SMFCSD PROGRESS MONITORING

Board Update

March 25, 2021

This Time: Monitoring "Deep Dive"

Performance Data
- Middle School Math Interim Assessment Data: MathNation

Implementation Evidence
- Middle School Student Survey results

What grade-level proficiency are our middle school students achieving in mathematics?
How does this connect to their distance learning experience?

LIVE·LEAD·LEARN

District Interim Assessment Shift

From: Galileo

- Assessments that report interim mastery of full-year set of standards (to predict SBAC performance)

To: Curriculum-Embedded

- Assessments that report interim mastery of specific, priority standards (to support instructional adjustments)

LIVE·LEAD·LEARN

Middle School Interim Math Assessment Participation Rates

6th Grade Districtwide

88%
(N=1,075)

Two or More Races	100%
Asian	98%
Filipino	94%
White	92%
Pacific Islander	80%
Latinx/Hispanic	71%
Socioeconomically Disadvantaged	69%
Special Education	68%
English Learner	60%

7th Grade Districtwide

92%
(N=1,115)

Two or More Races	100%
Asian	99%
Filipino	97%
White	95%
Pacific Islander	84%
Latinx/Hispanic	85%
Socioeconomically Disadvantaged	82%
Special Education	77%
English Learner	79%

8th Grade Districtwide

89%
(N= 890)

Two or More Races	93%
Asian	96%
Filipino	98%
White	95%
Pacific Islander	85%
Latinx/Hispanic	83%
Socioeconomically Disadvantaged	80%
Black/ African American	80%
Special Education	86%
English Learner	79%

Algebra Districtwide

99%
(N= 228)

Asian (N=125)	99%
White (N=75)	95%
Latinx/Hispanic (N=11)	83%

* District student groups with fewer than 10 students were omitted from the analysis

LIVE·LEAD·LEARN

Alternate Interim Math Assessment Participation (Special Day Class "SDC")

6th Grade
Districtwide

11
Students
Tested

7th Grade
Districtwide

N= 21

8th Grade
Districtwide

N= 26

* District student groups with fewer than 10 students were omitted from the analysis

LIVE·LEAD·LEARN

6th Grade Interim Math Assessment Results

<u>By Standards Assessed</u>

Area

Proportional Reasoning

Base 10

Expressions & Equations

6th Grade Interim Math Assessment: AREA
(Standards <u>fully addressed</u> through instruction by time of test)

6.G.1.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
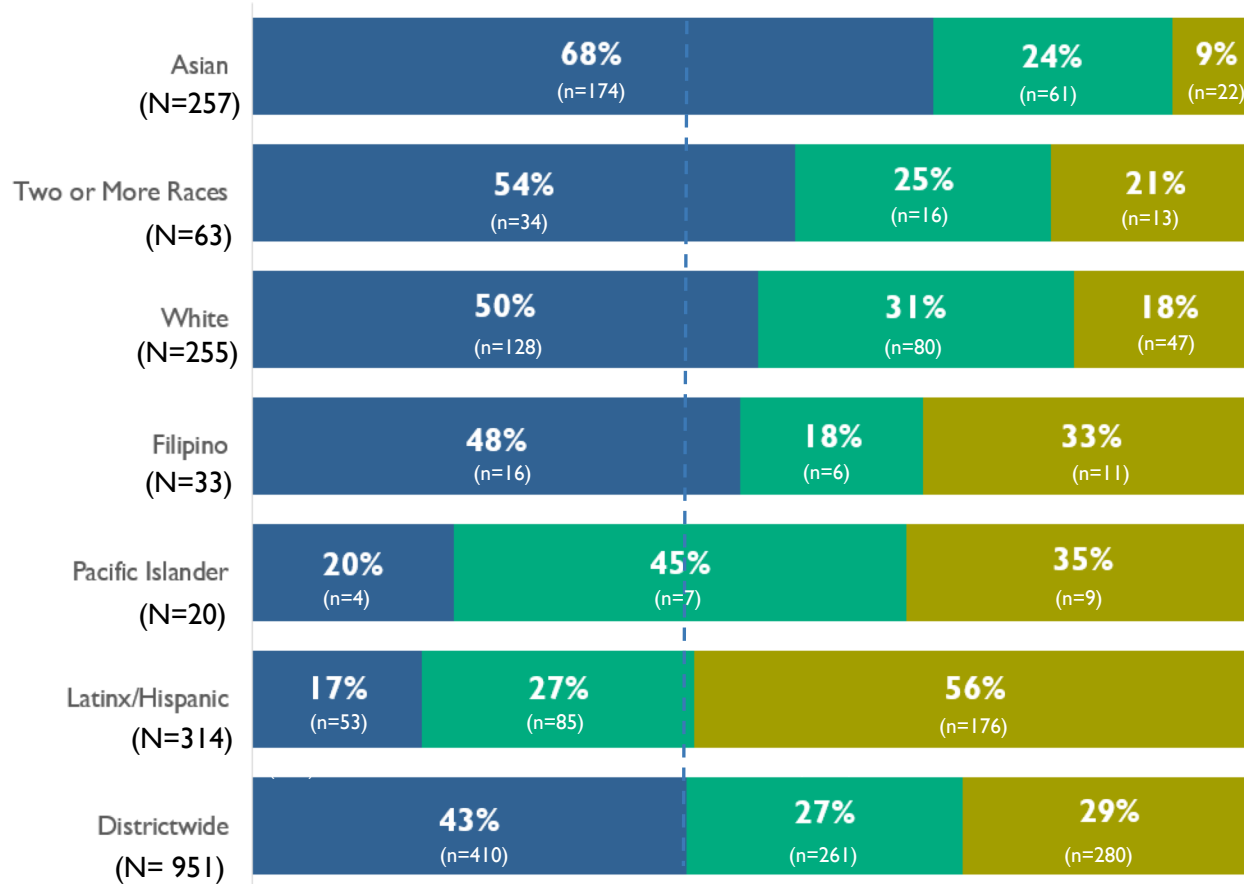
Evidence of Grade Level Proficiency

