Mark Mathews

Report to BOE

March 12, 2019

Upcoming Events
March 1-End of interim 3
March 6-CSE, grades 7-12
March 7-Roller Skating Party Grades 5-8, 6 PM NRWE
March 12-BOE meeting 6:00 PM NRWHS
March 13-CSD, grades 7-12
March 15-Superintendent's Conference Day
March 20-7-12 CSE NRW MS/HS
March 26-BOE meeting 6:00 PM NRWHS
March 27-CSE, grades 6-12
March 28-District Wide Concert-6:00 PM NRWHS auditorium
April 2, 3-NYS ELA 6-8
April 4, 5-NYS ELA grade 5, CBT

SAP Goals 1, 2 Grade 5- STAR midyear as of 2/11	• Students who didn't make at least .5 growth between September and late January were asked to retake the assessment, as expected growth over the course of the year is 1.0, expected growth over half the year is .5 in Grade Equivalency. A student who is reading at, for example, "5.7" is reading at a level equivalent to that of a student in fifth grade, seventh month. • Please keep in mind that these numbers reflect data from January, and they have changed since then, as students have taken them again, and some of them have taken STAR repeatedly since that time. There may be some overlap in scores as these numbers were calculated. I do think, however, that these scores represent an

	accurate overview of how our students are doing in STAR Reading and Math.
	Grade 5 Observations: • 68% of students in grade 5 made progress on STAR Reading, but only 42% of students made at least .5 growth. For many fifth graders, taking the STAR is a different form of assessment. There are no short answer or extended responses, all multiple choice. • 42% does not represent a substantial portion of the fifth grade readers. Many students have retaken the assessment, since then, and these retakes will change this data, but some of the initial reports showed less than adequate progress from what is expected. • At Grades 5 and 6, we have been using a Walk to Reading program over the last few years. In this, we still using the guided reading approach, but where students transition to teachers who teach a group of students at their specific level. It has not shown consistent positive results. We are ending this program, and returning students to homeroom for guided reading. This will also help us focus our support and the work of Meagan Pentycofe. On specific teachers who need assistance. • Grade 5 students are making consistent progress in STAR Math. 75% of fifth graders made progress, and 48% made progress greater than .5. We are seeking opportunities for more advancement in Math by introducing an advanced math club after school, and are trying to find time in Mr. Norris' schedule to develop an advanced group during the regular school day.
SAP Goals 1, 2 Grade 6-midyear, as of 2/11	Observations: • This group of students is making good progress in STAR Reading. 81% of students made progress, 70% have made at least .5 growth. • We still have students who are not making progress, 18%. We reorganize our student groups, and adjust the approach so that the reading teachers work with the lowest students, and use research-

	based programs such as Leveled Literacy Intervention by Fountas and Pinnel. • As a cohort, they are also making progress in Math. 80% of sixth grade students made more than .5 growth, and 12 students have exceeded the 9th grade level in STAR Math. • We are examining the role of our math intervention teacher and modifying to focus his push-in supports on students who have not made sufficient progress on the STAR Math.
SAP Goals 1, 2 Grade 7-midyear, as of 2/11	• The seventh grade cohort is a large group of students, and they have made fair progress on STAR Reading at 65% making growth, but only 56% of students have made at least .5. This is a low number, and we will see how students do after the retakes next week, however when we saw this data in early February, we began working with Mr. Stopka, who is providing writing instruction for all grade 7, to bring more reading comprehension into his writing instruction. I'll include the progress in my next report. Many students in the 56% made more than 2 or 3 years growth, and that is something to celebrate, but it seems we are missing a core group of students and I'm working with Mrs. Krause (ELA), Mr. Stopka, and the entire Team to close this gap at Tier 1 • In STAR Math at grade 7, students have shown more consistent progress. While 73% have made progress overall, 67% have demonstrated greater than .5 growth since September. We have two advanced math sections at this level. This is the first time I've had two sections of advanced math.
SAP Goals 1, 2 Grade 8-midyear STAR	• At grade 8, 65% of students have shown growth on STAR Reading, but only 56% of students are making greater than .5 gains. Some of this may be due to the fact that students have reached a plateau. There are 5 students who have reached 13.0, which is the highest grade equivalency possible. • I'll provide data in my next report.

	• In STAR Math, 73% of students have made growth, 59% grew at a rate greater than .5 over the course of three months. We are working on using formative assessment data to organize student groupings, with the intention of delivering Tier 2 interventions in the context of Tier 1 instruction. This means that specific students will receive support in small groups by the teacher each and every day. She teaches her lesson, then starts the independent, partner, or small group activities. She then pulls that specific group of students to provide targeted instruction.
SAP Goals 1, 2	• Science 8 students and seventh grade advanced science students participated in a midyear assessment that was based on the New York State Grade 8 Science assessment. The seventh and eighth grade science teacher examined the results and developed a plan for review in advance of the New York State Science assessment this coming May and June. • Over the last two years, we have remained at the same proficiency level and this measure is intended to target review as this is a 5-8 assessment.

Other notes:

We are preparing for the New York State ELA, which will be administered to grades 6, 7, and 8 on April 2nd and 3rd. These grade levels will take the assessment using the traditional paper-based format. Grade 5 will take the assessment on April 4th and 5th. This will be done as a Computer-Based Test (CBT). Students will log in to a server with specific login information, and they will take the assessment on the computer. This will be our first time using the CBT formally. We had a practice assessment on February 26th, and teachers report that there were very few issues or concerns. However, they agree that students should continue to practice using the computer, as they will be required to show their work during the NYS Math.