OFFICE OF CURRICULUM & INSTRUCTION
BOARD OF EDUCATION MEETING 12.5.17

Presented by: Dr. Campisi, Dr. Perry, Dr. Morton & Mr. Wence

Follow-up:

Administrative Actions Addressing Performance on the Spring 2017 PARCC Algebra 1 Assessment

Reflection from 11.6.17 C & I Committee Meeting

- Viable Curriculum and Best Instructional Practices
- Meeting the needs of ALL learners
- Collaborative Effort:
    - Curriculum & Instruction Office
    - Building Administration
    - Assessment Office
    - Instructional Coaches

Professional Learning Communities

- Structure
- Examination of Data
- Formative Assessments
- Analysis of student work/reasoning
- Feedback to Students- What does this look like?
- PLCs include - Curriculum Office staff, Principals and Assistant Principals, Colleague Teacher for Math, and Teachers

Walkthroughs

- Conducted by Dr. Mahan, Mrs. Smith & building administrators
- Provide specific feedback on instructional strategies
- Use information gathered/observed to determine professional development needs and focus
- Debrief with building based administrators and instructional coaches to provide targeted instructional supports

Professional Development

- November 16, 2017: Part 1: Full-Day In-Service for all Algebra 1 teachers
- February 7, 2018: Dan Meyer Training / Association of Mathematics Teachers of NJ for Administrators
- February 16, 2018: Part 2: Full-Day In-Service for all Algebra 1 teachers
- March 1, 2018 – June 30, 2018: Tentatively planned ongoing PD Opportunities for all Algebra 1 teachers

Book Study

Making Sense: Teaching and Learning Mathematics with Understanding

Carpenter, Fenema, Fuson, Hiebert, Murray, Wearne

Purpose:

A powerful tool for developing the teacher expertise necessary
for improving performance and enhancing student learning through deliberate practice.

CLOSING THE ACHIEVEMENT GAP - Data Highlights

Closing the Achievement Gap ELA Data Highlights

1. Decrease in the subgroup African American in levels 1/2/3 but increases in levels 4&5. This subgroup had the highest increase percentage at levels 4&5 up 8% from 16-17 school year. This is larger than the percentage gain by both the White and Asian subgroups.
2. Similar data showed for the Hispanic subgroup. With an increase at levels 4&5 up 4.5% from 16-17 school year.
3. The subgroups Economically Disadvantaged and Students with Disabilities also showed gains of 3.7% and 3.0% respectively. Although this is not as high as the the AA, Hispanic, White or Asian subgroups, the % gap has decreased.

Closing the Achievement Gap Math Data Highlights

1. For the subgroup African American performance is up 1%. This group showed a decrease in level 3 performance and an increase in levels 4&5 performance.
2. This same trend occurred in the subgroup Students with Disabilities with performance up 1% and decrease in level 3 performance and an increase in levels 4&5 performance.
3. MS Geometry - excellent results with 100% of the students performing at levels 4&5.
4. MS Algebra - excellent results all double the State performance.
5. Again for math, we had mixed data results however the following sub groups African American (1%), Multi-race (2.2%), Students with disabilities (1%), and White (.5%) all showed an increase in performance in levels 4&5.

QUESTIONS?