



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
King Salmon, AK 99613
907-246-4280

1617 S Industrial Way #1
Palmer, AK 99645
907-745-7090



Date: February 10, 2022

To: LPSD School Board Members

From: Kate Cornell and Nicole Metzgar

Re: February Curriculum Report

Professional Development

Late Start Monday: March late start will focus on choosing the “Super Standards” in each level that will be tested on the End of Level assessment. Those standards will form the basis of the assessment and will be the standards necessary for students to master before they can move on to the next level. We will also be gathering guidance on the Writing Curriculum Guide and language for rubrics and checklists.

Tuesday 4-5 PM PD (Power Hour): Tuesday, February 15 is set aside for all staff to give feedback on a possible Progress Report that would be created to send out to families at specific times during the year. It would be standardized across the district and include information regarding attendance, progress through levels, and standards completion. This will be a great tool for teachers to have and share with parents and students regarding level progress.

Curriculum

CTE for High School Credit: This month, LPSD students will have the option to apply for CTE courses and will be granted elective credit for courses they complete with a C grade or higher, or a P for Pass or Fail courses. Thank you to all who are helping to strengthen our regional partnership with BBRCTE and encouraging student involvement by offering them credit for the effort they put forth, and the knowledge they gain by participating in BBRCTE courses.

Assessment Committee: The Assessment Committee received principal and site feedback and finalized their EOL assessment proposal. It is attached for your review and record. The next step involves identifying which standards at each level should be formally assessed. Assessment writers will meet April 16th for initial training on how to create online assessments. Mr. Matthew Stark will be giving this training. We would like all assessments written and ready for review by the end of May, and are working out details to figure out logistics that will best accommodate our teacher assessment writers.

Science Committee: The Science committee has chosen 3 different resources for teachers to use next year that are aligned to the Alaska Next Generation Science Standards. Mystery Science for levels K-5, Saavas for levels 6-8, and Biozone for high school. These curricula will be used to support teachers new to teaching science and new to teaching the new standards. The Next Generation Science Standards are focused on “doing” science and, as a district, we want to focus on local science resources. We are interested in exploring the possibility of our science teachers creating lessons to share that emphasize these local opportunities for students. The curriculum choices have been shared with you for your approval to purchase.



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Advanced Distance Courses: A whirlwind of applications were submitted in the beginning of January. By the end of the month, we had 24 advanced online courses being taken by 14 different students from 5 different schools. Of these 24 advanced courses, 15 qualified for financial aid through the Lake and Peninsula School District. LPSD is committed to supporting students in need of financial assistance in order to gain access to advanced coursework.

Distance Classes

Distance classes continue to roll forward! As a result of feedback received from onsite teachers and principals, there will not be distance classes on the M-Th of MAPs testing week (March 7-10). This will allow teachers to schedule blocks of time for MAPs testing without having the disruption of distance classes in bandwidth, or time. We hope this will allow for a smoother testing window! Mrs. Nikolaus and Mr. Meneskie will be available for one-on-one tutoring sessions with students during that week, and classes will resume on Friday (March 11). As always, please encourage distance students to get to class on time and complete their homework as assigned.

As always, feel free to contact Kate Cornell at kcornell@lpsd.com (907.571.7020), or Nicole Metzgar at nmetzgar@lpsd.com (907.781.3201). Thanks for all you do!

EOL assessment purpose: To have consistency between each site as students show themselves, teachers, families and schools that they have mastered standards and skills in their level.

Math Recommendations:

1. K-5 have smaller assessments; assess each cluster of CC standards
2. There will be a set of observation standards for each level K-5 as well--those will be tracked by the teacher and entered into PS and/or onto end of level
3. K--start with 10 questions, by level 5--up to ~30 questions total for the level
4. Levels 6-10 and 12 will have 1 EOL assessment
 - a. EOL questions need to be revised to be more concise and use appropriate readability.
 - b. Each EOL has a standardized resource sheet that is aligned to the level.
 - c. End of Level Assessments beyond graduation minimums are not required at this time.

Reading Recommendations:

1. Focus on closed ended questions to create less subjectivity in scoring.
2. Appropriate background info needed to answer questions.
3. Lexile level of reading passages need to be appropriate for students to be able to read and comprehend independently. (not too high, not too low--something in the middle)
4. Levels K-5 Multiple mini assessments to test different clusters (Foundations, Reading Literature, Reading Informative, Speaking & Listening)
5. Levels 6-9/10 one final EOL assessment

Writing Recommendations:

1. Portfolios for writing LV 0-8 with clear guidelines on what is included, how to evaluate it, and how to celebrate it.
2. Writing Curriculum Guide for LV 0-12 with updated rubrics and checklists (w/ the intent to be more teacher/student friendly and more objective)
3. Current EOL analytical prompt process for credit bearing levels. Practice prompt given in LV 7 and 8.
4. Levels 0-10 skills tests that test language standards. Closed ended questions.

