

Wilton-Lyndeborough Cooperative School District-SAU #63

District Curriculum Coordinator

Julie S. Heon, Ed. D.

192 Forest Road Lyndeborough, NH 03082

603-732-9273

Curriculum Report: December 11, 2018

Professional Learning

We are planning for the December 10 early release professional learning time. More details are in the principals' reports. For my part, I have worked with Principal O'Connell and our math consultant to plan the continuing math focus for FRES. We will focus on three types of student level data to add to current planning for intervention instruction during the intervention block.

Similarly, I have also worked with Principal Bagley and Assistant Principal Edmunds to plan the WLC release time agenda focusing on social and emotional learning as well as assessment analysis. Working with a subcommittee, we planned analysis of the SAT, PSAT-11, PSAT-10, PSAT-9, STAR, and NH State Assessment. Action plans based upon the data analysis will be completed during department meetings.

Our Universal Design for Learning Committee will be meeting with our consultant provided by our state grant to offer feedback about lessons utilizing some of the strategies for meeting a range of student needs and learning styles. This is the first of such sessions this school year. The goal is to spread the strategies among other teachers during the next year of the grant. Members of the committee include teachers Heather Desmarais, Katie Gosselin, Erin Lhotsky, Erin Tierney, Zach Provost; and administrators Brian Bagley, Tim O'Connell, and Julie Heon.

The WLC science teachers will work on science units on January 9 as a follow up to our August training. Grant funds continue to support our work and the help of a science facilitator.

I attended the regional curriculum, instruction, and assessment meetings last month. We discussed each district's approach to social and emotional learning (trauma, risky behavior, depression, and other health issues) including state and national resources, homelessness, responsible use of technology, computer science, as well as state social studies and world languages framework revisions.

Assessment

Attached are the FRES end of first quarter STAR assessment results. Testing occurred during the last two weeks of November, therefore the grade equivalents would be ".3" for a grade level. Each grade level shows growth and 90% of are at or above the grade level equivalent.

I spent considerable time talking with various representatives of Renaissance Learning, the parent company for the STAR assessment. It was explained that there are two ways to examine the STAR data. One way is to compare our students to the national norm group of students in the same grade level at the same times of the school year. This produces the percentile scores and the grade level equivalents. The other way is to estimate how well a student or group of students would perform on the state test. This is the graphic data attached. Grade 3 is performing well above the pathway (green line) and therefore predicted that the average state score for grade should be above the state average. The average scores for each of the 4th and 5th grades are below the pathway, but the gap between the grade level average and the pathway line has decreased, indicating that they are making greater gains. (It should be noted that the comparison is to the previous SBA test. It will be about 2 years before a linkage to the new test will be completed.) We will also examine student performance on state standards.

Grades 6, 7, and 8 are focusing on math four days each week during their 5th period of extra learning time. The Khan Academy math data indicate that students have completed 1,442 lessons with 100% accuracy in 6 weeks, for an average of 12 lessons per student. Each lesson could take a student between 2 and 4 sessions/periods.

Grades 1-8 are also taking the Modular assessments in the state assessment system during the first week of December. These are topic assessments in reading and math that will give us information about student performance to date in preparation for the complete state test in the spring. We will give these again in about two months in order to monitor student progress.

