



**WEST CHESTER AREA SCHOOL DISTRICT**  
**Pupil Services and Education Committees**  
February 10, 2020  
6:30 p.m. Spellman Education Center

**REGULAR SESSION MEETING**

**AGENDA**

**Pupil Services Committee:**

- ★ Approval of the Pupil Services & Education Committee Meeting Minutes of January 13, 2020 (see attached) J. Chester  
S. Tiernan
- ★ Approval of Sweet, Stevens, Katz and Williams Annual Contract LA Ranieri
- Individualized Education Program Progress Monitoring Overview (see attached) LA Ranieri

**Education Committee:**

- Flexible Seating Survey Report (see attached) S. Missett  
R. Sokolowski
- 2nd Grade Achievement Update (see attached) S. Missett  
S. Werner
- Desmos Update (see attached) I. Kerr

★ Committee Voting Item

**Committee Protocol for Responding to Comments from the Public:**

1. *A community member will be called upon by the Committee Chair.*
2. *If the comment can be answered quickly, or in order to clarify information, someone will respond.*
3. *If a community member has a more detailed question about a topic, the committee chair may refer the person to the superintendent or appropriate administrator to make an appointment so the question can be answered in more detail.*



**WEST CHESTER AREA SCHOOL DISTRICT  
Pupil Services and Education Committees**

**Meeting Minutes  
January 13, 2020**

**Start: 6:30 PM**

**Finish: 8:13 PM**

**Attending Committee Members:** Sue Tiernan, Joyce Chester, Kate Shaw, Daryl Durnell

**Other Board Members:** Chris McCune, Karen Herrmann

**Administration:** Jim Scanlon, Robert Sokolowski, Sara Missett, Tammi Florio, Michael Wagman, John Scully, Kristen Barnello, Debra Dinsmore, Chrissy Eagles, Paul Joyce, Ian Kerr, Rich Mitchell

**Items listed on the Pupil Services and Education Committee Regular Agenda of  
January 13, 2020:**

1. Approval of the Pupil Services Committee Meeting Minutes of November 11, 2019
2. Approval of Updated Berks Deaf & Hard of Hearing Contract
3. Approval of PTS (Pediatric Therapeutic Services) Three Year Contract
4. Safe 2 Say Something S2SS Presentation
5. Approval of the Education Committee Meeting Minutes of November 11, 2019
6. Approval of Revised Administrative Guideline 918AG1 – Title I Parent and Family Engagement Guidelines
7. Approval of Revised Administrative Guideline 918AG2 – Title I Parent and Family Engagement School-Parent and Family Compacts
8. Curriculum Proposal Requests for 2020-2021
  - a. T. Florio
  - b. K. Barnello
  - c. D. Dinsmore
  - d. C. Eagles
  - e. P. Joyce
  - f. I. Kerr
  - g. R. Mitchell

**A. Committee Actions and Outcomes:**

1. Approval of the Pupil Services Committee Meeting Minutes of November 11, 2019  
**VOTE: 4 - 0**
2. Approval of Updated Berks Deaf & Hard of Hearing Contract **VOTE: 4 - 0**
3. Approval of PTS (Pediatric Therapeutic Services) Three Year Contract **VOTE: 4 - 0**
4. Approval of the Education Committee Meeting Minutes of November 11, 2019  
**VOTE: 4 - 0**
5. Approval of Revised Administrative Guideline 918AG1 – Title I Parent and Family Engagement Guidelines **VOTE: 4 - 0**
6. Approval of Revised Administrative Guideline 918AG2 – Title I Parent and Family Engagement School-Parent and Family Compacts **VOTE: 4 - 0**

**B. Items to be placed on upcoming Board Agenda:**

1. Approval of Revised Administrative Guideline 918AG1 – Title I Parent and Family Engagement Guidelines
2. Approval of Revised Administrative Guideline 918AG2 – Title I Parent and Family Engagement School-Parent and Family

**C. Items to be placed on the upcoming Board Consent Agenda:**

1. Approval of Updated Berks Deaf & Hard of Hearing Contract
2. Approval of PTS (Pediatric Therapeutic Services) Three Year Contract
3. Approval of the following Study / Excursion trip(s):
  - Rustin HS Cheerleading – Garden City, NY – Sat-Sun 12/7-12/8/19\*
  - Rustin HS Cheerleading – Hershey, PA – Thur-Sat 1/9-1/11/20\*
  - Henderson HS Science Olympiad – Pittsburgh, PA – Fri-Sat 1/10-1/11/20\*
  - East/Henderson/Rustin HS Choir – Aston, PA – Thurs-Sat 11/16-1/18/20\*
  - Henderson HS Orchestra – Drexel Hill, PA – Thur-Sat 1/30-2/1/20\*
  - Rustin HS Orchestra – Drexel Hill, PA – Thur-Sat 1/30-2/1/20\*
  - East HS Orchestra – Drexel Hill, PA – Thur-Sat 1/30-2/1/20\*
  - East HS Cheer Team – Orlando, FL – Wed-Mon 2/5-2/10/20\*
  - East HS Model UN – Washington, DC – Thur-Sun 2/13-2/16/20\*
  - Henderson HS Band – Radnor, PA – Thur-Sat 2/13-2/15/20
  - East HS Band – Radnor, PA – Thur-Sat 2/13-2/15/20
  - Rustin HS Honors Wind Ensemble – Radnor, PA 2/13-2/15/20
  - Henderson HS Ski Club – Jay, VT Fri-Mon 2/14-2/17/20
  - East HS DECA – Hershey, PA Wed-Fri 2/19-2/21/20\*

\*Indicates trips that are competitions

**D. Items to be discussed at a later date:**

None



# IEP Progress Process

February 10, 2020



# Initial Identification

- Evaluation is conducted and includes baseline data
- The IEP team creates measurable annual goals for each identified area of need
- Progress is measured at the same rate that report cards are issued (3 times per year at the elementary level and 4 times per year at the secondary level)
- If a student meets the goal prior to the next annual IEP, it is revised.
- If a student isn't making adequate progress, the IEP and goal is revised to better meet the student's needs.
- Every two or three years, a reevaluation is conducted.



# Areas of IEP that will be reviewed

---

**Needs**

**Goals**

**Progress Reports**

**ESY**

**PASA**

**Transition**



# Specific Learning Disability (SLD) needs

---

Academic, developmental, and functional needs related to student's disability:

- Reading Comprehension
- Reading Fluency
- Written Expression
- Math Concepts and Applications
- On-Task Behavior



# SLD Goal



| <p><b><i>MEASURABLE ANNUAL GOAL</i></b><br/><i>Include: Condition, Name, Behavior, and Criteria</i><br/><i>(Refer to Annotated IEP for description of these components)</i></p>  | <p><i>Describe HOW the student's progress toward meeting this goal will be measured</i></p> | <p><i>Describe WHEN periodic reports on progress will be provided to parents</i></p> |
|--|---|--|
| <p>Reading Comprehension: Given a three-minute cloze style, novel passage at the 2nd grade level, [REDACTED] will increase the number of correct responses to an average of 15, for 3 consecutive trials in a marking period.</p> <p>Baseline: 6</p> | <p>Curriculum Based Assessments/2x per month (every other week)</p>                         | <p>Progress Reported Quarterly</p>   |





# Autism ESY Identification

## Tact Ongoing Actions

When presented with an ongoing action and the question "what am I doing?", or something similar, [REDACTED] will independently label the ongoing action for 25 actions, for 3 correct cold probes for each action.

