

***Advanced Academics
and
Full Day Kindergarten to
First Grade Transition***

Program Update

August 22, 2016

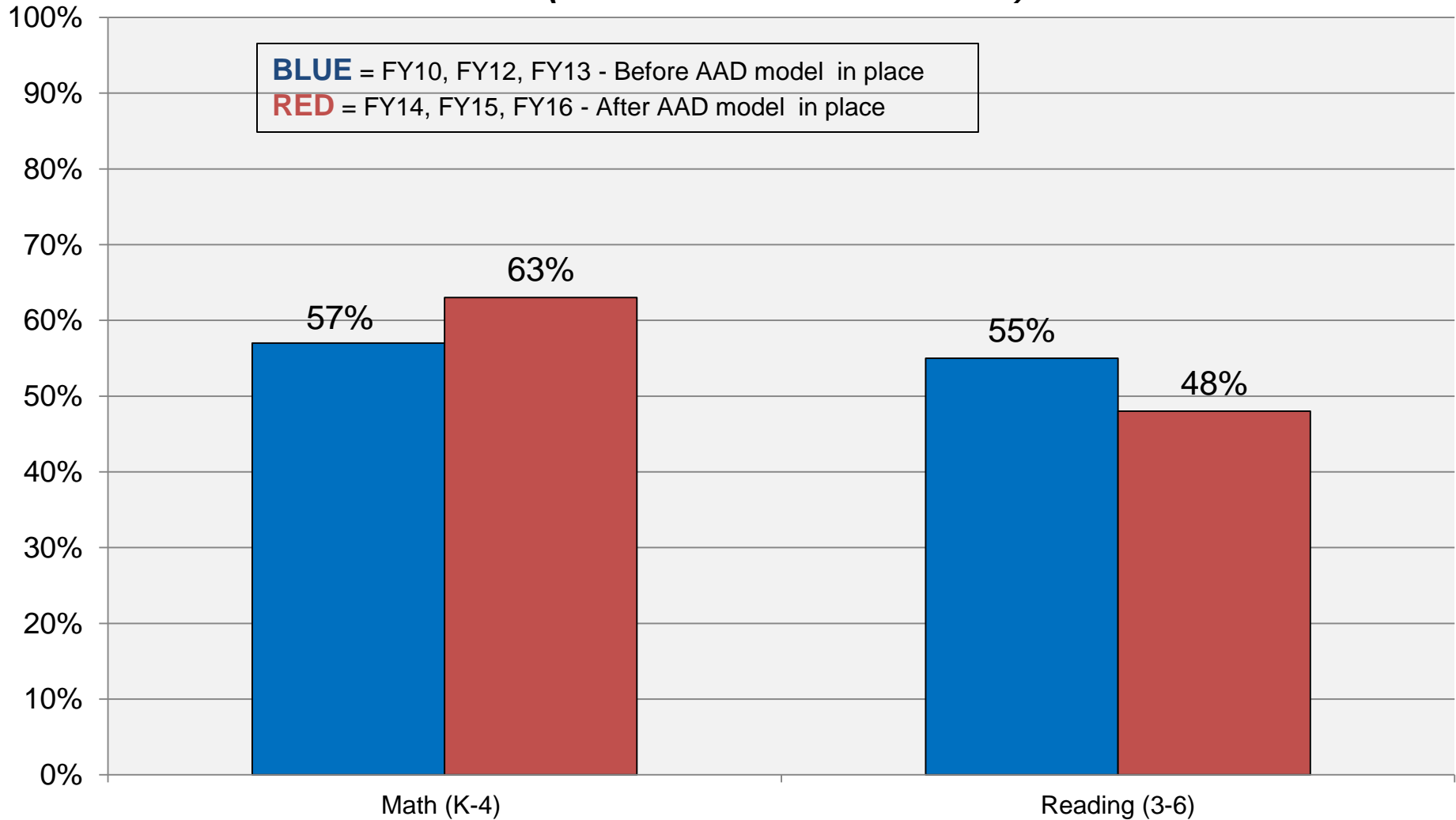
Advanced Academics