Respectfully submitted,
Julie Heon, Curriculum Coordinator

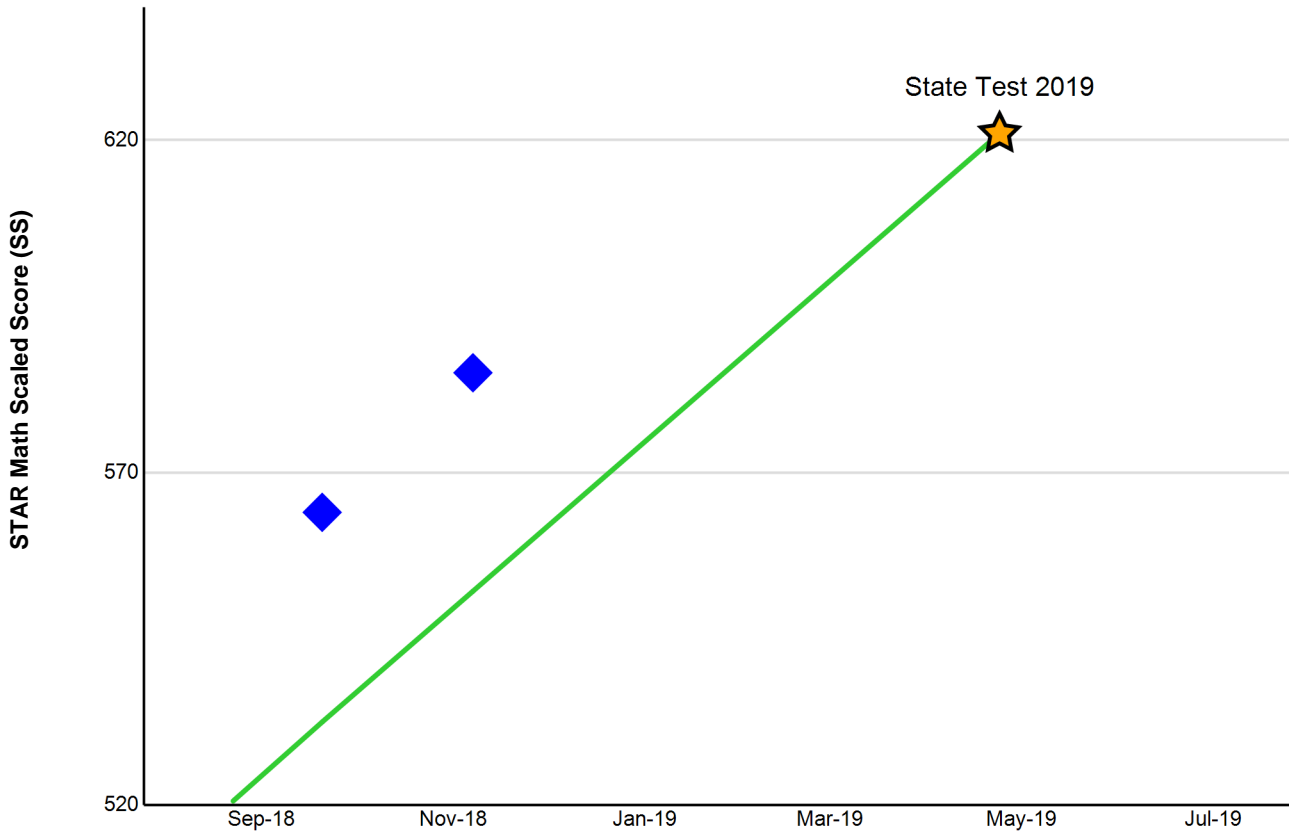
STAR Assessment Data

11/29/2018

MATH					READING				
Grade	test time	# students	Grade Equivalent	Percentile *	Grade	test time	# students	Grade Equivalent	Percentile *
1	Nov	36	1.2	53	1	Nov	20	1.3	31
2	Sep	44	2.1	46	2	Sep	44	2.0	32
	Nov	43	2.4	53		Nov	42	2.3	38
3	Sep	40	3.6	77	3	Sep	39	3.7	61
	Nov	40	3.9	78		Nov	40	3.9	64
4	Sep	42	4.1	57	4	Sep	42	3.8	37
	Nov	43	4.5	64		Nov	43	4.3	45
5	Sep	38	5.3	63	5	Sep	39	5.1	44
	Nov	39	5.7	66		Nov	39	5.4	48
* Percentile: as compared to students nationally.									