Evidence of Access to Grade Level Learning

Evidence of Limited Access to Grade Level Learning

3 Levels

LIVE·LEAD·LEARN

6th Grade Interim Math Assessment: AREA

Legend:
- Evidence of Grade Level Proficiency
- Evidence of Access to Grade Level Learning
- Evidence of Limited Access to Grade Level Learning

Asian (N=257)
- 68% (n=174) — Evidence of Grade Level Proficiency
- 24% (n=61) — Evidence of Access to Grade Level Learning
- 9% (n=22) — Evidence of Limited Access to Grade Level Learning

Two or More Races (N=63)
- 54% (n=34)
- 25% (n=16)
- 21% (n=13)

White (N=255)
- 50% (n=128)
- 31% (n=80)
- 18% (n=47)

Filipino (N=33)
- 48% (n=16)
- 18% (n=6)
- 33% (n=11)

Pacific Islander (N=20)
- 20% (n=4)
- 45% (n=7)
- 35% (n=9)

Latinx/Hispanic (N=314)
- 17% (n=53)
- 27% (n=85)
- 56% (n=176)

Districtwide (N= 951)
- 43% (n=410)
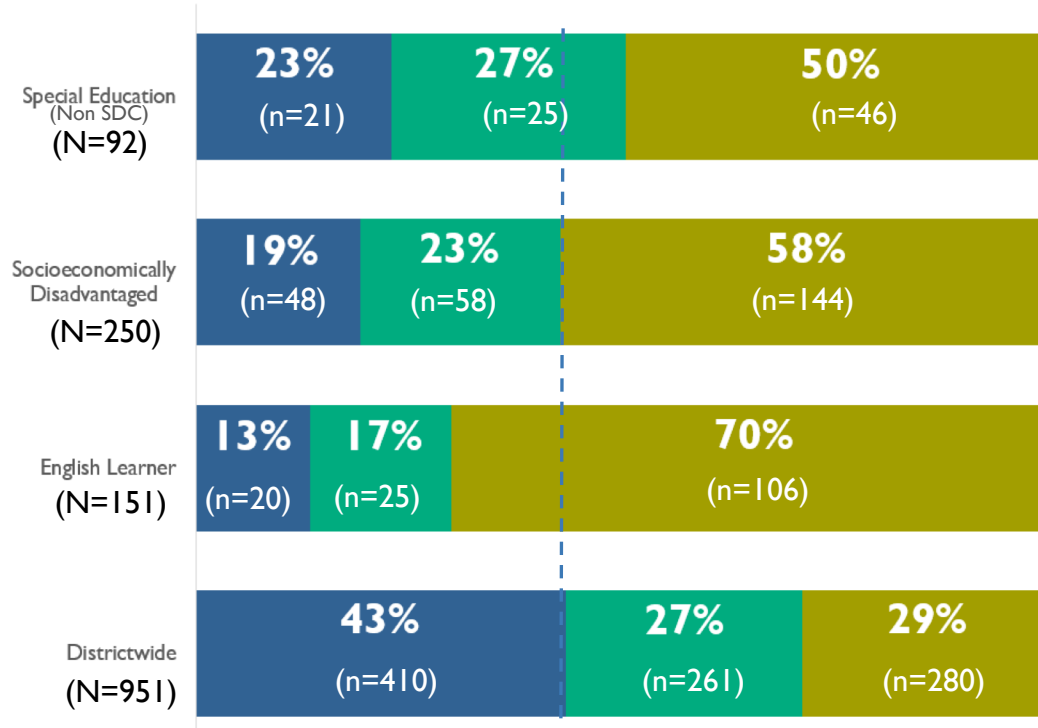- 27% (n=261)
- 29% (n=280)

