

Advanced Academics

FY15 Program Evaluation and
FY16 Recommended Changes

Percentile Range Analysis – Key Points

Progress – *Math and Reading*

Math

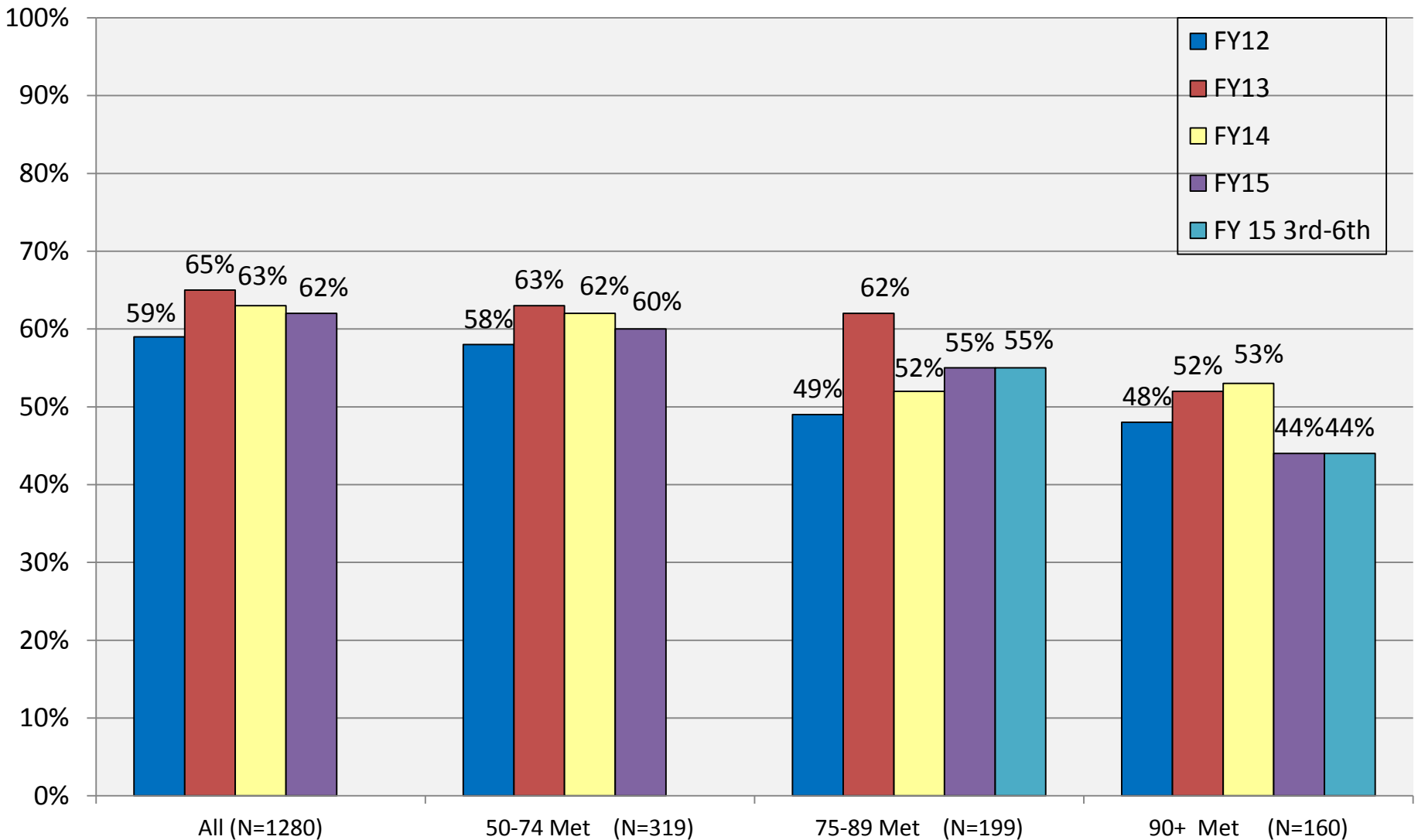
- Greatest progress seen in:
 - 1-19 percentile range at 81%
 - 90+ percentile range at 76%
- Overall, 72% of students in 1-49 percentile ranges made annual progress
- Overall, 71% of students in 50-99 percentile ranges made annual progress