Grade: 3

Pathway to Proficiency - Grade 3



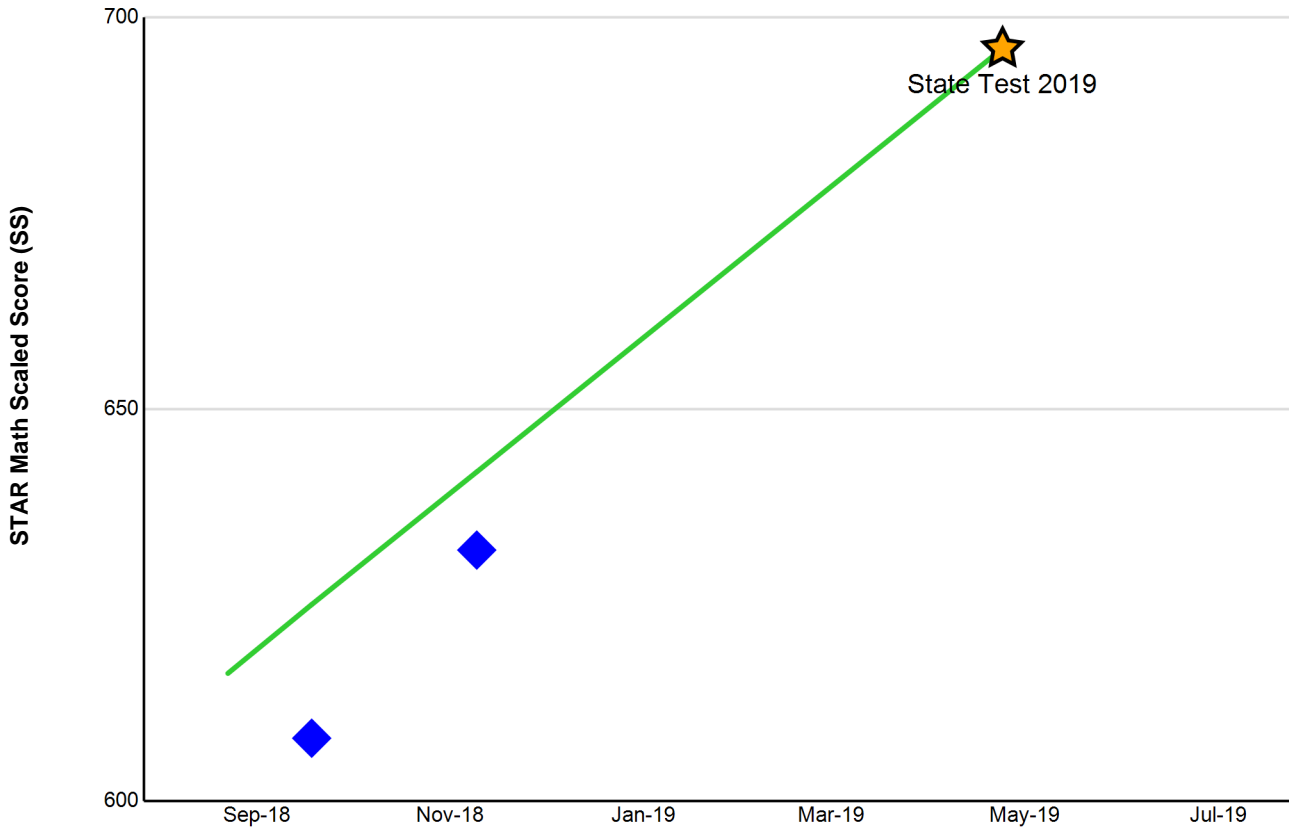
- ◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- ★ **State Test 2019** is the score (621 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the SBA given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the SBA. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Average Scaled Score Summary

Test Date Range	Avg. Scaled Score	Students Tested	Below Pathway		On Pathway	
			Number	%	Number	%
11/01/2018 - 11/30/2018	585	41	9	22	32	78
09/01/2018 - 09/30/2018	564	40	9	23	31	78