## Baseline- 0 actions

| <i>Objectives</i>  |
|--|
| [REDACTED] will echo 10 ongoing actions (say wavin). Do not add /g/ if he is clicking                              |
| [REDACTED] will echo 20 ongoing actions (say rollin) do not have him say /g/ at end of syllable if he is clicking. |
| [REDACTED] will label 15 ongoing actions   |
| [REDACTED] will independently label the ongoing action for 25 actions  |

ESY Speech/October 2019 - During speech language therapy sessions, [REDACTED] will correctly produce the consonant sounds /f/, /s/, /sh/, /l/, and /k/ in 8 out 10 targeted positions of CVC words (eg., /f/ initial and final, /s/ initial and final, /sh/ initial and final, /l/ initial and final, and /k/ initial) over 3 consecutive cold probes collected weekly.

| <i>Objectives</i>   |
|---|
| Given CVC words ending /f/, /s/, /sh/, and /l/, in the final word position, [REDACTED] will correctly produce the targeted consonant. |

## Physical Therapy

[REDACTED] will demonstrate improvement in his strength as noted by his ability to perform 10 independent sit ups with his arms extended and his feet held and by his ability to hold a wall sit for 30 seconds as noted over three consecutive data point collections.



# Autism ESY 2



## *ESY Goals*

OT 2019: When presented with a tiny object such as a small peg, [REDACTED] will move 10 out of 10 objects from palm to fingertip in his right hand without stabilizing on edge of surface or using the other hand to help, over 3 sessions.

(baseline: 0/10)

## *Objectives*

When presented with a tiny object such as a small peg, [REDACTED] will move 4 out of 10 objects from palm to fingertip in his right hand without stabilizing on edge of surface or using the other hand to help, over 3 sessions.

When presented with a tiny object such as a small peg, [REDACTED] will move 8 out of 10 objects from palm to fingertip in his right hand without stabilizing on edge of surface or using the other hand to help, over 3 sessions.

When presented with a tiny object such as a small peg, [REDACTED] will move 10 out of 10 objects from palm to fingertip in his right hand without stabilizing on edge of surface or using the other hand to help, over 3 sessions.



# Life Skills(LSS) PASA Scores

| PASA-Reading Performance Level - Tier 1   |        |            |          |     |
|---|--------|------------|----------|-----|
| 200   | 284    | 300        | 321      | 400 |
| EMERGING  | NOVICE | PROFICIENT | ADVANCED |     |
| ▲ 269   |        |            |          |     |
| Your student's score is indicated by the (▲). The average score of all students who took this test in 2018-2019 was 272. Test scores are an estimate of your child's performance. If your student were to take the test again under similar circumstances, his or her scale score would most likely stay in the following range: 249-289. |        |            |          |     |

| PASA-Math Performance Level - Tier 1  |        |            |          |     |
|---|--------|------------|----------|-----|
| 200   | 265    | 300        | 336      | 400 |
| EMERGING  | NOVICE | PROFICIENT | ADVANCED |     |
| ▲ 218   |        |            |          |     |
| Your student's score is indicated by the (▲). The average score of all students who took this test in 2018-2019 was 271. Test scores are an estimate of your child's performance. If your student were to take the test again under similar circumstances, his or her scale score would most likely stay in the following range: 200-243. |        |            |          |     |

| PASA-Science Performance Level - Tier 1   |        |            |          |     |
|---|--------|------------|----------|-----|
| 200   | 257    | 300        | 376      | 400 |
| EMERGING  | NOVICE | PROFICIENT | ADVANCED |     |
| ▲ 246   |        |            |          |     |
| Your student's score is indicated by the (▲). The average score of all students who took this test in 2018-2019 was 249. Test scores are an estimate of your child's performance. If your student were to take the test again under similar circumstances, his or her scale score would most likely stay in the following range: 215-277. |        |            |          |     |



# LSS Transition Post Secondary

**Postsecondary Education and Training Goal:** [REDACTED] has a goal of participating in On-the-job training or Pre-employment Community based employment experiences after graduation.

**Measurable Annual Goal**  
 Yes /  No  
 (Document in Section V)

**Courses of Study:** 2019-20 school year: Life Skills, Introduction to Food Preparation, Studio Art 1, Choir, and Sports Physical Education

2020-21 school year: anticipated to include Life Skills, Culinary Arts, Art, Choir, and Sports Physical Education

| <i>Service/Activity</i>   | <i>Location</i> | <i>Frequency</i>       | <i>Projected Beginning Date</i> | <i>Anticipated Duration</i> | <i>Person(s)/Agency Responsible</i>                     |
|---|-----------------|------------------------|---------------------------------|-----------------------------|---|
| [REDACTED] will have the opportunity to attend/participate at his IEP meeting.                            | School building | All IEP meetings       | 11/21/2019                      | 11/19/2020                  | Special Education Teacher                               |
| [REDACTED] will have the opportunity to participate in cooking activities.                                | School Setting  | Weekly                 | 11/21/2019                      | 11/19/2020                  | Special Education Teacher and Regular Education Teacher |
| [REDACTED] will have the opportunity to participate in the Practical Assessment Exploration System (PAES) | Community       | 10-half day assessment | 11/21/2019                      | 11/19/2020                  | Special Education Teacher and PAES Evaluator            |
| Support provided to improve [REDACTED] Functional Academic skills through Life Skills courses.            | School Setting  | Daily                  | 11/21/2019                      | 11/19/2020                  | Special Education Teacher                               |
| Support provided to improve [REDACTED] functional communication.  | School Setting  | Weekly                 | 11/21/2019                      | 11/19/2020                  | Speech Therapist  |



# LSS Employment



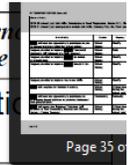
**Employment Goal:** [REDACTED] has a goal of supported employment or pre-employment experiences in the community that allows him to work at his maximum stamina as demonstrated in the completion of the below services and activities.

