

Review

- Implementation of Common Core State Standards (CCSS) begins 2012-2013
- Curriculum should be aligned to CCSS by the end of SY2012-2013.
- The ISAT tests were given this year, and will be given in SY2012-2013 and probably in SY2013-2014.
- State testing using CCSS begins 2014-2015

Characteristics of CCSS

- Fewer, essential concepts at each grade and learned to MASTERY
- Higher, more complex concepts learned in DEPTH
- Rigorous i.e. high standards and increasingly SOPHISTICATED
- College and career readiness by 12th grade

Purpose of Reading CCSS

- To ensure that students gain exposure to text and tasks
- To expect that students advancing through the grades each year have MET each year's grade specific standards
- To expect that students have retained or further developed skills and understandings mastered in preceding grades

CCSS Mathematics Characteristics

- Standards organized grade by grade
- Progressive development of skills and knowledge
- Emphasize the importance of being able to explain the rule not just do the math
- Students will master eight mathematical practices to be college and career ready.

Mathematical Practices

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Purpose of Math CCSS

- To demonstrate the ability to problem solve, reason, prove, communicate, represent, and connect math concepts and understandings
- To grow in mathematical maturity and expertise throughout elementary, middle and high school
- To master an essential 21st Century skill:
“...know how to act when they are faced with situations for which they are not specifically prepared” (Papert, 1998)

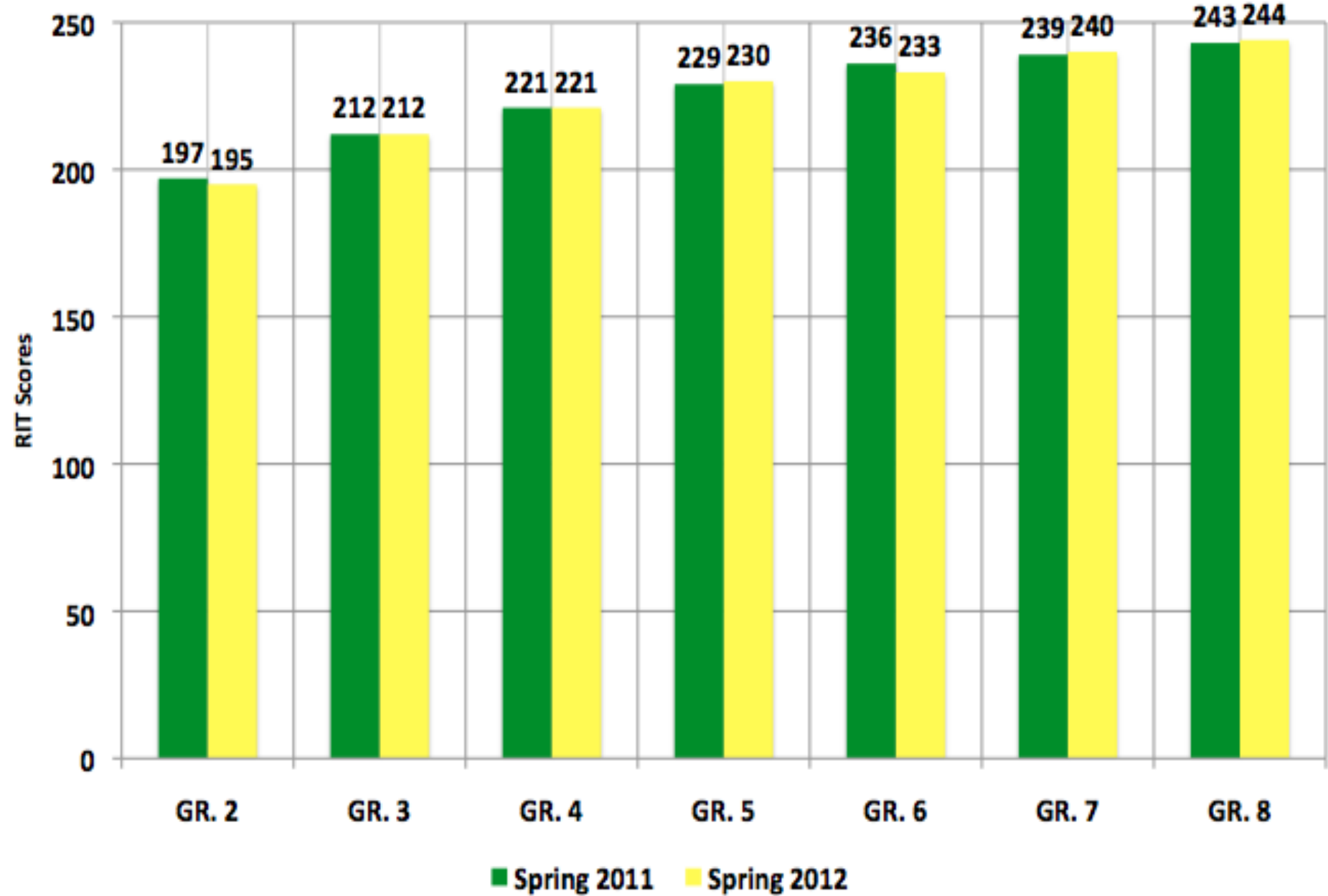
MAP Common Core Tests

- NWEA gave districts the option to take a test based on Common Core Standards instead of the ISAT Standards
- The majority of districts on par with our own in demographics, students and test scores chose to the first option.
- Why...To see how our students would do in the new environment and what the expectations of the new standards were