Reading

- Greatest progress seen in 20-49 percentile ranges at 72%
- Overall, 71% of students in the 1-49 percentile ranges made annual progress
- Overall, 55% of students in 50-99 percentile ranges are making annual progress
- FY16 - Critical focus on the annual growth of students in 90+ percentile range

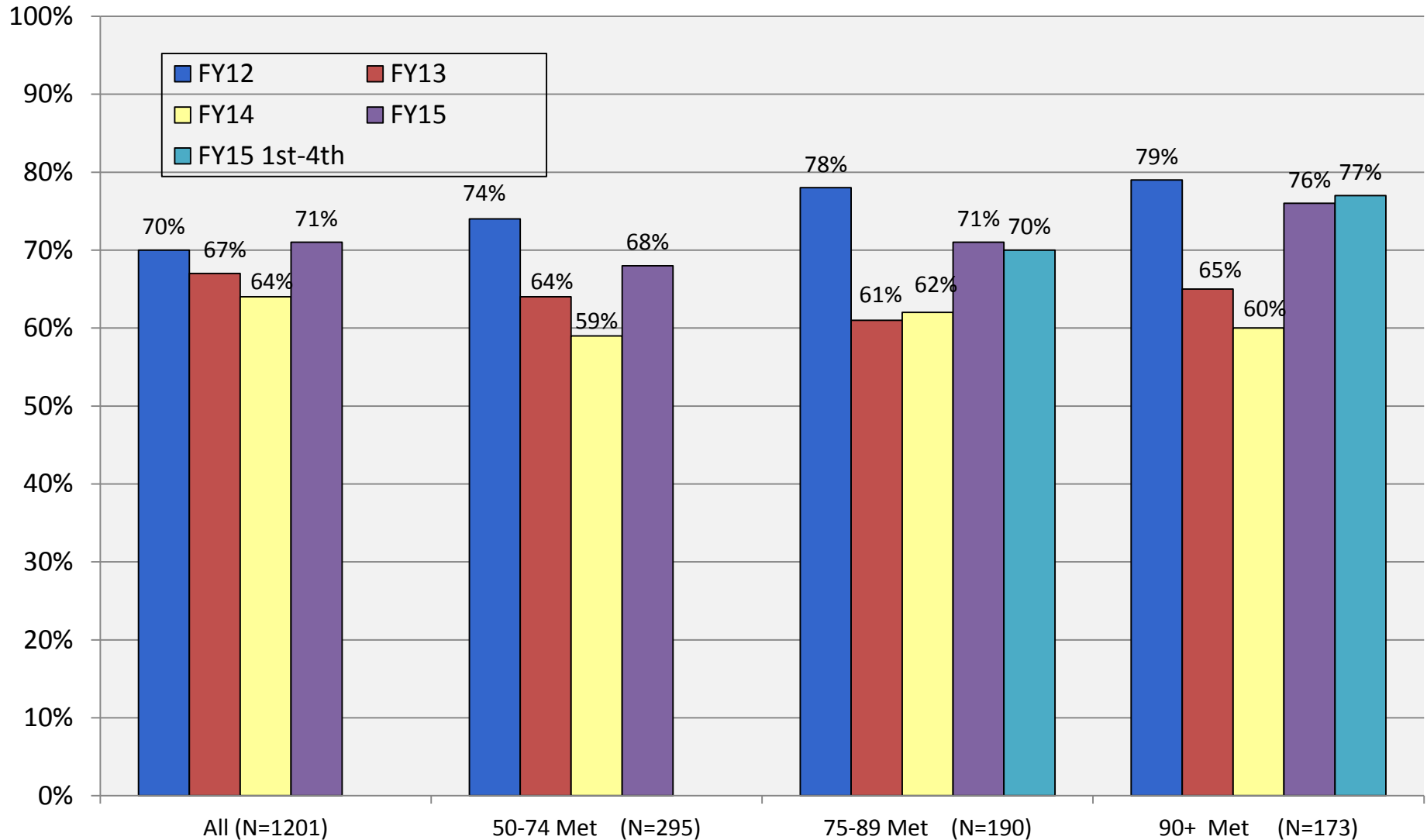
These results reflect our greatest area of need: progress of our highest achieving students