Online test:

1. Create all assignments online in Performance Matters with the option to print the test when appropriate.
2. Assessment items need to be reviewed by content experts. Math people looking at math questions, ect.
3. When possible, create closed ended questions that are not subjective.

End of Level assessment should not be used for high school student's requesting to "Test Out" of a level.

Feedback on EOL Process from Sites

Chignik Lake, Chignik Lagoon, Chignik Bay, and Perryville From Principal Jim Dube

HS Students testing out when they challenge a course need a more comprehensive system.

Feedback: What's the accountability in our district that students have mastered standards before moving on? If that's not important why bother with a standards based system? These are one check & balance to make things consistent across the district; regardless of the school when you finish level 3 all kids should know the same things. One could say R4R and EDM have assessments at the end of each chapter, but maybe not all teachers use these consistently. What is the alternative to EOL assessments? This is the only check we have right now, and it's only for RWM.

For the assessment to test out of a course can you score 50% for a half credit?

Assessments should reflect the standards in the level using the most important standards for that level so you can move on and be competent in that level. You don't need a question for every standard because some standards support others.

I'd be curious to know how many kids pass any given EOL the first time around.

It would be nice to have a Version A version B for assessments

It would be interesting to know for any given question how many students get it right/wrong, maybe we can do that analysis with digital assessments — is the question poorly worded or was the skill not taught well?

The questions should be framed in ways that are like the way the standard is taught.

Don't want to see things dumbed down so kids can pass it. Don't throw assessments away because kids can't pass them, rewrite them. Are kids not passing because the assessments isn't good or is it the teaching/preparation.

Kokhanok and Igiugig EOL comments synopsis From Principal Robert Fagerquist

In no particular order, here we go:

In favor of K-8 strategy

In favor of the "test-out" idea. Would like to know more details, though.

Very much in favor of observations/mini assessments for 0-5

In favor of Math Recommendations generally, though some questions about whether 30 questions are too many for grade 5. Definitely need a rewrite of higher level EOL's

In favor of Reading Recommendations, though some are concerned that too many closed-ended classes will take away unique and/or personal interpretations of texts, especially at the higher levels. Teachers would like to retain the ability to assess student comprehension "off the page", so to speak – As Marli

mentioned, it should be a reading test, not a writing test. If item 2. (Appropriate background info) means more culturally relevant reading resources, then very much in favor.

In favor of Writing Recommendations though some secondary teachers think the rubrics we have are fine as they are.

Somewhat in favor of online tests – the availability of a paper copy would be greatly appreciated. Concerns are mostly about the rigidity of online testing – little or no leeway in scoring. The same concern with closed-ended questions, but that is the nature of digital tests. They can also be impersonal and off-putting to students.

In loose conversations, the following items/ideas were brought up:

Should we have EOL's at all? What do they show/prove? There is a spectrum of viewpoints here with some thinking the EOL is an unnecessary impediment to progress and others saying they like the accountability aspect of EOL's, both from students and from teachers. I hear teachers asking for some clarity of purpose.

The 70%/80% question. Many feel we should go with 70% for EOL's as the students have proven throughout the year, unit by unit, that they are 80% proficient. Passing a full recap of the entire year in a single test at 80% ends up being a roadblock that kills momentum and frustrates the students. In practice, we often see low proficiency learners who work diligently, though they struggle, starting to lose heart. The feeling from students is: why should I work hard now when I know I won't pass the end level, no matter what I do?

This is my closest approximation of what I heard from staff at both sites without editorializing.

That being said, I have one question/suggestion: can we allow teachers to go off-script at times? I'm thinking of the student who completed 100% of their ALEKS – every topic mastered – and yet cannot pass the math EOL, for instance. I think we should be able to call that a completed level. Sometimes people are just not good test-takers. Maybe think of it as a kinda sorta alternate “experiencing out” thing. Just a thought.

Tanalian School Survey Feedback

(<https://docs.google.com/spreadsheets/d/1-n4AQHi8X8DTTo6M3vpB6U5rrZa3kQ-J6784Yb7wr5m0/edit?usp=sharin>)

Summary from Curriculum Co-Directors

We are seeing concern about the timing of the elementary assessments and how often/when they are to be given, how WR will be scored to avoid teacher bias. Support to make the math less tricky. Also seeing value in the EOL assessments and support to keep them.

