooms, lockers, and the middle school office. We'll have another event like this over the summer, just before school starts, when the students have their schedules and they can practice opening their locks and getting to their classes. These are topics that are very important to students, and we found that the practice we offered last summer eased some of the stress and anxiety for the students.