



WSD Curriculum Committee

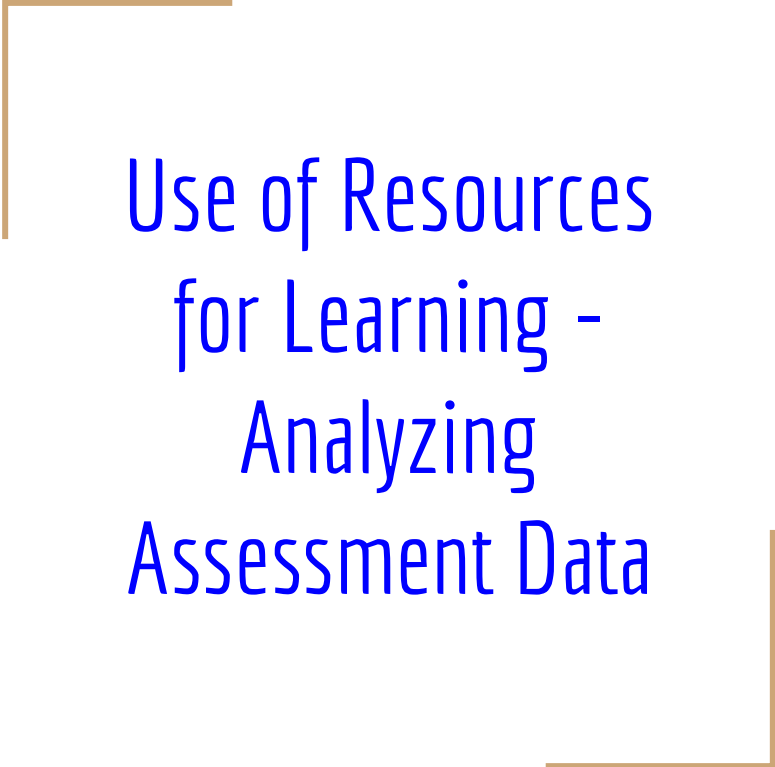


February 18, 2021:
**Moving Forward: Resources for Learning,
Grade 6 Instructional Program, & ESSER II Funding**

Jonathan S. Budd, Ph.D., Superintendent
Analisa Sherman, Principal

Overview

- Superintendent's Report (anticipated 5 mins.)
- Use of Resources for Learning - Analyzing Assessment Data
- Discussion by Board Members (anticipated 30 mins.)
- Grade 6 Instructional Program
- Discussion by Board Members (anticipated 30 mins.)
- ESSER II Funding
- Discussion by Board Members (anticipated 30 mins.)



Use of Resources
for Learning -
Analyzing
Assessment Data

Resources for Learning

Topic	Key Question(s)
Use of Lexia & Symphony Math as resources for learning	<ul style="list-style-type: none"><li data-bbox="705 372 1773 456">• What do assessments administered through these resources reveal about our students' achievement and growth?<li data-bbox="705 505 1709 589">• What is the potential of these resources for our programs moving forward?

Four Assessment Instruments Analyzed

- Literacy
 - STAR Reading
 - Lexia
- Mathematics
 - STAR Math
 - Symphony Math

Teacher Use of Assessment Instruments

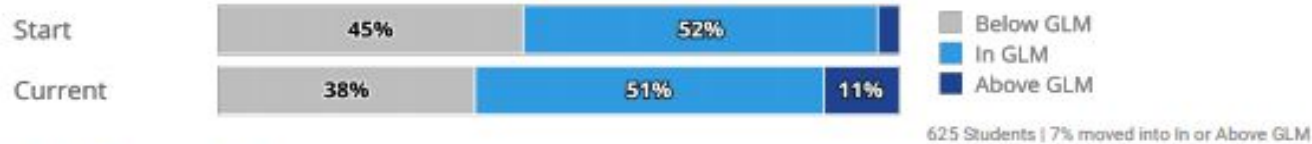
- Review data regularly: usage, progress towards goal, areas of need
- Utilize data as one measure to track student progress
- Provide student support for any areas of need
- Encourage and support regular usage by all students of Lexia & Symphony Math

STAR Reading: Overall Data by Grade Level

Grade	below 25th Percentile	25th - 49th Percentile	50th to 74th Percentile	75th and above
2	13%	13%	23%	51%
3	20%	13%	21%	46%
4	6%	22%	28%	45%
5	9%	21%	24%	45%
6	12%	17%	36%	36%

