

Department of Curriculum, Instruction, & Assessment

Submitted by: Rebecca Rappold, Director
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CURRICULUM

SBE June Curricula Development Planning

The Standards Base Education (SBE) committee continues to plan for the district's June summer curricula and planning week. As we round the corner of the 3rd quarter school leadership teams are discussing needs and concerns in regard to student academic achievement, adjusting instructional plans to meet the needs of students due to COVID learning loss, planning for adjustments to the curricula, and designing interventions in ELA and mathematics to meet student's needs. At the district level, ESSER funds for lost instructional time will be prioritized to support K-12 grade-level and content area planning in ELA, mathematics, and written language. In addition, a part of these funds will support alternative education programs and career and technical education as these programs may be in greater demand for students over the next few of years.

INSTRUCTION

95% Core Phonics Coaching Support (K-3)

The 95% Core Phonics Coach was in the district February 1-3, to support K-3 teachers with the implementation of the phonics program. The coach conducted walkthroughs with building leaders, provided feedback to grade-level teachers, as well as answered questions and concerns about the program. In addition, the coach modeled lessons at all grade levels to support accurate pacing, implementation of routines, and corrective feedback.

Eureka Math (K-5) & Reveal Math Instruction (6-12)

Mary Buck will be in the district February 21st-24th to support schools with the implementation of Eureka and Reveal math. She will conduct walkthroughs in classrooms across the district; including Babb. Mary provides consistent feedback, answers questions & concerns, and well as prioritizes planning and focusing instruction to meet students' needs based on data. Mary will support the schools during SBE week to continue supporting instructional planning due to COVID learning loss.

ASSESSMENT

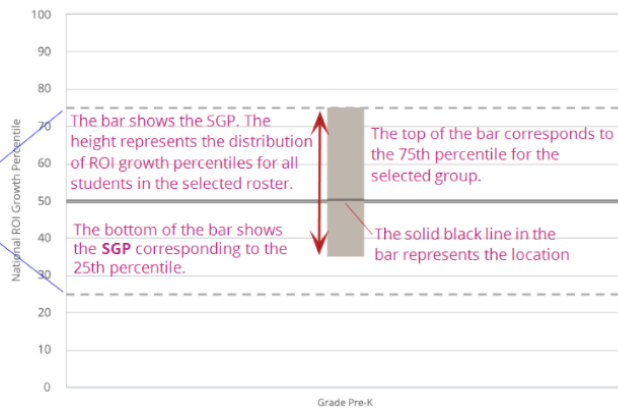
District-wide Aimsweb Winter Benchmarking Results & Implications for Instruction

Below is a graphic representation of BPS students rate of growth in comparison to the national norm group from fall to winter. To accurately interpret the scores, here is an explanation of the graphic representation before we take a closer look at our K-12 ELA and mathematics scores. This report shows the rate of growth (ROI) growth norms representing the distribution of ROI growth

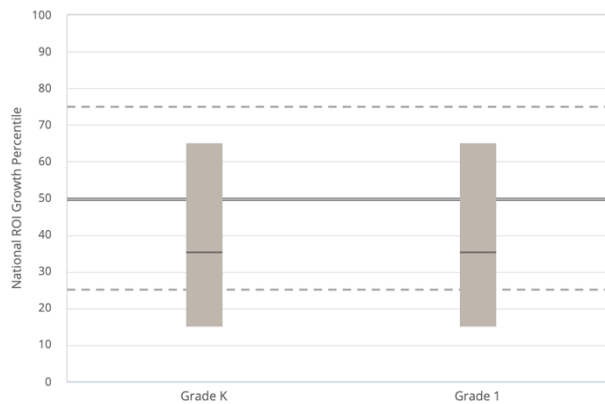
percentiles for the students in the selected Roster. The bands display the range of student growth percentiles within each grade level. The national band and our students' band both have a dark line that represents the 50th percentile. The dotted lines represent average growth rates based on the national norms, with the bottom end being at the 25th percentile of growth, while the top end is 75th percentile of growth. We can compare our own students' range of growth percentiles to those nationally. At the bottom of the report is a table that breaks down the number of students in each SGP band by increments of five.