**Measurable Annual Goal**  
 Yes /  No  
**(Document in Section V)**



# LSS Employment

| <i>Service/Activity</i>   | <i>Location</i> | <i>Frequency</i>                     | <i>Projected Beginning Date</i> | <i>Anticipated Duration</i> | <i>Person(s)/Agency Responsible</i>  |
|---|-----------------|--------------------------------------|---------------------------------|-----------------------------|--|
| █████ will have the opportunity to participate in pre-vocational activities within the school setting.                      | School Setting  | Weekly                               | 11/21/2019                      | 11/19/2020                  | Special Education Teacher  |
| Support provided to improve █████ Functional Academic skills through Life Skills courses.                                   | School Setting  | Daily                                | 11/21/2019                      | 11/19/2020                  | Special Education Teacher  |
| Support provided to improve █████ functional communication.   | School Setting  | Weekly                               | 11/21/2019                      | 11/19/2020                  | Speech Therapist   |
| Support provided to improve █████ fitness levels.   | School Setting  | Weekly                               | 11/21/2019                      | 11/19/2020                  | Regular Education Teacher, Physical Therapist and Adapted Physical Education Teacher |
| Support provided to improve fine motor skills.  | School Setting  | Weekly                               | 11/21/2019                      | 11/19/2020                  | Occupational Therapist   |
| █████ will complete an Interest Inventory.  | School Setting  | At least once during the school year | 11/21/2019                      | 11/19/2020                  | Special Education Teacher  |
| █████ will have the opportunity to participate on community-based activities to promote awareness and generalization.       | Community       | Quarterly                            | 11/21/2019                      | 11/19/2020                  | Special Education Teacher  |
| █████ will access the Brigance Transition Skill Inventory's Post-Secondary: Interest and Choices Survey - Career Interests. | School Setting  | At least once during the school year | 11/21/2019                      | 11/19/2020                  | Special Education Teacher  |



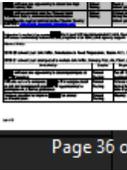


# LSS Independent Living



**Independent Living Goal, if appropriate:** [redacted] has a goal of living independently with Agency Support. He will access community resources and programs with family and agency support.

**Measurable Annual Goal**  
 Yes /  No  
**(Document in Section V)**



**Courses of Study:**

2019-20 school year: Life Skills, Introduction to Food Preparation, Studio Art 1, Choir, and Sports Physical Education

2020-21 school year: anticipated to include Life Skills, Culinary Arts, Art, Choir, and Sports Physical Education

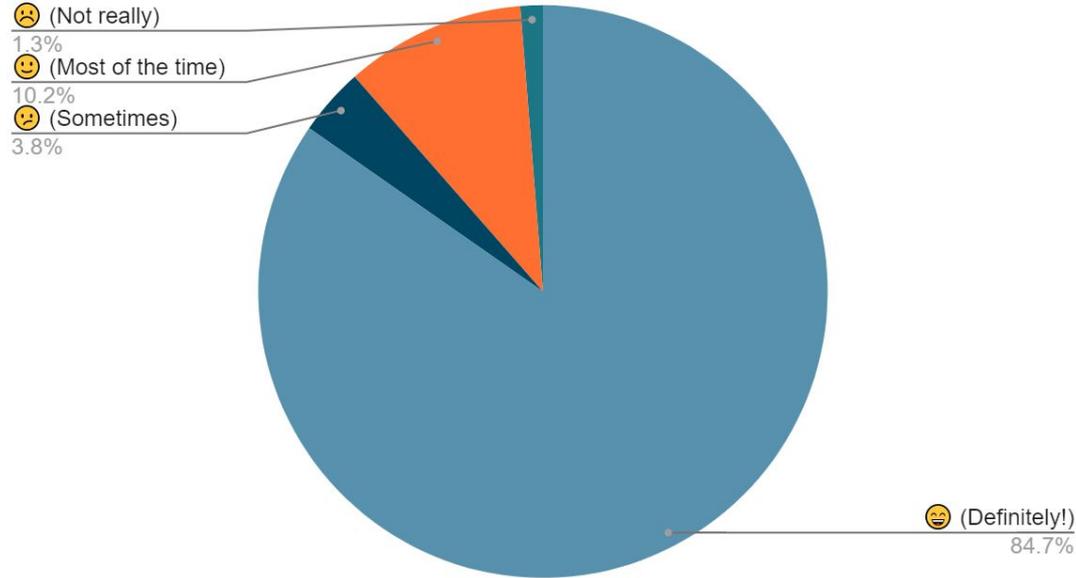
| <i>Service/Activity</i>   | <i>Location</i> | <i>Frequency</i>                     | <i>Projected Beginning Date</i> | <i>Anticipated Duration</i> | <i>Person(s)/Agency Responsible</i> |
|---|-----------------|--------------------------------------|---------------------------------|-----------------------------|-------------------------------------|
| [redacted] will have the opportunity to attend/participate at his IEP meeting.  | School Setting  | For all IEP meetings                 | 11/21/2019                      | 11/19/2020                  | Special Education Teacher           |
| With the use of a computer, [redacted] will investigate local social and recreational activities for opportunities to participate in, after he graduates. | School Setting  | At least once during the school year | 11/21/2019                      | 11/19/2020                  | Special Education Teacher           |
| Support provided to improve [redacted] functional communication.  | School Setting  | Weekly                               | 11/21/2019                      | 11/19/2020                  | Speech Therapist                    |

# Flexible Seating

2019-2020

# Elementary Student Survey Feedback

I like to choose where I sit in my classroom.

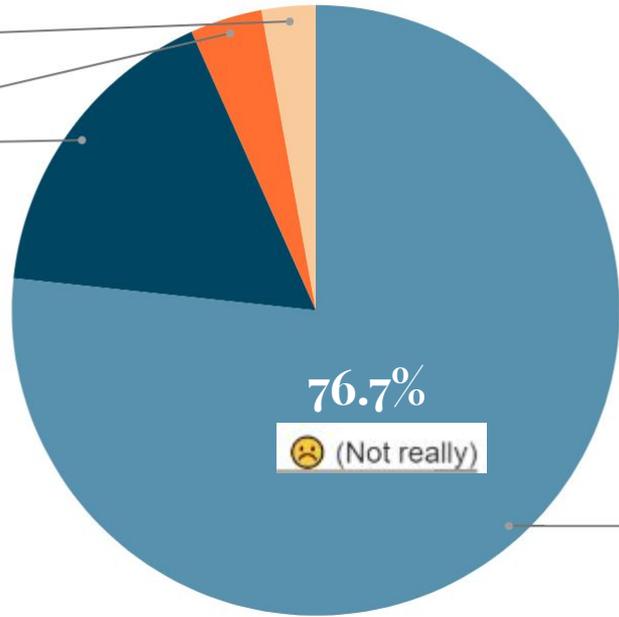


---

94.9% “Most of the time”  
or “Definitely!”