District 105 Reading Progress Fall-Spring FY14
Percentage of Students Meeting Annual Progress Target in
Each Percentile Range



District 105 Math Progress Fall-Spring FY15

Percentage of Students Meeting Annual Progress Targets in Each Percentile Range



Advanced Academics Department Program Evaluation

Parent Feedback

- Approximately 45 families contacted
- 20 responses
- Grade levels represented: 1st – 6th

Teacher Feedback

- Math Specialist Survey – All Kdg.-4th grade teachers
- ELA Specialist Survey – All 3rd-6th grade teachers

Advanced Academics Dept. Feedback - Common Themes

- Inconsistencies with communication
- More communication needed from both classroom teacher and AAD specialists about grade level AND enrichment activities
- As appropriate, offer project-based options to enrich/enhance high achievers' learning experiences
- Continue to maximize teacher/specialist collaboration time

Advanced Academics Dept – Parent Feedback

How well were your child's ELA and/or Math **needs met this year?**

- I think the ELA Specialist did a great job. Students were challenged beyond their comfort zone, which is good!
- My first grader and 5th grader had a perfect challenge.
- Our child was provoked to think best when meeting directly with the Math Specialist.
- My child is exceeding standards. She loves math – two major indicators of success.
- The ELA specialist did an excellent job of planning out challenging lessons and gave the student opportunities to discuss the materials with each other. I was very happy with the variety of reading genres and the level of difficulty of those choices.
- Based on her performance and observations during the year, expectations were met well.
- My child worked with the Math and the ELA Specialists. We felt her needs were met.
- Our son worked with the ELA specialist during portions of the week. He continues to read higher lexile text independently. He is best challenged when pulled out of class.
- I do not feel my child's needs were met to a great degree this year. There were not enough books read or projects extending off those books. There were a few projects that were exciting to my child but not enough.
- My child enjoyed the enrichment learning experiences; however, we felt that she was not pushed to her potential frequently enough.
- Hard to know since there was very little feedback other than at conferences.

Advanced Academics Dept – Parent Feedback

Please comment on the level of **communication you received from your classroom teacher and the AAD Specialists regarding your child's learning?**

- The communication was fine.
- I was regularly informed on my children's ELA progress or challenges by both classroom teacher and ELA Specialist.
- Strong communication from classroom teacher
- Excellent communication in 1st and 5th grade and average for the 3rd grader.
- Our son didn't perform as well in ELA this year. I think it was partly due to our son's lack of effort. However, I wonder if we had more feedback/input from the ELA specialist if that could have helped.
- The communication was fine but the progress reports were confusing and unnecessary.
- The teachers communicated at the end of the each trimester.
- I did not hear much from the specialists but I know my children received proper feedback.
- Need more individualized communication from the specialists. More communication on what my child is doing well, what are development areas for my son, what parents can do more to better support their kids.
- Most only took place at conferences.
- The level of communication is less than what we received in SAIL.
- Communication was lacking. We did not know what extension interventions were put in place.
- Most communication seemed to focus on testing and standards and not on the new differentiated model.

Advanced Academics Dept – Parent Feedback

Overall, what do you feel is the **best aspect of the new model?**

- Small group environment that allows the teacher to challenge the students and make it fun for the kids.
- More opportunities to interact with each other at a higher level
- Students are receiving educational instruction at his/her level
- It was nice that the Math Specialists worked with the younger grades.
- It is nice that there is less separation from the rest of the classroom.
- Children are being evaluated routinely to identify areas of strength or potential. Some attention is being given to high achievers.
- Continue working on teacher teaming aspect of program. This seems great to me!