LIVE·LEAD·LEARN

10

6th Grade Interim Math Assessment: AREA

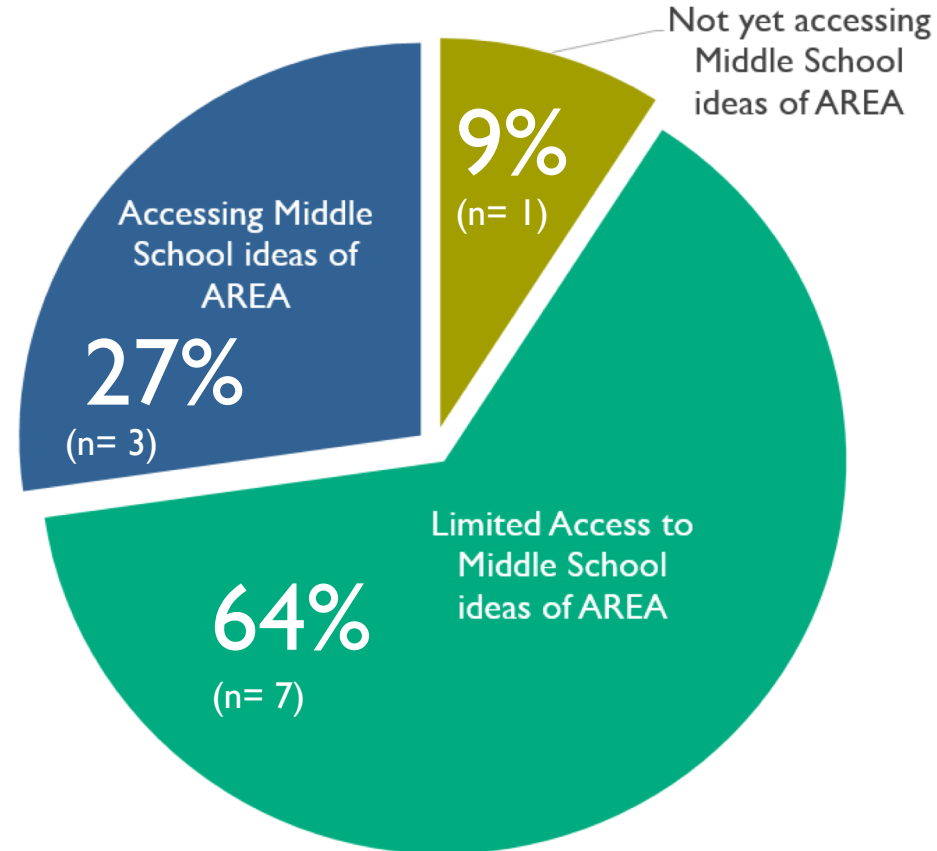Legend: Evidence of Grade Level Proficiency · Evidence of Access to Grade Level Learning · Evidence of Limited Access to Grade Level Learning

Special Education (Non SDC) (N=92): 23% (n=21), 27% (n=25), 50% (n=46)

Socioeconomically Disadvantaged (N=250): 19% (n=48), 23% (n=58), 58% (n=144)