Student Growth Percentiles (SGP)
National Growth Percentiles (NGP)

Dashed lines represent the NGP's 25th and 74th percentiles.



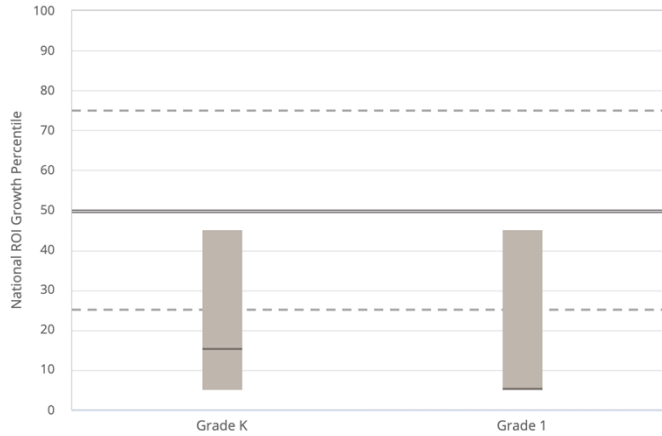
Kindergarten & 1st Grade Aimsweb MATH Growth at the Winter Benchmarking Period



This graph represents the winter rate of improvement (ROI) for students in kindergarten and 1st grade on the Aimsweb Early Numeracy Battery. The graph compares BPS K (91 students assessed) and 1st grade (113 students assessed) students to the national norm group. BPS kindergarten & 1st grade students have a median score at and above the 35th percentile indicating that 64% of K and 1 students are within the national average range (between the 25th and 75th percentile) in mathematical development and are

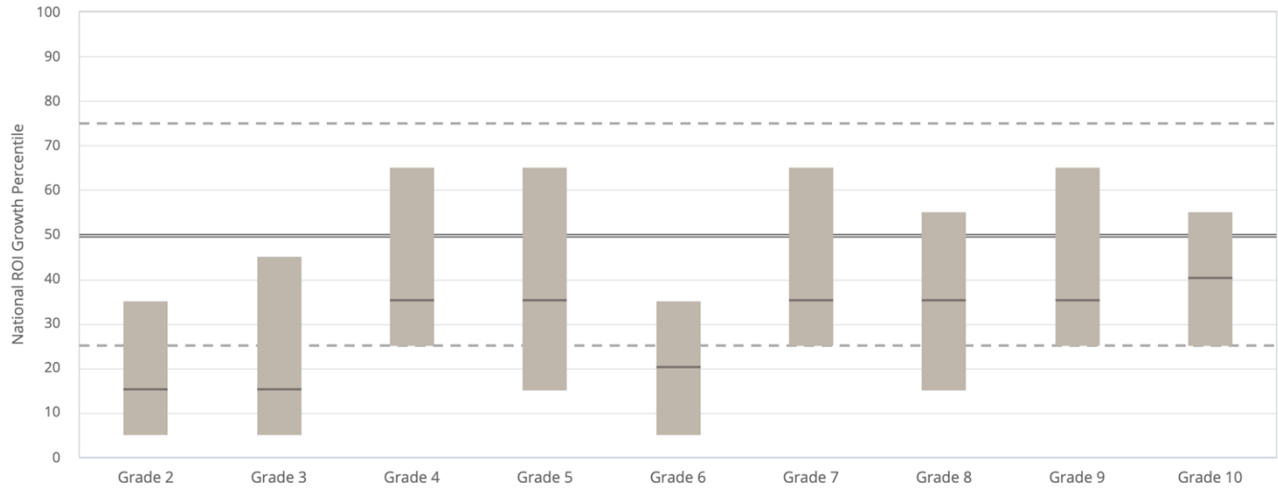
expected to meet year-end grade-level standards. Principals, instructional coaches, and teachers will continue to monitor and adjust mathematics instructional plans to maximize student growth between winter and spring.

