Winter Benchmarking

Student Growth in Math and Reading

NWEA MAP data
January window

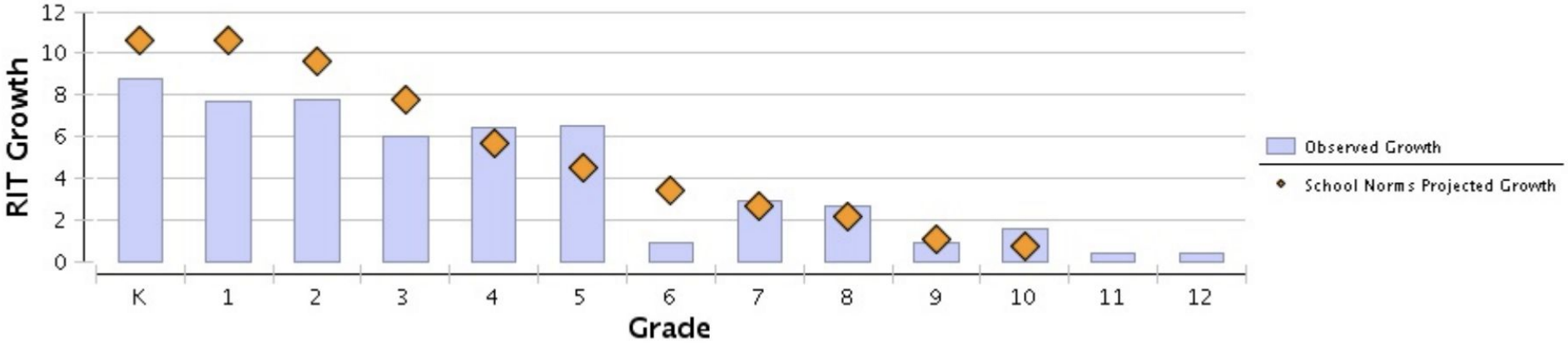
What are we looking at?

- Projected growth and actual growth in Reading and Math
  - Projected Growth is determined by looking at the student starting point from Fall, and projecting where they SHOULD be by winter benchmarking, compared to national norms
  - Actual Growth is determined by comparing Fall benchmarking to Winter benchmarking
- This is a good measure for determining if what is happening in classrooms is having the desired effect of student growth
- This measure is not necessarily about “proficiency,” rather whether or not students are moving forward in their learning.
  - Why that is important: if we look only at proficiency mid-year, we have a hard time discerning whether our students who are both below- and/or above- proficiency are making the growth they need to.

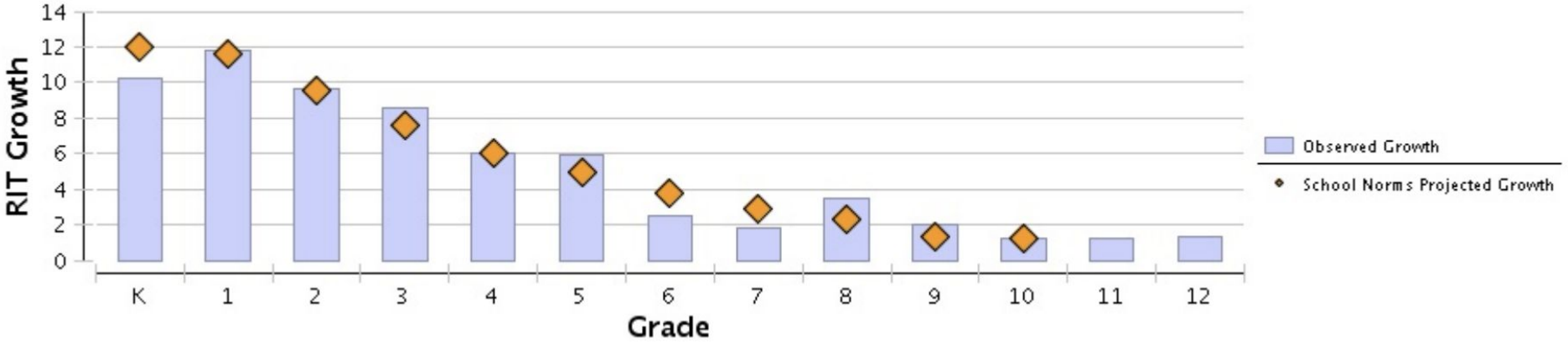
Things to keep in mind:

- This is just one measure of student learning. How well students do on the MAP assessment has many factors at play.
- Small class size data is not as reliable as larger class size data (more than 10 students), however that information has been included for your reference.
- Eleventh and Twelfth grade student data does not reflect predicted growth as there is no normative data for those groups.
- Only the data for students that took both Fall and Winter benchmarks are included.

