Thursday, February 16, 2017
9:00 – 11:00 a.m.
Training Room – 201
Central Administrative Offices

Members in Attendance:
Chris Clouet, Karen Crosby, Eileen Roben, Dan DiVito, Ken Saranich, Rob Swercewski, Tina Henckel, Michele Piccolo, Kathy Riddle, Victoria White, and Mary-Beth Trafecante

Absent:
Liz Hannaway, Nancy Burns, Beth Smith, Amy Yost

Guests:
Lorraine Williams, Gavi Ziu-Pires for Perry Hill Presentation
Kristen Santilli, Vanessa Bjorkdahl, Sara Marr for Long Hill Presentation

Agenda Items:

- Topic: School(s) Data Presentation – Problem of Practice
  - Perry Hill Upper Elementary – 9:00 a.m.
  - Long Hill Elementary – 9:45 a.m.

Perry Hill's Problem of Practice: Utilizing Data Relating to Proficiency and Growth

Specifically focusing on Reading – currently analyzing the growth between Fall and Winter Scores

Also analyzing SBAC data – growth over time in ELA data – Math data is a bit more disconcerting – right now only a 1% growth in 5th grade but strong growth in 6th grade

Focusing and digging deeper into the specific claim growth over time between 201415 and 2015/16 – Focus on Claims – *Concepts and Procedures, Problem Solving and Modeling and Data Analysis and Communicating Reasoning* over both grades 5 & 6.

There has been a drop in OLSAT scores of 10 points over time between 2013 – 2016 school years.

How to work on closing the achievement gap in Mathematics became the goal – creating discourse to analyze the problem and discuss instructional practices that would support this goal.

Common Core – Math Practices – Instructional Practices – Student Achievement

Last year the 5th grade Math scores will analyzed and found to be somewhat stagnant – discussion focused on focusing on the outcomes of the Math pilot programs – review standards – review pacing – and decide what instructional practices would push student achievement – end of year scores resulted in growth – now with a standardized math program in place 5th grade scores are growing at higher rates than last year and achievement gap will be reduced if scores remain on target throughout the rest of the year. Data was similar with 6th grade student scores and achievement with a bit higher progress.

Strategies for Improvement:

- Analysis of NWEA Data
- Grade Level Data Teams
- ASC student selection practices are changes
- Digging Deeper into Curriculum
    - Pacing Guides
    - Reordered Units
    - Rigorous Standard Based Assessments
- Informed Decisions of Mathematical Practices
- Schedule Change

Embedded Focus Points:

- Continued Focus on Exemplars
- Practice of SBAC-like Questions
- Claims 2, 3, & 4
- Grade 6 Calculators
- Use "Equation Response" Editor
- Interim Assessments to Show Students Real Questions
- Student/Teacher Conferences
- Students Analyze Their Own Data
- Enrichment Practices
- Coaching by Math Specialist
- Focus on "Problem Solving"

Long Hill School's Problem of Practice: How do we support teachers to organize data to inform instruction

At Long Hill in a typical classroom there are more students per classroom with a wider range of ability
Also have a high EL population
Ex. Kindergarten Teacher Report Analysis of Student Achievement in a particular classroom – How to use the AimsWeb scores to group student for effective instruction or support resulting in a teacher having to provide individualized instruction with 8 groups – this is challenging to do effectively

Broad achievement ranges in a singular classroom provide problems in instruction for classroom teachers in order to reach all students.

The differential between student skill sets must be addressed in order for achievement to progress.

Having so many students below grade level at the beginning of the year is difficult for teachers to individualize instruction in such a way so that it is at least possible to address the needs of students in the classroom.

The broad differences were noticed in all grade levels providing a problem of practice focusing on individualized student instruction

Many students need intervention in ASC – this is targeted intervention with the neediest students. Using specialists in the classroom to coach teachers and support student needs through enhancements and small group support. A period was introduced within the school day where no new instruction is introduced and the classroom teacher can use that time to individually support certain students or support small group re-teaching.

Over time there has been growth but some of the growth may be located on a particular grade level – sometimes individual teachers or grade levels need additional support to review instructional practices, grouping schemes, or enhancement for individual classrooms to promote student achievement and growth.

- Differentiation is the key
- Teachers need more collaborative time
- Utilize resources effectively

Next Steps:

- Scheduled Walk-Throughs
- Model Classroom Observations
- Flexible Grouping
- Effective Scheduling

Next District Data Team:

- Thursday, Tuesday March 14, 2017
- 1:00 – 3:00 p.m.
- Conference Room B – First Floor
- Central Administrative Offices

Agenda –

- Discussion of “Problem of Practice” Exercise
- Review District Improvement Plan - Mid-Year Assessment Analysis
    - Reading
    - Math