

# Teaching and Learning - Board Report

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## Positive Talking Points:

- This month we have had some easy decisions and some very difficult ones.
  - Easy Decisions:
    - The math team determined which resources they will be using starting next year. We narrowed it down to 2 resources only to learn that they are essentially the same program, with the major difference being at the high school level. That difference prevented us from using them.
      - Next year we will transition to using Illustrative Mathematics in grades 6-8 and OpenUp Resources in grade 9 which will be Math 1 as we also move to an integrated high school sequence. Grades 10 and 11 (Math 2 and Math 3) will be added in upcoming years.
    - We decided to transition from eduCLIMBER to NextPath for our data management system. eduCLIMBER has had issues all year connecting with Skyward and other basic functionalities. NextPath is a significant upgrade in usability, interaction, and support for our data analysis process.
    - We are offering AP Statistics in 2025-2026
      - Our current statistics course meets all the requirements of AP Statistics. We are merely adding the AP tag and doing some paperwork to meet the requirements of the College Board.
  - Difficult Decisions:
    - The MLSS process in the Elementary School is very robust. However, there are many students in need of support, in a variety of areas. Sheri and I, in conjunction with the interventionists, and then the teachers, worked through every student in the building, analyzing their needs. Then, we determined if, and how we could support them. The difficult decision was deciding to not support math in an interventionist-provided intervention. Students with math needs will be supported during WIN and classroom instruction. This decision was made so we could focus on our reading needs.
    - The Khanmigo pilot is offering us the opportunity to explore different ways to meet the needs of students but it is also causing some difficult decisions and what will eventually be positive ramifications with Artificial Intelligence. Using Khanmigo in a classroom opens that option up for the student to use it in other classrooms. This causes an inequity. Therefore, we will be having all teachers use a program called SchoolAI in classrooms to support students' questions when the teacher is not available. This could be at home or during class if the teacher is helping another student.

## How is Teaching and Learning supporting the District Balanced Scorecard:

- Goal: Increase our benchmark math proficiency
  - The math team (6-12) has developed a vision statement and observational rubric that defines our instruction moving forward. We have also chosen to transition to new resources in 2025-2026. This marks notable changes and moves us in a direction to better meet the needs of our students. Additionally, this year all 6-12 math teachers have participated in a book study titled *Building Thinking Classrooms* that is designed to analyze how we teach and what makes instruction effective.
- Goal: Increase our math growth scores
  - The focus has been again on secondary since elementary is specifically targeting reading. We have focused our MLSS support to math along with our WIN resources.
- Goal: Increase our benchmark literacy proficiency
  - We transitioned to new resources in K-10 last year. However, that is the smallest portion of what we have done. We have continued our teaching support through professional development, MLSS student support, coaching, and much more. We are now looking at additional ways to support teachers to make planning more effective with some resources to create decodable passages more effectively. As I told teachers the other day, we are on a permanent full-court press on reading.
- Goal: Increase our literacy growth scores
  - Meeting the needs of this goal has everything to do with the MLSS system. I'd refer you back to the top of this summary where I mentioned how Sheri and I, along with most of the staff, have designed support for all students who are not performing at a proficient level.
- Goal: Increasing our district score on summative assessments (ACT, Pre-ACT, Forward)
  - It is safe to say that everything listed above supports this goal. However, we have done more. We are ensuring our students are comfortable with the tests by exposing them to the formats and functions of each assessment system. We have begun to focus on the questions we ask of students, that they model the questions on these assessments, and that we hold ourselves to the rigor needed for students to succeed.

So how has this all worked?

- In math, we have almost the same level of proficiency as in the Fall. However, our students below the 25th percentile have decreased slightly. With all the focus on Reading, I believe this is a win.
- In reading, I am proud to say we are growing. We have increased over 4% from the Fall, which doesn't seem like much. However, even 1% growth is a significant improvement. In addition, and more importantly, almost every sub-indicator score has shown significant growth. When it is understood that the assessment was VERY early in the screening window (over 1 month's worth of instruction) this is potentially more impressive.
  - Letter Word Sound Fluency: +2%
  - Letter Naming Fluency: +4% and we haven't even taught letter names yet...
  - Phoneme Segmentation: +17%
  - Vocabulary: +5%