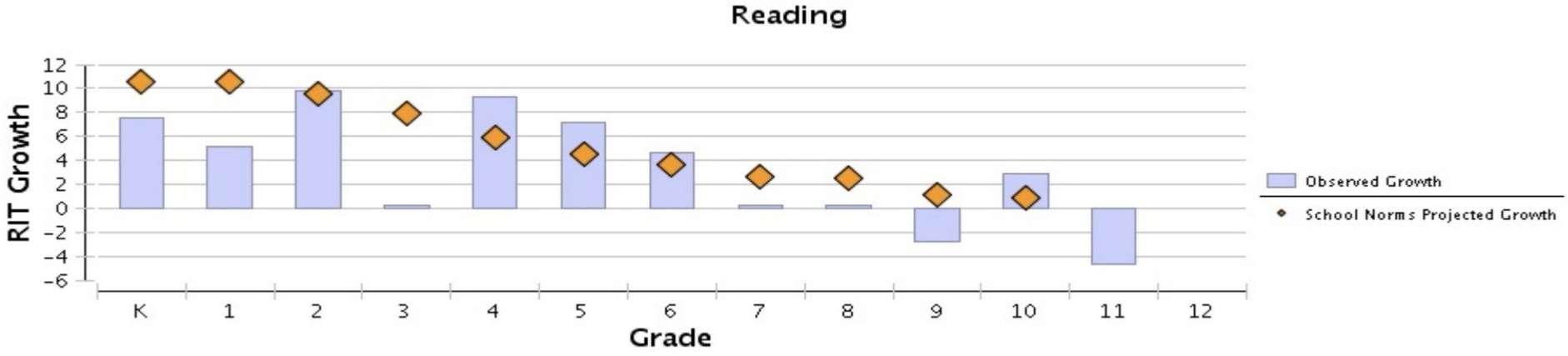
District-wide Reading

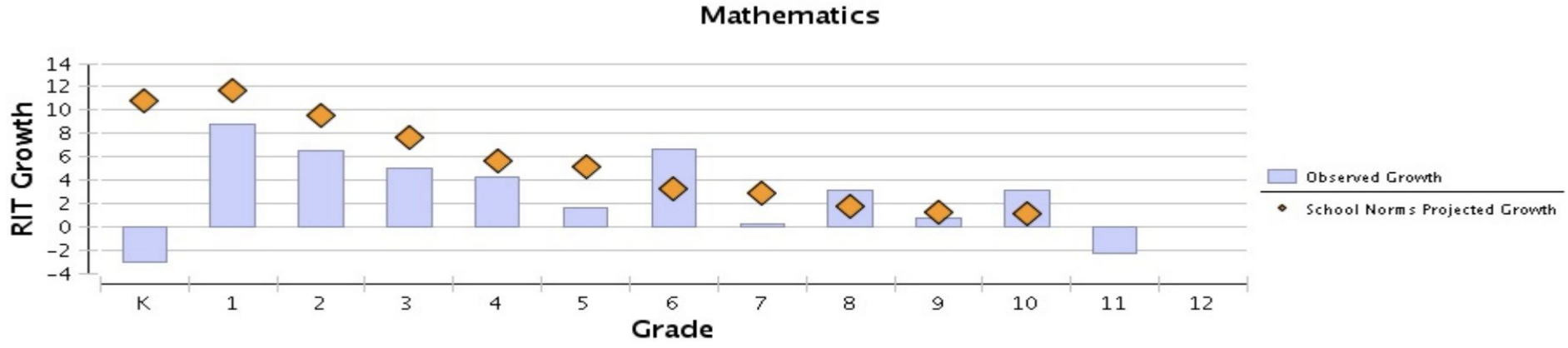


District wide Math



Tikiġaq School





Kali School


Reading
RIT Growth
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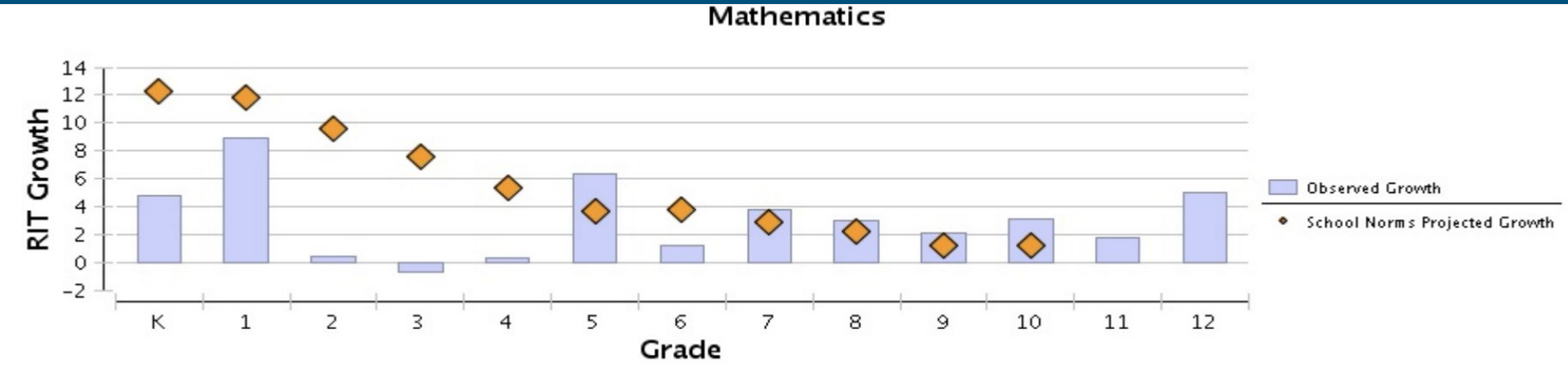
Grade
Observed Growth
School Norms Projected Growth


Mathematics
RIT Growth
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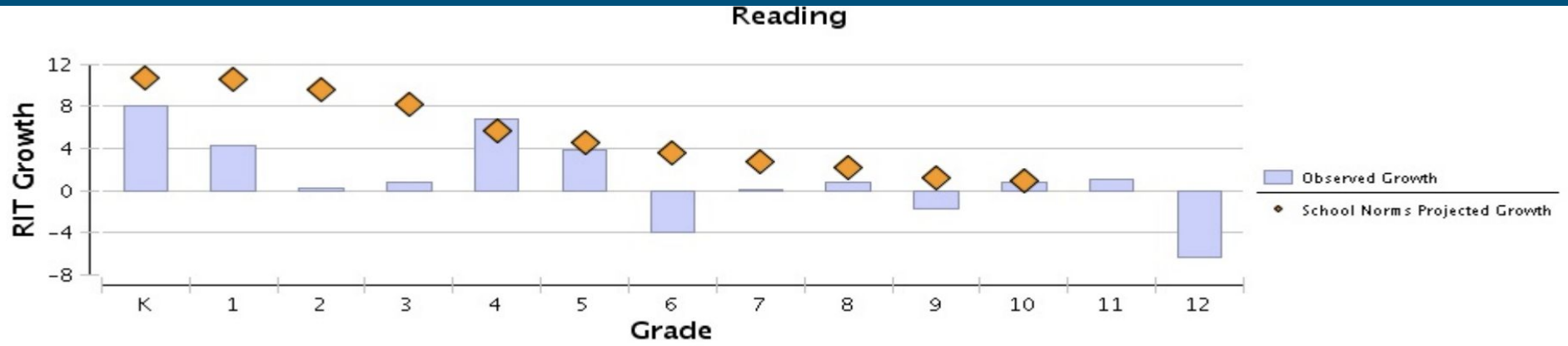
Observed Growth
School Norms Projected Growth

