



WSD Curriculum Committee

April 22, 2021:
**Addressing Learning Loss,
Grade 6 Pre-Algebra,
& School Attendance**

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Overview

- Addressing Learning Loss
- Discussion by Board Members (anticipated 20 mins.)

- Grade 6 Pre-Algebra
- Discussion by Board Members (anticipated 20 mins.)

- School Attendance
- Discussion by Board Members (anticipated 20 mins.)



Addressing Learning Loss



Discussed at February/March 2021 Curriculum Cmte. Meetings

- Significant focus of ESSER II funding is “addressing learning loss among students”
- In-house data team reviewed assessment data to determine summer programming needs and parameters
- Needs assessment has been provided to CSDE as part of ESSER II grant application

Update: Program Scope

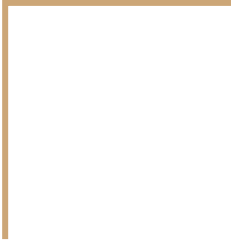
- Summer programming in literacy & mathematics will be offered for students entering grades 1-6; names of students entering grade 7 will be provided to Region No. 5
- Summer programming will be invitational for whom **one** or more data points suggest learning loss (n=147), as well as based upon request for individual student review

Update: Program Details


- 12 days of class: Monday-Thursday, July 5-22
- 2.5 hours/day: 10:00 a.m. - 12:30 p.m.
- Focus will be additional reinforcement of students' literacy and mathematics skills, in addition to social-emotional engagement in a healthy, fun context
- In-person and virtual options will be available
- Parent/guardian notification tomorrow

Update: Program Staffing

- Certified teachers are currently being solicited; likely 2 classes at most grade levels
- Specialists in literacy, mathematics, technology, & SEL are also being solicited
- Curriculum preparation time will also be provided



Grade 6
Pre-Algebra



Discussed at February 2021 Curriculum Cmte. Meeting

- Additional Grade 6 mathematics course will be appropriate for students with age-advanced abstract cognitive skills, and will align WSD with many other DRG A & B districts

Update: Key Principles for Student Identification

- **Appropriate** mathematical placement is important in grade 6 & beyond
- **Inclusive** mathematical placement recognizes:
 - that elementary students have *potential* that is not always easy to measure;
 - that *motivation* is an important factor in learning; &
 - that typically under-identified populations necessitate our attention.
- **Inclusive** mathematical placement is supported via:
 - multiple gates of access, as opposed to singular or successive gates;
 - curriculum-based as well as cognitive measures of aptitude; &
 - parent/guardian communication and opportunities for dialogue.

Update: Student Identification

- Review of comparable districts suggests three appropriate data sources, of which students will need to meet two:
 - 90% or higher on Grade 5 Winter STAR Math;
 - 130 or higher on Grade 3 CoGAT;
 - Outstanding performance on district assessment based on grades 5-6 mathematics standards.
- Parent/guardian individual review process will also be a pathway

Update: Resources

- BRS mathematics specialist will teach course; students will likely be grouped into two grade 6 homeroom sections
- Curriculum will mirror that of Region No. 5 (Amity)
- Instructional resources will mirror those of Region No. 5; see [Math Accelerated website](#)
- Professional development will involve collaboration with other districts

Update: Next Steps

- Entering grade 6 families will be notified in May, with district assessment occurring in mid to late May
- Student identification process will conclude in June, with parent notification and supportive summer resources



School Attendance



Key Data Elements of School Attendance

- CSDE tracks two key types of student in this regard:
 - “Chronic Absentee”: student is absent 10% or more of the days on which school has been in session during the school year
 - “Truant”: student has 4 unexcused absences in a month, or 10 unexcused absences in the school year

Recent Data Released by CSDE

- 2019-20
 - 7.4% of WSD students (n=62) were chronically absent (prior to COVID-19)
- 2018-19
 - 5.9% of WSD students (n=51) were chronically absent
 - 44 WSD students were truant
- 2017-18
 - 5.5% of WSD students (n=46) were chronically absent
 - 51 WSD students were truant

Comparative Data

- 2019-20
 - 7.4% of WSD students were chronically absent (prior to COVID-19)
 - Other K-6 BOWA districts had lower rates (5.8%, 6.8%)
 - Other DRG B districts with K-6 schools (Cheshire, Simsbury) had lower rates at that level (4.3%, 5.0%)

Next Steps

- Review of Policy 5113 (Attendance/Excuses/Dismissal) with key stakeholders
- Increased communication with parents/guardians re: attendance procedures, and importance of attendance
- Analysis of root causes for students who are actually chronically absent and/or truant
- Subgroup analysis (including by gender, race, SES, and special education status)
- Analysis of impact of chronic absenteeism & truancy on learning