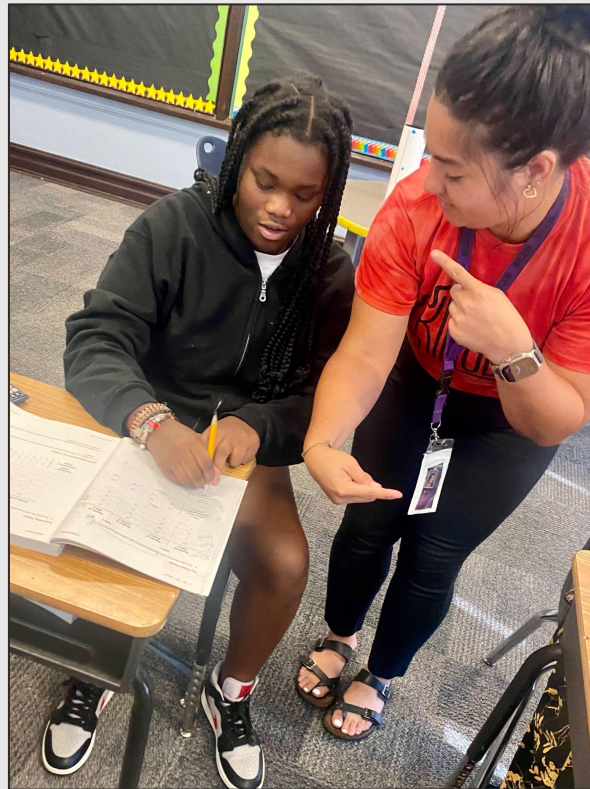


Curriculum & Instruction Report

Sept. 26, 2023





2023 MAP Results

From State Board Of Education:

Preliminary results are mixed when compared to the prior year and with few exceptions, overall statewide scores have not returned to pre-pandemic levels.

Math: Statewide Context

Mathematics scores showed small increases in most grades and courses.

- **40%:** Percentage of students in Missouri who are proficient or advanced in grades 3-12.
- **23%:** Percentage of students in the State Student Group -- composed of students who are Black, English Learners (EL), Free and Reduced Lunch (FRL), Hispanic, and/or Individualized Education Plan (IEP) -- who are proficient or advanced.

Math MAP Data

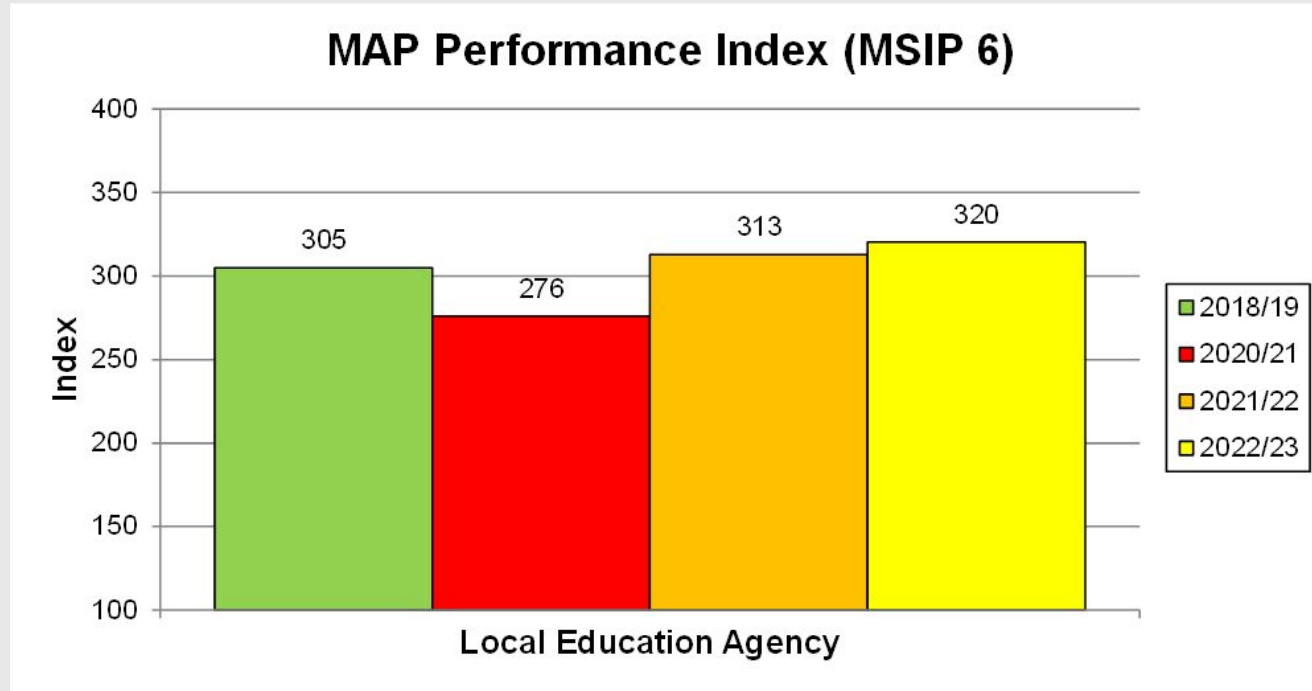
Math						
Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
% Proficient & Advanced	12%	15%	N/A	7%	15.2%	18.1%

