

TO: Homer Central School Board of Education Members
FROM: Thomas M. Turck
DATE: December 4, 2015
RE: 2015-16 First Quarter Data Summary

This memo is meant to give some perspective to the Homer Junior High quarterly data provided for you in this week's Board of Education packet. I welcome any feedback that you have that will help this document to be as informative as possible.

Attendance

We continue to track student attendance, by team, on a weekly basis. We have formed a Student Support Team that meets each Friday to review student attendance. The team consists of a school counselor, school psychologist, social worker and principal. At this meeting, we review a report that shows student attendance percentages and assigns a member of the team to reach out to the family in the progression consistent with our district's attendance procedure policy. The first step is to send an attendance letter for any student who has fallen below the 90% threshold. In that letter, an invitation is made for parents to call and discuss this further. In mid-October, twenty-nine students received a letter. In the latest report reviewed this week, thirteen of those students remain on the list and are being monitored, while sixteen have seen their attendance improve above that threshold.

Overall, 3% of our students fell below the 85% threshold. In each of these cases, we are intervening with the families and working with outside community agencies to improve their attendance.

ELA Module Assessments

In reviewing this data, the percentage of students attaining a 3 or 4 remained varied from grade to grade. In grade six, 40.1% scored at this level in quarter one. In grade seven, the number 65.8%. In grade eight, 52.9%.

Teachers use the data generated from these assessments to review their teaching practices and to gather information specific to each child to help them intervene and adapt their lessons as the school year progresses.

Math Module Assessments

In math, student performance attainment of level 3 or 4 was mixed. In grade six, 57.8% of students scored at that level in quarter one. In grade seven, we saw 57.6% and in grade eight, 30.6%

Our math subject area day held earlier this fall had math teachers working on a specific Integrated Co-Teaching (ICT) lesson with their special education teaching partner. We reviewed the various co-teaching approaches and had teachers plan and carry out a lesson that had groupings within the larger class setting. I scheduled and conducted observations of these lessons and met with each team of teachers to give them constructive feedback on the planning and implementation of the ICT lesson.

Science Performance on State Exam

Students in grade eight Science have traditionally done quite well on the state exam. Last year, a combination percentage was calculated to include students who took the Earth Science regents exam in lieu of the New York State Grade 8 regents exam. This generated the 83% passing rate that you see in the report.

Grades and Class Averages for Junior High Classes

Students, by and large, perform well at the Junior High in their classes. If you have any specific questions on any of the percentages listed, please feel free to let me know.

The Standards Based Reporting discussions continue at the Junior High. At our December faculty meeting, a report card sample was shared with staff as a possible alternative to the one that we currently use. This sample was shared with us at a standards Based Reporting Workshop that a large group of us attended at Onondaga Community College earlier this fall during our staff development day. Additionally, we held a discussion on the comment portion of the report card and how we think we might want that to look in the future. Do we want to be able to personalize the comments given rather than have pre-determined, canned comments? More to come on that.

On December 16th, we have a group of teachers going to a presentation dealing specifically with homework, and the role that it takes in grading. Our entire January faculty meeting will center on homework, with the goal of developing a common practice for it across the grade levels.