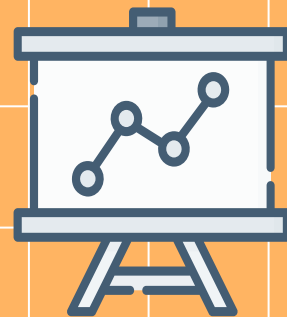


# Math Middle of Year Data



# Academic Goals

District-wide

**5% increase in proficiency**

**5% decrease in minimal proficiency**

**50% of students earn an SGP above 55**

Support  
Schools

**5% increase in proficiency**

**Earn a median SGP of 55**

# Agenda



1

## Performance

How are students achieving compared to grade level standards?

2

## Growth

How are students growing toward proficiency?

3

## Academic Goals

Are we on track to meet 2024 goals?

4

## Subpopulations

Are we achieving equitable growth?

5

## Takeaways & Next Steps

What is next to support students?



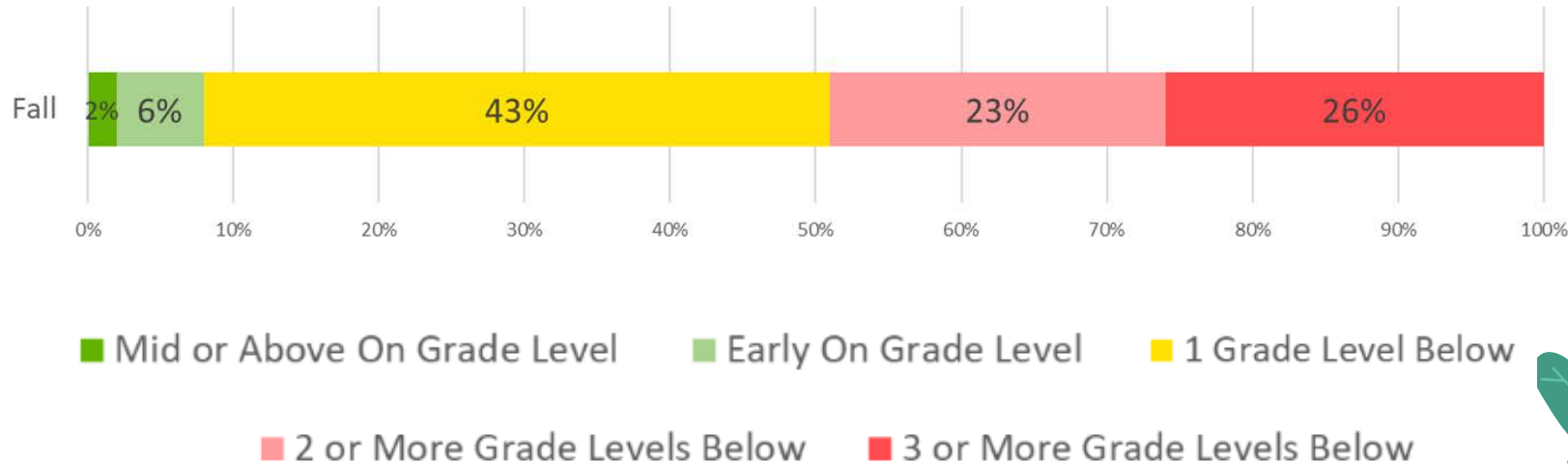
1

# Performance

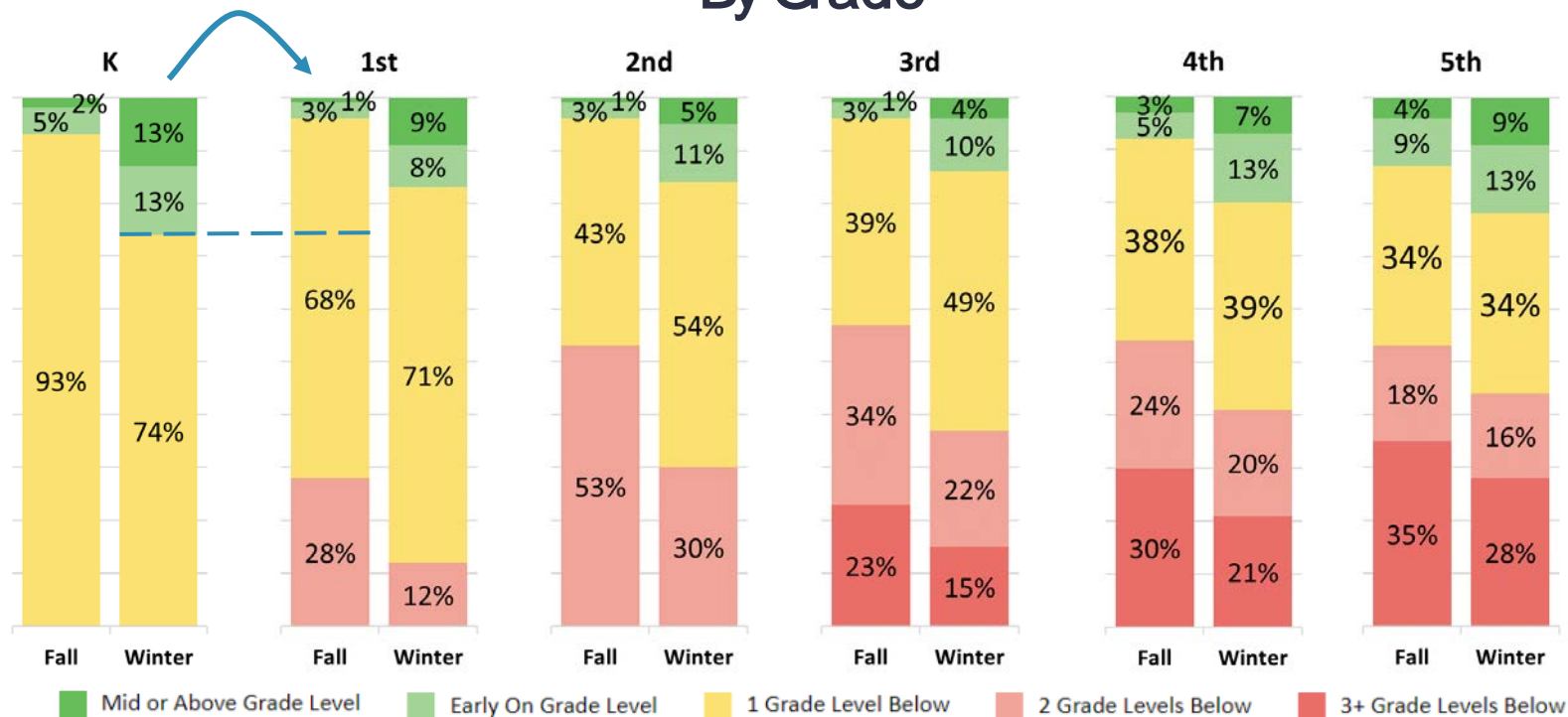
How are students achieving  
compared to grade level standards?