Celebrations!

- 15 of 16 Algebra students received proficient or advanced on the Algebra 1 course exam, as did our one Geometry student.
- 42% of eighth-grade math students, including those who took the EOC, were proficient or advanced in 2023. In 2019, this number was 6%.

Math MAP Data

Linearized scale, based on students' scale score and performance level.
Score of 100 = Below Basic
Score of 500 = Advanced



ELA: Statewide Context

ELA showed small improvements in elementary grades and small declines or flattening in middle school.

- **44%:** Percentage of students in Missouri who are proficient or advanced in grades 3-12.
- **26%:** Percentage of students in the State Student Group -- composed of students who are Black, English Learners (EL), Free and Reduced Lunch (FRL), Hispanic, and/or Individualized Education Plan (IEP) -- who are proficient or advanced.

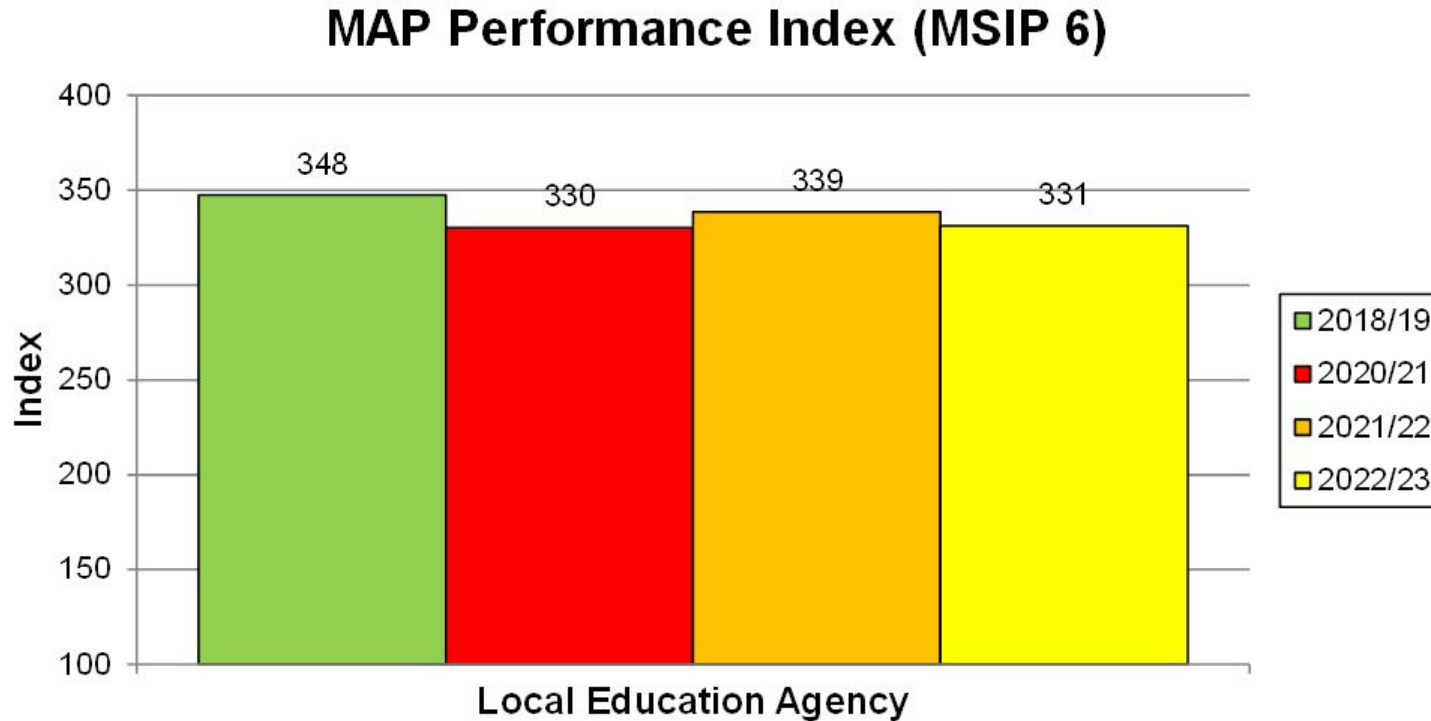
ELA MAP Data

ELA						
Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
% Proficient or Advanced	21%	23%	N/A	15%	19.5%	16.7%

Celebrations!

- 36% of 8th grade students scored proficient on the ELA exam! That number was 21.5% last year.

ELA MAP Data



Science: Statewide Context

Science scores were flat across the state.

- **39%:** Percentage of students in Missouri who are proficient or advanced in grades 3-12.
- **22%:** Percentage of students in the state Student Group -- composed of students who are either Black, English Learners (EL), Free and Reduced Lunch (FRL), Hispanic, and/or Individualized Education Plan (IEP) -- who are proficient or advanced.