English Learner (N=151): 13% (n=20), 17% (n=25), 70% (n=106)

Districtwide (N=951): 43% (n=410), 27% (n=261), 29% (n=280)

LIVE·LEAD·LEARN

6th Grade Alternate Interim Math Assessment: AREA

"He scored better than everyone in my class."
- SDC Teacher

■ Accessing Middle School ideas of AREA
■ Limited Access to Middle School ideas of AREA
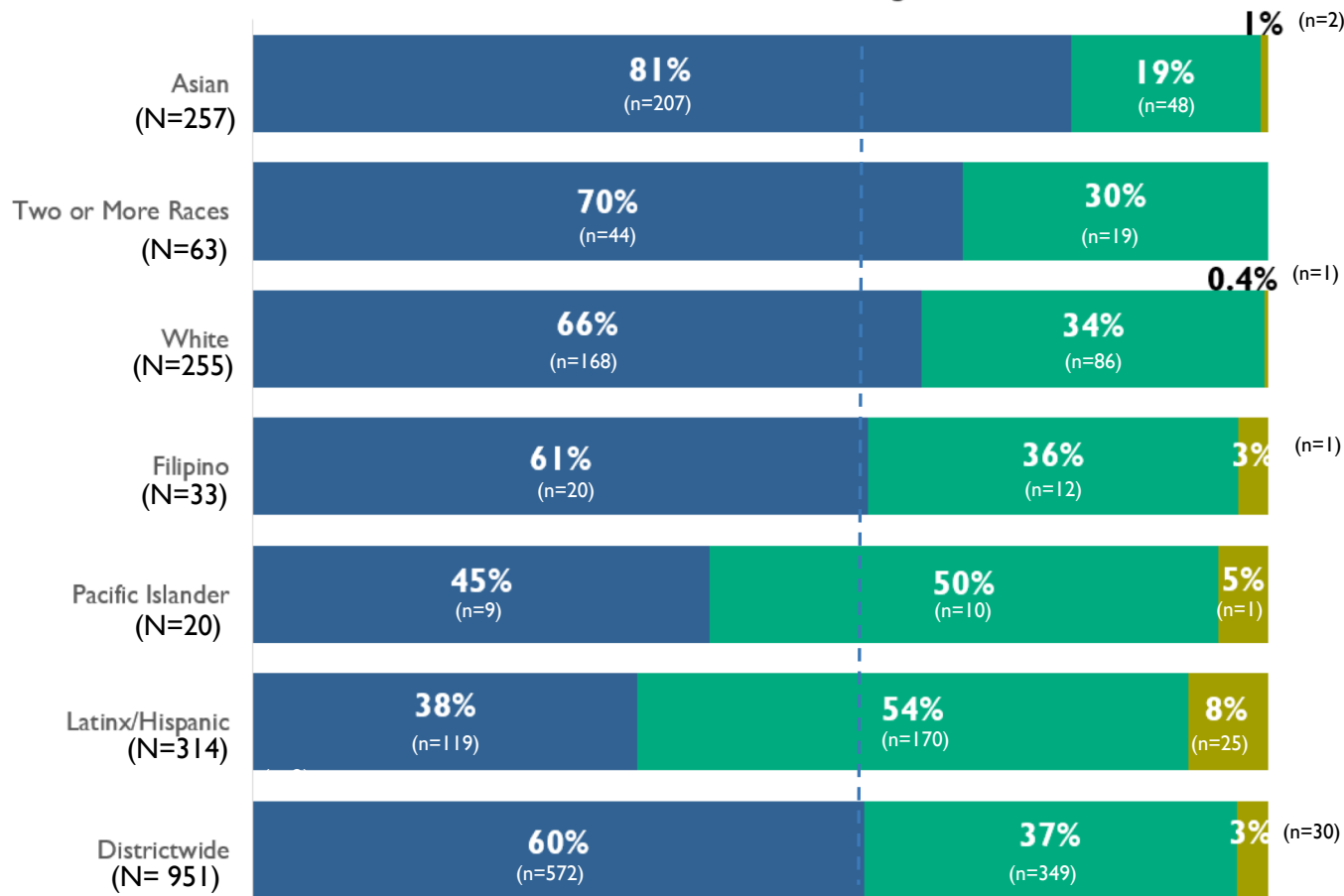■ Not yet accessing Middle School ideas of AREA