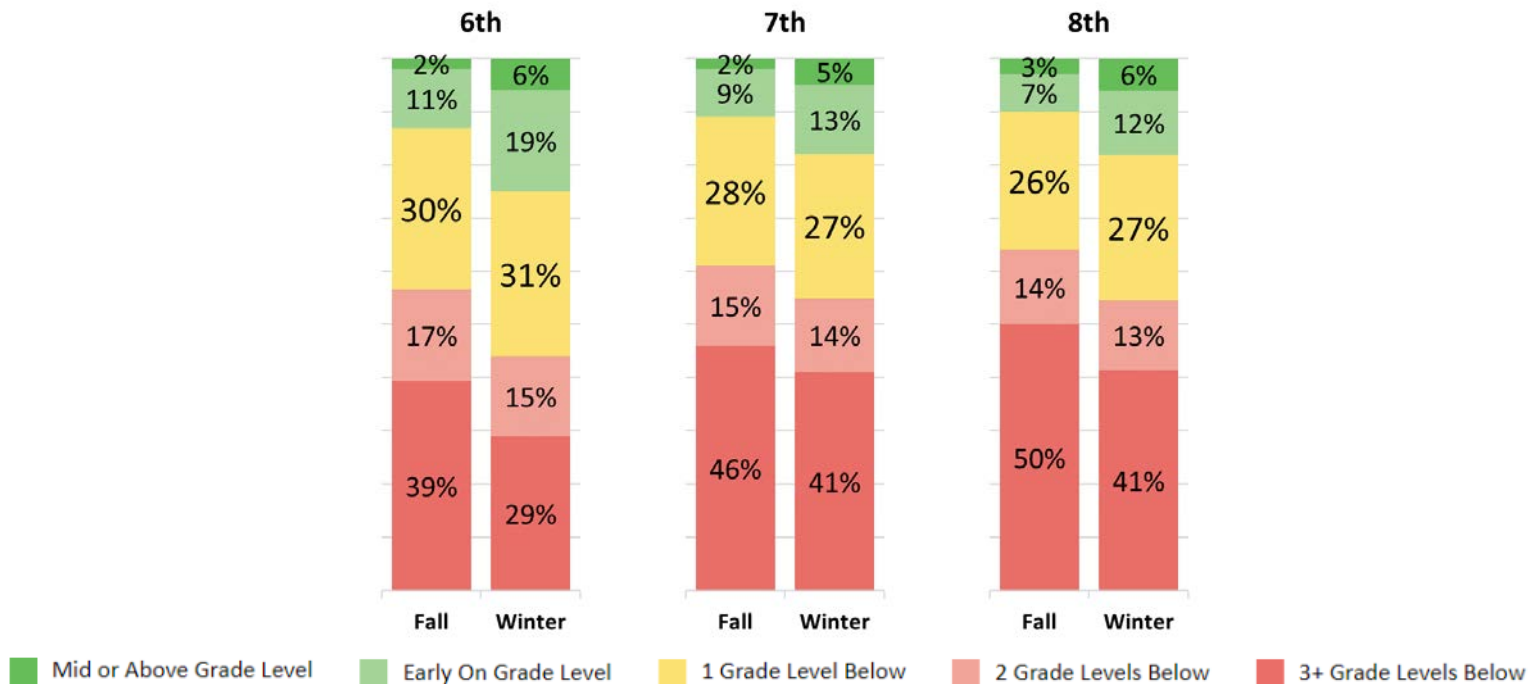
# Comparing Fall to Middle of Year



# Comparing Fall to Middle of Year By Grade



# Comparing Fall to Middle of Year By Grade





2

# Growth

How do we measure growth in i-Ready?