I feel uncomfortable with flexible seating in our classroom

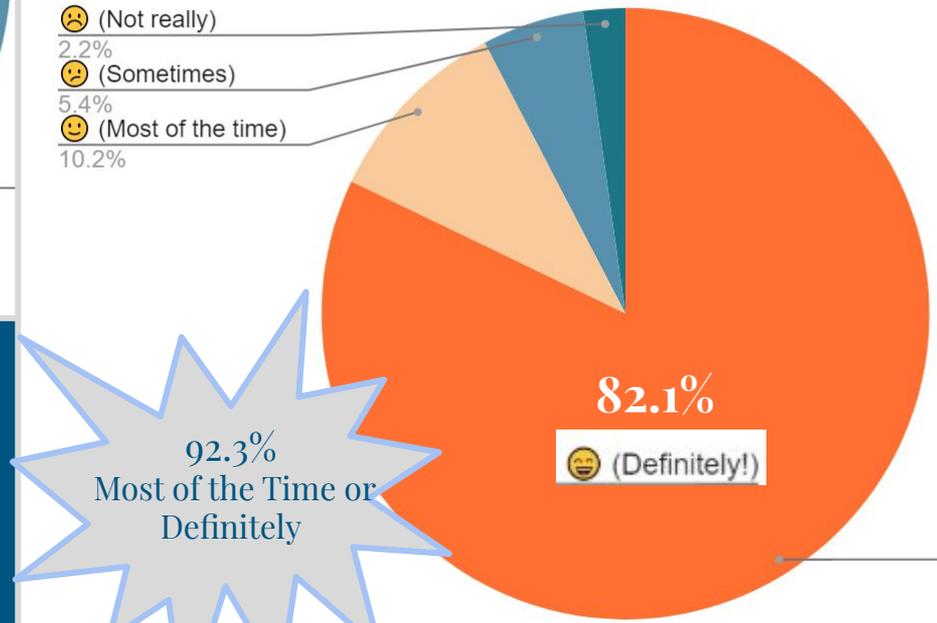
- 😊 (Most of the time) 2.9%
- 😞 (Definitely!) 3.8%
- 😞 (Sometimes) 16.6%



# 315 Responses

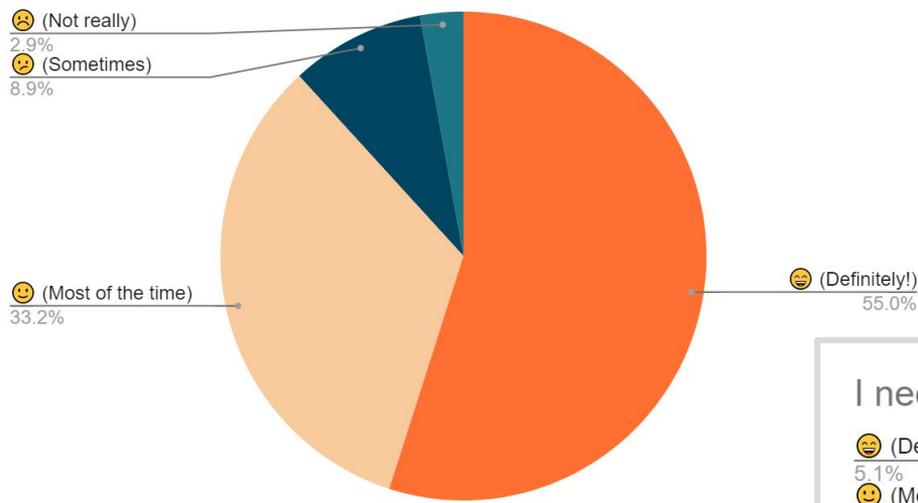
I feel comfortable with flexible seating in our classroom

- 😞 (Not really) 2.2%
- 😞 (Sometimes) 5.4%
- 😊 (Most of the time) 10.2%

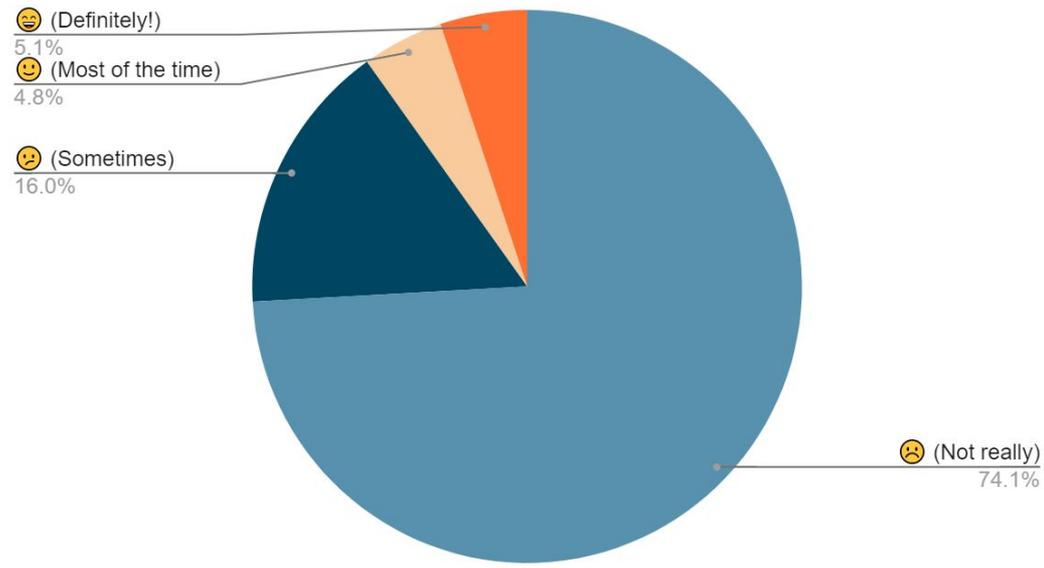


92.3%  
Most of the Time or  
Definitely

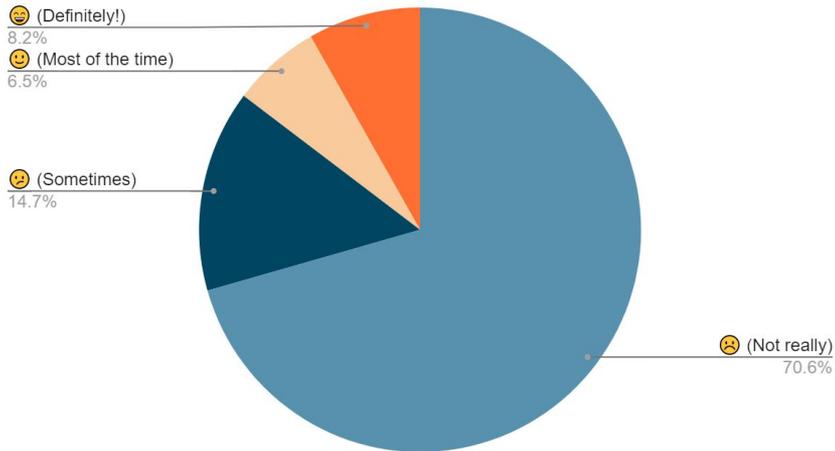
### I can choose the spot where I am able to learn best.



### I need my teacher's help to choose a good learning spot.

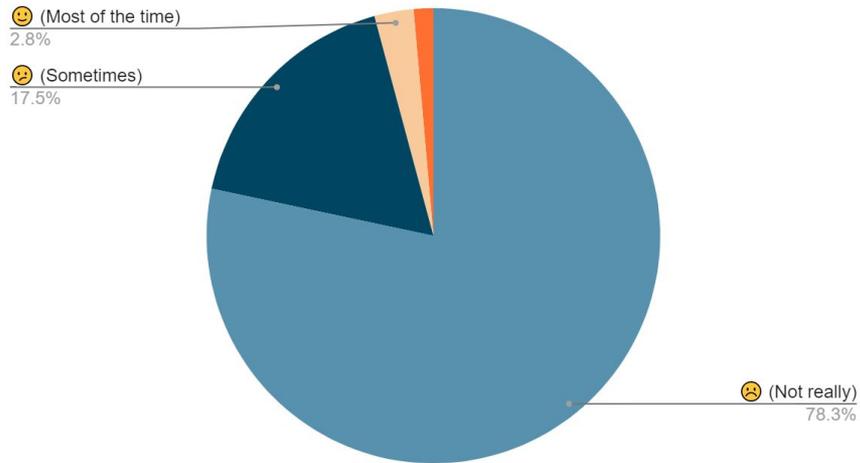


## Grades 1-3



14.7%  
Most of the Time or Definitely

## Grades 4-5



4.2%  
Most of the Time or Definitely

I need my teacher's help to choose a good learning spot.