Not yet accessing Middle School ideas of AREA

9%
(n= 1)

Accessing Middle School ideas of AREA

27%
(n= 3)

Limited Access to Middle School ideas of AREA

64%
(n= 7)

LIVE · LEAD · LEARN

6th Grade Interim Math Assessment: Proportional Reasoning
(Standards **fully addressed** through instruction by time of test)

6.RP.1.1, 6.RP.1.2, 6.RP.1.3 Understand the concept of a ratio and use ratio language to describe the relationship between two quantities. Use ratio and rate reasoning to solve real-world and mathematical problems. Understanding the concept of a unit rate a/b and use rate language in the context of a ratio relationship.

■ Evidence of Grade Level Proficiency

■ Evidence of Access to Grade Level Learning

■ Evidence of Limited Access to Grade Level Learning

6th Grade Interim Math Assessment: Proportional Reasoning

Legend: Evidence of Grade Level Proficiency | Evidence of Access to Grade Level Learning | Evidence of Limited Access to Grade Level Learning

Asian (N=257): 81% (n=207), 19% (n=48), 1% (n=2)

Two or More Races (N=63): 70% (n=44), 30% (n=19)

White (N=255): 66% (n=168), 34% (n=86), 0.4% (n=1)

Filipino (N=33): 61% (n=20), 36% (n=12), 3% (n=1)

Pacific Islander (N=20): 45% (n=9), 50% (n=10), 5% (n=1)

Latinx/Hispanic (N=314): 38% (n=119), 54% (n=170), 8% (n=25)