# Growth in i-Ready



Fall

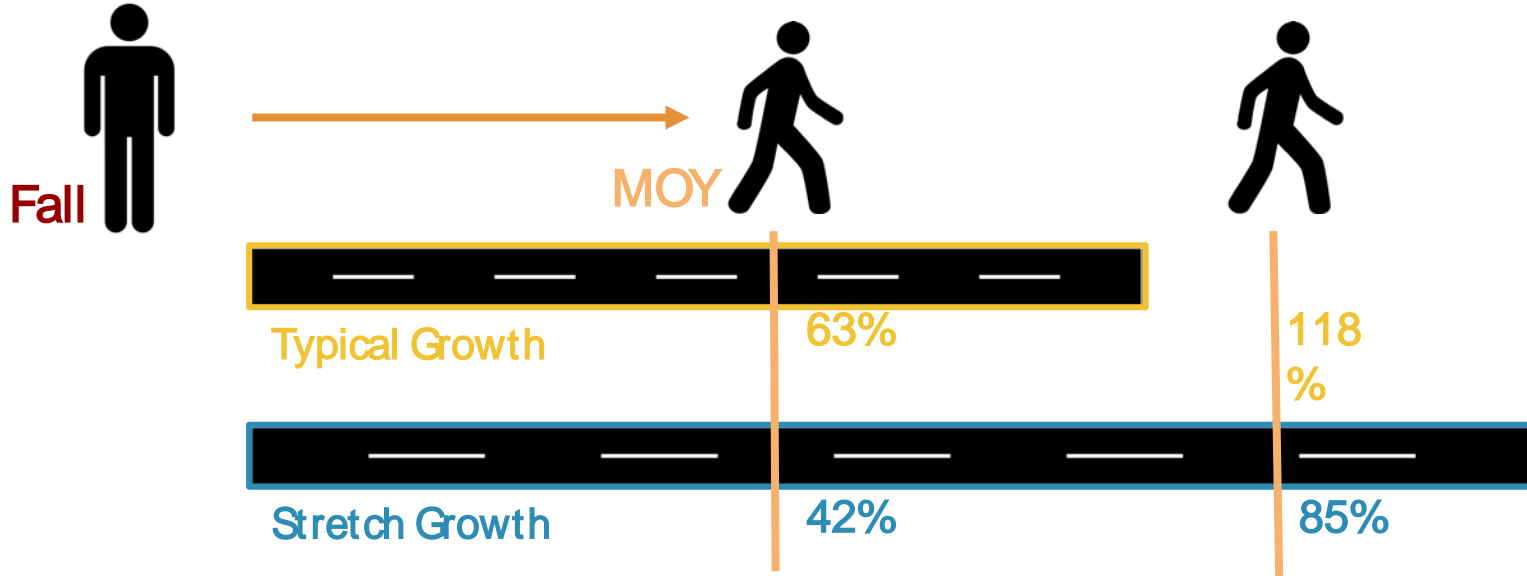


Typical Growth



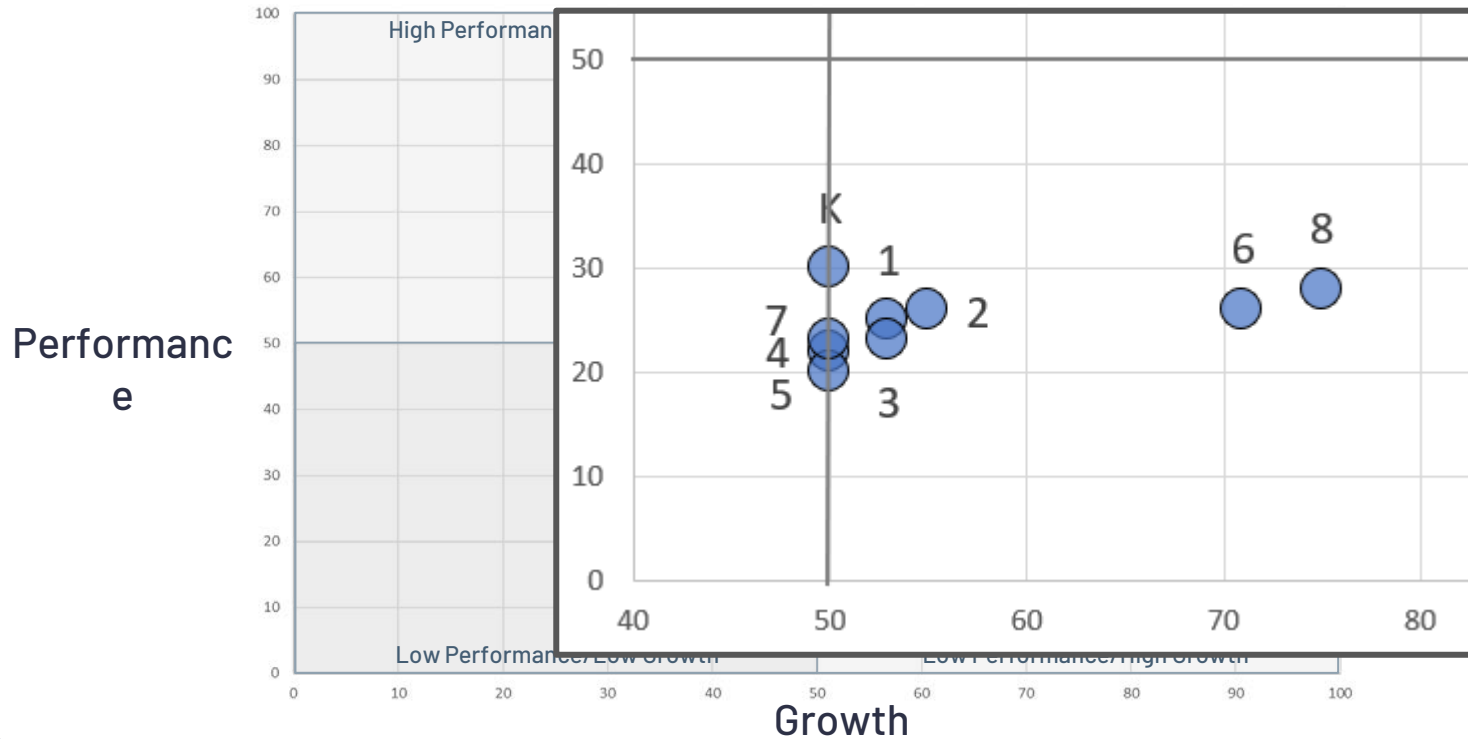
Stretch Growth

# Growth in i-Ready



# District Growth vs. Proficiency by Grade

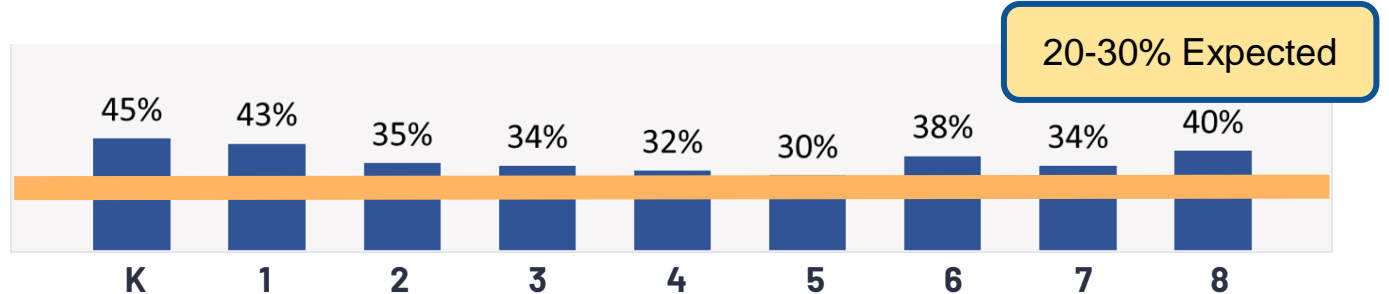
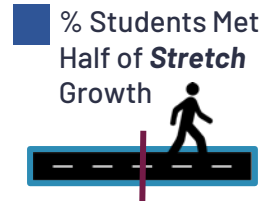
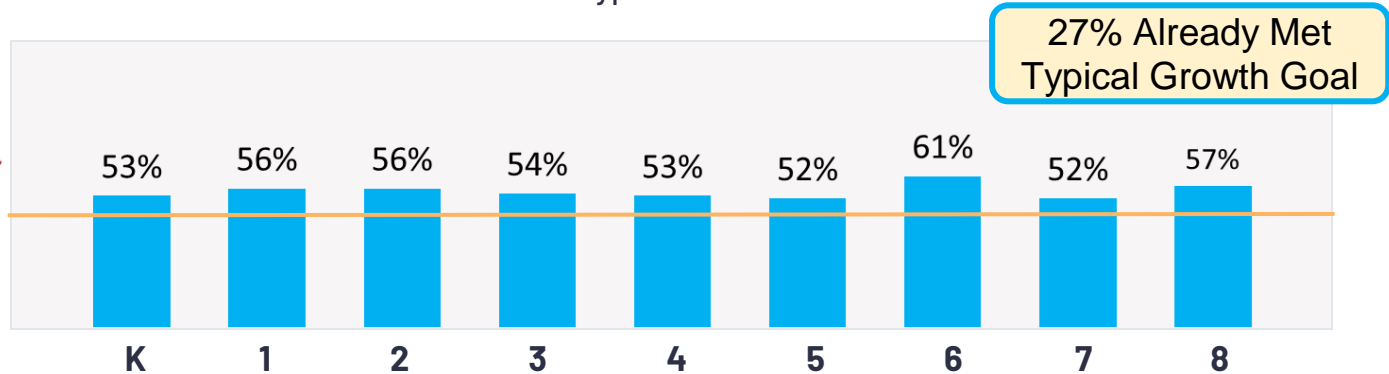
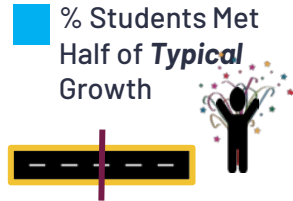
Performance Percentile Relative to National Norm vs Median Percent of Typical Growth Achieved



# District Growth

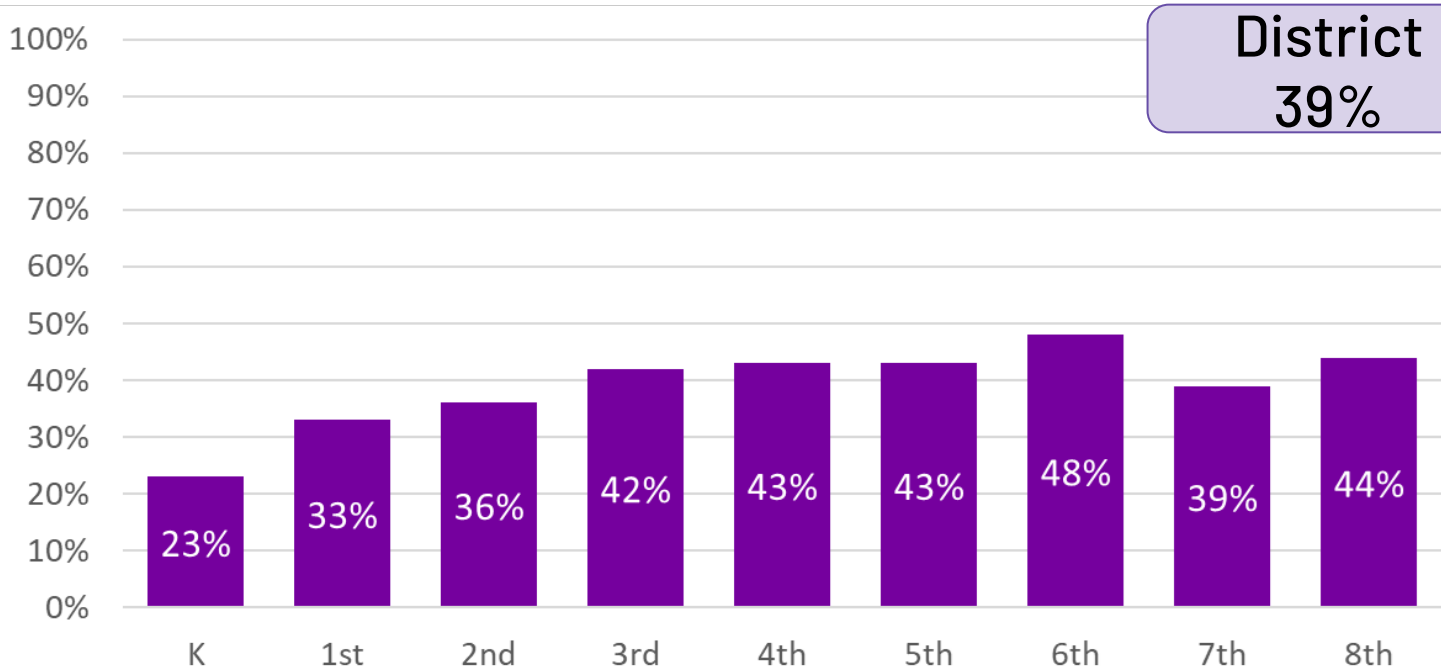
How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Half of Typical and Stretch Growth



# District Growth

## Students with Improved Placement





3

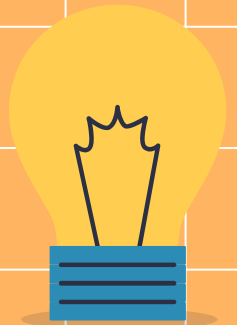
# Academic Goals

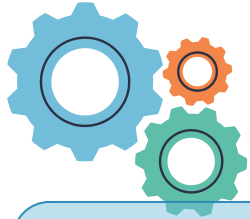
Are we on track to meet 2024 goals?



# Academic Goals

## District-wide





# Academic Goals

What is the goal?

**GOAL #1:** WESD students will demonstrate a 5% increase in proficiency in math and a 5% decrease in the number of students minimally proficient in math by the Spring 24 AASA

Proficient

24%

29%

Minimally Proficient

54%

49%

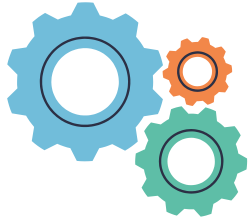
Are we on track to reach this goal?