Kindergarten & 1st Grade Aimsweb Literacy Growth at the Winter Benchmarking Period



This graph represents the winter rate of improvement (ROI) for students in kindergarten and 1st grade on the Aimsweb Early Literacy Battery. The graph compares BPS K (91 students assessed) and 1st grade (114 students assessed) students to the national norm group. This representation shows that BPS kindergarten students have a median score at the 15th percentile and 1st grade students have a median score at the 5th percentile. BPS K & 1 students are significantly below the national norm group at the winter benchmarking period in early literacy skills. Principals, instructional coaches, and teachers recently held mid-year MTSS meetings to regroup students for Tier II and Tier III intervention. Rural schools continue to receive iTutor daily tutoring in ELA 3-days/week. Principals and instructional coaches will continue to monitor core program and intervention instruction through walkthroughs to provide teachers with feedback to promote high-quality instruction. Core program instructional plans across grade-levels will be modified to reinforce high-priority phonological awareness and phonics skills to support reading foundational skill acquisition. MCLSDP instructional consultant will continue to support grade-level teams to monitor and adjust instruction based upon student progress-monitoring data.

2nd-10th Grade Aimsweb Mathematics Growth at the Winter Benchmarking Period



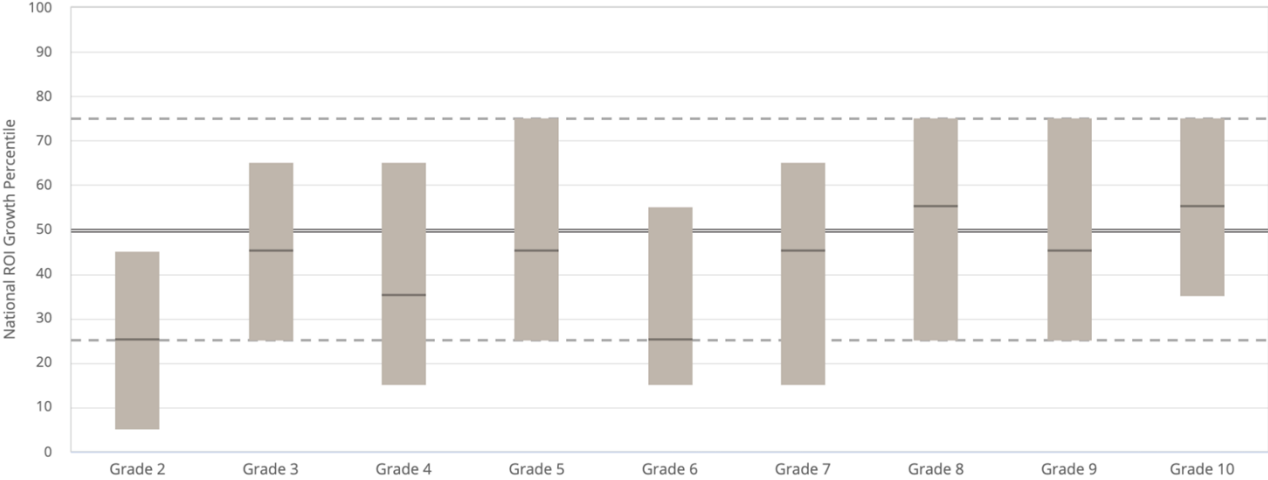
Browning School District 9

| | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| Total Students | 118 | 109 | 86 | 119 | 98 | 58 | 76 | 40 | 46 |
| SGP 95 | 0 (0) | 1 (1) | 0 (0) | 1 (1) | 0 (0) | 4 (7) | 3 (4) | 2 (5) | 1 (2) |
| SGP 85 | 0 (0) | 3 (3) | 2 (2) | 5 (4) | 4 (4) | 1 (2) | 1 (1) | 2 (5) | 1 (2) |
| SGP 75 | 1 (1) | 3 (3) | 10 (12) | 15 (13) | 1 (1) | 4 (7) | 3 (4) | 3 (8) | 4 (9) |
| SGP 65 | 10 (8) | 3 (3) | 11 (13) | 12 (10) | 5 (5) | 6 (10) | 3 (4) | 4 (10) | 5 (11) |
| SGP 55 | 9 (8) | 5 (5) | 4 (5) | 6 (5) | 9 (9) | 5 (9) | 13 (17) | 4 (10) | 9 (20) |
| SGP 45 | 8 (7) | 14 (13) | 14 (16) | 15 (13) | 2 (2) | 8 (14) | 10 (13) | 4 (10) | 3 (7) |
| SGP 35 | 6 (5) | 12 (11) | 15 (17) | 16 (13) | 7 (7) | 11 (19) | 6 (8) | 4 (10) | 3 (7) |
| SGP 25 | 22 (19) | 11 (10) | 8 (9) | 10 (8) | 21 (21) | 7 (12) | 16 (21) | 8 (20) | 8 (17) |
| SGP 15 | 26 (22) | 22 (20) | 10 (12) | 17 (14) | 21 (21) | 10 (17) | 15 (20) | 6 (15) | 5 (11) |
| SGP 05 | 36 (31) | 35 (32) | 12 (14) | 22 (18) | 28 (29) | 2 (3) | 6 (8) | 3 (8) | 7 (15) |
| Median | 15 | 15 | 35 | 35 | 20 | 35 | 35 | 35 | 40 |