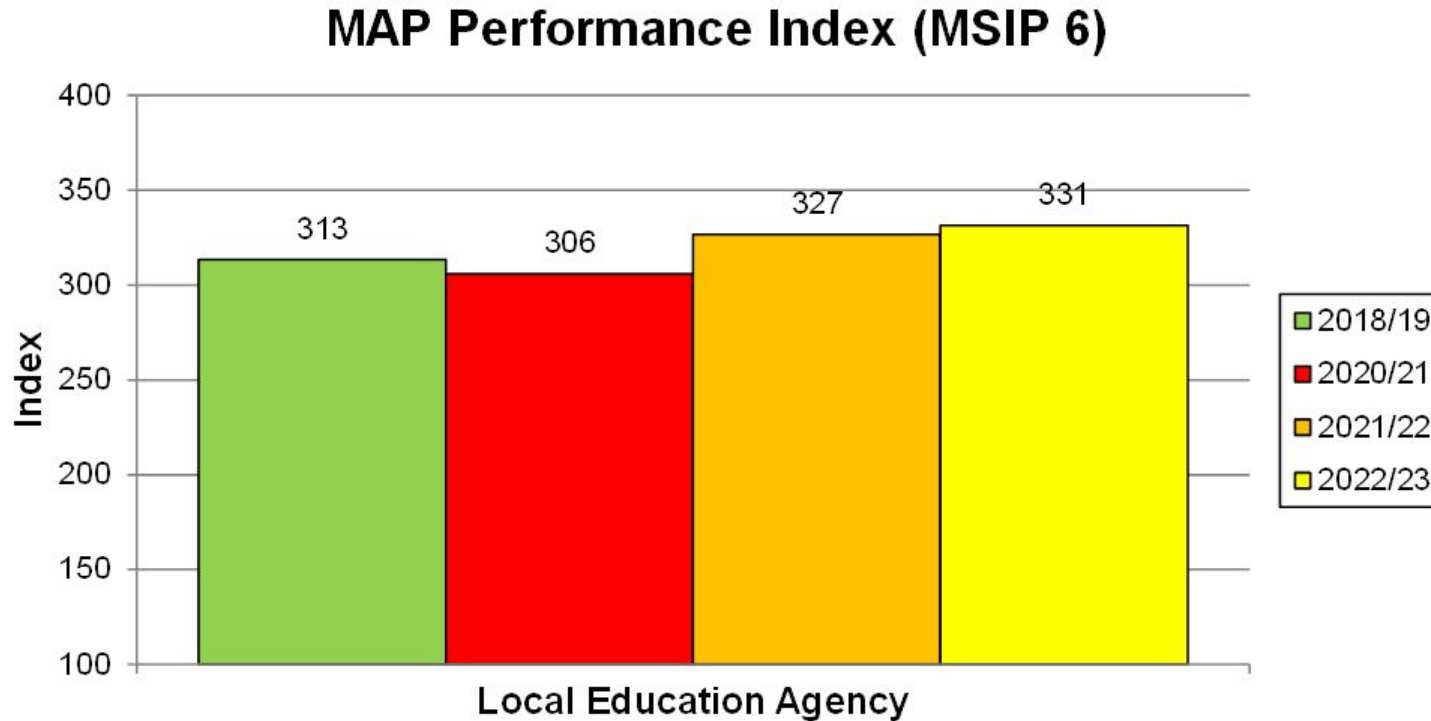
Science MAP Data

Science					
Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
% Proficient or Advanced	13%	N/A	10%	15%	17.9%

Celebrations!

- The number of fifth-graders scoring proficient in science doubled in 2023.
- For the second year in a row, about one-quarter of eighth graders scored proficient in science.

Science MAP Data



How Will We Respond?

- District Literacy Plan in accordance with SB 681
 - LETRS Training for all reading teachers (year 2 in 2023-2024)
 - New literacy assessments for foundational reading skills
 - New Tier 1 foundational skills curriculum for grades K-3
 - Departmentalization of elementary coaching staff to prioritize content-based coaching
- New system for districtwide data cycles and data analysis protocols
 - Action planning connected to major district interims
 - Improved use of MAP item analysis to review pacing and supplement core curriculum
 - Focus on grading and analysis of end-of-module assessments
 - Middle school focus on data teams and the creation of lesson exemplars for critical learning moments
- Year 2 of new math curriculum
- Adjusted professional development plan system to encourage ownership of professional learning that informs evaluative feedback, coaching and other instructional support.

Critical Learning Moments