**Formative:** i-Ready middle of the year diagnostic data will indicate 25% of students are projected to be proficient on the state assessment



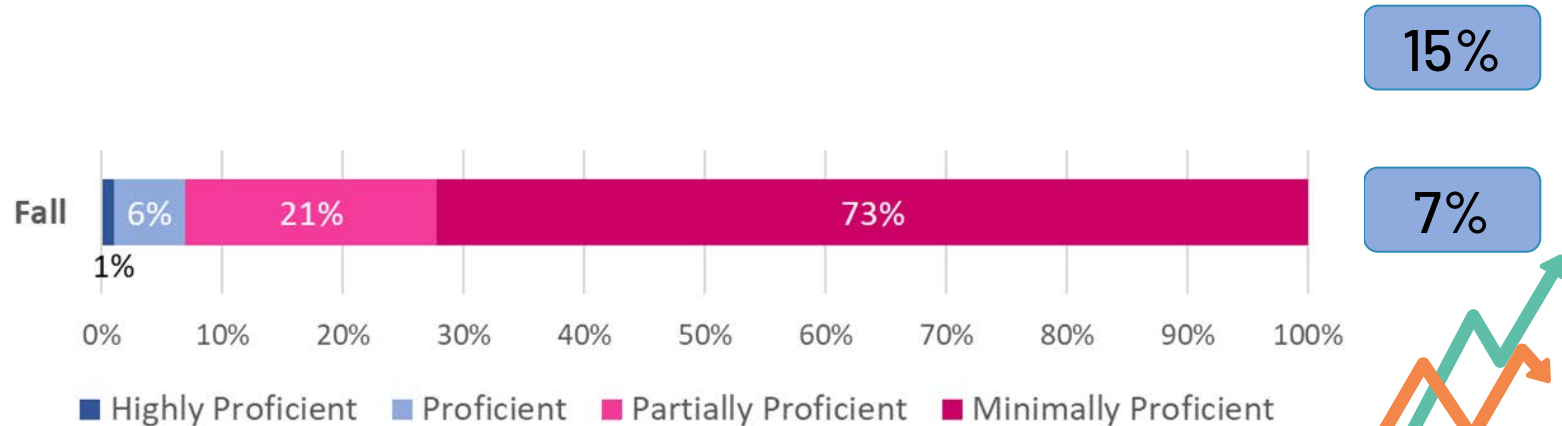


# Academic Goals



**Formative:** i-Ready middle of the year diagnostic data will indicate 25% of students are projected to be proficient on the state assessment

## Projected Proficiency with No Additional Growth



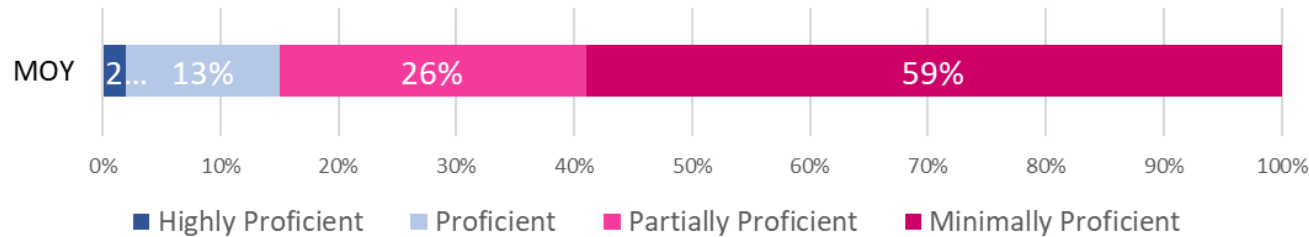
# Academic Goals

**Formative:** i-Ready middle of the year diagnostic data will indicate 25% of students are projected to be proficient on the state assessment

Growth  
Monitoring

**Projected Proficiency with Additional Growth**

STAR Math  
Projection 25%



32%

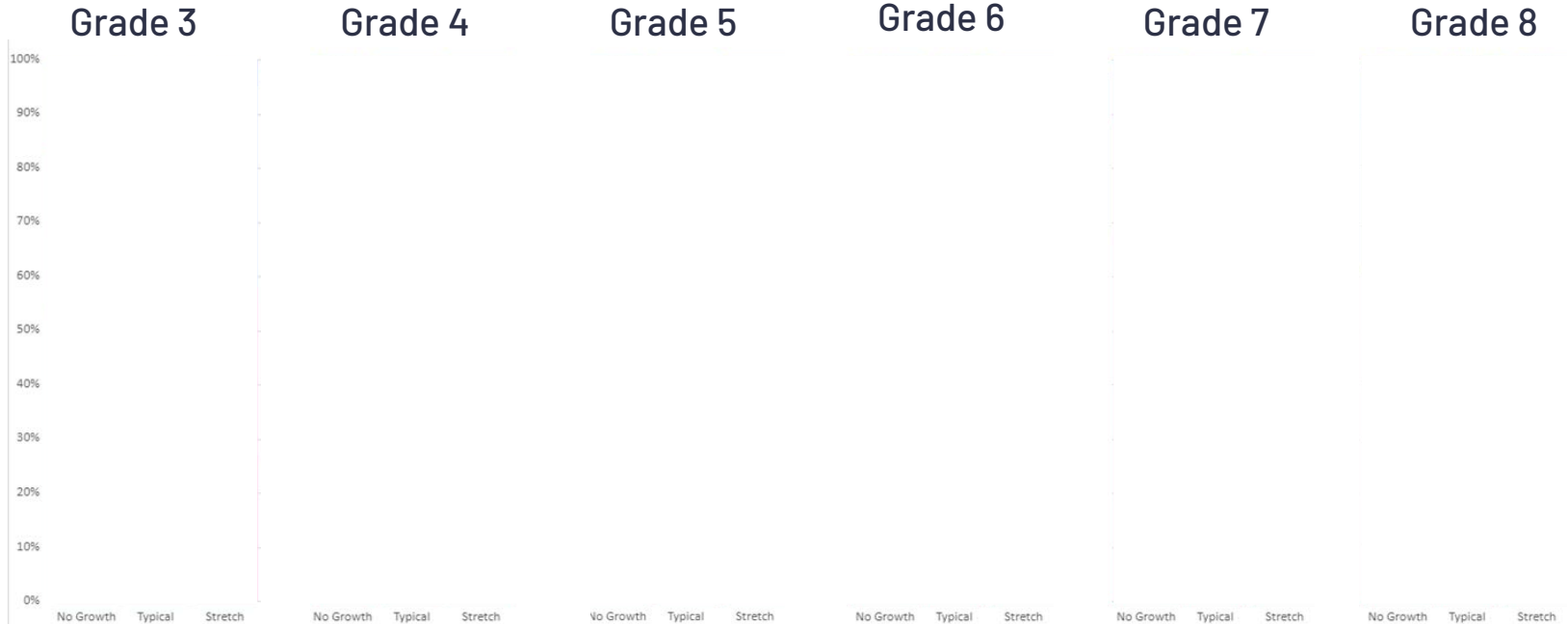
24%

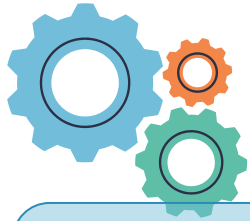
15%



# Academic Goals

**Formative:** i-Ready middle of the year diagnostic data will indicate 25% of students are projected to be proficient on the state assessment





