Classroom teacher responses Week of May 22-25, 2012

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| What the data suggests | * Lack of morning attendance in academic areas is causing lag, drop, non-movement in reading and math across grade levels – Attendance reported on GRADE is not indicative of the classroom realities (faulty systemic ESIS reporting) * Grade 1: “paper bag kids” – FAS students who have difficulty filtering out visual/auditory noise * Grade 2-4: high absenteeism causes students to move more slowly through reading, writing, comprehending and critical thinking; some students are succeeding because they are coming * Grade 5: absenteeism prevents learning; students who had been successful are faltering because there are increasing gaps in their attendance 🡪learning🡪movement. In fact, teacher/leadership team are considering placing rather than promoting two students, and retaining 1 because curriculum outcomes have not been met. Students who had been supported, showed growth in stanine and GSV. * Grade 6-8, 9+: same story concerning attendance. Many students have written GRADE at same level for multiple years at FGL; those involved in intervention program are holding their own, but some are functioning 5 years below chronological grade level |

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| Why – list hypothesis for the current situation | * Lack of parental support to get children to school on time, daily, ready to learn (community malaise) * Hierarchy of basic needs must be met before any learning can take place * If students don’t come to school ready to learn, intervention cannot happen |

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| How will results be improved next year | * Guided reading groups, singletons whenever/wherever possible: if student attendance dwindles, work with those who are present * Grade 1: Reading Recovery recommendation for 1 student who will move into Grade 2 (2012-2013); intensive teacher support for 1 student moving into Grade 1 (2012-2013) * Grade 2-4: tier 2 students continue to receive in-class teacher-led intervention for Grade 3-5 (2012-2013) * Grade 5: very high needs class in and of itself; in-class support of tier 2 students by teacher, PST, Coach, and Principal (when available); intensive intervention for tier 3 students who come to school. * Grade 6-8 and upper school: change the nature of classrooms to reflect needs groupings and put students on rotation among four teachers (leadership team + one other) so that student learning can be optimized from intervention to grade level to enrichment. * Grade 8+: parental discussions re: retention before moving into HS credits because of attendance, readiness, functionality |