Alak School


Reading
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Grade
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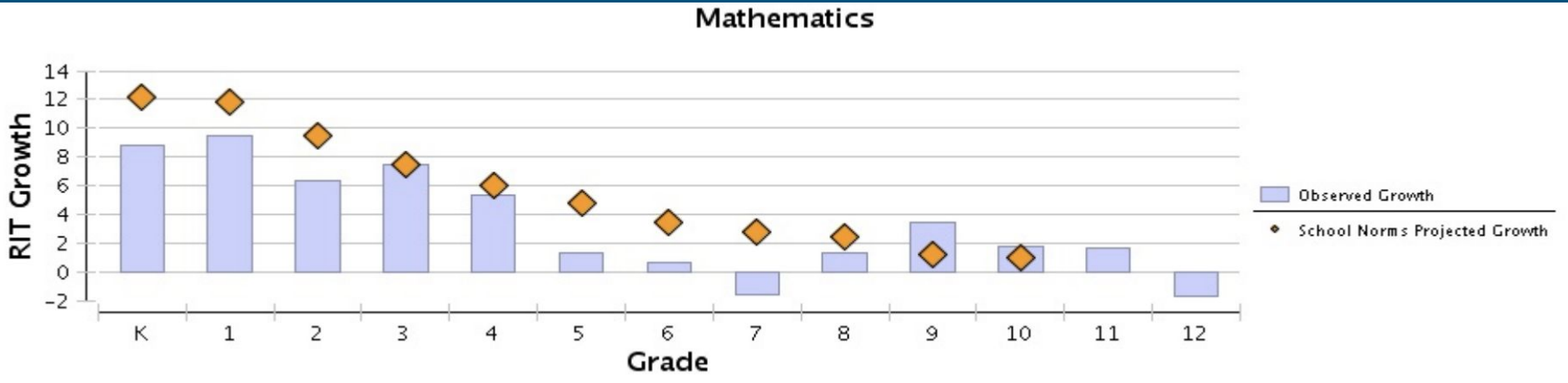
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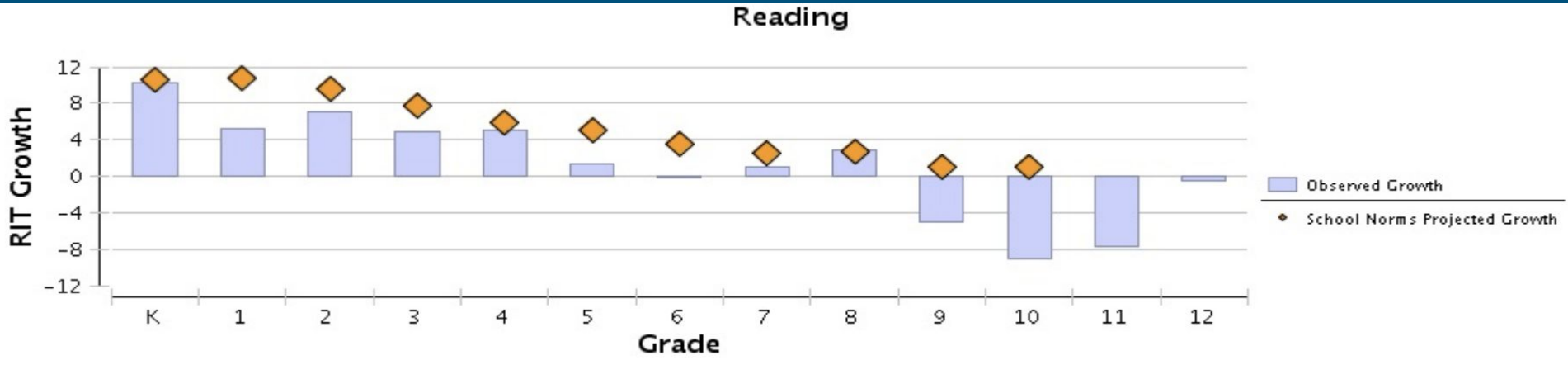
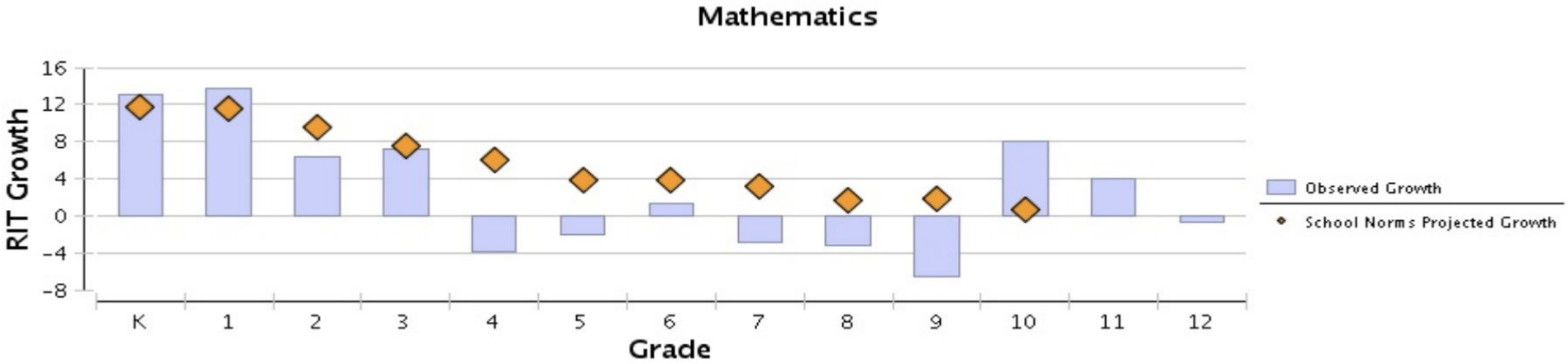
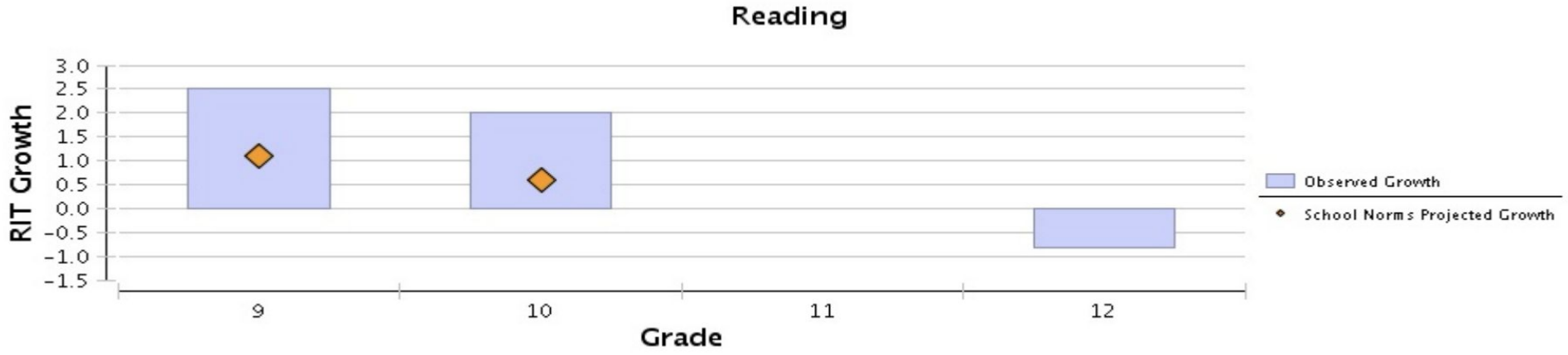
Grade
Observed Growth
School Norms Projected Growth