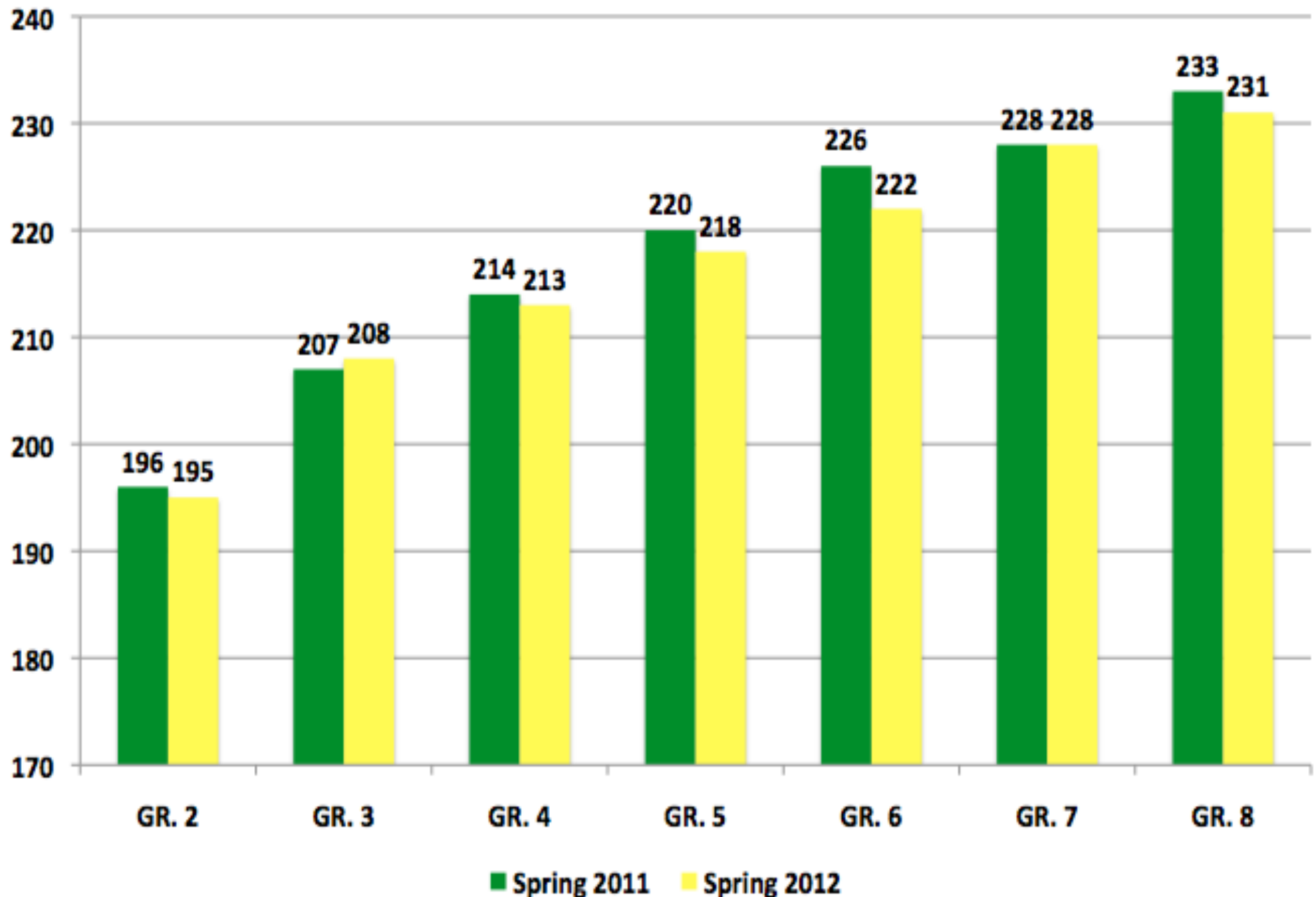
Expectations

- We would see little difference in scores in math because we have concentrated on aligning the math curriculum for two years.
- We would see a dip in results for Reading because we have had an overview but not aligned all of the curriculum in reading as of yet. (complete next year)

Comparison of District Math Spring Testing Events



Comparison of District Reading Spring Testing Events



Comparison of Growth

	Mathematics
Gr. 2	less 10%
Gr. 3	less 2%
Gr. 4	plus .3%
Gr. 5	less 2%
Gr. 6	less 7%
Gr. 7	less 3%
Gr. 8	plus .07%

Comparison of Growth

	Reading
Gr. 2	less 5%
Gr. 3	plus 7
Gr. 4	less 19%
Gr. 5	less 11%
Gr. 6	less 2%
Gr. 7	plus 4%
Gr. 8	less 7%%

Why the Drop in Reading?

- NWEA norms changed to match CCSS complexity/rigor
- EX: 8th grade in Fall 2010 Math: 90%ile = 249 but in Fall 2011: 90%ile = 252
- Because of the level at which our students read, the rigor and complexity of the readings and questions were very high
- The texts offered (based on student ability) were at a high Lexile level but sometimes did not match or were inappropriate for the student's age or maturity.

Our Response

- NWEA was contacted both independently and through conference calls including other high performing districts such as Lake Forest.
- I am in the process of contacting H.S. to assure that our 8th grade students are placed correctly in their freshmen classes.
- Teachers will receive an email tomorrow and parents will be apprised concerning the anomaly later this week.