Overall, what do you feel would **improve the model for next year?**

- We do not see anything thus far that needs improvement.
- Communication! Let parents know early and inform them of what advanced skills their children will be working on as compared to the grade level instruction.
- Communication between the teachers/specialists and the parents needs to improve dramatically
- I felt there was less communication under the new model than under the previous model. I would have preferred to receive more communication from the Advanced Department and hope that a change can be implemented to improve that this year.
- Continue to improve on differentiation in the classroom and more writing
- I feel he excelled more with the SAIL program; wherein, there was some project oriented learning.
- More consistency in evaluation and support given to students on the cusp of being considered high achievers.

Advanced Academics Dept – Teacher Feedback

Collaboration with Teachers

- Specialists share differentiation options for each unit – 89% agree
- Specialists review assessment results drive instruction – 72% agree
- Specialists & teachers regularly meet during collaboration meetings – 87% agree

Locating Enrichment Resources and Materials

- Specialists are knowledgeable about Common Core Standards – 97% agree
- Specialists provide challenging materials in a timely manner – 92% agree

Providing Student Support to High Achievers

- Specialists regularly “push in” to classrooms to support high achievers – 89% agree
- Specialist helped teacher to reach the needs of high achievers – 91% agree

Next Steps

- **Overall Communication plan**
 - Improved classroom communication plan
 - Advanced Academics Department communication plan
 - Summer communication regarding Advanced Academics Department changes/improvements
- **Instructional Focus/Specialist Role**
 - Highest achievers – layered differentiation across 75th–99th percentile
 - Continue with focused collaboration between AAD specialists and classroom teachers; critical focus on students 90%+
 - Continue with extension or enrichment based on needs presented in each unit (groups are flexible); critical focus on students 90%+
 - Continue to evaluate student needs regularly (through unit assessments)
 - Small groups, co-teaching, pull-out, BOTH classroom teacher and specialist meeting with high achieving students
 - Learning experiences connected to unit standards
 - Project-based learning opportunities and novel studies (as appropriate).

FY16 Communication Plan - Details

Revised General Education Communication

- Based on parent feedback
- Result of CEC visit
- Unit by Unit Classroom Communication – K-8
 - Beginning of Unit: Opening Unit Letter defining learning targets; help at home
 - After Pre-test: Unit goal setting communication – focus areas for each student
 - End of Unit: Student proficiency around unit learning targets
- Emphasis on ELA and Math FY16
- Kindergarten examples, click [here](#) and [here](#); 4th grade example, click [here](#)

Kindergarten Pre/Post Unit Communication Example

Dear Parents,

This year in **Kindergarten** we will be sharing your child's progress in the areas of English Language Arts and Math in a new way. Throughout each unit a progress letter will be sent home with your child. This letter will provide you with a snapshot of the focus skills in that unit and your child's proficiency level in each skill. In addition, the letter will provide some suggested activities that can be done at home to assist your child's learning.

As we work towards mastery, students will be evaluated using a proficiency scale that is shown below. This scale mirrors our report cards that are sent home at the end of each trimester. Kindergarten is excited to start our first of five ELA units for the year. For each unit we will tell you the goals for each unit as well as your child's progress. In Unit One we will learn many foundational skills. We look forward to working with your child! We look forward to a great year and productive Unit One experience!

English Language Arts (ELA) Unit 1: All About Me

Focus	I can...
Concepts of print (RF.1a)	I can point to letters, word, and a sentence. I can point to a word as I'm reading. I can point to where to start reading.
Letter names (RF.1d)	I can name the 26 capital letters. I can name the 26 lowercase letters.
Sight Words	I can read 6 sight words.
Rhyming (RF.2a)	I can find two rhyming pictures/objects.
Writing (drawing pictures) (W.1)	I can draw a picture to tell a story. I can use many colors in my picture. I can add details to my picture.
Print capital letters (L.1a)	I can write capital letters.