FY10-FY16 Data

Parent, Teacher, Student Survey Data
FY17 Program Plan

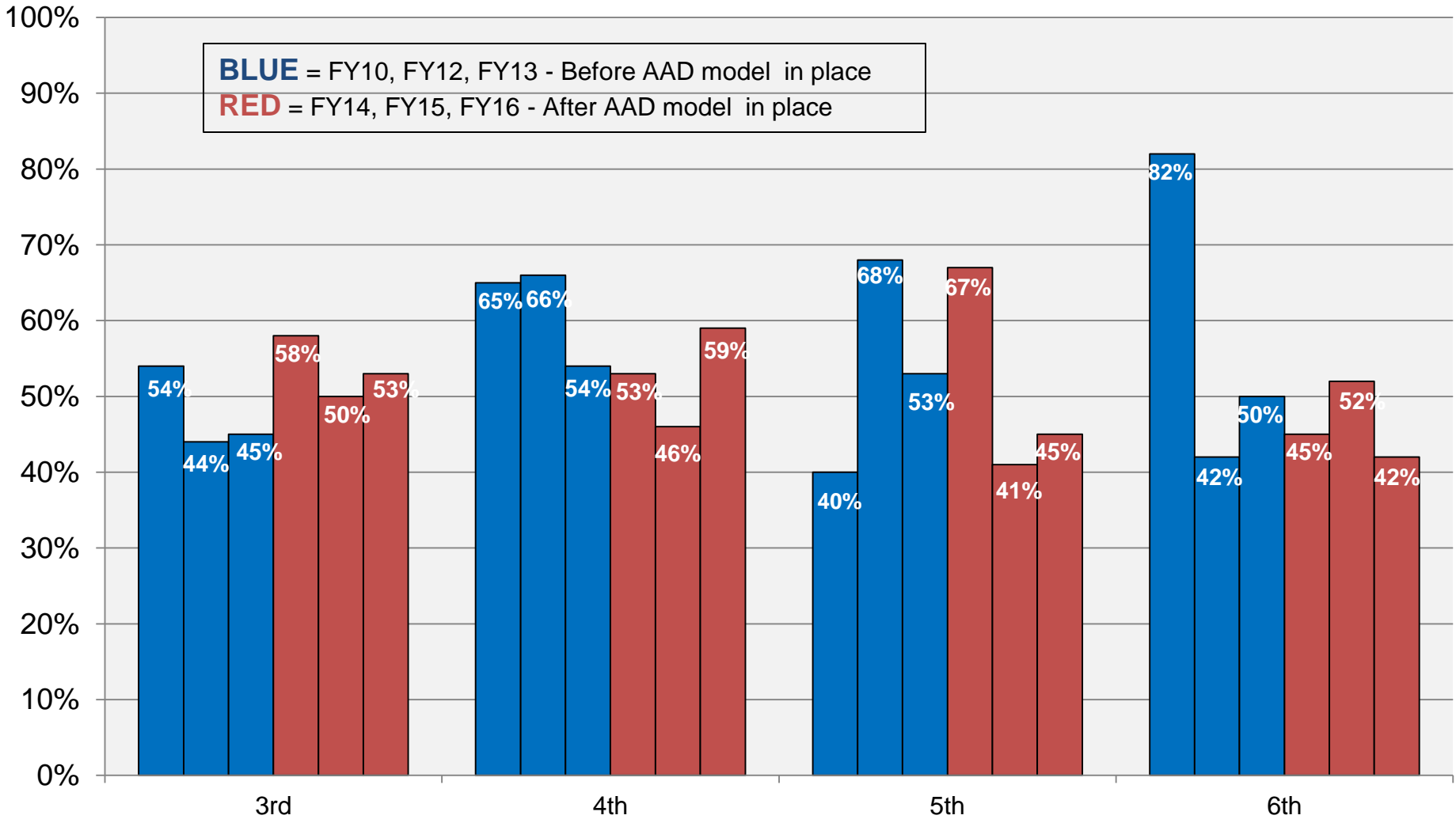
Reading and Math Progress Fall-Spring FY10-FY16