# Elementary Staff Survey Feedback

Flexible seating is conducive to student collaboration

100%  
“Definitely”

100%  
“Definitely”

My students seem comfortable with flexible seating.

My students seem to prefer when I assign seats in the classroom.

100%  
“Not Really”

I have LOVED the flexible seating in my classroom! It has given my students more responsibility in choosing good learning spots and helping them to stay more organized with their materials, since they can no longer put them inside a desk. The only challenge is having a larger class size makes it difficult for me to move students to another spot in the room when it may not be available, or for my students to all be able to gather on the carpet together.

Although it was a different way of thinking for me as a teacher, it has proven to be a big success and has enhanced my classroom environment. It is a great atmosphere to promote social learning as well as teach students to be aware of what they need as a learner.

I think it is important to keep a few regular desks and chairs in the classrooms. This allows students to choose these seats, as well as offers a place for students to go when they are not using their flex seating choices appropriately. I have more options than students. I also have some seats that are only choices during workshop time. I felt that the video game rocker chairs and lap desks really didn't work as a "home base" seat. Hillsdale definitely needs to consider what type of storage would work in flex seating classrooms as our storage is currently VERY limited!

My students seem to love our flexible seats. It took a few weeks to get used to, and to master the flow of the classroom... but once we did there have been no more bumps along the way. They adjust their seats as they seem fit, some kids park for the week while some kids switch daily. Everyone has every opportunity to try each type of seating.

Teacher  
Feedback

# Secondary Student Survey Feedback

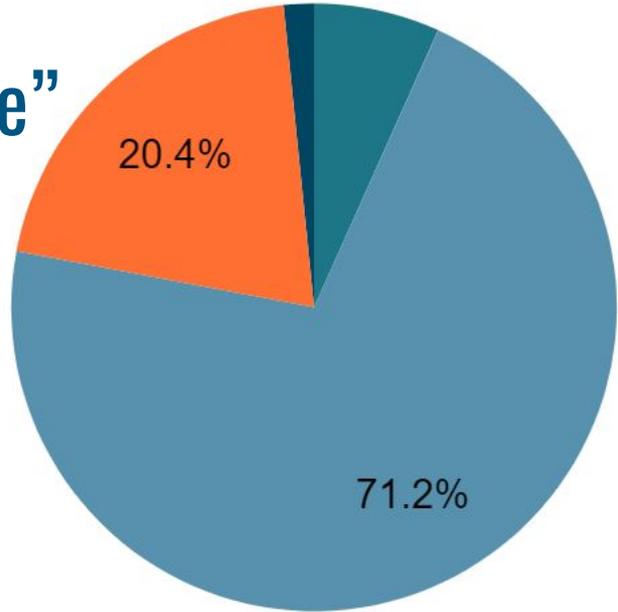
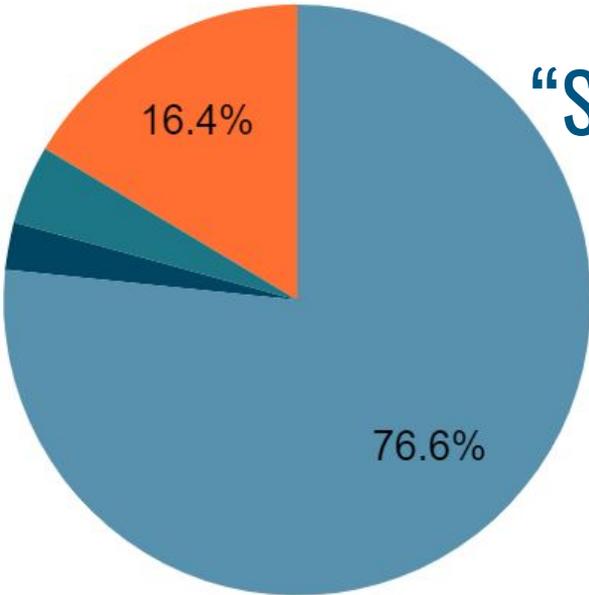
# “I prefer to sit in flexible seating.”

● Strongly Agree ● Strongly Disagree ● Disagree ● Agree

Middle School

High School

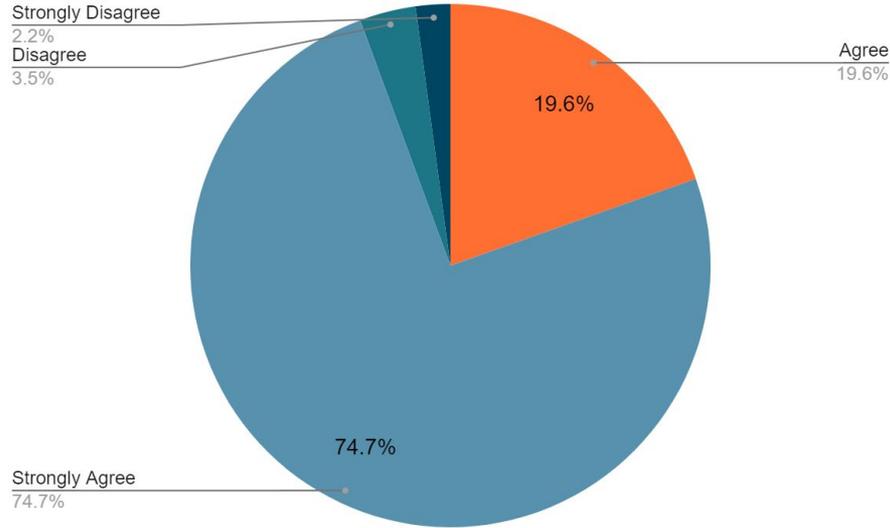
“Strongly Agree” or “Agree”  
Middle School 93%  
High School 91.6%