What to do at home:

- Your child will be bringing home simple repetitive books. Have your child point to the words as you read together.
- Practice the flashcards your child will bring home daily.
- Point out rhyming words when you read together.
- When your child draws a picture, encourage them to tell you the story that goes with it along with adding more details and colors. We say if you are 5 years old you should use 5 colors.
- Have your child "teach" you the correct letter formation when they bring home their letter pages.
- "Rainbow write" the letters. Start with a black crayon and have your child write the letter then have your child use several colors to trace over it making it a rainbow.

Kindergarten Pre/Post Unit Communication Example



English Language Arts (ELA) Unit 1: All About Me

Name:

Date:

Kindergarten is excited to start our first of five ELA units for the year. For each unit we will tell you the goals for each unit as well as your child's progress. In Unit One we will learn many foundational skills. **Here is an update as to how your child is currently performing.**

Your Child...

Can count the number of letters in a word.	Not Demonstrating	Beginning	Developing	Proficient
Can count the number of words in a sentence.	Not Demonstrating	Beginning	Developing	Proficient
Can point to words as reading.	Not Demonstrating	Beginning	Developing	Proficient
Can point to where to start reading.	Not Demonstrating	Beginning	Developing	Proficient
Can read at least 6 sight words	Not Demonstrating (0-1)	Beginning (2-3)	Developing (4-5)	Proficient (6)
Find two rhyming pictures/objects.	Not Demonstrating	Beginning	Developing	Proficient
Draw a picture to tell a story.	Not Demonstrating	Beginning	Developing	Proficient
Use many colors in a picture.	Not Demonstrating	Beginning	Developing	Proficient
Add details to a picture.	Not Demonstrating	Beginning	Developing	Proficient
Can name ____/26 capital letters.	Not Demonstrating 0-5	Beginning 6-12	Developing 13-25	Proficient 26
Can name ____/26 capital letters.	Not Demonstrating 0-5	Beginning 6-12	Developing 13-25	Proficient 26

What to do at home:

- Your child will be bringing home simple repetitive books. Have your child point to the words as you read together.
- Practice the flashcards your child will bring home daily.
- Point out rhyming words when you read together.
- When your child draws a picture, encourage them to tell you the story that goes with it along with adding more details and colors. We say if you are 5 years old you should use 5 colors.
- Have your child "teach" you the correct letter formation when they bring home their letter pages.
- "Rainbow write" the letters. Start with a black crayon and have your write the letter then have your child use several colors to trace over it making it a rainbow.

Fourth Grade Pre/Post Unit Communication Example

Fourth Grade Unit One: Place Value Pretest Reflection

Dear Families,

We have started Unit One: Place Value. Below you will see the specific targets that your child is expected to learn for this unit. Your child has taken a pretest to assess their current knowledge for these targets. The targets are color coded to show their current understanding. Your child will continue to reflect on his/her learning and strive to grow in each learning target by the end of the unit. We look forward to your child sharing his/her growth with you.

I am learning to...			I can...
Not Demonstrating	Beginning	Developing	Proficient
Not yet familiar with concept	Has a beginning understanding of this concept, additional learning is needed	Making expected progress towards grade level understanding of standards, ideas, and/or skills	Can demonstrate a full understanding of concepts with simple mistake

Learning Targets: I can...	ND	BEG	DEV	PRE
	I am learning to...			I can...
NBT.1 - Justify the value of a digit in a whole number as ten times greater than a digit to its right				
NBT.2 - Read and write numbers in standard form up to one million				
Read and write numbers in word form up to one million				
Read and write numbers in expanded form up to one million				
Compare two numbers with digits up to one million				
NBT.3 -Round numbers up to one million				
Explain how to round numbers, up to one million, to any given place value				
NBT.4 - Add numbers to a million using the standard algorithm				
Subtract numbers up to a million using the standard algorithm				
OA.5 - Continue a given number or shape pattern using multiplication, addition, and subtraction				
Make a number or shape pattern that follows a given rule using multiplication, addition, and subtraction				
Explain how different patterns are built				