Lexia: Overall Data by Grade Level

Students by Grade Level of Material (GLM) from Sep 1, 2020–Feb 12, 2021



Grade Progress Data

Grade	Students	Start Below %	Start In %	Start Above %	Current Below %	Current In %	Current Above %	Movement into In/Above %	Met Usage %
Kindergarten	85	7 8	75 88	3 4	3 4	75 88	7 8	4	68
1st Grade	97	32 33	60 62	5 5	18 19	61 63	18 19	15	70
2nd Grade	99	39 39	58 59	2 2	32 32	61 62	6 6	7	58
3rd Grade	122	82 67	39 32	1 1	72 59	37 30	13 11	8	48
4th Grade	116	72 62	44 38		68 59	38 33	10 9	4	37
5th Grade	94	48 51	46 49		46 49	45 48	3 3	2	52

Literacy: Tentative Conclusions, & Next Steps

- Student literacy growth over time is demonstrated
- Administrators will work with PLC teams to discuss curriculum alignment and potential adjustments
- Administrators will work with PLC teams & interventionists to discuss intervention support strategies
- Administrators will triangulate data analysis in preparation for needs assessment linked to ESSER II grant application

STAR Math: Overall Data by Grade Level

Grade	below 25th Percentile	25th - 49th Percentile	50th to 74th Percentile	75th and above
1	5%	15%	23%	56%
2	11%	22%	16%	51%
3	16%	18%	16%	50%
4	8%	15%	34%	43%
5	8%	12%	22%	57%
6	8%	14%	30%	47%

Symphony Math: Overall Data by Grade Level


	Active Students	Average Days	Average Total Time	Good Use Last Week	Good Use This Week
All Grades	697	10	3 hrs. 3 mins.	15%	15%
Grade 4	120	18	5 hrs. 41 mins.	17%	39%

Symphony Math: Overall Data by Grade Level

	Below Grade Level	On Grade Level	Above Grade Level	Needs Help
Grade 4	55%	34%	11%	8%

Math: Tentative Conclusions, & Next Steps

- STAR Math is a more reliable & aligned assessment for WSD, compared to Symphony Math
- Administrators will work with PLC teams to discuss curriculum alignment and potential adjustments
- Administrators will work with PLC teams & interventionists to discuss intervention support strategies
- Administrators will triangulate data analysis in preparation for needs assessment linked to ESSER II grant application



Grade 6 Instructional Program

Potential Shift to Departmentalization for 2021-22: Advantages

- It will allow grade 6 students to transition from the self-contained model of grade 5 to what will be fuller departmentalization in grade 7.
- It will allow grade 6 teachers to develop deeper subject-specific and instructional expertise in math, science, and/or social studies, which is supported by the Standards of those subject areas.

Potential Shift to Departmentalization for 2021-22: Key Elements

- Each grade 6 teacher would teach English Language Arts to his/her homeroom, and then 3 sections of either math, science, or social studies.
- Administrative assignment of teachers to math, science, or social studies would be based on conversations with teachers to assess interest and skill.
- Each teacher would receive professional development based on identified needs.

Potential Shift to Departmentalization for 2021-22:

Potential Schedule

Time	Focus	Notes
8:30-10:00	English Language Arts	Pull-out special education intervention services would occur 9:30-10:00
10:00-11:00	Specials	6-day rotation
11:05-11:55	Block 1	one of: Math, Science, Social Studies
12:00-12:30	Lunch	
12:30-12:50	Recess	
12:55-1:45	Block 2	another of: Math, Science, Social Studies
1:50-2:40	Block 3	another of: Math, Science, Social Studies
2:40-3:10	Academic Success	(see next slide)

Potential Shift to Departmentalization for 2021-22: More Potential Schedule Details

Time	Focus	Notes
2:40-3:10	Academic Success	Opportunities for: <ul style="list-style-type: none">● Band● TAG● Additional enrichment● Additional intervention● Student choice● Project-based learning● Supporting students with organizational and executive functioning

* Additional minutes (~15 mins. daily) for math learning will be integrated by the homeroom teacher.

** Flexibility in the lengths of blocks could be achieved by the team of teachers to support key instructional objectives.

Additional Grade 6 Program Option for 2021-22: Grade 6 Pre-Algebra

- Appropriate for students with age-advanced abstract cognitive skills
- Alignment with many other DRG A & B districts
- Potential collaboration with other districts
- Can be supported through appropriate professional development, curriculum development, resources, & collaborative conversations



ESSER II Funding



Basic Elements

- Based on district-developed and CSDE-approved needs assessment & resources requested to meet those needs
- “Rescue and recovery”
- “Supplement, not supplant”

General Teaching & Learning Possibilities

- “Addressing learning loss among students”
 - Summer and/or after-school learning programs, perhaps in collaboration with others
- “Providing technology for online learning to all students”
 - Moving Grades K-1 to 1-to-1 devices
- “Providing . . . the resources necessary to address the needs of . . . individual schools”
 - Outdoor education enhancement