# Academic Goals

What is the goal?

**GOAL #2:** Spring of 2024 end of year STAR math data will demonstrate 50% of students with an SGP above 55 in Math

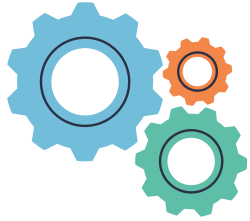
SGP

> 55

Are we on track to reach this goal?

**Formative:** STAR middle of the year data will indicate 40% of students have an SGP greater than 55





**Formative:** STAR middle of the year data will indicate 40% of students have an SGP greater than 55

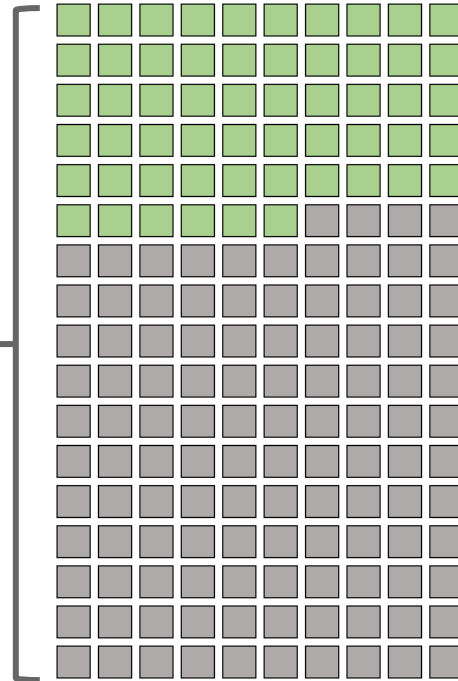
SGP > 55

5,754

Students  
with an SGP  
above 55

35%

16,221





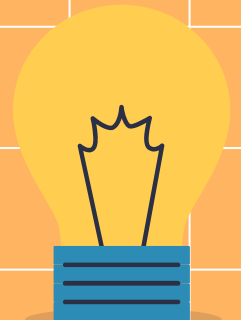
# Academic Goals

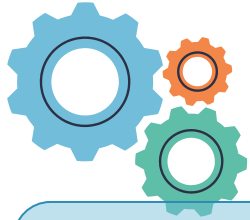
## Support Schools

Cactus Wren  
Mountain View  
Alta Vista  
Palo Verde  
Mountain Sky

Richard E Miller  
Manzanita

Washington  
Sunnyslope  
Cholla  
Desert Foothills  
Royal Palm





# Academic Goals

What is the goal?

**GOAL #3:** By May 2024, Support Schools (12) will increase by 5% in proficiency and earn an SGP of at least 55 in comparing 2023 AASA to 2024 AASA data



Average Proficiency

17%

→ 22%

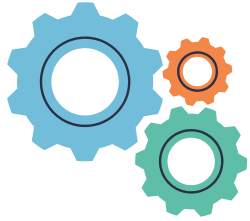
SGP

≥ 55

Are we on track to reach this goal?

**Formative:** Support school average scores in STAR Math and i-Ready assessments





**Formative:** Support school average scores in STAR Math and i-Ready assessments

RENAISSANCE  
**Star**  
Math

Goal

22%

SGP

55

2022-2023  
AASA

17%

48

2023-2024  
MOY Projection

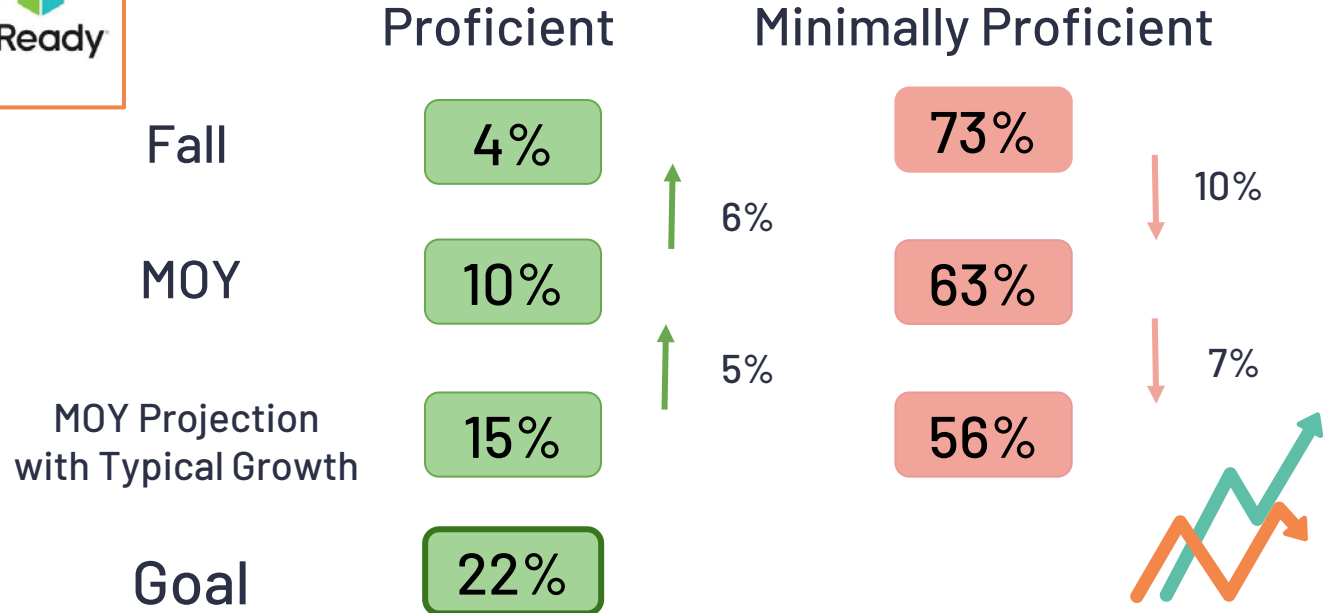
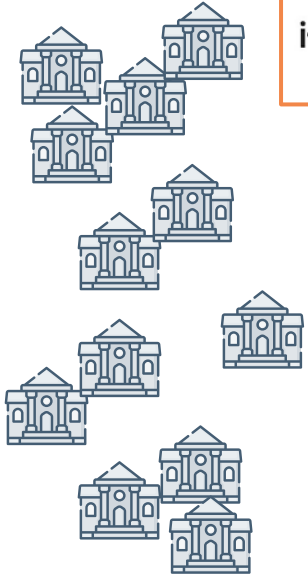
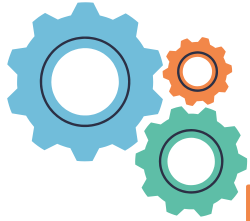
16%