**Percentage of HIGH ACHIEVING Students
Meeting Annual Progress Target
(85th Percentile and above)**



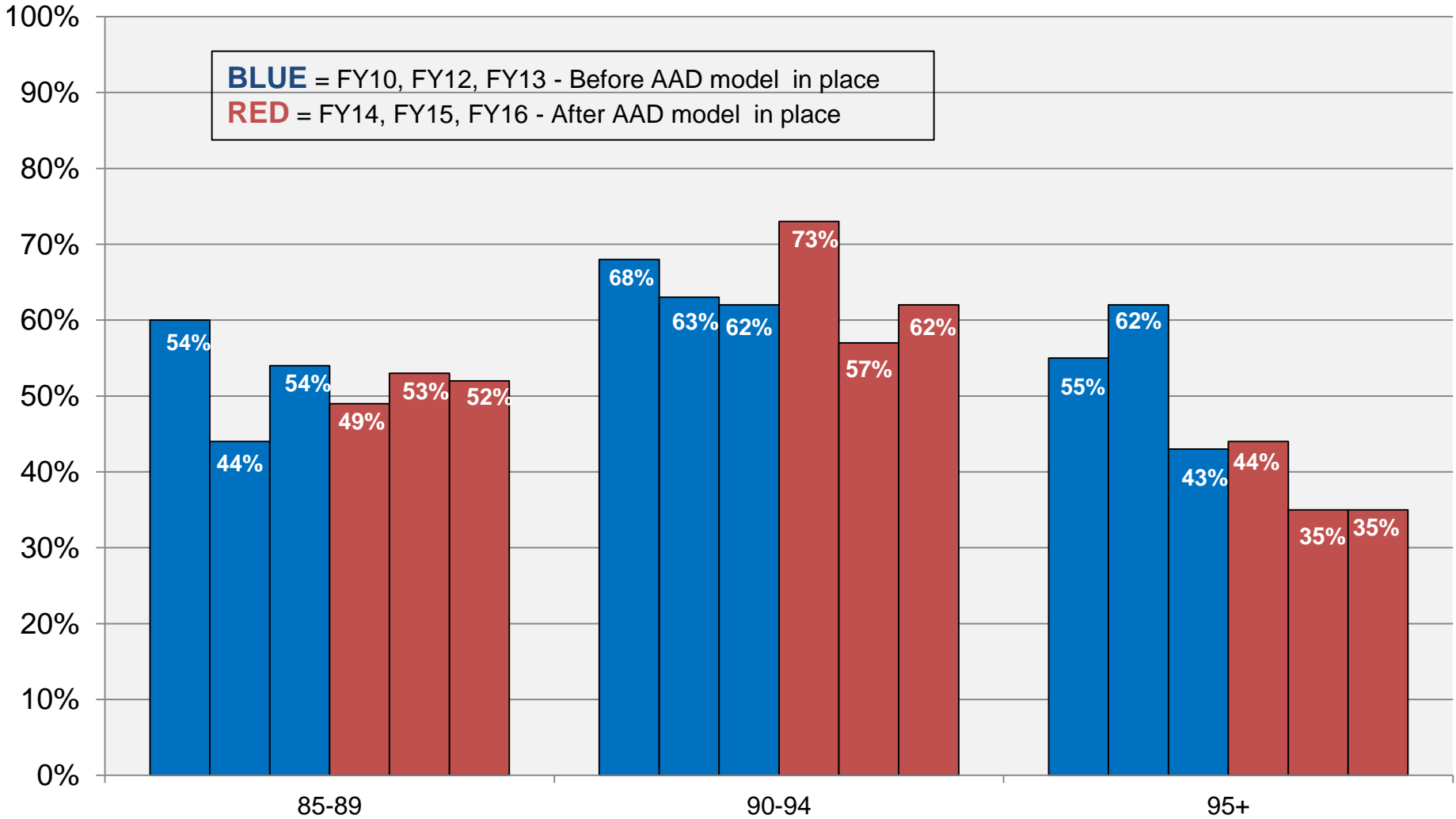
Reading Progress Fall-Spring FY10-FY16

Percentage of High Achieving Students Meeting Annual Progress Target (85th percentile and above)



