

Teaching and Learning Committee
April 19, 2023
9:30 – 11:00am

Present: Jim Shaughnessy, Kathy Sellitti, Cathy Collins, Dr. Padalino, Mary Beth Bonville, Stacia Felicello, Steven Spicer

Dr. Collins Call to Order – 9:36am

- I. Approval of Minutes – Mr. Spicer moved to approve minutes. Committee approved unanimously.
- II. STAR Data – administered in Winter 2023

Elementary level: Percent of student performing at grade level in both math and reading is lower than Spring 2022 which were, at that time, showing strong rebounds post-Covid. The regression in scores from spring to fall/winter is typical; in the past we have seen these scores bounce back in spring so the ARPA goals may be attainable.

Math: We are aiming for 65%-80% of all students completing grade level math by the end of Spring 2023. For grades 2-6, excluding English as a New Language (ENL) students and Students With Disabilities (SWD), averages across schools ranged from 38.4-55.3% performing at grade level.

Reading: The goal for this year (en route to the 100% in 2024) is to have 60-75% of our students reading at grade level. Again, excluding English as a New Language (ENL) students and Students With Disabilities (SWD), 50% of students (averaged across schools) in Grade 2 are reading at grade level; this percentage declines toward grade 6 which has an average of 40% reading at grade level.

For both math and reading, when the data are broken up by demographic groups, the percentages of students performing at grade level are lower for socioeconomically disadvantaged students and students of color.

The committee noted that second graders appear to be doing better than other grades in reading—we discussed whether reading success has been helped by the Foundations curriculum, which is now being used K-2 in all schools.

Dr. Felicello has assembled a Steering Committee focused on literacy at the elementary level; Fountas and Pinnell reading levels and guided reading will still be supported, but this district-wide committee will focus on how to integrate skills-based instruction, phonics, and phonetics.

Dr. Felicello also reported that the district is considering adopting iready for ELA in grades 3-4.

At the middle level: Here, too, scores are lower than Spring 2022, and a bit farther from the goals of 60-75% at grade level for math and reading. On average, excluding ENL and SWD, ~34% of

7th and 8th graders are reading at grade level. For math 36% in grade 7 and 18% in grade 8 are at grade level. **Noted that students taking algebra are no longer taking the STAR exam, so some of the highest performing students are not included in the math scores.*

When the data are broken up by demographic groups, scores are lower for socioeconomically disadvantaged students and students of color.

Big picture, we still see a decline between 4-8th grades.

We discussed how to address this pattern.

- Reading blocks don't seem to be enough to address this issue. We also have 24 K-8 staff-members have been trained in multi-sensory reading by KCSD. This is a 2-3 year training program; second cohort is completing training now. So, having more multi-sensory reading staff may serve us in the future. And, we have Math & ELA coaches to support teachers.
- One possibility: Looking to bring in phonics instruction to 4-8th grades, and restructure Quest to do phonics-intensive.
- Curricular changes: Iready (new curriculum being used 5-8) is getting good reports from some teachers. Because it has grade-level assessments, it will replace STAR.

Additional issues the committee discussed include large 5th grade class sizes, particularly at Miller, and the need to adequate support ELLs, in particular those that enter KCSD as older students or SIFE students.

III. Elementary Restorative Practices

Training from Deveraux Center this year for all elementary staff during Fall Superintendents Conference Days. One teacher from each school was asked to practice Restorative Practices supported by a coach who would help support implementation by meeting regularly (2x/month) with that teacher. More training workshops happening in May, and during May and June a plan will be made for expanding the coaching process within school. Practices such as circles, collaborative negotiation, counseling, community service, restitution will be tracked in eSchool to provide data to assess in the future.

IV. GW update:

- Needs assessment by external consultant: (Montessori Public Action Group) being conducted on May 18.
- Surveys to stakeholders will begin May 5.
- Julie Cache is coaching teachers.

Next meeting 5/25

CEP plans for CSI (Comprehensive Support and Improvement) and TSI (Targeted Support and Improvement)