Mark Mathews
Report to the Board of Education
October 2018

Upcoming dates to note for grades 4-6:
October 1st-5th – Spirit Week K-12
October 3rd – CSE Meetings @ NRWE
October 4th- PreK-6 Fall Pictures
October 9th – BOE Meeting – 6:00pm @ the HS
October 19th – Halloween Dance @ NRWE – 5th grade from 5:00-6:15pm and grades 6-8 from 6:30-8:30
October 22nd-25th – Red Ribbon Week
October 25th – "Go Home Early Drill" – Each building will dismiss 10 minutes early
Community Halloween Party – 6:00pm @ the HS
October 26th – Professional Development Day
October 29th – 5th grade Town Hall – 7:30-8:00 am
October 30th - 6th grade Town Hall – 7:30-8:00 am

NYS ELA and Math 2017 - Data Review

	ELA			Math		
Grade	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3	28%	41%	33%	46%	56%	49%
4	21%	30%	37%	32%	37%	43%
5	26%	16%	18%	38%	30%	43%
6	22%	22%	31%	17%	33%	30%
7	31%	23%	27%	17%	15%	36%
8	34%	41%	21%	7%	0%	19%

Analysis
English Language Arts

- We are still seeing a significant drop in student achievement in ELA as they transition to the MS. This trend has been consistently happening over the last three years, and we are working to analyze this trend much more closely since we are housed in the elementary school now.

    - We've noticed inconsistencies with the administration of the Fountas and Pinnell reading assessment. We have found some significant differences between the outgoing fourth graders F and P levels and the fifth grade assessed levels in the fall.
    - Over the last two years, the fifth and sixth grade teachers have made some significant changes to their teaching responsibilities. Now, they are teaching all subjects, including reading. Many of our teachers have not received professional development in effective reading instruction. I'm working with Meagan Pentrycofe, who I introduced to my teachers, to develop a support plan to build consistency and support teachers in delivering effective tier 1 reading instruction.
    - The fifth grade ELA curriculum is not consistent. We are examining the gap reports for the incoming fourth graders, and also the gap reports for outgoing fifth graders. This will help us understand what current gaps our students have, as well as the gaps of our current sixth graders, so we can develop an action plan to close those gaps.
    - This will also include a revisit to our ELA curriculum, which clearly does not include all standards, or it doesn't focus on specific standards consistently.
- Really nice effort from our sixth grade team and the students. They worked very hard to learn and use strategies for short constructed responses and
- Also some good effort from our seventh grade staff and cohort of students. They closed the gap, with 5% more students demonstrating proficiency in the cohort than the year before.

Math

- Growth in cohort at grade 5, 7, and 8. I would characterize the growth as minimal, however any growth is good.
- Our focus will be to develop the capacity of our teachers to properly analyze and deliver appropriate interventions. What we currently do is analyze student work or exit tickets, then pull them for a small group, or "reteaching" the next day.
- The problem with this is that we are providing reteaching to students who have legitimate skills gaps. We are giving students "more instruction" in smaller groups, but not addressing the skills gaps.
- In math, the grade level standards are linear, meaning that each skill and concept is built from previous understandings/learning. We have to find ways to determine which skills/concepts the students are missing, and address those gaps. This may mean that we have to go back to the previous grade level to find the standard or skill that has to be learned in order to become proficient with the grade level skill or concert. We are not doing this effectively. See below for MTSS. We are making growth, but not enough growth. We need 100% of our students at proficiency.

MTSS Structures

Grades 5 and 6

1. All staff must review all current curriculum maps and plans-deadline October 19th
2. Develop and administer common assessments.
    a. Assessments are rigorous and in line with UBD maps

b. Clear assessment criteria, based on the NYS standards, with a plan to teach the criteria as part of the curriculum.
c. Assessments can take a variety of formats, including performance-based assessments, only that they must be standards-driven and the assessment criteria must be clear to students.
d. Team must agree on date ranges for the administration of assessments.

3. Score assessments, analyze data, develop Tier 1 action plan
    a. When possible, assessments will be scored collaboratively by the team.
    b. Teams and individual teachers will use the results to improve Tier 1 core instruction. This will be done using the Tier 1 action plan attached to this document (see below)

SBIP Action Plan

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Student Learning Problem:	*Causes:*
PLAN: What do we want student to learn?	**PLAN: How will we know if they've learned it? (when/how will you be assessing again, e.g. next module, interim, formative assessment)**
PLAN: What does success/proficiency look like?	**ACT: What strategy will we put in place? How will we implement it?**
REFLECT: What are we going to do if they haven't learned it?	**REFLECT: What are we going to do if they have?**

Additional Notes:

4. For our purposes, the "Plan" component will be very important, as we continue to create opportunities for DID (Data Informed Decisions)
    a. The Tier 1 action plan will drive our meeting agendas, data review activities, and professional development.
5. In Math, we have to become more targeted with our interventions, this will mean seeking the true nature of the gaps. When we notice that a student is not proficient with a specific standard, we have to identify the prerequistite skills and target those skills in order to close the gaps.

    a. We also have to use student data to improve our curriculum. When we notice gaps across the grade level, or across the board, we have to identify resources and practices that will stupport our teachers in closing these gaps.
6. In Reading, we have to build our defintion of effective practice, and we have to use running reading records to correctly identify reading gaps. Whether those gaps are fluency gaps, vocabulary gaps, or otherwise, they have to be accurately identified.

Grades 7 and 8

1. All staff must have reviewed their curriclum maps by 10/19/18. These maps will define when assessment will be administered and what we will do with the results of the assessments.
2. Core subject-area staff is undergoing training on how to score short constructed responses and how to use the NYS ELA rubric to determine proficiency in student responses.
3. This training will lead to a Tier 1 action plan that involves teachers from all content areas in developing tasks and opportunities for students to provide answers to short constructed responses. Students will repond in writing to writing prompts, which will be scored by the teacher team. We will analyze the outcomes to identify gaps in student learning. The team will then develop an action plan using the form above to close the identified gap. We will also do this for Math.
4. When analyzing the responses, we will reorganize our efforts at the Tier 1 level for ELA to improve student outcomes on the NYS ELA and math, as it relates to specific gap standards.

Science Action Plan-you may recall this from my August report:

Analysisa of score distributions:

- At first glance, it may appear that an increase in the number of students at level 3 is a positive step, but take note that this is due to a decrease of the number of students who achieved at the mastery level (4).
- Notice the increase in the number of students at Level 1 and generally, similar percentages of students in each performance level. This is clearly an indication of a failed system of academic support for students. We should be identifying students whose science proficiency is level 1 or 2 sooner, then intervening in a focused way to make sure that these students are getting the help and support they need. We have not progressed in our systems of support for grade 8 science.
- In addition, we are clearly not challenging our students consistently enough at the mastery level. We must seek opportunityies to push those students beyond proficiency and challenge them to achieve at the mastery level.

Standard number	Standard Name	% proficient 2017	% profic%ient 2018
1M1 5 questions	Standard 1 Mathematical Analysis: Key Idea 1-Abstraction	49%	56%

	and Symbolic representation		
1M2 1 question	Standard 1 Mathematical Analysis: Key Idea 2-Deductive and inductive Reasoning	41%	65%
1S1 1 question	Standard 1 Scientific Inquiry Key Idea 1-Question and Develop Explanations	64 %	Not tested
1S2 4 questions	Standard 1 Scientific Inquiry: Key Idea 2-Plan to Evaluate Explanations	75%	Not tested
1S3 3 questions	STandard 1 Scientific Inquiry: Key Idea 3-Organize, Interpret, and Share Findings	77.4%	69%
4LE 35 questions	Standard 4 Living Environmnet	647%	65%
4PS 30 questions	Standard 4 Physical Setting	64%	51%
6K12 4 questions	Standard 6 Interconnectedness: Key Idea 2-Models	58%	64%
Sta1 9 questions	Performance Station 1-Multiple Standards and Process skills	80%	75%
Sta2 8 questions	Performance Station 2-Multiple Standards and Process Skills	87%	80%
Sta3 7 questions	Performance Station 3-Multiple STandards and Process Skills	73%	70%

Analysis:

- We made some modest gains in a few areas, but clearly we need to spend considerably more time with STandard 4, the physical setting, as well as the performance stations.
    - The Physical setting questions make up a considerabel portion of the NYS grade 8. We must take a closer look at the curriculum maps to be sure that not only are standards being addressed in our teaching, but that we are assessing the progress of the students to ensure clarify and that targets are being reached.
    - In addition to the Physical setting, we must spend considerably more time on the performance aspects of the stations. There really is no excuse for a decline in student performance on these stations, because they generally <u>do not change</u> from year to year. There should be no surprises whatsoever by students when they engage in the performance aspects of the assessments. However, with the Next Generation Science Standards, I am concerned that we are not sufficiently engaing students in scientific inquiry, reading directions carefully, or scientific problem solving.

Students will take a pretest in the third week of October. Questions will be specific to the Natural world and the physical setting. The science teachers will evaluate the results and develop a plan to close the gaps that exist in our curriculum and begin to design checkpoints for assessment so we can continually evaluate our student progress against the NYS standards. I will report back to you on this project monthly.