



KW Bergan/ Vina Chattin

Math Data
How did we do?





BEAR



BE SAFE

EARN RESPECT

ACTIVE LEARNER

RESPONSIBLE

Kyi-yo

OKI

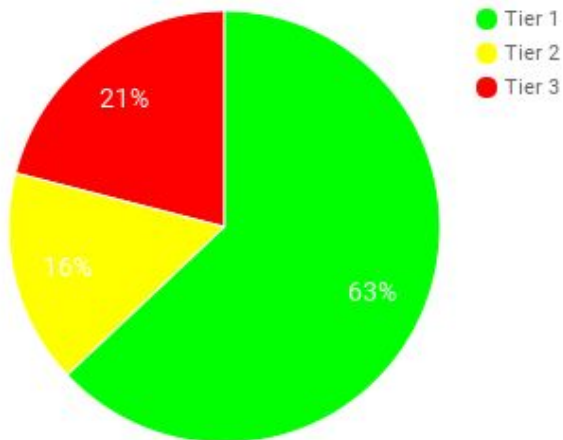
It's all about the....

Routines,
Procedures,
& Expectations!!



Early Kindergarten Math Data- Fall

Early Kindergarten Math- Fall



Tier 1

63%

Tier 2

16%

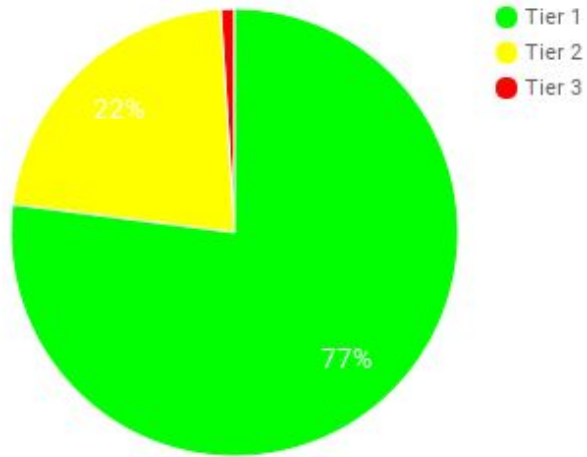
Tier 3

21%

36 students

Early Kindergarten Math Data- Spring

Early Kindergarten Math- Spring



Tier 1

77%

Tier 2

22%

Tier 3

1%

36 students

Analyzing EK Spring Data

What worked:

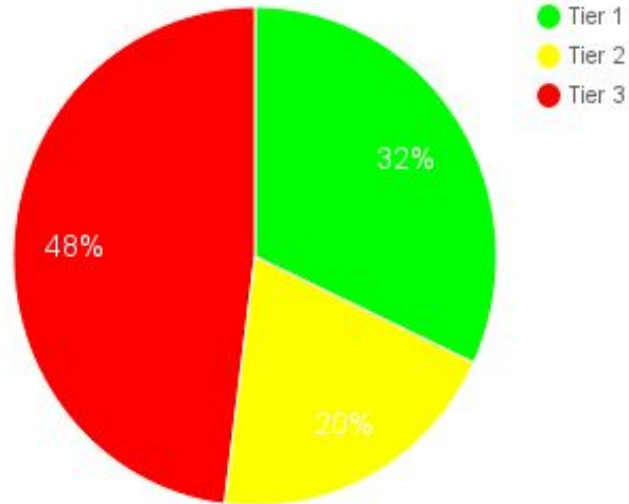
- Consistent progress monitoring
- Pull-out during labs for one-on-one skill-focused practice for Tier 3 students
- Multiple opportunities throughout the day for mathematical practice, through both direct instruction and hands-on work with manipulatives

Plan of Change:

- Early kindergarten will assess with Aimsweb at benchmark periods
- Teachers will collaborate on a consistent calendar routine to practice rote skills, specifically counting to 30 and beyond.

