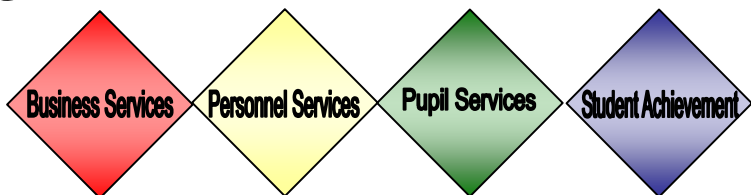




School District of New London



MONTHLY UPDATE

By: Kathy Gwidt

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Date: April, 2011

2010 WKCE Data: Available for Review

All Wisconsin school districts received Individual Profile Reports in the past month which were sent to parents of students who were assessed in grades 3, 4, 5, 6, 7, 8, and 10 this past November. Summary test results have now been released and are available for review. School and district data can be viewed at: <http://data.dpi.state.wi.us/data/>

The state recently provided a news release which summarized six years of data from the Wisconsin Student Assessment system (WSAS). It showed improved mathematics and reading performance as well as achievement gap reductions across racial and ethnic groups for Wisconsin students.

Locally, we continue to review this data and use it to aid in instructional decisions.



Shared Learning:

During a recent early release professional development opportunity we shared how number sense and algebraic reasoning is developed in

kindergarten through grade 5. In these presentations, classroom teachers used flip-video cameras to capture student demonstrations of conceptual learning. Our Houghton Mifflin Harcourt representative was very impressed and is using some of these taped presentations as models to share with other districts. A sample can be found on our website:

<http://www.newlondon.k12.wi.us/mathexp.cfm#d167660>

In exchange for these video clips, we have been provided 12 complimentary tickets to an upcoming vocabulary conference with renowned researcher, Shane Templeton. Joe Green and I will accompany this group on the morning of April 12 and will follow-up in the afternoon with a review of English Language Arts Learning targets to ensure vocabulary development is being adequately addressed in our curriculums.

Response to Intervention (Rtl)

Response to Intervention (Rtl) was the focus of our most recent Mission Leadership Team meeting. In Wisconsin, Response to Intervention (Rtl) is defined as a process for achieving higher levels of academic and behavioral success for **all** students.

Local conversations regarding Rtl remind us that this is a method of academic intervention which is designed to provide early, effective assistance to children who are having difficulty learning. Rtl is for all children and all educators, and it applies to both academics and behavior.

Continuous review of student progress within the Rtl system is provided in an effort to ensure high quality instruction, balanced assessment, and collaboration. No single test score should ever determine a student's experience at any phase of the Rtl system. Rather, multiple types of data should be gathered, and their evidence should be considered in a review process by the building's Problem Solving Team (PST).

Mission Leadership Team members were asked to continue conversations related to the *Rtl Needs Assessment* at their building level. These conversations will inform future efforts such as resource mapping.

Although Rtl is a regular education initiative, Wisconsin schools have until December 1, 2013 to move to a process of response to intervention for Specific Learning Disability (SLD) identification. Our teams are working together to make sure we have intervention processes in place that meets the needs of **all** children.

