

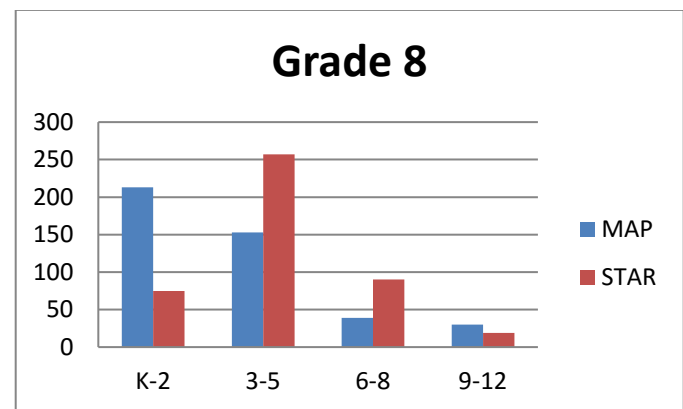
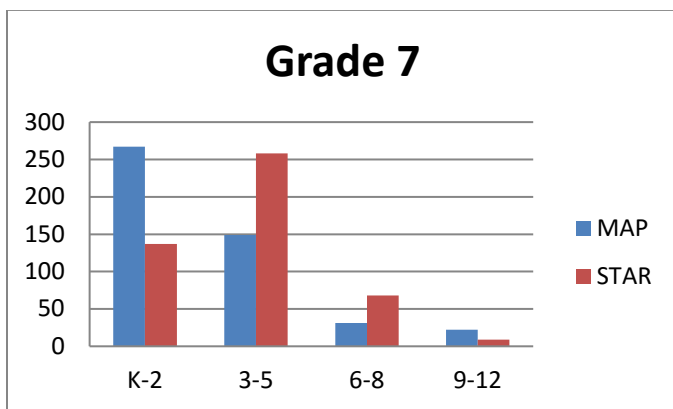
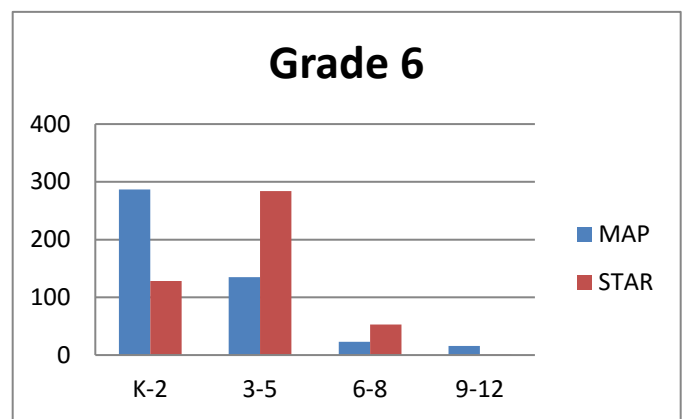
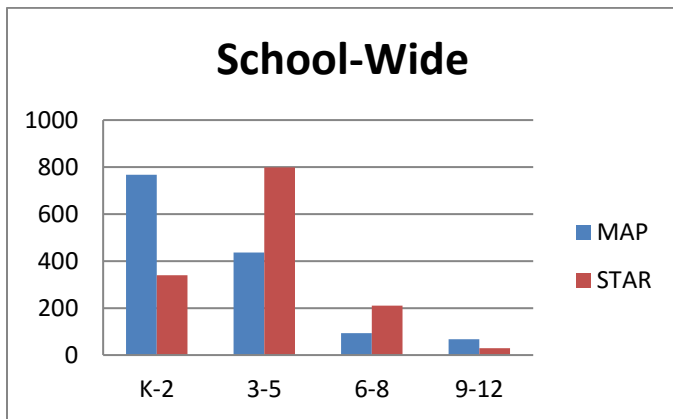
Astro Blast

Week of October 24 - 28



I have been discussing a number of different programs, ideas and plans for our students in the Astro Blasts, and the leadership team and I have been making progress in bringing all of those components to our students. Our first step is knowing exactly where our students are. I have been sharing our latest MAP data with you. However, some of our students have shared that they didn't try their hardest on the test. To better understand our students' literacy levels, we can also use the STAR test which the great majority of our students also completed this fall. The table indicates how many students fall into each category.

	Grade 6	Grade 6	Grade 7	Grade 7	Grade 8	Grade 8	School-Wide	School-Wide
	MAP	STAR	MAP	STAR	MAP	STAR	MAP	STAR
K-2	287	128	267	137	213	75	767	340
3-5	135	284	149	258	153	257	437	799
6-8	23	53	31	68	39	90	93	211
9-12	16	1	22	9	30	19	68	29



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The MAP test and STAR test are structured differently which accounts for the difference in scores. In both cases, we see that there is a group of students that is consistently scoring in the K-2 range and a number of other students' whose Lexile levels appear to be in the K-2 or 3-5 range. As those in the Adolescent Solutions Literacy trainings are learning, literacy is made up of many components including fluency, comprehension, and vocabulary. In order to more accurately determine if phonics is the issue, we will be asking students to take the CORE Phonics Survey with a teacher. Testing with a teacher (versus on the computer) will help us to understand where the student's Lexile level is and why. This will allow us to place the student in the appropriate intervention. Once we have all of the results, we will need to create intervention cohorts and gather the resources we need for each group. We also created a "Multiple Measures" report that will give you many data points for your students so you can see their overall academic level.

Something that I and others observed while we were in Lindsay was that students do not necessarily identify with their grade levels but rather to their progress towards specific goals and timelines for those goals. While we look at the data in terms of students' equivalent grade levels, when we look at specific students, we should focus on individual goals and progress towards those goals. Mrs. Maldonado and the Language Arts teachers are promoting AR points for individuals and for classes. Before and after the MAP test, in Homeroom, we had students look at their MAP test scores and goal set for the next MAP test. We are beginning to make small changes to help students to think about goals and to promote growth mindset. I hope we can all teach our students to look beyond short-term concerns to longer-term goals.