FY16 Communication Plan - Details

Advanced Academics Unit Communication

- Unit collaboration between AAD Specialist and classroom teacher– define enrichment/extension needs; groupings
- *Beginning of unit:*
 - Specific communication to parents of **all** students receiving enrichment/ extension experiences (*no matter their percentile range*)
 - Specific communication to parents of highest achieving students (*85th percentile and above*) **not** receiving AAD services
- Specialists to share specific AAD related student work with parents throughout unit
- *End of unit:*
 - Specific communication to parents of all students receiving enrichment/ extension experiences
 - Emphasis on student progress related to enrichment/extension support
- Click [here](#) and [here](#) for sample AAD communication

Advanced Academics Department – Unit Communication Examples

Beginning of Unit Communication...

...to parents of children being served by AAD Specialists in a given unit

Your child, (*student name*), is in the 94th percentile on MAP mathematics. Based on the pre-unit assessment on fractions, (*student name*) has demonstrated he has a strong understanding of grade level expectations around fractions. Therefore, he/she will be working with Miss Hall during our fractions unit. While working with Miss Hall, (*student name*) will investigate equivalent fractions and fractional computations through hands on learning as well as real life applications. A family reunion project has been designed for students to explore how to combine fractions with like and unlike denominators through the use of recipes and cooking for a large number of people. There are multiple components to the project which focus on extending the standards for this unit. Look for this symbol _____ which will identify the work (*student name*) has completed with Miss Hall.

...to parents of HIGH ACHIEVERS that are NOT being served by AAD Specialist in given unit

Your child, (*student name*), is in the 89th percentile on MAP mathematics. Based on the pre-unit assessment on fractions, (*student name*) has demonstrated that he/she needs additional instruction to gain a stronger understanding of grade level expectations around fractions. Therefore, he/she will be working with (*classroom teacher name*) during our fractions unit to secure those grade level skills. Grade level targets for this unit are listed on the unit introduction letter. Ways to help your child at home are also included. There will be multiple practice opportunities during the school day and for homework around these standards.

Advanced Academics Department – Unit Communication Examples

End of unit communication....

...to parents of students being served by AAD Specialists in a given unit.

Due to your child's strong grasp of grade level learning expectations around fractions, our AAD Specialist, Miss Hall, worked with your child throughout the recent fractions unit. The focus was to extend and deepen your child's understanding of equivalent fractions and fractional computations. Your child was able to plan a family reunion and demonstrate an advanced understanding of fractions and equivalent fractions. Unit activities included the following

_____. Your child's areas of strengths in this unit were _____.

_____. Additional areas of focus around fractions for your child are _____. Additional activities that you can to try at home around this topic include _____.

...to parents of HIGH ACHIEVERS that are NOT being served by AAD Specialist in given unit

These parents will receive the end of unit communication already coming home from the classroom teacher

FY16 Communication Plan - Details

Advanced Academics Department Trimester Communication

- Newsletter from AAD Team
- Focus: District wide consistent topics
 - Meet the Team
 - Math - Number Talks
 - ELA - Accountable Talk
 - Overview of unit topics at grade levels
 - How to help at home
 - Social Emotional needs of high achieving students

Advanced Academics Department Forums

- Beginning of Year Focus
 - Introductions to AAD Team
 - Changes/improvements in communication
 - Enrichment and Extension learning experiences to expect if working with Specialists
 - Needs assessment of parents
- Middle of Year Focus
 - Based on needs assessment from parents
 - Could be building based or district based
 - Possible topics could be:
 - Social Emotional needs of high achievers/gifted;
 - Adding rigor and challenge to learning experiences
 - Creativity and the high achiever/gifted student

FY16 Communication Plan - Details

Advanced Academics Intra-department Communication

- Scheduled Department Communication
 - Sharing of strategies, instructional practices, extension and enrichment tasks
 - Increase consistency of enrichment and extension experiences
 - Differentiation suggestions/learning experiences added to grade level to unit plans

- Teacher and Specialist Collaboration
 - Following unit pre-tests; throughout unit; completion of unit
 - Collaboration around:
 - student groupings
 - communication with families
 - enrichment and extension learning experiences