This graph represents the winter rate of improvement (ROI) for students in 2nd-10th grade on the Aimsweb Math Battery Assessment and the table below indicates the total student participation by

grade level as well as the distribution of scores at each percentile. Implications based on the data include; increasing student participation in Aimsweb assessing grades 6-10, principals and instructional coaches will continue to monitor core program and intervention instruction through walkthroughs to provide teachers with feedback to promote high-quality instruction, grade level and content area teams with the assistant of Mary Buck will continue to monitor and adjust mathematics instructional plans to maximize student growth between winter and spring.

2nd-10th Grade Aimsweb Reading Growth at the Winter Benchmarking Period



Browning School District 9

| | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| Total Students | 115 | 103 | 78 | 122 | 67 | 67 | 65 | 31 | 48 |
| SGP 95 | 2 (2) | 8 (8) | 8 (10) | 10 (8) | 0 (0) | 4 (6) | 5 (8) | 4 (13) | 5 (10) |
| SGP 85 | 1 (1) | 10 (10) | 1 (1) | 11 (9) | 4 (6) | 0 (0) | 8 (12) | 2 (6) | 6 (13) |
| SGP 75 | 5 (4) | 6 (6) | 7 (9) | 9 (7) | 4 (6) | 6 (9) | 7 (11) | 4 (13) | 3 (6) |
| SGP 65 | 8 (7) | 16 (16) | 5 (6) | 13 (11) | 7 (10) | 10 (15) | 5 (8) | 1 (3) | 5 (10) |
| SGP 55 | 5 (4) | 3 (3) | 6 (8) | 17 (14) | 5 (7) | 9 (13) | 9 (14) | 4 (13) | 7 (15) |
| SGP 45 | 14 (12) | 12 (12) | 2 (3) | 14 (11) | 4 (6) | 5 (7) | 7 (11) | 3 (10) | 5 (10) |
| SGP 35 | 14 (12) | 10 (10) | 11 (14) | 14 (11) | 7 (10) | 7 (10) | 3 (5) | 4 (13) | 6 (13) |
| SGP 25 | 32 (28) | 14 (14) | 15 (19) | 9 (7) | 14 (21) | 1 (1) | 8 (12) | 2 (6) | 6 (13) |
| SGP 15 | 2 (2) | 11 (11) | 14 (18) | 12 (10) | 11 (16) | 13 (19) | 5 (8) | 5 (16) | 2 (4) |
| SGP 05 | 32 (28) | 13 (13) | 9 (12) | 13 (11) | 11 (16) | 12 (18) | 8 (12) | 2 (6) | 3 (6) |
| Median | 25 | 45 | 35 | 45 | 25 | 45 | 55 | 45 | 55 |

This graph represents the winter rate of improvement (ROI) for students in 2nd-10th grade on the Aimsweb Reading Battery and the table below indicates the total number of students participating by grade level as well as the distribution of scores at each percentile. Implications based on the data include; increasing student participation in Aimsweb assessing grades 6-10, principals and instructional coaches will continue to monitor core program and intervention instruction through walkthroughs to provide teachers with feedback to promote high-quality instruction, 2nd-3rd grade recently held their mid-year MTSS meeting to regroup students for ELA intervention.