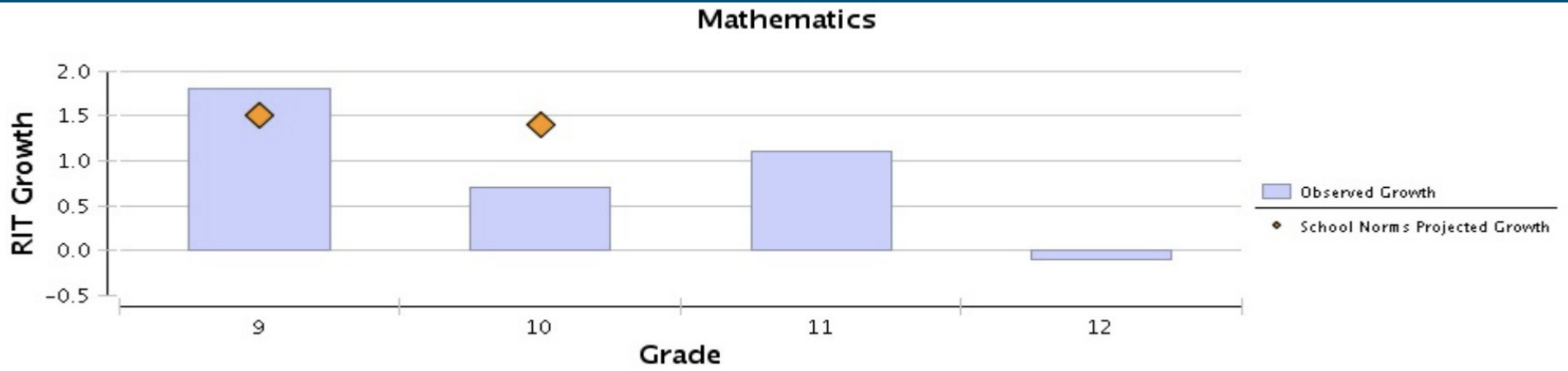
Meade River School



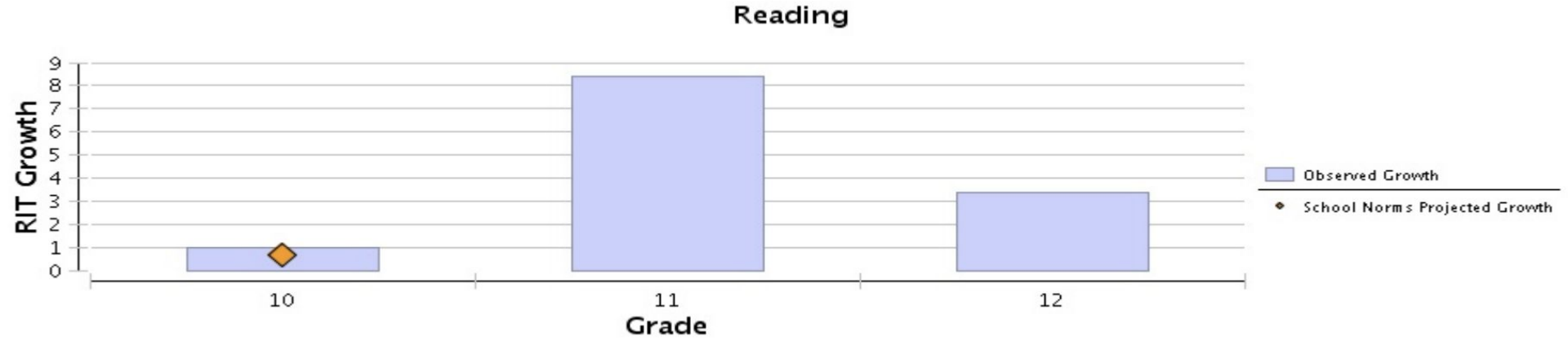


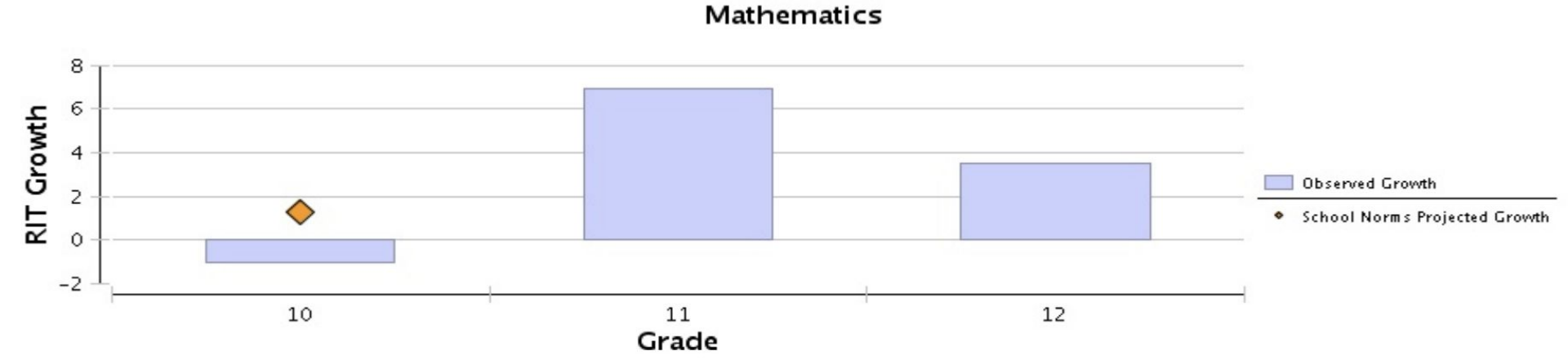
Barrow High School



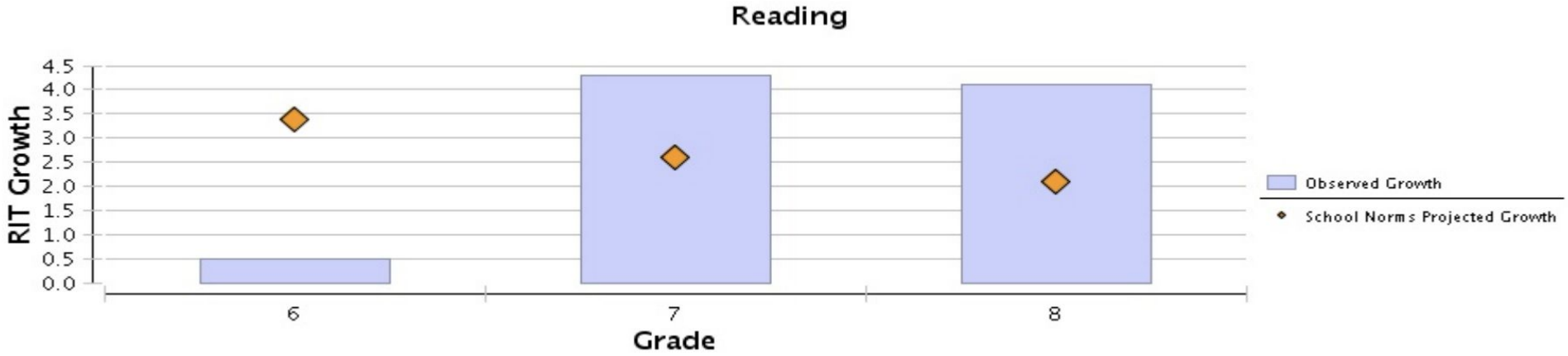