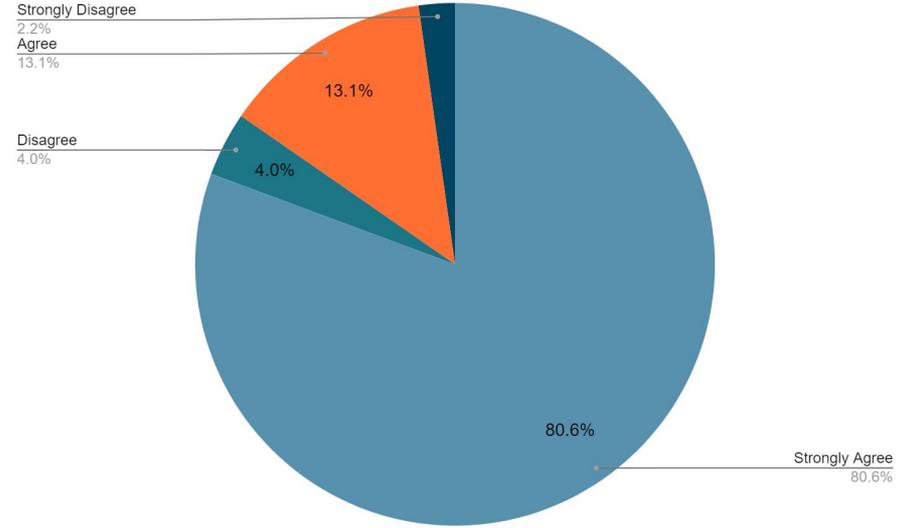
578 Responses

372 Responses

## Middle School



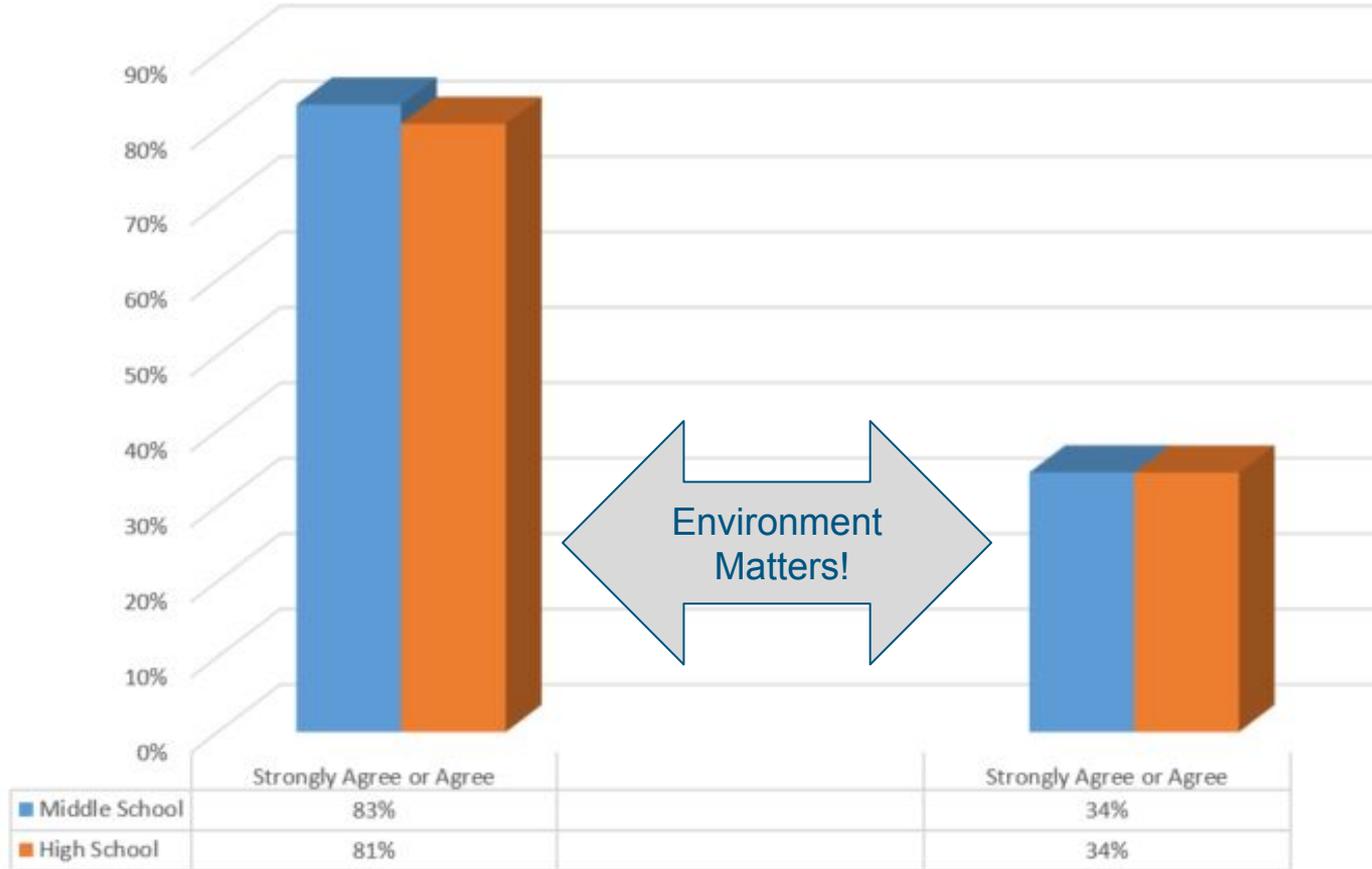
## High School



**“I feel comfortable using flexible seating”**

In my flexible seating classroom(s), I am able to choose the seat where I am able to learn best

In my traditional seating classroom(s), I am able to choose the seat where I am able to learn best



I feel like it relaxes the work environment enough so that I end up being more productive.

I am able to avoid anxiety.

It has helped me learn better, focus more, and has been an overall improvement.



## Student Feedback

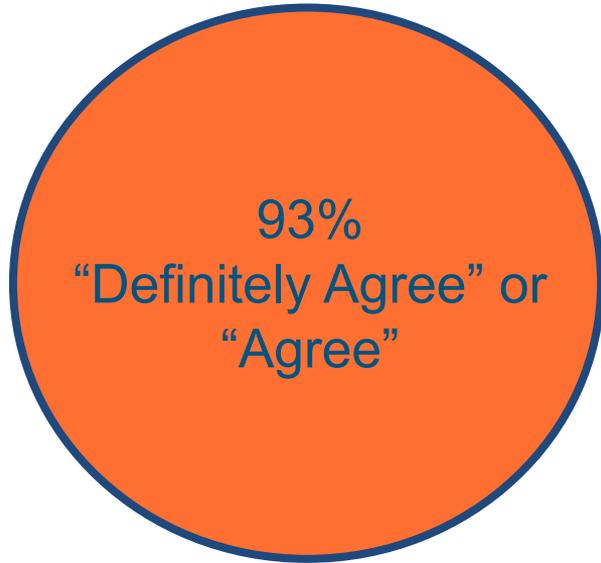
It helps me concentrate on what I'm learning instead of trying to see better in a row of seats.

I like flexible seating because it allows me to move around the classroom and share my ideas with others and also move to where my needs are best to learn.

I like using flexible seating because it allows me to share ideas with others and it also allows me to sit where my needs are to be able to engage and learn more in class.

# Secondary Staff Survey Feedback

My students prefer to sit in flexible seating.



My students prefer when I assign their seats.



The main benefits I note are the ease with which flexible seating lends itself to differentiated and personalized learning for students, as well as flexible grouping that can change daily or even multiple times during the period. For math class specifically, the whiteboard tables allow students and me to show work side by side and gets students who are hesitant to write in their notebook more comfortable with showing their work.