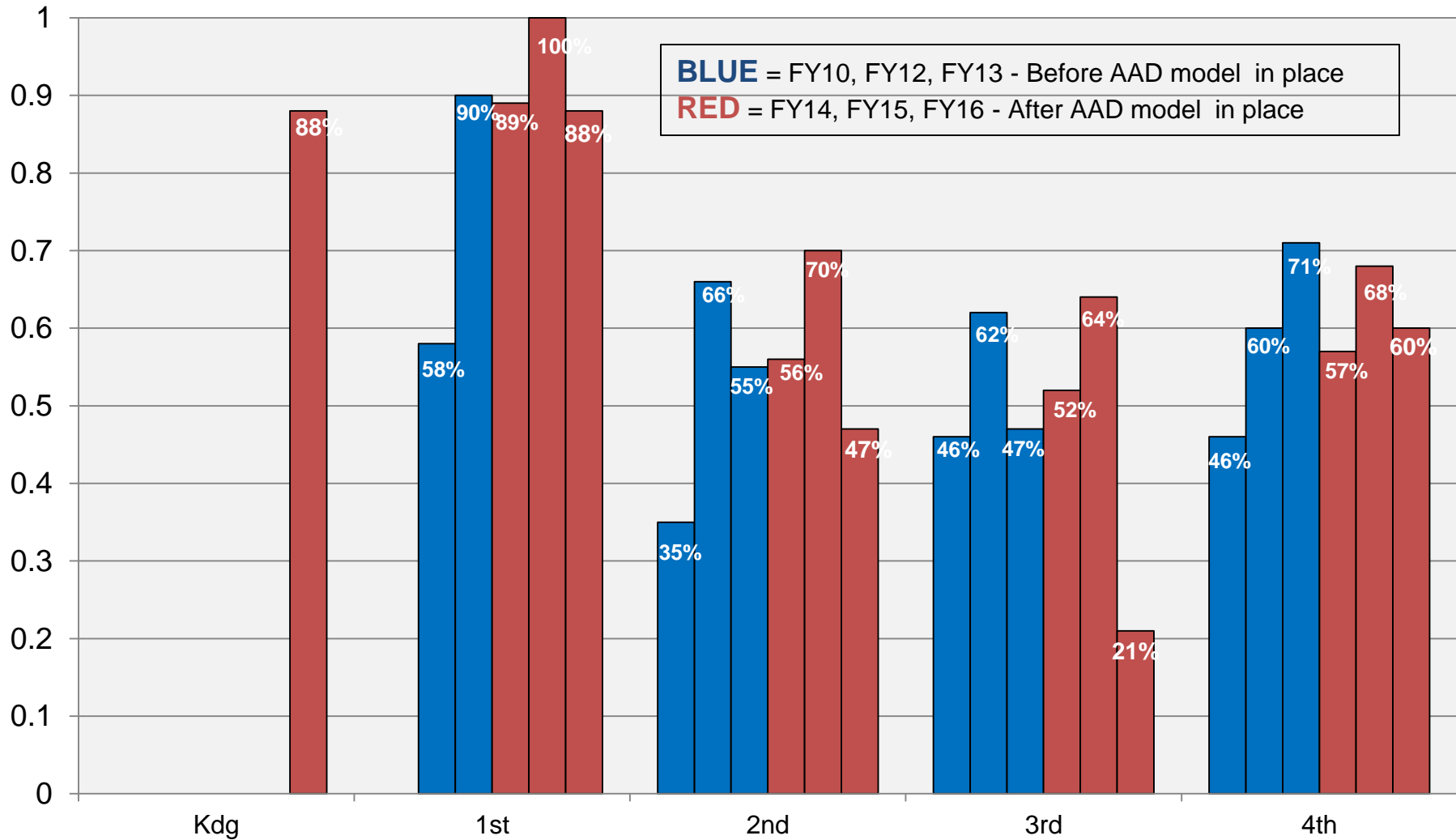
Reading Progress Fall-Spring FY10-FY16

Percentage of *HIGH ACHIEVING* Students Meeting Annual Progress Target (3rd-6th grade)