Middle school teachers are working to identify the moment in their lesson that is the most critical for students to master and writing their own exemplar responses for that moment. This helps teachers know exactly what to look for in student responses and respond in a way that addresses misconceptions and upholds a high bar for mastery. Check out these examples:

Name: Baileigh Jordan 9min, out to 7 is necessary

Quick Write: In 4-5 complete sentences, explain how "Ode to My Hair" helps to develop the idea that Josh's hair is very important to him. Support your response with one or two details from this poem or the plot of the story.

"Ode to My Hair" shows that Josh worships and cherishes his hair when he says he wants to "enshrine" it (Alexander 33). He wants to treat it like "gold," a precious metal, (Alexander 33). He tells us this before we find out what the ~~but is~~, but we know he wants to "DECLINE" it (Alexander 33). This implies that Josh feels protective of his hair. He wants to keep it safe.

Criteria for Success:

- ☒ I explained how "Ode to My Hair" develops the theme
- ☒ Response includes one or two details from the poem or plot to support my thinking
- ☒ I used complete sentences and proper punctuation

What would each of the following characters write an Ode about?

JB	Chuck
----	-------

good name. Josh and me. I'd been mad as a flame. But I know she's only talking about my game. See, when I play ball, I'm on fire. When I dance, I inspire. The hoop's for sale, and I'm the buyer.