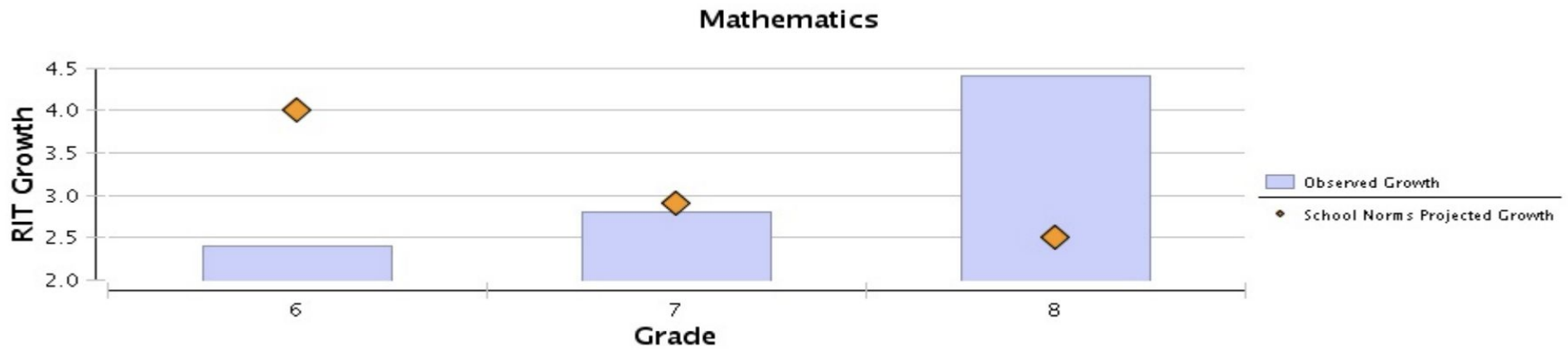
Kiita Learning Community



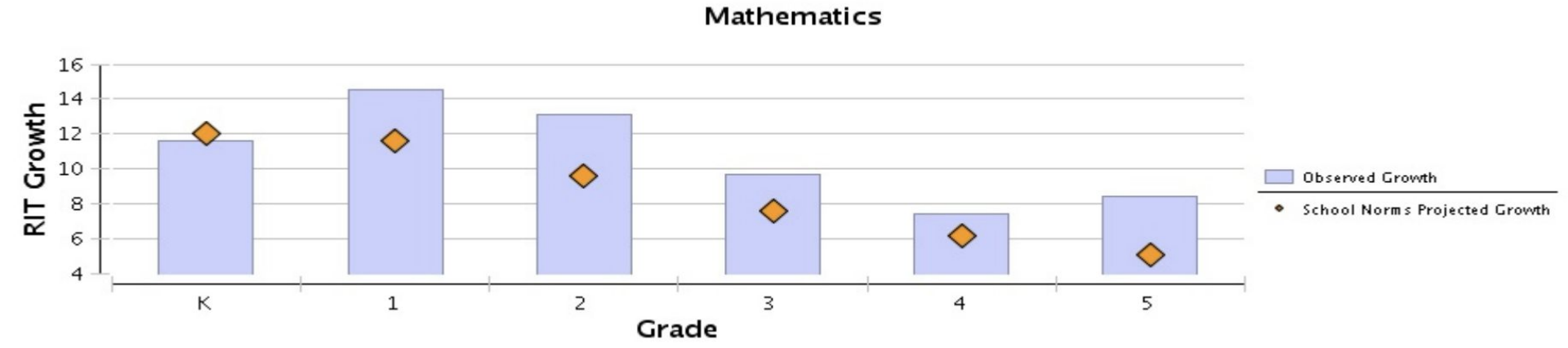


Hopson Middle School

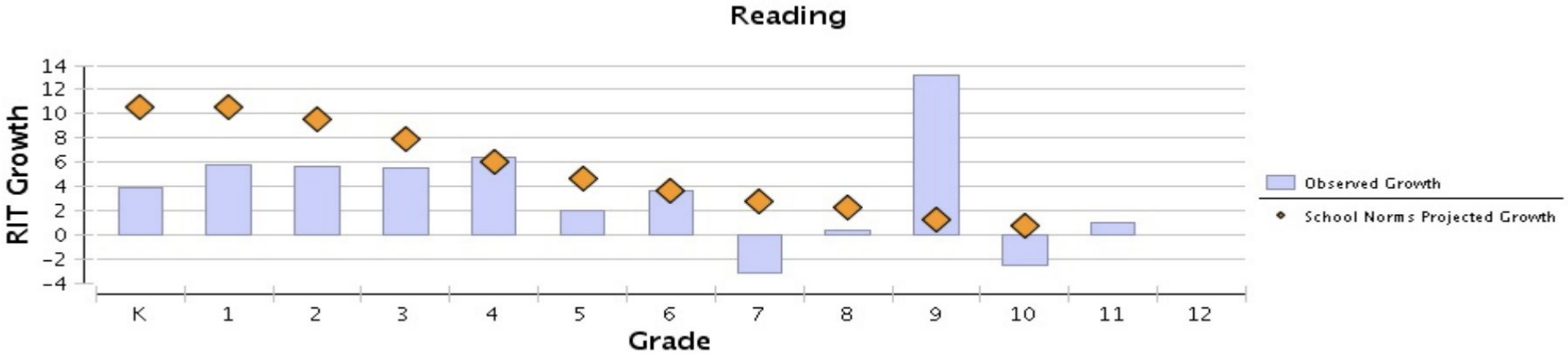


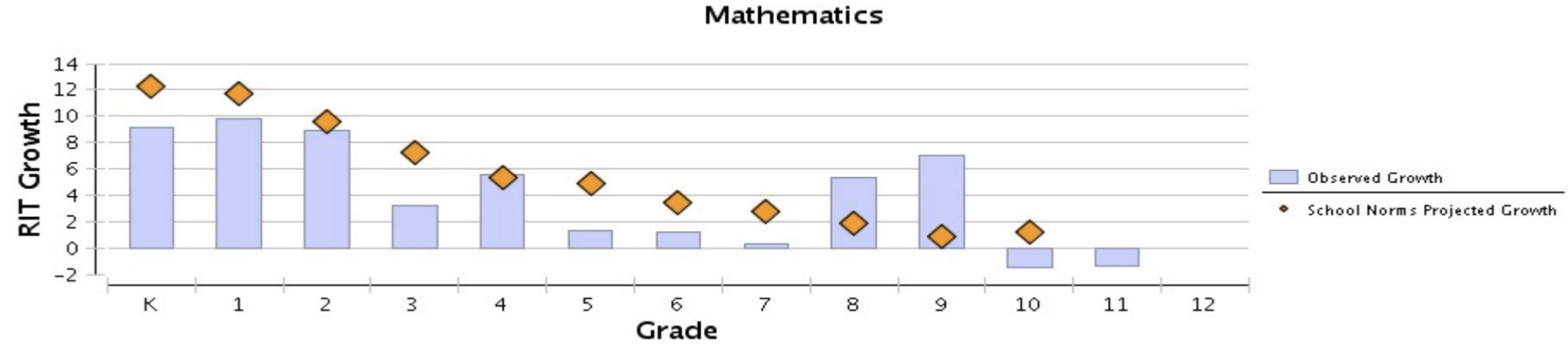