43





**Formative:** Support school average scores in STAR Math and i-Ready assessments

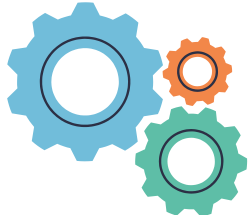




4

# Subpopulations

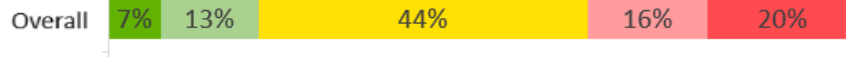
Are we achieving equitable growth?



# Subpopulations

## What Are the Relative Placements and Growth by Race?

Winter Placement Distribution



Progress to Annual  
Typical Growth (median)



% with Improved  
Placement

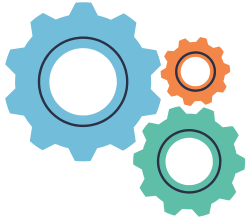


# Subpopulations

What Are the Relative Placements and Growth for **English Learners**?

What Are the Relative Placements and Growth for **Special Education**?

# Observational Data



Students Talking



Students Thinking



Students Excited to Make Growth



Teachers with Abundant Resources





5

# Takeaways & Next Steps

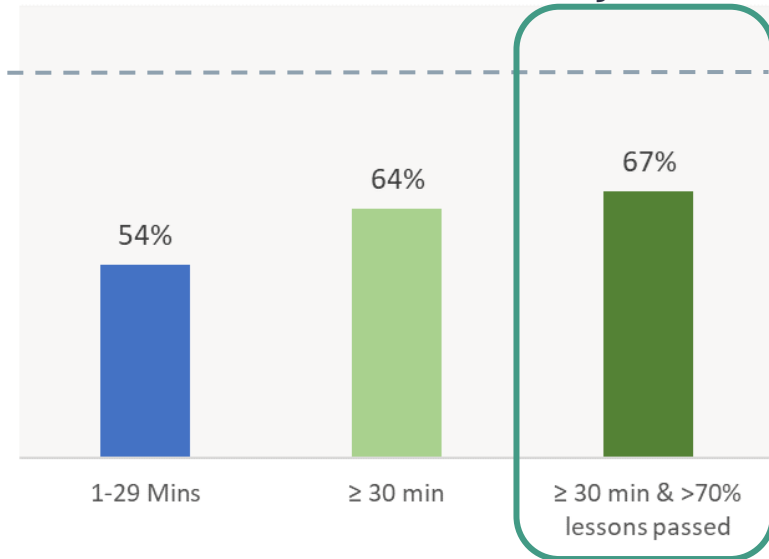
What is next to support students?

# Takeaways & Next Steps

- **Monitor Personalized instruction**

Median Percentage of Annual Typical Growth Achieved with  
**Personalized Instruction/My Path**

100% of  
Typical  
Growth



Recommended 30-49 Minutes per week

# Takeaways & Next Steps

- Monitor Personalized instruction
- Strengthen Data Meetings

Determine Need  
Arrange Intervention  
Take Action  
Analyze Results

**Prerequisites Report Planning Worksheet**

In the table below, identify an instructional pathway that aligns to the data in your Prerequisites report. Then use the aligned prompts to begin creating a plan of action.

School: Greely Level and/or Class: \_\_\_\_\_ Unit and Lesson Group: \_\_\_\_\_

Instructional Pathway	Students	Prerequisites to Address	Guidance and Resources* to Use	Plan for Using Guidance and Resources
<input type="checkbox"/> Most students have likely acquired the prerequisite skills.			Students meet the Teacher's Guide for support and learning recommendations.	How will you use the supports in your Teacher's Guide to meet the needs of all students in your class?
<input type="checkbox"/> A small number of students need Additional Support and/or In-Depth Review.			Student(s) need(s) Additional Support (AS).	
<input type="checkbox"/> Most students require Additional Support.			AS and/or Lesson Support resources for the "Start Thinking" Task.	
<input type="checkbox"/> Most students require In-Depth Review.			AS and/or Lesson Support and "Ready" Planning the Persepolis.	

Note: The recommended guidance and resources described in this worksheet are listed in gray. It is encouraged to use additional resources. Steps are listed in order of priority.

\*Some students who are identified as "At-Risk" students may not require additional support or in-depth review for certain or all mathematical skills. See each Teacher's Guide for more information on these students.

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**Personalized Instruction Worksheet**

Use your Personalized Instruction Data and the Personalized Instruction Monitoring Guidance to determine action steps for your students.