Grade: 4

Pathway to Proficiency - Grade 4



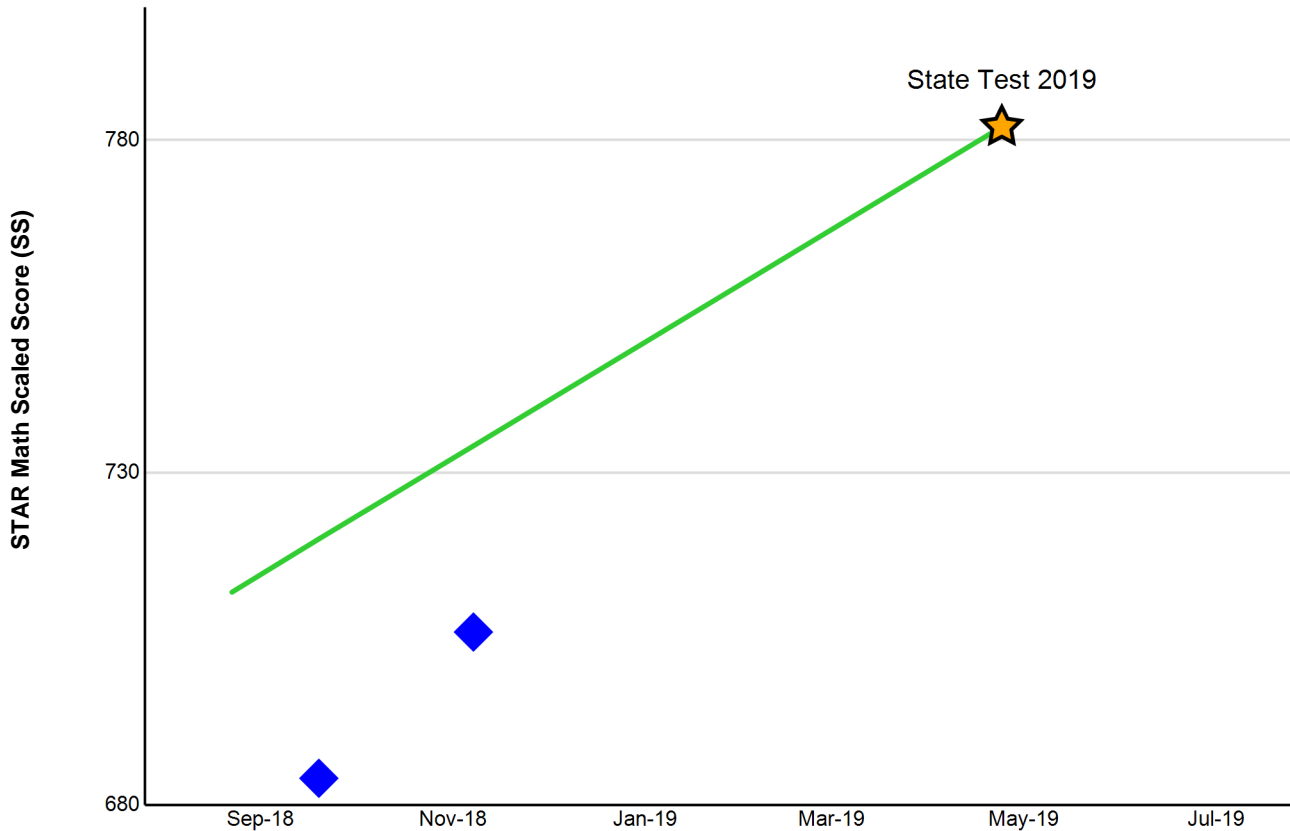
- ◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- ★ **State Test 2019** is the score (696 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the SBA given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the SBA. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Average Scaled Score Summary

Test Date Range	Avg. Scaled Score	Students Tested	Below Pathway		On Pathway	
			Number	%	Number	%
11/01/2018 - 11/30/2018	632	43	22	51	21	49
09/01/2018 - 09/30/2018	608	41	22	54	19	46

Grade: 5

Pathway to Proficiency - Grade 5



- ◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- ★ **State Test 2019** is the score (782 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the SBA given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the SBA. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Average Scaled Score Summary

Test Date Range	Avg. Scaled Score	Students Tested	Below Pathway		On Pathway	
			Number	%	Number	%
11/01/2018 - 11/30/2018	706	39	23	59	16	41
09/01/2018 - 09/30/2018	684	38	25	66	13	34