The flexible seating allows us to quickly gather the students in different spaces without having to move a lot of furniture. For example, we can all gather up front to talk about something and then the kids can spread out and process. That movement from task to task happens quickly and flawlessly.

It allows children to sit in a work space that is comfortable to them. It gives them the flexibility to move, wiggle, stand, and change their scenery as they write...which we think helps their brains stay active during a class period. The students can easily be grouped which allows us for planned and impromptu group activities. It gives a sense of collaboration and teamwork and takes the "focus" off of a teacher-centered classroom. The versatile furniture, like the writing desks, allows the students a way to collaborate, brainstorm, doodle, and think while sharing that space with others.

The most impressive change for us is how the focus really has shifted from a teacher-led classroom to a space where collaboration and ideas flow freely. The seating has helped us think of our classrooms as places of discovery and learning and not so much a place where information is simply disseminated.

Teacher  
Feedback



# Second Grade Achievement Report

---

FEBRUARY 10, 2020



# Second Grade Math Report Card

| Trimester 1   | Percentage Proficient<br>17-18, 18-19<br>(no FDK) | Percentage Proficient<br>19-20<br>(FDK cohort 1) | CHANGE  |
|---|---|--|---------|
| Compares 3 digit numbers using place value concepts.              | 46.3%   | 49.2%  | + 6.3%  |
| Represents and solves problems involving addition within 1000.    | 29.9%   | 34.1%  | + 14.1% |
| Represents and solves problems involving subtraction within 1000. | 18.3%   | 20.2%  | + 10.4% |
| Adds numbers within 20 using mental strategies.                   | 23.8%   | 30.8%  | + 29.4% |
| Subtracts numbers within 20 using mental strategies.              | 15.5%   | 21.6%  | + 39.4% |

Since FDK, more grade 2 students are reaching the trimester 1 math benchmarks.



## Second Grade December Writing Prompt

| 17-18, 18-19<br>(no FDK) | Raw #<br>Percentage | 19-20<br>(FDK cohort 1) | Raw #<br>Percentage |
|--------------------------|---------------------|-------------------------|---------------------|
| Proficient               | 647<br>45%          | Proficient              | 361<br>42%          |
| Advanced                 | 95<br>6.6%          | Advanced                | 65<br>7.6%          |

The writing performance of grade 2 students remains about the same.



## Second Grade DIBELS: Oral Reading Fluency

| <b>17-18, 18-19<br/>(no FDK)</b>  | <b>Raw #<br/>Percentage</b>                | <b>19-20<br/>(FDK cohort 1)</b>   | <b>Raw #<br/>Percentage</b>     |
|-----------------------------------|--|-----------------------------------|---------------------------------|
| <b>Reached FALL<br/>benchmark</b> | <b>349, 345 (694)<br/>students<br/>42%</b> | <b>Reached FALL<br/>benchmark</b> | <b>380<br/>students<br/>43%</b> |

**The oral reading fluency of grade 2 students remains about the same.**



# Second Grade

## Developmental Reading Assessment (DRA)

| November                              | 17-18, 18-19<br>(no FDK) | November                              | 19-20<br>(FDK) | CHANGE |
|---------------------------------------|--------------------------|---------------------------------------|----------------|--------|
| Reading On<br>Grade Level or<br>Above | 66.9%                    | Reading On<br>Grade Level or<br>Above | 73.4%          | +9.7%  |
| Reading One<br>Grade Level<br>Above   | 25.1%                    | Reading One<br>Grade Level<br>Above   | 29.3%          | +16.7% |

Since FDK, more grade 2 students are reading at and above grade level.



# Second Grade Gifted Universal Screeners

| 17-18, 18-19<br>(no FDK)                    | Students = 1647   | 19-20<br>(FDK cohort 1)                     | Students = 884  |
|---|---|---|---|
| <b>Naglieri<br/>(nonverbal<br/>ability)</b> | Average Score =<br>105.4<br>Score of 130+ =<br>37 students (18-19)<br>37 students (17-18) | <b>Naglieri<br/>(nonverbal<br/>ability)</b> | Average Score = 104.2<br>Score of 130+<br>32 students |

**The nonverbal *ability* of the two cohorts is about the same. However, *achievement* of FDK students is the same or better.**



# Second Grade Universal Screeners - Gifted

| 17-18, 18-19<br>(no FDK)     | Average Score | 19-20<br>(FDK cohort 1)      | Average Score |
|------------------------------|---------------|------------------------------|---------------|
| TOMAGS<br>(math<br>aptitude) | 105           | TOMAGS<br>(math<br>aptitude) | 104           |

**Math aptitude is about the same.  
Math *achievement* is better for FDK students.**



## Second Grade Teachers Recurring Themes

---

**Math skills are better.**

**Students have more stamina.**

**Executive functioning skills are stronger.**

**They advocate for themselves.**



## Second Grade Teachers Recurring Themes

---

**Students have great confidence.**

**They show compassion for others.**

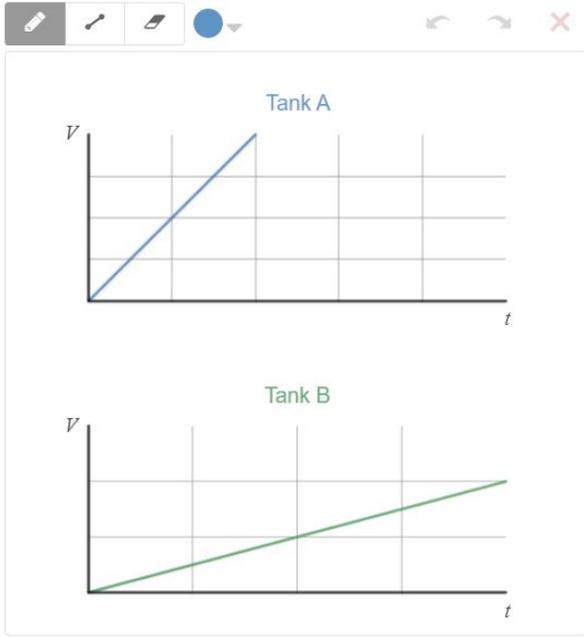
**It's an accepting, family environment.**