Ipalook Elementary

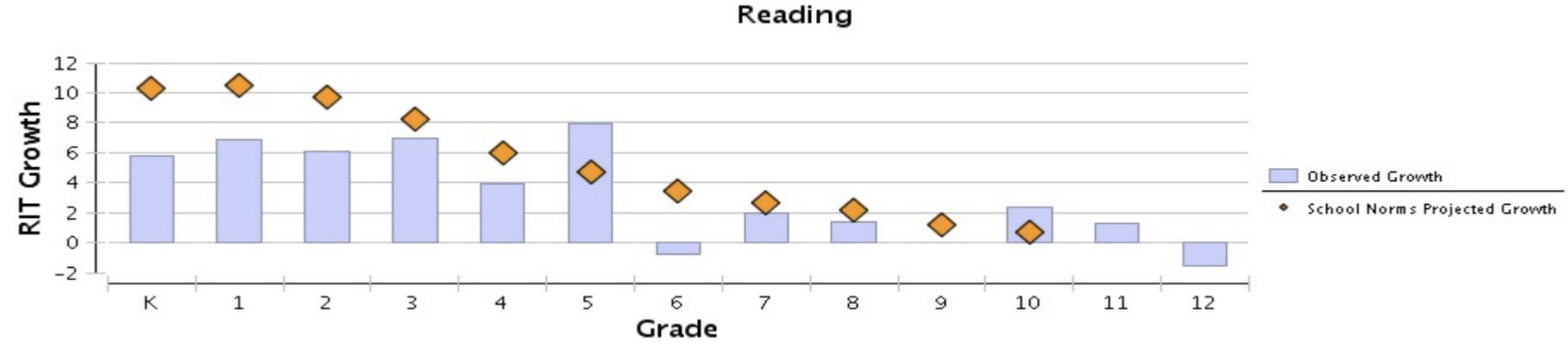


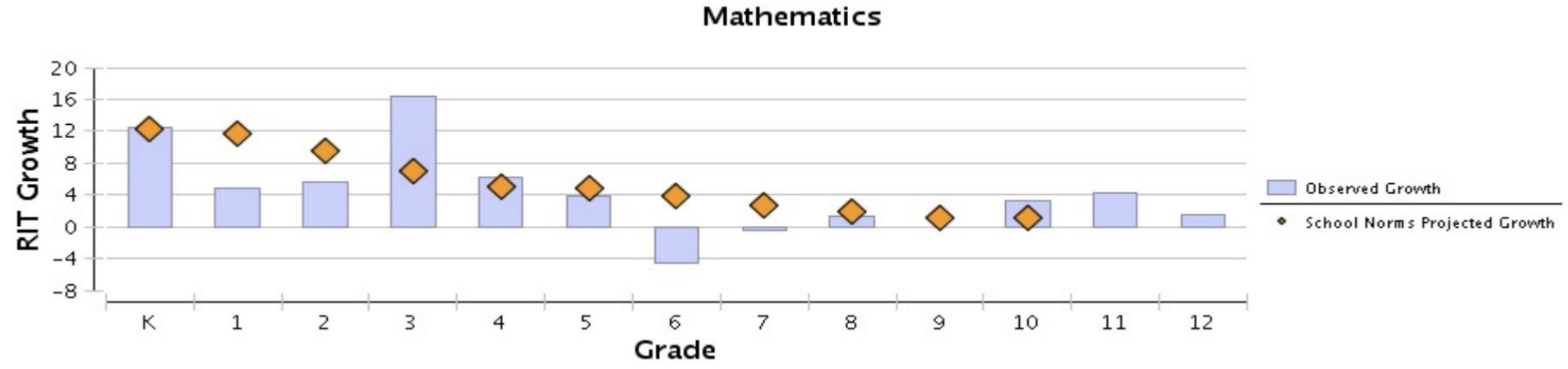
Nuiqsut Trapper School



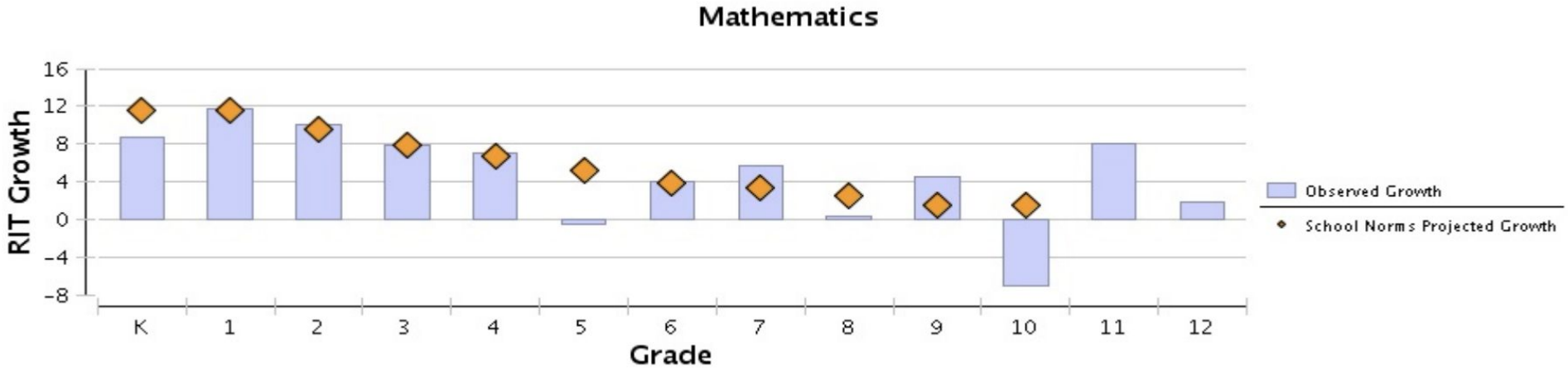


Nunamiut School





Harold Kaveolook School



Mathematics Materials Adoption

Math Materials Committee:
Kathleen Fisher, Imelda Cabana, Chris Tenpas, Alonda Singson, Rodney Lloyd, Tennessee Judkins, Kathryn Lamar, Brenda Overcast(resigned), and Laura Neese (resigned).

