

**Curriculum Director Report**  
**October 2019**  
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**Curriculum Meeting**

Some topics for the Curriculum Committee Meeting in December:

Science- K-8 Curriculum. We currently don't have curriculum that has the new science standards.

Keyboarding- When should this be taught? Who is going to teach it at lower grades?

**Test Results**

I am still in the process of meeting with staff to go over test results. We discuss the scores from last year's students, as well as the students they have this year.

As far as curriculum goes, I don't see any major concerns in ELA. The 2 areas that we are slightly below the state average across the 3-8 testing area is Informational Text Reading Science Standards, and Research Writing Simulation. We are still trying to determine why we didn't perform as well in these areas.

As far as Math goes struggle in terms of students being proficient. (Meets and Exceeds). We are making progress though, it just isn't showing up in the percent of students that are proficient. I have spent a lot of time looking at the data. Some odd things popped up in 5th Grade Math.

Our 5th grade students had the highest % of students meeting in 3 of the 4 math categories, yet had fewer students meeting in overall score. This is due to a low score in 1 of those areas. For most it was Reasoning.

4 of the 36 students had a growth score of less than 50%. This isn't normal. Growth scores are figured by putting all the students in the state that scored a 750 in 3rd grade and then line up their scores in 5th grade. The other students in 5th grade had normal growth. My initial thought was that we have a curriculum rigor problem. I contacted Rae Clements who is top data person at ISBE. We went back and looked at 5th and 6th grade ISAT scores. We had schools calling us asking what we were doing at that level. We looked at a lot of factors and eliminated many. These are the factors for this:

1. Common Core Standards require more thinking and applying the knowledge. . Old standards were just teaching math skills. It has been a struggle with the new standards. Angie Matthews who has gone from 3rd grade to Title Math said there's a big difference between 3rd and 5th grade The problems are more concrete, by 5th grade they are more abstract where they have to figure whether to add, subtract, multiply or divide.
2. Top students have a hard time explaining how they get their answers. They can get the right answer, but struggle explaining it.
3. It has come easy for them, and then when they get to problems that are hard, they are having a hard time knowing how to work through it.