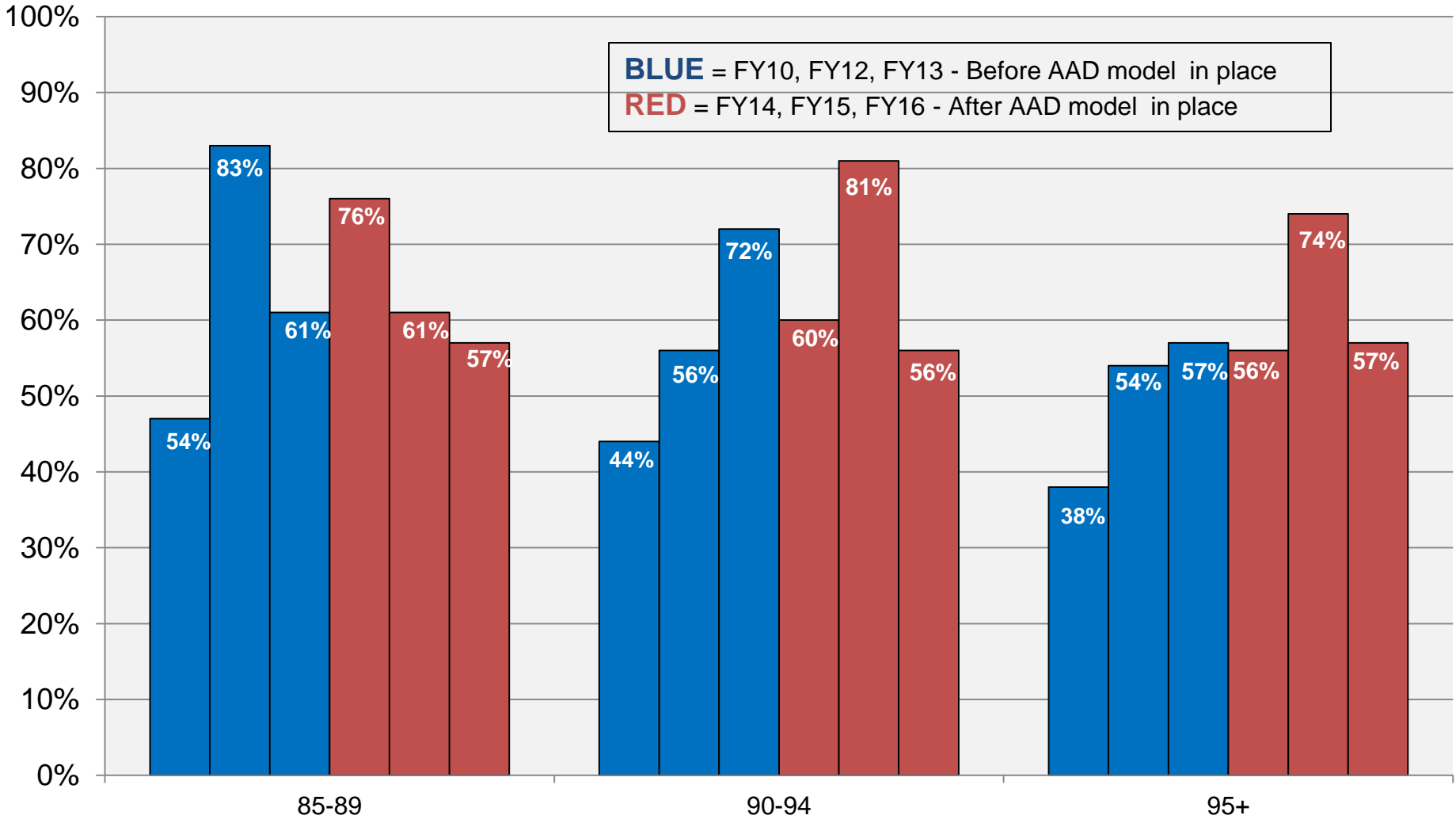
Math Progress Fall-Spring FY10-FY16

Percentage of HIGH ACHIEVING Students Meeting Annual Progress Target (85th percentile and above)



Math Progress Fall-Spring FY10-FY16

Percentage of *HIGH ACHIEVING* Students Meeting Annual Progress Target (Kdg-4th grade)



Advanced Academics

FY10-FY16 Data

Parent, Teacher, Student Survey Data

FY17 Program Plan

Advanced Academics Department Survey Feedback – Overview

Parent Feedback

- Approximately 100 families contacted
- 22 responses
- Grade levels represented: K-6th

Teacher Feedback

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

Student Feedback

- 3rd-6th grade students
- 171 responses

Advanced Academics Dept.

