



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: March 27, 2018

Purpose: Presentation/Report Recognition Discussion/ Possible Action

Closed/Executive Session Work Session Discussion Only Consent

From: Amy Shields, Director of Teaching and Learning

Item Title: Report on Goal 2 and Goal Progress Measures 2.1, 2.2, 2.3: Percent of students performing at Masters Level in Math

Description:

The percent of students who perform at the Masters Grade Level standard for all grades in state mathematics exams will increase 2.2 percentage points each year from 9% to 20% by 2022 (using Measures of Academic Progress beginning of year data for Grades 3-8).
11.2% 2018
13.4% 2019
15.6% 2020
17.8% 2021
20% by 2020

Recommendation:

Report only.

District Goal/Strategy:

Goal 2 The percent of students who perform at the Masters Grade Level standard for all grades in state mathematics exams will increase from 8% to 20% by 2022.

Funding Budget Code and Amount:

CFO Approval

Empty boxes for funding budget code and CFO approval.

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

[Signature]

3-8-19

Superintendent:

[Signature]

3/20/19

Goal 2 and GPM 2.1, 2.2, 2.3 Mathematics

Amy Shields
Director of Teaching and Learning
Division of Academics

Goal 2

The percent of students who perform at the Masters Grade Level standard for all grades in state mathematics exams will increase 2.2 percentage points each year from 9% to 20% by 2022.


11.2% 2018

13.4% 2019

15.6% 2020

17.8% 2021

20% by 2022



Masters Level
Performance in
grades 3-9 Math in
2018 was 9%.

GPM 2.1

The percent of 3rd grade students who perform at Masters Grade Level standard for math will increase yearly by 2.75 percentage points from 9% to meet the goal of 20% by 2022.

11.75% by 2019

14.5% by 2020

17.25% by 2021

20% by 2022

GPM 2.2

The percent of 5th grade students who perform at Masters Grade Level standard for math will increase yearly by .75 percentage points from 17% to meet the goal of 20% by 2022.

17.75% by 2019

18.5% by 2020

19.25% by 2021

20% by 2022

GPM 2.3

The percent of 8th grade students who perform at Meets Grade Level standard for math will increase yearly by 12 percentage points from 12% to meet the goal of 60% by 2022.

24% by 2019

36% by 2020

48% by 2021

60% by 2022

Measures of Academic Progress (MAP)

Beginning of Year assessment is after 4 weeks of instruction.

Middle of Year assessment is after 20 weeks of instruction.

The test finds where students are performing on level, below level, or above level in specific skills.

The goal from beginning of year to middle of year is to see growth in the areas where targeted instruction and interventions were provided.

Measures of Academic Progress (MAP)

Grades K-1

- Data Analysis and Money
- Geometry and Measurement
- Numerical Representations and Relationships
- Computations and Algebraic Relationships

Grades 2-5

- Numerical Representations and Relationships
- Geometry and Measurement
- Data Analysis and Monetary Transactions
- Computations and Algebraic Relationships

Grades 6-8

- Geometry and Measurement
- Data Analysis
- Numerical Representations and Probability
- Computations and Algebraic Relationships

Measures of Academic Progress (MAP)

Reports for each classroom teacher to classify students into five groups

- Lo, Lo-Avg, Avg, Hi-Avg, Hi

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Mathematics	17	25%	10	14%	18	26%	16	23%	8	12%

Math Growth

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

Math Growth

Grade	Beginning of Year Mean RIT	Middle of Year Mean RIT	Growth Goal	Actual Growth
Kindergarten	133.1	142.6	11.5	9.5
Grade 1	152.7	163.9	11.4	11.2
Grade 2	170.2	179.0	9.5	8.8
Grade 3	180.7	188.7	7.8	8
Grade 4	193.0	198.5	6.8	5.5
Grade 5	203.4	206.8	5.8	3.4
Grade 6	208.7	210.3	4.5	1.6
Grade 7	211.0	213.6	3.5	3.6
Grade 8	213.5	217.7	2.8	4.2

Projections

- Projections are based on if we took STAAR Math THAT DAY
- 5th and 8th have 7 weeks of instruction from middle of year MAP to STAAR
- 3rd, 4th, 6th, 7th have 12 weeks of instruction from middle of year MAP to STAAR

After 20 Weeks of Instruction: Projections for Math STAAR Performance in Grades 3-8

Grade	Approaches	Change from BOY	Meets	Change from BOY	Masters	Change from BOY
3	53%	+1	25%	+9	6%	+3
4	45%	-4	16%	-1	4%	0
5	62%	-6	22%	+1	5%	+1
6	59%	-9	16%	-3	1%	0
7	55%	0	13%	-1	1%	0
8	70%	+4	31%	+7	5%	+2
Total	57%	-3	21%	+3	4%	+1

	Increase
	Decrease
	No change

After 20 Weeks of Instruction: Elementary Projected Performance Levels

	Approaches	Change from BOY	Meets	Change from BOY	Masters	Change from BOY
Armstrong	58%	-1	21%	+7	6%	+2
Benavidez	58%	-2	28%	+6	7%	+4
Carrillo	44%	+2	17%	+5	5%	+4
Five Palms	58%	-1	17%	-1	5%	+1
Hutchins	58%	0	24%	+3	6%	0
Kindred	46%	-1	17%	+4	3%	+1
Madla	49%	-9	14%	-4	2%	0
Palo Alto	50%	-2	21%	+5	6%	+2
Price	57%	-9	25%	+1	6%	0

	Increase
	Decrease
	No change

After 20 Weeks of Instruction: Middle School Projected Performance Levels

	Approaches	Change from BOY	Meets	Change from BOY	Masters	Change from BOY
Dwight	61%	-6	19%	-1	1%	0
Shepard	62%	-1	20%	+2	2%	+1
Zamora	62%	0	21%	+1	4%	+2

	Increase
	Decrease
	No change

Response to Data

- Teachers have access to a variety of reports--individual and class--to create groups and plan for interventions by skill or concept
- Individual student data shows where students are working below grade level, on grade level, and above grade level in specific skills
- Interventions to address Middle of Year (MOY) data are taking place
now

Response to Data

- In addition to face to face interventions, grades K-5 students have an individualized math learning/intervention pathway on Happy Numbers.
- In addition to face to face interventions, grades 6-8 students have a math learning/intervention pathway on Exact Path.

Goal Progress Measures 2.1, 2.2, 2.3

	Grade	Performance Level	STAAR 2018	Goal for 2019	Projection based on 4 weeks of instruction	Projection based on 20 weeks of instruction
Goal Progress Measure 2.1	3rd Grade	Masters	9%	11.75%	3.4%	6%
Goal Progress Measure 2.2	5th Grade	Masters	17%	17.75%	3.6%	5%
Goal Progress Measure 2.3	8th Grade	Meets	12%	24%	23.9%	31%