Monitor	Observe and Reflect	Take Action
<b>Row 1: Lesson Alerts</b>	Let the students who alert in each category inform about the possible issue. Review individual student data as needed.	Consider these action steps:
<b>Row 2: Lesson Alerts</b>	<input checked="" type="checkbox"/> <b>Dismiss Student Alerts</b>	<input type="checkbox"/> Support students with small-group or individualized instruction.
	<input type="checkbox"/> <b>Student Reading Alerts</b>	<input type="checkbox"/> Conduct goal writing, reflection, and data talks.
		<input type="checkbox"/> Other _____
<b>Row 3: Lesson Time-on-Task</b>		
<b>Less than 30 minutes</b>		<input type="checkbox"/> Set Lesson Time on task goals with students. Use Personalized Instruction "Lesson Study" to adjust your Personalized Instruction schedule as needed.
		<input type="checkbox"/> Review the Learning Center Progress report to see if students are meeting in groups.
		<input type="checkbox"/> Other _____
<b>More than 30 minutes</b>		<input type="checkbox"/> Adjust your Personalized Instruction schedule as needed.
		<input type="checkbox"/> Schedule more teacher-led instruction, group work, or class activities as determined with students and families about Lesson Time on Task goals.
		<input type="checkbox"/> Other _____
<b>Row 4: Percent of Lessons Passed YTD</b>		
<b>Less than 75% of Lessons passed</b>		<input type="checkbox"/> Support students with small-group or individualized instruction.
		<input type="checkbox"/> Address a specific skill in whole-class instruction.
		<input type="checkbox"/> Conduct goal writing, reflection, and data talks.
		<input type="checkbox"/> Use Teachers and/or create incentives for Percent of Lessons Passed.
		<input type="checkbox"/> Other _____
<b>Row 5: Recommended Class-Level Personalized Instruction Use</b>		
<b>Less than 75% of Lessons passed</b>		<input type="checkbox"/> Launch activities with students and families.
<b>75% to 90% of Lessons passed</b>		<input type="checkbox"/> Consider scheduling teacher-led instruction, group work, class activities, or Math Center activities from the Teacher Tools for Ready instruction.
<b>More than 90% of Lessons passed</b>		<input type="checkbox"/> Other _____

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Ready Classroom Mathematics



# Takeaways & Next Steps

- Monitor Personalized instruction
- Strengthen Data Meetings
- **Examine Support Schools**



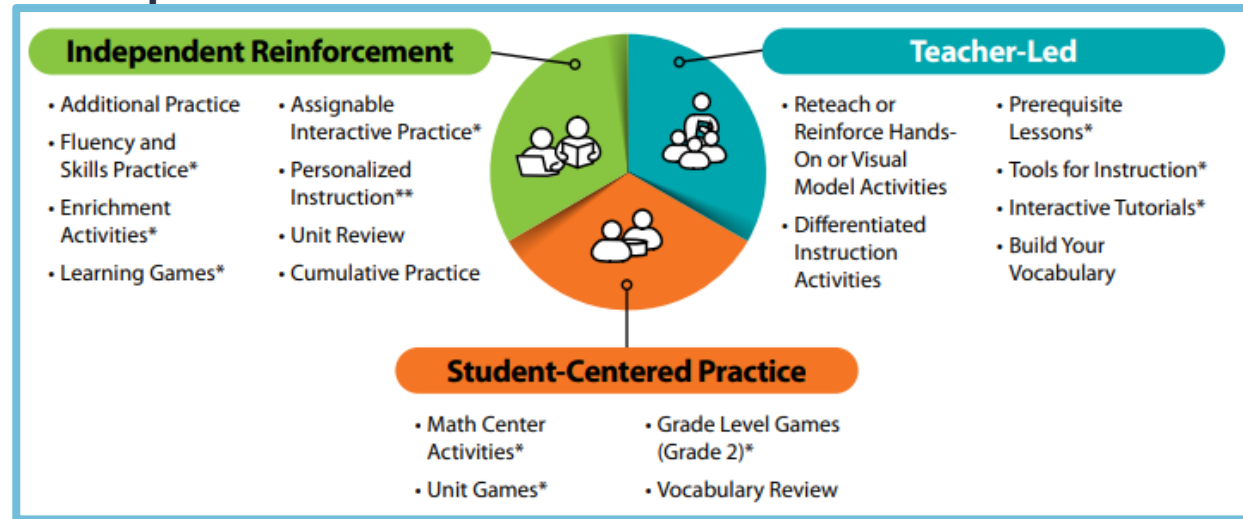
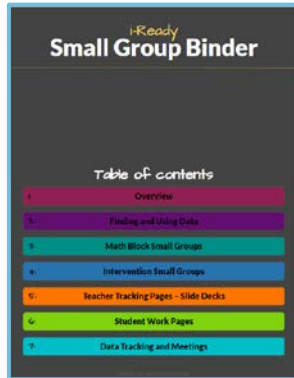
# Takeaways & Next Steps

- Monitor Personalized instruction
- Strengthen Data Meetings
- **Examine Support Schools**



# Takeaways & Next Steps

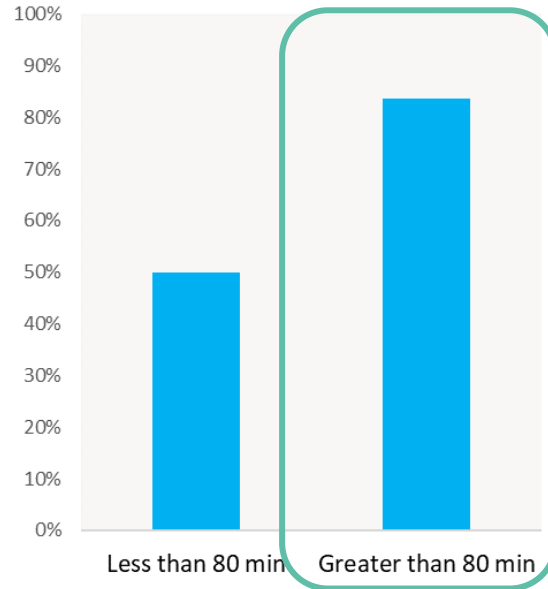
- Monitor Personalized instruction
- Strengthen Data Meetings
- Examine Support Schools
- **Increase Small Group Instruction**



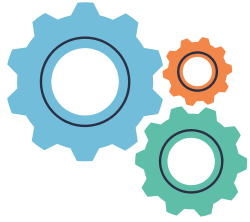
# Takeaways & Next Steps

- Monitor Personalized instruction
- Strengthen Data Meetings
- Examine Support Schools
- Increase Small Group Instruction
- **Refine Number of Minutes**

Progress to Annual Typical Growth



Average Number of Minutes for  
Math Instruction and Intervention



# Thank You!



A caterpillar does not become  
a butterfly in one day.

Change is a process.



<https://i-READYcentral.com/familycenter/>