**They collaborate more effectively.**

# Desmos & Pre-Algebra Update



## Warm-Up



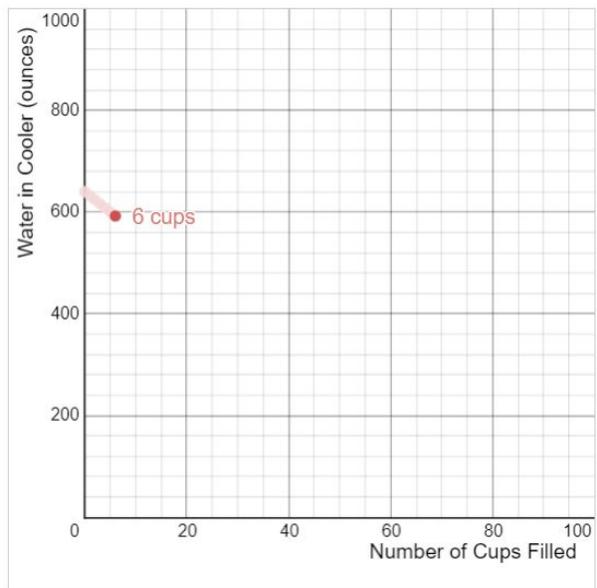
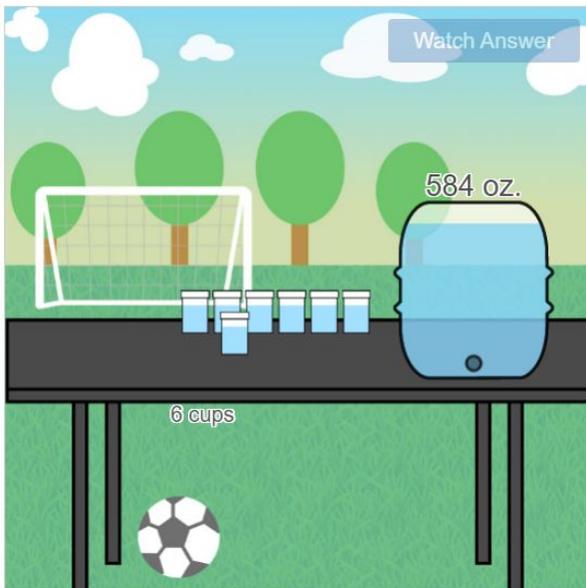
These graphs show the relationship between volume,  $V$ , and time,  $t$ , for two water tanks filling at a constant rate.

Which tank will fill up first?

Use the sketch tool if it helps you with your thinking.

- Tank A
- Tank B
- Not enough information

## The Water Cooler



# Unit 8.3 End Assessment Analysis [WCASD]

## Score by Problem

| Building | 1    | 2    | 3    | 4    | 5    | 6.1  | 6.2  | 6.3  | Total |
|----------|------|------|------|------|------|------|------|------|-------|
| Maximum  | 2    | 2    | 2    | 2    | 3    | 2    | 2    | 1    | 16    |
| Fugett   | 1.55 | 1.67 | 0.57 | 1.00 | 2.08 | 1.60 | 1.37 | 0.35 | 10.18 |
| Pierce   | 1.32 | 1.45 | 0.51 | 0.81 | 1.95 | 1.32 | 1.40 | 0.16 | 8.90  |
| Stetson  | 1.19 | 1.59 | 0.63 | 0.74 | 1.87 | 1.17 | 1.11 | 0.17 | 8.46  |
| WCASD    | 1.39 | 1.58 | 0.56 | 0.88 | 1.99 | 1.41 | 1.32 | 0.25 | 9.37  |
| Pilot    | 1.39 | 1.54 | 0.52 | 0.92 | 1.85 | 1.27 | 0.96 | 0.26 | 8.71  |

---

## Problem 1: Scoring Report/Item Analysis

| Item     | WCASD | Pilot |
|----------|-------|-------|
| (0,5) ✓  | 82%   | 82%   |
| (0,10)   | 9%    | 9%    |
| (1,2)    | 4%    | 4%    |
| (1,4)    | 2%    | 4%    |
| (5,0)    | 17%   | 13%   |
| (10,0) ✓ | 73%   | 75%   |

## Recommendations

- We saw WCASD students understand two very important things here. Many understood that (0,5) was on the line. They were able to see it. Students may benefit from hearing that points can be on the line *even if they don't see them*, like (10,0).
  - Some WCASD students chose (0,10) and (5,0) which may mean that they know those points are both in the first quadrant. They may still be developing their memory of which number is the *horizontal* coordinate or they may be confusing graphing coordinates with calculating slope, where the vertical coordinate is often written first. Any practice teachers can offer with graphing coordinates will be beneficial. (Here are [some possibilities](#), perhaps good even for a day with a substitute teacher.)
-

## ***Desmos & Pre-Algebra midyear Teacher Survey Results***

|   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| My students found the Desmos instructional materials engaging.  | 3              | 6     | 0       | 0        | 0                 |
| The Desmos instructional materials helped my students learn math.   | 2              | 6     | 1       | 0        | 0                 |
| Students got sufficient skill practice using the Desmos instructional materials.                              | 0              | 3     | 1       | 5        | 0                 |
| My students learned by talking with their classmates while using the Desmos instructional materials.          | 2              | 6     | 1       | 0        | 0                 |
| The Desmos instructional materials helped my students express their own ideas and ask their own questions.    | 2              | 4     | 3       | 0        | 0                 |
| I felt well-supported in my use of the Desmos instructional materials.  | 3              | 6     | 0       | 0        | 0                 |
| The Desmos instructional materials made me a better math teacher.   | 2              | 5     | 2       | 0        | 0                 |
| The Desmos instructional materials made teaching enjoyable.   | 3              | 2     | 2       | 2        | 0                 |
| The Desmos instructional materials gave me useful insights into how my students were thinking mathematically. | 2              | 6     | 1       | 0        | 0                 |
| The Desmos instructional materials helped me facilitate mathematical conversations in my class.               | 1              | 7     | 0       | 1        | 0                 |
| I like using computers to teach math.   | 3              | 4     | 0       | 1        | 1                 |

### ***Optional clarification***

This curriculum when embraced has helped students learn more about why math works and make sense of it. However, when considering what the expectation is for them at high school to not just have this solid understanding but also procedures, in 8th grade they could use more practice with procedures as well as concepts.

I would like to have the option of "opting in vs. out" of the Desmos program. I would also like to utilize the materials but not every day.

I feel it would be a better fit with the Algebra classes.

***What are you learning from being a part of the Desmos pilot?***

I have enjoyed the process. It is exciting and challenging at the same time.

The analytical thinking our students are doing. They have a deeper understanding of the material.

How to use computers to teach math

How to have more productive classroom conversations. How to help make my students make sense of mathematics. The importance and value of conceptual understanding for students seeing math as something that makes sense as well the impact this has on students confidence with mathematics and their mathematical identity.

I have also learned that there is so much more to learning and teaching math to ALL of our students in regards to exposing them to meaningful sense-making mathematics.

technology skills, conversation starters and implementation of additional student inclusion techniques

Working together more with my PLC; quite the bonding experience!

It's a great program but needs more supplemental materials.

I'm learning a lot more about meaningful sequences of introducing material.

***Any particular bright spots or challenges you want to share?***

Seeing students engage with math in a more positive way. Challenges is the balance of using the technology and also paper/pencil to best help my students

I have loved seeing the students grow and enjoy math more and more! I especially have enjoyed the unit 4!

Students are still struggling with the procedural learning. They need additional practice.

Students admitting that they are proud of their work, students themselves recalling earlier lessons and the mathematics that they hold without me as the teacher prompting them - it shows that they are building a solid foundation for mathematics learning in the future.

The advancement of students that previously struggles with math.

Lack of planning time on a daily basis. With a total of three preps, learning the Desmos curriculum takes quite a lot of time to be a successful teacher.

I am really enjoying seeing students explore concepts before formalization. I love discovering a concept, then saying, "oh yeah, by the way, the fancy math word for what you discovered is \_\_\_\_\_"