Parent Feedback - Common Themes

Communication

- Improved over last year but inconsistencies still remain

Homework

- Ongoing classroom homework needs to be more challenging
- Differentiated homework from AAD across advanced learners
- More frequent homework from classroom teacher as well as AAD

Advanced Academics Dept – Parent Feedback

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

- I felt this was the best year in meeting my daughter's math needs. I especially loved that the math specialist even sat in one of my daughter's parent teacher conferences this year to help my husband and I better understand her role and her focus in the classroom.
- My kid's needs were met through both push in and pull out services.
- My daughter was challenged and truly enjoyed doing math.
- Liked the projects!
- Overall, she was encouraged to strengthen, as opposed to [accelerating]; we think this will help her in her studies.
- I saw my child's interest in literature soar last year. He loves to read and had a high level of comprehension.
- I am very satisfied with my third graders development.
- I think it went okay. It was not exceptional or bad.
- Would like homework to be more frequent and more challenging.
- My third grader thought it moved too slowly.

Advanced Academics Dept – Parent Feedback

What level of **communication did you receive from your classroom teacher and the AAD Specialists regarding your child's learning?**

- Great communication!
- Fairly regular updates and always responsive to emails.
- Exceeded expectations.
- The communication was fine.
- Regular and great communication. We were satisfied.
- I love the specialist how she came to the PTO meetings to help parents understand what is being taught by the specialists.
- Very satisfied with level of communication from the AAD team
- Both specialists did a great job keeping us informed of his progress.
- We never received any communication.
- Most communication was at the beginning
- Seemed to hear more with the older grades.
- Would like to know more about the plans and what my child was up to.
- No communication.

Advanced Academics Dept – Parent Feedback

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

- My child is happy at school and not stressed about an unattainable achievement level which is nice.
- The teachers are the greatest strength of the current program.
- Willing to meet individual needs of students.
- Children are appropriately challenged.
- I love that the kids are kept within the general education curriculum and their needs are met through extension. All too often when children are removed they miss other things. I think D105 is nailing it by utilizing a push in extension model!
- Flexibility working in groups and the main teacher is still very involved.

Advanced Academics Dept – Parent Feedback

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

- Continue to work with teacher to provide different (not more) homework for advanced students
- More communication
- We would prefer the focus of the AA program to be on preparing the students for intense classes at LT, as opposed to MAP scores.
- More challenging math. I would have liked to see my 4th and 2nd grader come home once in a while with a challenge that was too hard.

Advanced Academics – Teacher Feedback

Communication

- Specialists share differentiation options for each unit: 86% (89%)
- Specialists review assessment results to drive instruction: 87% (72%)
- Specialists & teachers regularly meet during collaboration meetings: 83% (87%)

Locating Enrichment Resources and Materials

- Specialists are knowledgeable about Common Core Standards: 96% (97%)
- Specialists provide challenging materials in a timely manner: 91% (92%)

Providing Student Support to High Achievers

- Specialists “push in” to classrooms to support high achievers: 86% (89%)
- Specialists helped teacher to reach the needs of high achievers:
 - 96% MATH
 - 80% ELA
 - 91% overall FY15

Advanced Academics – Teacher Feedback

- The kids look SO forward to working with our specialist. She offers great suggestions and resources to help me differentiate my lessons and finds resources when the current ones I have are not up to par.
- The specialist has gone above and beyond to help me reach my highest student, even on days when she is not in the building.
- I love team teaching with her and truly feel that I am a better math teacher because of what she has taught me through modeling.
- The specialist does a fantastic job of challenging my highest learners!
- I love to listen to the questions that she asks of them.
- Love the flexibility and the knowledge base of our specialist.
- Our math specialist has amazing ideas and has been **so** helpful in teaching me how to reach or highest learners.