KW Aimsweb Math Data- Fall

KW Aimsweb- Fall

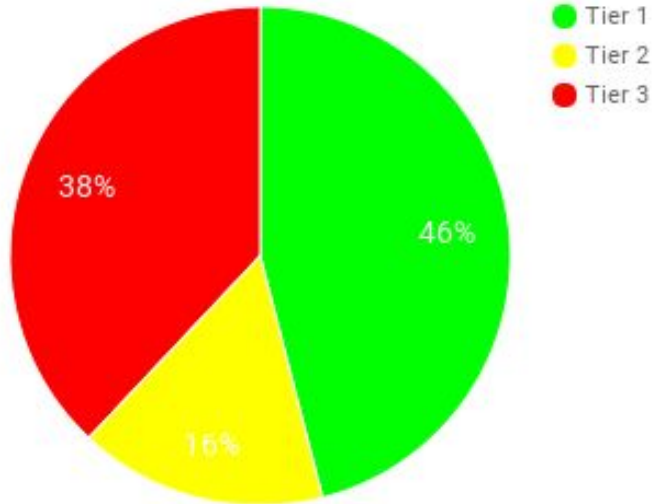


Tier 1	32%
Tier 2	20%
Tier 3	48%

151 Students

KW Aimsweb Math Data- Spring

KW Aimsweb- Spring



Tier 1	46%
Tier 2	16%
Tier 3	38%

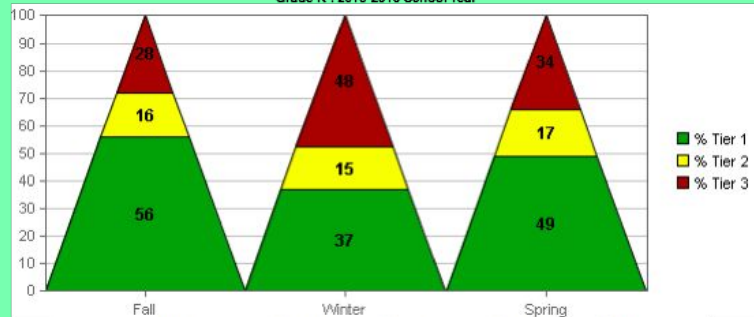
165 students

FILTER:

Demographics: Not filtering on demographics

Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Browning Public Schools - BPS-KW Bergan Elementary
Missing Number
Grade K : 2015-2016 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	42 (28%)	35 4 0	74 (48%)	40 12 22	56 (34%)
Tier 2	24 (16%)	9 4 7	23 (15%)	7 3 13	28 (17%)
Tier 1	65 (56%)	26 13 46	56 (37%)	1 11 43	81 (49%)
New Student Unscored		16 7		13 1	
Total Students	151		153		165

Note: Unscored also includes any students who may have been transferred.

FILTER:

Demographics: Not filtering on demographics

Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Browning Public Schools - BPS-KW Bergan Elementary
Number Identification
Grade K : 2015-2016 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	69 (46%)	50 12 1	76 (50%)	50 14 12	66 (40%)
Tier 2	38 (25%)	14 15 8	46 (30%)	8 13 24	33 (20%)
Tier 1	44 (29%)	6 17 21	31 (20%)	0 2 26	66 (40%)
New Student Unscored		16 7		13 1	
Total Students	151		153		165

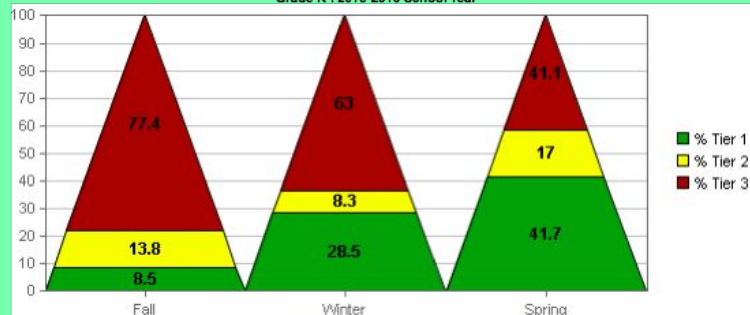
Note: Unscored also includes any students who may have been transferred.

