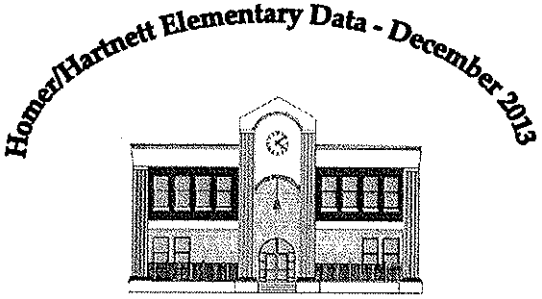

To: Board of Education
Re: First Quarter Data (k-2)
Date: December 2, 2013
From: James McGory

The following is an analysis of the quarterly data for the Elementary School. You have been provided the data for the Aimsweb reading and math as well as the module assessments for ELA and math. The Aimsweb data was collected in October and the module assessments were administered in November.

Aimsweb Reading and Math (grades K-2)

Aimsweb assessments in ELA and math have been administered traditionally each October, January, and April to determine student reading fluency (ELA) and computational skills in mathematics. These assessments allow our educators to determine what ***tier*** students are performing at throughout the school year.

Tier 3 students are students who are reading and performing in math ***well*** below grade level and who require intensive academic intervention along with problem solving meetings to implement approached in remediation. These students are progressed monitored on a weekly basis through the use of Aimsweb assessments.

Tier 2 students are students who are performing ***below*** grade level in ELA and math and require further consideration of more intensive instruction. The needs of the students within tier 2 can be addressed through the use of our reading specialist in collaboration with differentiated instruction within the classroom. Tier 2 students are progressed monitored on a bi-weekly basis.

Tier 1 students are performing ***at or above*** grade level. Continuing current programming for students who score at the lower end of tier 1 receive continuation of the current curriculum. Students who perform at the higher end of tier 1 should be receiving enrichment through differentiated instruction and enrichment projects. 80% of students should be operating in Tier 1 by spring according to national norms.

Our results in ELA using the Aimsweb assessments:

Kindergarten: In comparison to the 2012-13 data, our 2013-14 Kindergarten students who scored at or above grade level decreased slightly, while our number of students below grade level slightly increased. Many factors such as age and prior schooling such as pre-school or Head Start can determine the outcomes for this fall assessment for our youngest members of the building.

Grade 1: In comparison to the 2012-13 data, our 2013-14 grade 1 students who scored at or above grade level relatively remained consistent with last year's data in ELA and math. This data can be looked at as encouraging in the sense that there were no wider gaps created throughout the summer.

Grade 2: In comparison to the 2012-13 data, our 2013-14 grade 2 students who scored at or above grade level in ELA (R-CBM only) and math increased quite significantly. This indicates that a further analysis of approaches and strategies used at addressing student learning from grade 1 needs to occur and/or a look further back at this cohort.

Our results in math using the Aimsweb assessments:

Kindergarten: In comparison to the 2012-13 data, our 2013-14 Kindergarten students who scored at or above grade level were slightly higher. Number naming fluency and identifying missing numbers tend to be learned by students at a more rapid pace.

Grade 1: In comparison to the 2012-13 data, our 2013-14 grade 1 students who scored at or above grade level was slightly lower on the MComp. The reduction of student enrollment played an intrigual part in this data as the students below target remained consistent with the 2012-13 data.

Grade 2: In comparison to the 2012-13 data, our 2013-14 grade 1 students who scored at or above grade level remained consistent with past data on the MComp.

ELA Module Assessments

Students in grades k-2 took the end of skills assessment portion of the the module assessment in ELA. I have had conversations with teachers in my buildings about the skills strand assessments. Currently, teachers find this curriculum valid and meaningful to student learning.

Generalized statements for the building:

- **Students were assessed on the skills strand portion of the assessment only.**
- Assessments were fair.
- Students were presented with many foundational skills within the modules.
- An instructional conversation about the delivery of the content and vocabulary within the modules continues to occur at grade level meetings and grade level days.
- I believe that with more experience and professional development around the use of rubrics in scoring will better enhance our ability to score these assessments in the future.
- Materials written and distributed from NYS come from a different vendor than grades 3-5.

Grade specific comments:

Kindergarten

- Becoming familiar with the assessments and materials that were taught throughout the modules has continued to be a learning process.
- This is the first year students in Kindergarten have been exposed to the Common Core Learning Standards.
- Teachers consistently planned and had discussions to better enhance the instruction occurring in their classrooms leading up to the assessment.

Grade 1

- Students in grade 1 seemed to enjoy the curriculum that was being taught within the skills strand of the module.
- This is the 2nd year the students were exposed to the Common Core Learning Standards, which in turn familiarized them with the "raising of the bar" curriculum.
- Teachers consistently planned and had discussions to better enhance the instruction occurring in their classrooms leading up to the assessment.

Grade 2

- Students performed at high levels within the skills strand assessment.

- This is the 2nd year the students were exposed to the Common Core Learning Standards, which in turn familiarized them with the "raising of the bar" curriculum.
- Teachers consistently planned and had discussions to better enhance the instruction occurring I their classrooms leading up to the assessment.

Math Module Assessments

Students in grades K-2 took either the end of Common Core module or mid-module assessment for math depending on the length of the unit.

Generalized statements for the building:

- I believe that with more experience and professional development around the use of rubrics in scoring will better enhance our ability to score these assessments in the future.
- Literacy becomes the cornerstone for mathematics as the format of questions has changed from more of a simple number algorithm approach to a reading, computing, and explaining approach.
- Application of math fluency will grow over time.
- Teachers created hands on math tool boxes to accompany students to math lessons. Teachers share this responsibility each week within their teams.
- Tasks are very complex and it will take more practice for students to become proficient.
- Teachers are learning the pacing of lessons.
- Students that were average or above average in the past are struggling with the new instructional practices. It will take time for them to integrate these skills into their learning.
- Homework policy was changed at the beginning of October to allow a focus on less problems and using the homework as a practice set.
- Parent letters were sent home with links to the EngageNy Parent Portal to assist parents with the vocabulary and content changes in order to help at home with homework. This also assists in the parent comprehension of what the CCLS is all about.

Grade specific comments:

Kindergarten

- Teachers understand that the vocabulary and literacy piece plays a significant role in our students at this early age learning mathematics.
- An emphasis has been placed on the organization of materials that has assisted with better pacing in the lesson plan delivery.
- Students are using manipulatives to gain hands on experience, which has increased student engagement.

Grade 1

- The math curriculum is front loaded with difficult vocabulary.
- Process of deeper thinking skills is evident within the content of the lessons.
- An emphasis has been placed on the organization of materials that has assisted with better pacing in the lesson plan delivery.

Grade 2

- Teachers are attending many math module based professional development opportunities and sharing at team meetings.
- Grade 2 math module content is front loaded with difficult vocabulary terms.
- Explanation of problem solving (how a student got to the answer) continues to be difficult and a focus for improvement.

I want to thank the BOE for your continued support. This implementation of a new curriculum has been difficult, but getting better by the day. We are looking at ways to decrease the amount of assessments we are expecting our students to complete and use the data effectively that we do collect to better enhance our overall academic program.