Advanced Academics – Teacher Feedback

- My class loves when the specialist is in class! They know that she pushes, supports, engages and shares her loves of math with them.
- I wish she was able to join our class more days and we had more time to plan.
- Our math specialist is very busy. I wish I had 2 of her because her assistance is so helpful.
- I WISH, I WISH, I WISH I could have more time with her—because my highest students need more!
- I would love to connect with the specialist more, but it is hard with her schedule. She is very knowledgeable, and I would really like it if she could come to my room and co-teach more lessons with me.
- Our math specialist is very busy. I wish I had 2 of her because her assistance is so helpful.

Advanced Academics – Student Feedback

How would you describe the work you do in...

Reading

- Too Easy – 15%
- Just Right – 84%
- Too Hard – 1%

Math

- Too Easy – 19%
- Just Right – 74%
- Too Hard – 7%

My teachers assign me homework that helps me learn.

- Agree – 83%
- Disagree – 17%

My teacher asks me challenging questions in class.

- Agree – 83%
- Disagree – 17%

FY17 Program Improvements

Maximize Time with Students and Teachers

- Large math and ELA instructional blocks – flexible AAD support
- Maximize AAD/teacher collaboration through strategic building schedules
- Specified ELA and Math grade level collaboration time

Results Driven

- Progress targets for 85th percentile and above – AAD to set
- Connect diagnostic MAP skills to extension/enrichment experiences
- “Layered” differentiation across 85th percentile and above – gather frequent formative data
- Critical focus on servicing students 95% percentile and above – gather frequent formative data
- On-going student surveys regarding challenge level in ELA and Math
- On-going teacher surveys regarding AAD support in classroom and effectiveness of collaboration meetings
- On-going parent surveys regarding AAD communication and homework

FY17 Program Improvements

Communication/Homework

- Increase communication regarding what extension/enrichment learning experiences are provided and why
- Coordinate AAD communication with classroom teacher
- Extension homework provided and communicated with parents
- Fall Forum
- Updated AAD Website
- 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

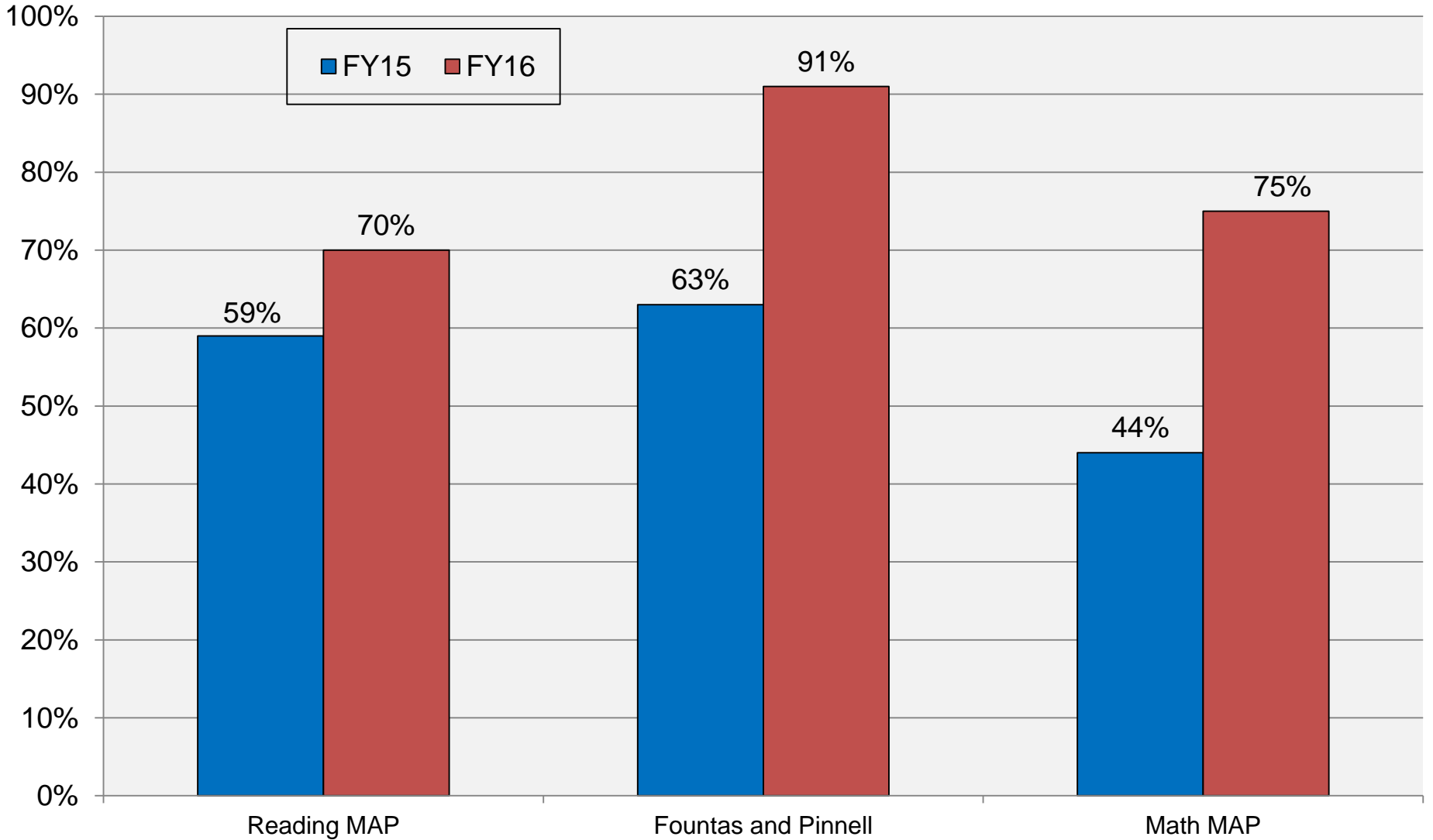
***Full Day Kindergarten Transition
to First Grade***