FILTER:

Demographics: Not filtering on demographics

Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Browning Public Schools - BPS-KW Bergan Elementary
Oral Counting
Grade K : 2015-2016 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	117 (77.4%)	82	97 (63.0%)	58	68 (41.1%)
		9		21	
		20		18	
Tier 2	21 (13.8%)	4	13 (8.3%)	0	28 (17.0%)
		3		4	
		14		9	
Tier 1	13 (8.5%)	4	44 (28.5%)	1	69 (41.7%)
		0		3	
		9		39	
New Student		16		12	
Unscored		6		1	
Total Students	151		154		165

Note: Unscored also includes any students who may have been transferred.

FILTER:

Demographics: Not filtering on demographics

Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Browning Public Schools - BPS-KW Bergan Elementary
Quantity Discrimination
Grade K : 2015-2016 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	60 (42%)	44	63 (41%)	42	61 (37%)
		11		7	
		1		14	
Tier 2	35 (24%)	12	38 (25%)	12	17 (10%)
		13		8	
		9		18	
Tier 1	49 (34%)	3	52 (34%)	1	87 (53%)
		11		1	
		34		49	
New Student		23		13	
Unscored		6		1	
Total Students	144		153		165

Note: Unscored also includes any students who may have been transferred.

Analyzing Kindergarten Spring Data

What worked:

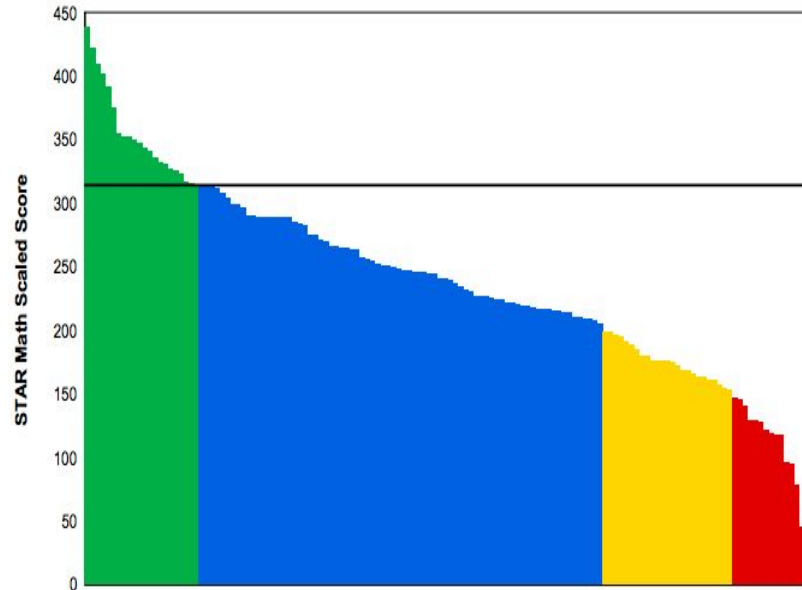
- Teachers analyzed classroom Aimsweb data.
- Teachers used formative assessments to monitor students in Number Identification and Counting
- Use of Envision technology resources effectively during instruction
- Teachers who had a consistent daily calendar routine in place, had students who performed higher in Oral Counting, Number ID, and Quantity Discrimination

Plan of Change:

- Use Aimsweb for progress monitoring monthly, not just at benchmark periods
- Focus progress monitoring on Tier 3 students
- During math centers and Lab-time, teachers will work with Tier 3 intervention groups using PDSA forms
- All teachers will implement a consistent daily calendar routine focusing on rote skills.

Vina Chattin STAR Math Data- Fall 2015

Grade: 1



Students

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 314 SS	At/Above 70 PR	22	16%
Category Total			22	16%
Below Benchmark				
On Watch	Below 314 SS	Below 70 PR	78	56%
Intervention	Below 202 SS	Below 25 PR	25	18%
Urgent Intervention	Below 151 SS	Below 10 PR	14	10%
Category Total			117	84%
Students Tested			139	

Analyzing Fall Data

What worked:

- Homeroom teachers assessed all homeroom students and identified severely intensive students who couldn't identify majority of numbers 1-20, who couldn't write majority of numbers 1-20 and students who struggled to count to 30 correctly and fluently.
- Once teachers identified students teachers compiled data and the students with the most needs were pulled out of Envision math and walked to math and were taught CMC.
- Homeroom math teachers analyzed their in program data.

