

**Superintendent's Report
Rye School Board Meeting
Wednesday, November 16, 2022
5:30 PM**

Communications

Lauren Kalil from Rye Youth Softball has reached out to request a discussion on the installation of a scoreboard at the Rye Elementary School. We will place it on next month's agenda. You also have a communication from Project Graduation in your drive.



Credit: Brian Helfrich

Coffee and Conversation

I was able to join Michelle for her coffee with parents this month. The conversation was very positive with interest in continuing strong partnerships with parents. The one SAU level concern raised had to do with continuing disruptions to bus routes. We have followed up with the bus company to address these issues and build stronger communication. With Chris Russo on as our Technology Director, we are also looking into the bus app previously discussed.

Administrative Council Goals

The Administrative Council and Administrative Professional Learning Community (PLC) have been working on the goal of connecting our districts more closely together. Kelli has been leading the work of re-engaging our teachers across districts for curriculum and assessment alignment. As an administrative team we are currently working on a comprehensive assessment system to monitor progress on multiple aspects of student learning



Credit: Brian Helfrich

Enrollment Projections

I have updated the enrollment projections based on Katherine's data to use a four year "cohort survival" average to project enrollments. The spreadsheet I made can be found [here](#) and her chart can be found [here](#).

SAU Sensation

We have published the second edition of our SAU 50 newsletter. You can find it [here](#).

Upcoming Events

- SAU 50 Joint Board Meeting- Wednesday, November 16, 2022 at 6:30 p.m. at RJH
- Secondary Advisory/AREA Committee- November 22, 2022 at 5:00 p.m. at PHS
- Rye School Board Meeting- Wednesday, December 21, 2022, at 5:30 p.m. at RJH
- SAU 50 Joint Board Meeting- Wednesday, December 21, 2022 at 6:30 p.m. at RJH

SAU 50 Administrator Report

Kelli R. Killen

Assistant Superintendent

Nov 7, 2022

Accomplishments and Successes

- Grade Level/Content Area PLC's
- Factors contributing to this work:
 - Curriculum was written and adopted from 2016 to 2019 with some subjects not yet completed.
 - 2016–Social Studies, World Language
 - 2017-Math, Physical Education
 - 2018-English Language Arts, Art
 - 2019-Music, School Guidance
 - To be adopted-STEM, Science, SEL
 - To be completed-Health, Digital Literacy
 - Post-COVID timing of reevaluating all teaching and learning
 - Refocus on teaching and learning
 - Data Points
 - 15 sessions total, all grade levels and content areas
 - 48 total participants as of Nov 3, 2022
 - Results from evaluations rating on a scale of 1-4, 1 being disappointing/not helpful to 4 being outstanding/very helpful
 - content/substance of the day–95% rated 3 or 4
 - Organization of the day–98% rated 3 or 4
 - Delivery of the day–100% rated 3 or 4
 - quality/usefulness of handouts–96% rated 3 or 4
 - Opportunities to reflect/converse with colleagues–100% rated 3 or 4
 - Overall rating of the day–96% rated 3 or 4
 - Comments on most important “learning” of the day

- Hearing what other educators are doing
- Connecting with colleagues
- We're all working very hard
- Different perspectives of other teachers
- Standards, calibrating on decisions
- Finding a common goal to write
- Comments on how to use/apply/share what I learned
 - Read aloud books to find
 - Implementing the checklist we developed
 - Apply new methods of teaching in daily practice
 - Use newsletter site
 - I'm excited to continue brainstorming on my Genius project ideas.
 - Passion project
- Highlights for me
 - How excited everyone was to be together again
 - The diversity and quality of the items shared
 - The professional conversation and decisions on competencies/standards
 - Increase of interdisciplinary units, especially at middle school level
 - Health standards and content topics finished
 - 6-8 science/STEAM competencies and unit cover sheet

Major Initiatives (Possible Future Budget Implications)

- MTSS–Multi-tiered Systems of Support
 - Currently analyzing the components of the first level which is the regular classroom. What do we have in place? What needs to be in place? What needs to be improved?

- Next step: Align and calibrate instruction best practices across the SAU and determine the best programs to support each curriculum area.
- Assessment
 - Discussions and decisions on the purpose of assessment and types of assessments needed, purpose for each, and who needs the data with the administrative team.
 - Next step: Analyze and determine the best assessment tool for summative and universal screening.



A **Comprehensive Assessment System** is a system of assessment tools that promotes the careful selection of the right assessment at the right time to provide the right information for actionable next steps.

ASSESSMENT TYPES



Just-in-Time / Short Cycle Assessments

Part of formative assessment process; Confirm that specific learning has taken place and provide data to inform instruction that follows

Who: All students

When: Ongoing/continuous as part of instruction



Universal Screening Assessments

Identify which students are in need of additional assistance to meet learning goals

Who: All students

When: At beginning of year and 1 - 2x throughout



Diagnostic Assessments

Pinpoint specific area of academic or social-emotional behavior (SEB) need

Who: Students, groups, and grades flagged by universal screening

When: Follow-up to universal screening assessment



Progress Monitoring Assessments

Evaluate progress toward learning target per the rates of improvement for the specific skill being targeted by an intervention

Who: All students receiving Tier 2 or Tier 3 interventions

When: Weekly / Bi-weekly



Interim Assessments

Measure students' standards proficiency

Who: All students in particular grade

When: Periodically/seasonally (e.g., fall, winter, spring)



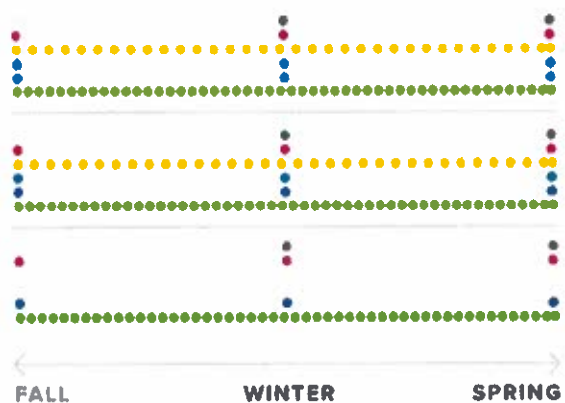
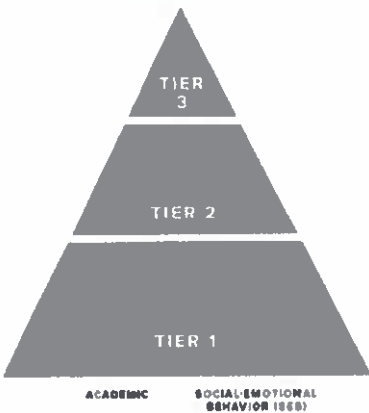
Summative Assessments

Evaluate, certify, and/or grade learning at the end of a specific period of instruction

Who: All students

When: End of year, end of course, end of unit, classroom summative

ASSESSMENT TIMING THROUGHOUT THE YEAR



- **Just-in-Time / Short Cycle (Formative) Ongoing**
- **Universal Screening** 2-3x / Year
- **Diagnostic** 2-3x / Year
- **Progress Monitoring** Weekly / Bi-weekly
- **Interim** 2-3x / Year
- **Summative** End of year, end of term, end of course

ASSESSMENT AND INTERVENTION FLOW FOR MTSS



Illuminate Education's comprehensive assessment tools equip educators to equitably accelerate learning for all students. Learn more: <http://bit.ly/IELearnMore>