Kindergarten Half-Day Enrollment

	15-16 (start year/end year)	16-17
Hodgkins	1 / 1	0
Ideal	3 / 2	1
7th	4 / 1	1
Spring	4 / 0	0
TOTALS	12 / 4	2

District 105 Kindergarten Achievement FY16

Percentage of Students At or Above Grade Level in *Reading and Math*



Kindergarten to First Grade Transition – A New First Grader!

District and School Level Kindergarten-1st grade articulation

- Social emotional data – independence and stamina
- Spring reading and math data – new baseline
- Student mastery of grade level CCSS

Summer curriculum work – 4 weeks over summer

- New baseline from which to start!
- Unit planning adjustments
- Assessment adjustments
- Instructional learning ladders per unit – further defined CORE instruction toward mastery
- New *My Math* materials training
- Alignment of materials to units of instruction
- Parent communication updated
- SMART/CEC Coach support

First Grade Program – What is Different?

Academic and Social-Emotional Baseline has changed

- Kindergarten graduates achieving at higher levels across MAP and benchmark assessments
- Kindergarten students have experienced full day routines
- They are used to an extended day experience
- Greater independence
- Year-long instructional scope and sequence adjusted

Many concepts previously introduced in 1st grade are now addressed in kindergarten

- Character and Setting instruction would have been full unit in 1st grade
 - Already secured in kindergarten
 - Elements are now pre-requisite skill for 1st graders
- First grade focus now: problem and solution, personal connections, retelling

A Different First Grade – Examples

Expectations for mastery have increased

- Basic story elements would have been a year long expectation
 - Now mastery is expected first trimester
- Number bonds and ten frames – addressed in kindergarten
 - 1st grade focus now: application of these math strategies and use of strategies with higher level math
- Assessments reflect increase rigor

Increased independence and stamina

- Project based learning – greater application of learning
- Increased individual student conferencing and formative assessing

Parent Information

- Updated to reflect increased expectations
- Standards shared across K-1 learning spectrum
- How to help at home

Support and Next Steps

SMART/CEC Coach – all year

- Support around rigorous assessment design
- Support around instructional rigor
- Support around instructional groupings and setting SMART student goals

Results Focus

- Unit assessment data / ongoing formative assessment data
- Student specific MAP skills connected to units of instruction
- MAP spring to winter growth
- MAP spring to spring growth
- Ongoing reading benchmark assessments