What didn't work:

- 2 teachers team teaching CMC with 18 students. Realized that team teaching didn't work for this group of students.
- Intensive students in math had horrible attendance and it really affected their success with CMC.
- Attendance was an issue and we needed to have more communication with the families to make parents more aware of the effect on student achievement.

Plan of change

At Semester, what happened in Homeroom

Math Groups:

- Homeroom teachers began to notice that students in their math groups were beginning to fall and couldn't keep up, they had lots of gaps that kept them from being successful in the Envision program.
- These students were now going to be part of the intensive group and would walk to math also.

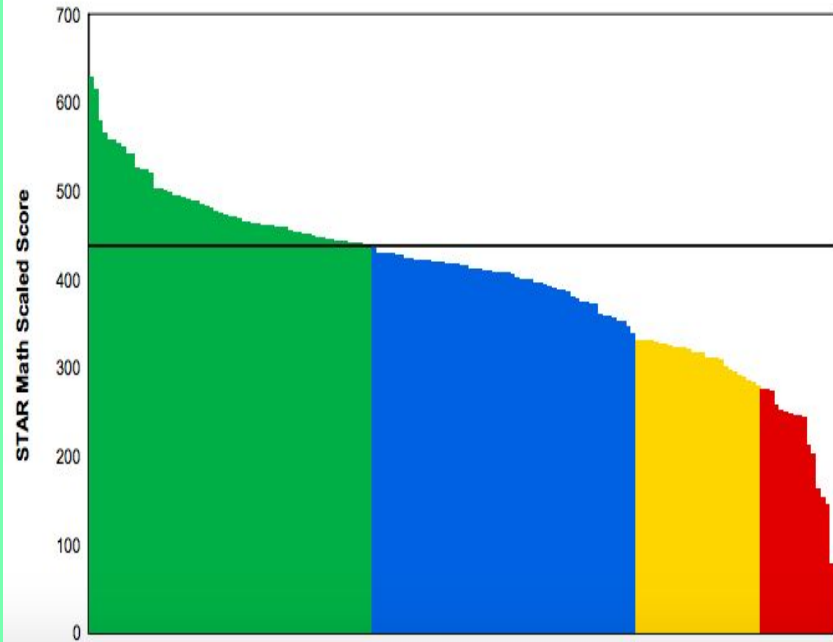
At Semester, what happened in CMC

Intensive Math Groups:

- The 2 CMC teachers began to identify a huge gap within the intensive group of students.
- We assessed them on CMC assessments and STAR Math and identified and grouped students based on their needs.
- We added 1 more specials teacher, so we had 3 teachers for the intensive students.
- 1 teacher taught Distar and number identification with 4 students, 1 teacher taught CMC to 6 students and 1 teacher took 15 students who were ready for the Envision program and they started at Topic 1 lesson 1.

Vina Chattin STAR Math Data- Spring 2016

Grade: 1



Students

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 438 SS	At/Above 70 PR	61	38%
Category Total			61	38%
Below Benchmark				
On Watch	Below 438 SS	Below 70 PR	57	35%
Intervention	Below 333 SS	Below 25 PR	27	17%
Urgent Intervention	Below 278 SS	Below 10 PR	16	10%
Category Total			100	62%
Students Tested			161	

Analyzing Spring Data

Plans for 16/17 year:

What worked:

- Splitting the students based on their needs helped teachers be able to use data to adjust instruction to meet the needs of all their students.
- Teachers focused on thinking aloud to model problem solving strategies, and involve students in the critical thinking process.
- Students were encouraged to choose and explain the strategies they used for problem solving using higher level academic vocabulary.
- Homeroom teachers will identify intensive students within the first week of school.
- Consistent Calendar instruction daily.
- Intensive Math students will walk to math and will be split between 2 teachers, not 3. So we will have to really only identify severely intensive students' so we can keep the groups smaller.
- 1 teacher will teach CMC and 1 teacher will teach Envision, but with a slower pace and using their data to adjust their instruction.

It's a team effort...
Good luck from KW/Vina Campuses!

