

**Hampton Elementary School District  
Office of the Superintendent  
380 Main Street  
Hampton, CT. 06247**

**Superintendent's Report**

Dated 11/18/20

Written 11/10/20

For the

Meeting of the Hampton Board of Education

**A report on  
SuccessMaker and the SRBI Program**

Today, November 18, 2020, the parents of HES students received their child's academic performance reports for the first three months of class work. Included in this report are copies of the HES report card (See attachment #1) as well as the "Student Performance" report that was generated by the curriculum software, SuccessMaker (See attachment #2).

SuccessMaker is a complete on line curriculum that individualizes the educational process in the areas of math and reading. This program was first initiated at HES when the State of Connecticut shut down all schools back in March. Our teachers were given a half day PD on what SuccessMaker is and how to understand the data that the program generates as each student works through the activities which are based on the grade level that teacher places the child for their "Initial Placement".

During the Initial Placement (IP), each child is presented specific skills that are associated with that IP grade level in both math or reading. As the child works in SuccessMaker, the software presents activities in different formats that presents one skill and repeats the presentation of that skill until the child can show a level of competency or mastery. Each skill is presented randomly with other skills. The child therefore is not presented with the worksheet style of performing the same skill 30 times in a row until they can "get the right answer."

As some of you know, my wife and I had the great good fortune to have taught at Singapore American School (SAS) for 6 years. It was there that we used SuccessMaker and got to understand its power.

SuccessMaker was used at SAS to determine what academic level each student who entered the school was performing at since our student body came from all over the world using completely different curricula. We used SuccessMaker at the high school level. It was used through out SAS from grades 1 to 12.

With this back ground, I was confident that - with the total shut down of our academic program which had to be transferred to distance learning in March 2020 - SuccessMaker would be the very best way we can offer a complete on-line program in math and reading. It would be able to capture each student's individual progress in their skill development. SuccessMaker also would compile the data into reports that could be printed and reviewed by teachers and parents.

When we developed the Hampton Elementary School Reopening Plan, SuccessMaker remained a critical part of that plan. From September to the present, all of K to grade 6 students have been using SuccessMaker daily for at least 15 minutes in both math and reading. We also have some students taking their ChromeBooks home on Tuesday and Thursdays to practice distance learning. We have sent home a packet for parents to review (See Attachment #3) that explains what we expect from our students if we ever have to return to a complete on line program in the future.

We still believe in our Reopening Plan's motto: **Every child, Every day, for 183 days.** We also know that the future is very uncertain; therefore, we are also preparing every child to smoothly transition to distance learning using SuccessMaker and Google Classroom.

The SuccessMaker reports that record student progress, also reports on the skills that child is not mastering. In the report, *Student Performance Report* (Attachment #2), at the bottom of the report, there is a section, "Areas of Difficulty - 4 Weeks". This report lists the very specific skills that the child has not shown competency in during the past 4 weeks of work. The sub categories of math (in this case) are listed: Applications, Geometry, and Number Concepts. This is followed by the skill levels as well as descriptions of the skills not yet developed. It is this information that is used by Mr. Gervase and the Team Leaders to determine the SRBI level of intervention required.

SRBI has three levels of intervention. Level 1 can be implemented by the classroom teacher after reviewing the skills not mastered by the student. As the child returns to SuccessMaker and the skill is still not demonstrated, the child is then referred to Mr. Gervase for intervention that requires more intense tutoring in these specific skills at SRBI level 2.

During this intervention of SRBI Level 2, the child comes into the Library/Media Center for specific skill intervention. SuccessMaker will generate a specific set of the traditional work sheets for each child. By over seeing how the student solves the questions on these worksheets, Mr. Gervase can better understand the area of misunderstanding the student has in the skills not yet developed. This "informed tutoring" is very powerful.

Once Mr. Gervase and the Team Leader understand the child's skill performance, they can have the student return to class with the skills remediated or they can refer the child to SRBI Level 3 for further evaluation. This can include everything from continued

one-on-one tutoring up to an academic evaluation in order to understand if there are any processing issues present that interfere with the student's ability to understand how to perform in math or reading at grade level. SRBI Level 3 may lead to a placement into our Special Education program.

One more note. The **Smarter Balanced Assessment Consortium (SBAC)**, **NorthWest Evaluation Association (NWEA)** and the optional **New Generation Science Standards (NGSS)** assessments from the **Connecticut State Department of Education (CSDE)** are only assessments of each HES's students skills. These are not in any manner a curriculum.

Teachers also assess their students as individual children. By coupling the CSDE's assessment tools, SuccessMaker, SRBI, and the personalized assessment by our Team Leaders, parents will have the most robust understanding of their child's academic progress as compared to any other school system in Connecticut.

Although the pandemic has caused damage to our student's academic progress, we are using SuccessMaker both in school and practicing remote learning. It will be our "hedge" against the complete closure of our in person academic program. At the same time, it informs our SRBI program. It has given our Team Leaders the data they need to make informed decisions about each student's progress over time. Coupled with each Team Leaders' skills at understanding each of their students, we can fulfill our Reopening Plan's motto:

**EVERY CHILD, EVERY DAY, FOR 183 DAYS**