Port Alsworth from Principal Nate Davis

Liked

- * K-8 strategy (EOL to be built around skills/strategies needed to be successful at the next level - as opposed to a massive cumulative know-it-all End Level)
- * EOLs - important part of our standards-based system
- * Smaller Charters in the younger grades
- * "Test Out" option important
- * Design ^{skill} EOLs 6th-12th for ~~to min/sem~~ ^{Set goal} 60 min for average student
- * Math Standardized Resource Sheet
- * Dropping Mid-year EOLs to give back class ^{instruction} time
- * Rigor - students must be ready to excel at college, flight exams, welding assessments, etc.

Concerns

- * Too much class time on assessments? ^{esp. sped students?} Esp. on subsistence calendar?
3 days Sep MAPS + 3 days Dec Maps + 3 days Mar MAPS + ^{sped} other reports
+ EOL Assessments + Teacher/classroom assessments
- * A disadvantage to non-tech savvy and/or imprecise learners?
or still the paper option?
- * Portfolios okay - but let's not lose writing prompt 6th-8th... 3rd-5th
- * Who will grade/assess portfolios? If it's just the ^{classroom} teacher then why the portfolios of work the teacher/student/parent have already seen? Is this really in place of EOL? Don't some teachers already do portfolios as a classroom tool?

PPT - what did I forget?

Survey - still out there working for us

Nondalton and Pilot Point Summary from Curriculum Co-Directors

There needs to be a way for the Portfolios for writing LV 0-8 to show consistency of what is proficient. There needs to be support for teachers who do not have a background in teaching writing. There will need to be more PD to sustain consistency in a writing portfolio. They like the idea of having the test more carefully aligned and making the test more concise. The online tests must be able to be printed. Should there be reference materials for all EOL's not just the math ones?

Newhalen Summary from Curriculum Co-Directors

With revised and refined goals of the end of level assessments, they believe EOL assessment proficiency should be kept at 80% proficiency. They see the current math cramming too much into 1 question. We need to pick essential skills to master and focus the questions on the essential skills—it should be aligned and concise. There needs to be clarification of the timing of when to give the EOL Elementary Cluster tests. They are excited about the writing curriculum guides bringing continuity through LV0-12. They also see the value and importance of the option to print the online test. There needs to be PD next year so that teachers feel comfortable and confident in teaching the skills necessary for advancement. Need to have PD for Writing Portfolios and what proficiency is at different levels.

Port Heiden Summary from Curriculum Co-Directors

Wondering if the cluster tests could be aligned to the Everyday Math topics. They see open ended questions in reading to be a good opportunity for students to analyze literature and were wondering about having both closed and open ended questions on the reading test. They would like to see the prompt process included in levels 6-8 and like the idea of practicing the prompt process in the lower levels to prepare for credit bearing levels (current LV 9 and 10). They pointed out that creating test questions was an intense field of science that people usually have degrees in. They would like to see only 1 correct answer for the skills tests and to make sure none of the questions are vague or ambiguous.

Levelock from Principal Joe Ward

For math in K-2, I would recommend that manipulatives be available so that they may use them to find the answers for at least some problems. For grades 2-8, students should have to create representations of the problem (i.e. an array for multiplication or division) or identify the correct representation for a problem. In my understanding, learning to use manipulatives and representations to solve problems leads to a deeper mathematical understanding. The math resource supports using concrete and representative strategies for solving problems and I think this should be reflected in our assessments.

Science Resources Recommended for 2022-2023 School year

The biggest shift in science will be moving from teaching information *about* science to inquiry-based learning and investigations where students *apply* science and are taught to think like scientists.

This curriculum was chosen by teachers to support teachers new to teaching science and new to teaching the Next Generation Science Standards (NGSS).

Levels K-5

Mystery Science : \$4000 per year

To purchase:

1. Online resource with videos and teacher resources. \$2000 per year
2. Materials to go along with lessons ~\$2000 per year

Committee Comments: LPSD teachers have been using it, and they like it.

Levels 6-8

Elevate Science: approximately \$21,000 + materials

Each level integrates Physical, Earth and Life Science

To purchase:

1. Teacher Editions
2. Combined student workbook and textbook with an online option for 6 years
3. Materials to go along with lessons ~\$2000 per year

Committee Comments:

Ease of teacher implementation

Many options to diversify the depth and time spent on each topic

Differentiation—lessons can be designed and tailored to fit strengths of students

Levels 9+

Biozone: approximately \$31,000 + materials

3 different high school science courses: Biology, Earth and Space, and Physical Science

To Purchase:

1. Student workbooks and online resources for 5 years
2. Teacher Editions
3. Materials to go along with lessons ~\$2000 per year

Committee Comments:

Strong inquiry-based learning.

Students are applying what they learn.

Opportunity for students to think about solutions and come up with a plan to solve problems.