CURRICULUM REVIEW PROCESS - 6 YEAR ROTATION

Participants	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3
	2017-18	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*
Research & Needs Team (Staff, Board, Community)	Research & Needs *(Math & ECE)*	Research & Needs *(CTE & HS Lang. Arts)*	Research & Needs *(Art & Electives)*	Research & Needs *(PE/Health Language)*	Research & Needs *(Reading K-6)*	Research & Needs *(SCI & SS)*	Research & Needs *(Math & ECE)*
Principals & Participant Teachers	Pilot & Evaluate *(Intervention)*	Pilot & Evaluate *(Math & ECE)*	Pilot & Evaluate *(CTE & HS Lang. Arts)*	Pilot & Evaluate *(Art & Electives)*	Pilot & Evaluate *(PE/Health Language)*	Pilot & Evaluate *(Reading K-6)*	Pilot & Evaluate *(SCI & SS)*
Train & Implement Team (Train-the Trainer)	Train & Implement *(SCI & SS)*	Train & Implement *(Intervention)*	Train & Implement *(Math & ECE)*	Train & Implement *(CTE & HS Lang. Arts)*	Train & Implement *(Art & Electives)*	Train & Implement *(PE/Health Language)*	Train & Implement *(Reading K-6)*

*Content area order is based on current board policy 6141(b) as of Sept. 2017 (year 1-6)

MATH PROGRAM SELECTION BY SITES

	Elementary	Middle School	High School
AIN	MyMath (McGraw-Hill)	Carnegie Learning	Carnegie Learning
AKP	Bridges/Numbers K-2 Compass/RenPlace 3-5	Carnegie Learning Compass/RenPlace 6-8	Carnegie Learning
ATQ	Bridges/Numbers	Core Focus Math Compass/RenPlace 6-8	MyPath Math (Edgenuity)
KAK	Bridges/Numbers K-2 Compass/RenPlace 3-5	Core Focus Math Compass/RenPlace 6-8	Glencoe (McGraw-Hill)
NUI	Bridges/Numbers	Core Focus Math	Glencoe (McGraw-Hill)
PHO	MyMath (McGraw-Hill)	Core Focus Math	Glencoe (McGraw-Hill)
PIZ	Bridges/Numbers Compass/RenPlace 3-5	Glencoe (McGraw-Hill)	Glencoe (McGraw-Hill)
IPK	Bridges/Numbers K-1 Compass/RenPlace 2-5	****	****
HMS	****	Big Ideas MS (Cengage)	****
BHS	****	****	Glencoe (McGraw-Hill)
KLC	****	****	Big Ideas HS (Cengage)

Summary

The math materials committee met monthly over the fall semester to examine the feasibility of the pilot programs that were being tested in various schools. We reached out for input from all the stakeholder groups who had a chance to interact with the materials through surveys, displays, and evaluation forms. We had varying levels of success getting input. However collectively we feel like we have enough knowledge and experience to choose programs that will best fit our student and teacher needs.

North Slope

Borough School District

Please Note: 1 form per program

Please check: ☐ **Student** ☐ **Parent** ☐ **Staff** ☐ **Community**

Name: _____

Materials Reviewed: _____

On a scale of 1 to 4, with 4 being the highest, to what extent does this resource meet the district's review criteria?	**Rating 1-4**
1. Respect knowledge of the Iñupiaq people (e.g., authentic voices, reinforcement of students' cultural knowledge, and acknowledgment of culture as dynamic and changing).	
2. Support the Iñupiaq Learning Framework Overarching Understandings?	
3. Support the content area Overarching Understandings?	
4. Support contextualized learning experiences (for example, frame learning with relevant questions, meaningful challenges, and authentic applications)?	
5. Identify a limited number of big ideas – concepts, principles, themes, issues – and/or include provocative essential questions around which knowledge is examined?	
6. Engage students in higher-order thinking (four levels of DOK)?	
7. Include opportunities for students to apply their learning in meaningful and culturally relevant contexts?	
8. Contain place-based and culturally relevant, effective and engaging activities to help students make connections and construct meaning?	
9. Include appropriate pre-assessments to help teachers check for prior knowledge and students' readiness for new learning?	
10. Include authentic post assessments that measure student understanding?	
11. Support collaborative and interactive learning?	
12. Develop self-directed learning?	
13. Assist development and deepening of student understanding and transferability?	
14. Support teachers in providing students with timely and culturally appropriate feedback along with the opportunity to use it to improve learning and performance?	
15. Are assessment tools associated with the resource culturally appropriate and therefore likely to provide valid feedback?	
16. Support teaching to students' varied cultural communication styles, learning styles, interests, and needs, and speak to the students' cognitive, affective, and kinesthetic domains?	
17. Reflect best practices for multicultural education?	
a. Visibility of people of all ethnicities	
b. Lack of stereotyping	
c. Balance of perspectives	
d. Reality-based portrayal of culture	
e. Integration of information of all ethnicities with Western perspective	
f. Accuracy (historical and cultural)	
g. Encouraging diversity	
h. Time-depth (past, present, and future)	
i. Is research-based	

Balancing Best Practice with Practicalities

Reports

Looking at the Ed Reports for all of the programs we are piloting gave us insight into the alignment to national standards. This still left us with the challenge of aligning the programs to the unique teaching/learning environment that is our reality.

Struggles for Our District

- Teacher Turnover (Onboarding, Consistency, & Substitutes)
- Multi-Grade Classrooms (Individualized Needs, Small Grouping, & Blended Learning)
- Inconsistent Bandwidth (a wholly digital curriculum is not feasible)

Recommendation for Adoption

Kindergarten-2nd Grade: Bridges with Number Corner

3rd-5th Grade: MyMath with Number Corner

6th-12th: Glencoe Math (Hopson will use up current Big Ideas subscription before ordering materials)