Josh wants to be in the NBA and his dad really plays pro? Assume his good because of the way he talks about himself.

Critical moment: students demonstrate an understanding of Josh's identity or personality using TE

Weak: too literal doesn't support inference

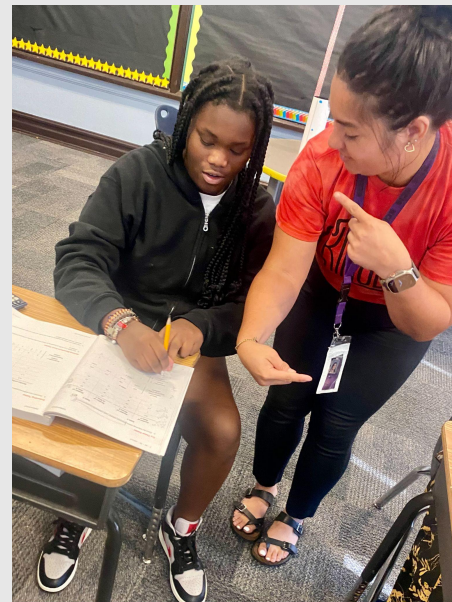
She sounds supportive

Experiment: How do descriptive and sensory language work in a text?

M1L3 Handout

Learning Goals:

1. I can explain how the structure of "Ode to My Hair" contributes to the theme. (RL.8.2, RL.8.3, RL.8.5)
2. I can elaborate on a plot moment in The Crossover using the dictionary. (LS.4.b, d)
3. I can infer the meanings of entwine and enshrine using the dictionary. (LS.4.b, d)



Block 12

Exploring Tables of Proportional Relationships

Pedro's Tables

1. Pedro groups these four tables together.

Sugar S (cups)	Flour F (cups)	Volume of Sample, V (cubic centimeters)	Mass of Sample, M (grams)
1	2	1	0
2	4	2	2.7
3	6	3	13.5
4	8	4	27

Height of Prism, h (inches)	Volume of Prism, V (cubic inches)
1	12
2	48
3	96
4	120

Time, t (minutes)	Water, R (gallons)
0	1.5
1	3
2	5
3	7.5

What do these four tables have in common?

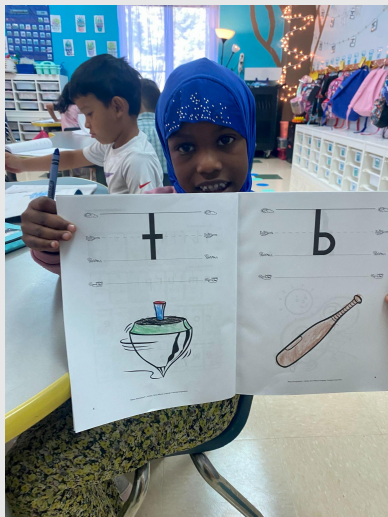
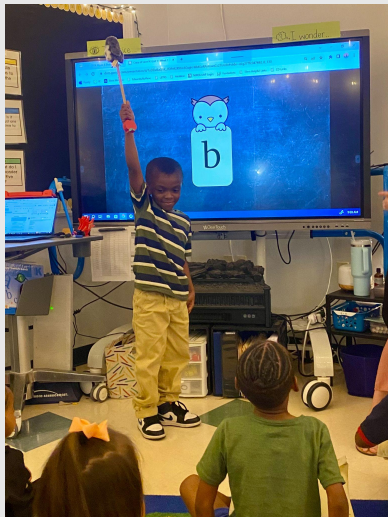
All tables are equivalent

then they are equivalent

they are equivalent

Tier 1 Foundational Skills

K-3 teachers are tackling a new Tier 1 phonics program, new literacy assessment and major adjustments to intervention group structures all in the first month of school. Teachers are jumping into Foundations -- check out these photos of letter-sound learning with Mama and Baby Echo, handwriting practice, word building, and an emphasis on paying attention to mouth position for forming letter sounds.





Questions?