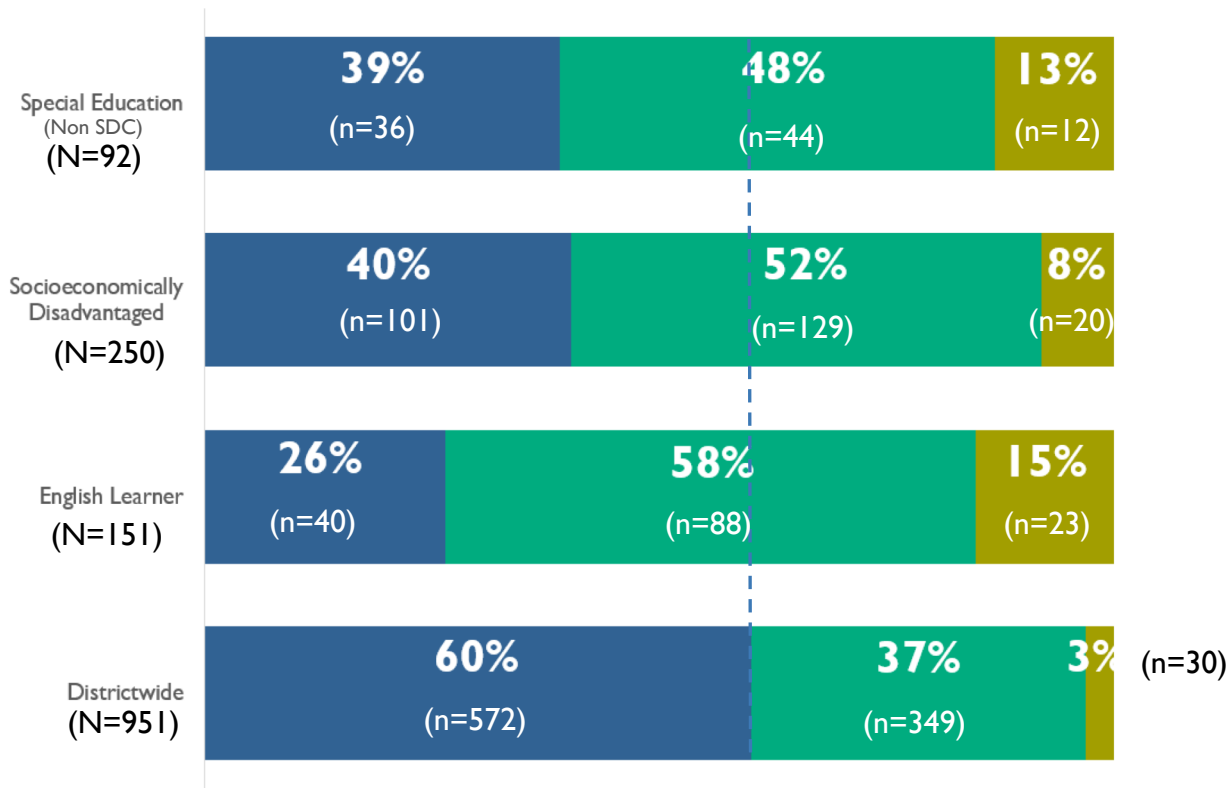**Districtwide (N=951):** 60% (n=572), 37% (n=349), 3% (n=30)
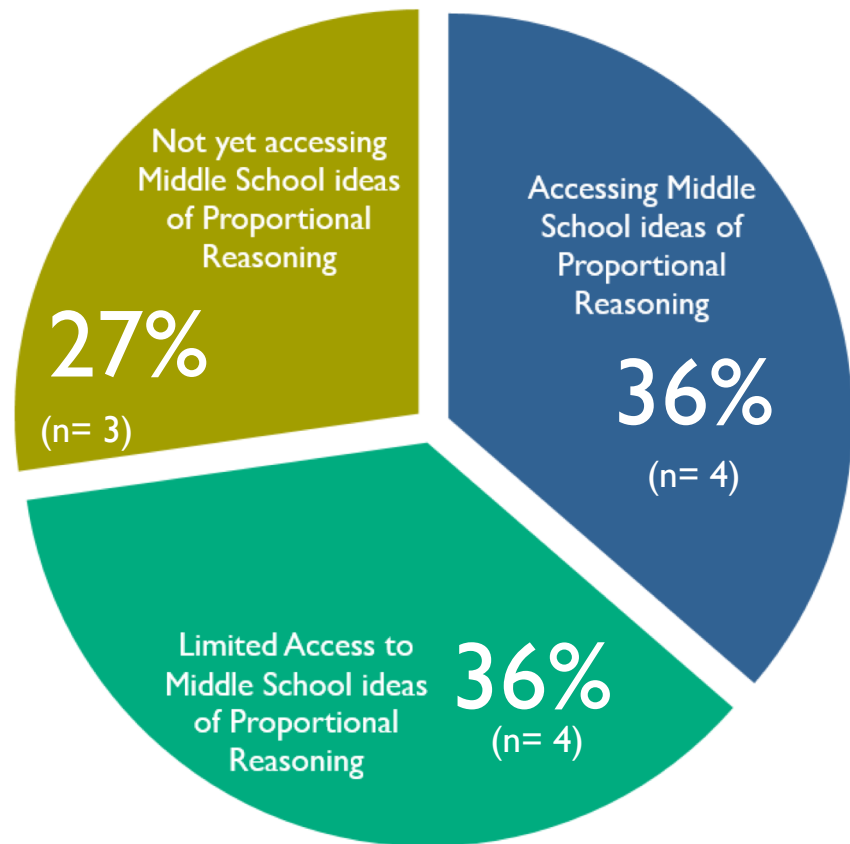
6th Grade Interim Math Assessment: Proportional Reasoning

■ Evidence of Grade Level Proficiency ■ Evidence of Access to Grade Level Learning ■ Evidence of Limited Access to Grade Level Learning

Special Education (Non SDC) (N=92)
- 39% (n=36)
- 48% (n=44)
- 13% (n=12)

Socioeconomically Disadvantaged (N=250)
- 40% (n=101)
- 52% (n=129)
- 8% (n=20)

English Learner (N=151)
- 26% (n=40)
- 58% (n=88)
- 15% (n=23)

Districtwide (N=951)
- 60% (n=572)
- 37% (n=349)
- 3% (n=30)

LIVE·LEAD·LEARN

6th Grade Alternate Interim Math Assessment: Proportional Reasoning

■ Accessing Middle School ideas of Proportional Reasoning
■ Limited Access to Middle School ideas of Proportional Reasoning
■ Not yet accessing Middle School ideas of Proportional Reasoning

"He took a long time to answer"
- SDC Teacher

Not yet accessing Middle School ideas of Proportional Reasoning
27%
(n= 3)

Accessing Middle School ideas of Proportional Reasoning
36%
(n= 4)

Limited Access to Middle School ideas of Proportional Reasoning
36%
(n= 4)

LIVE·LEAD·LEARN

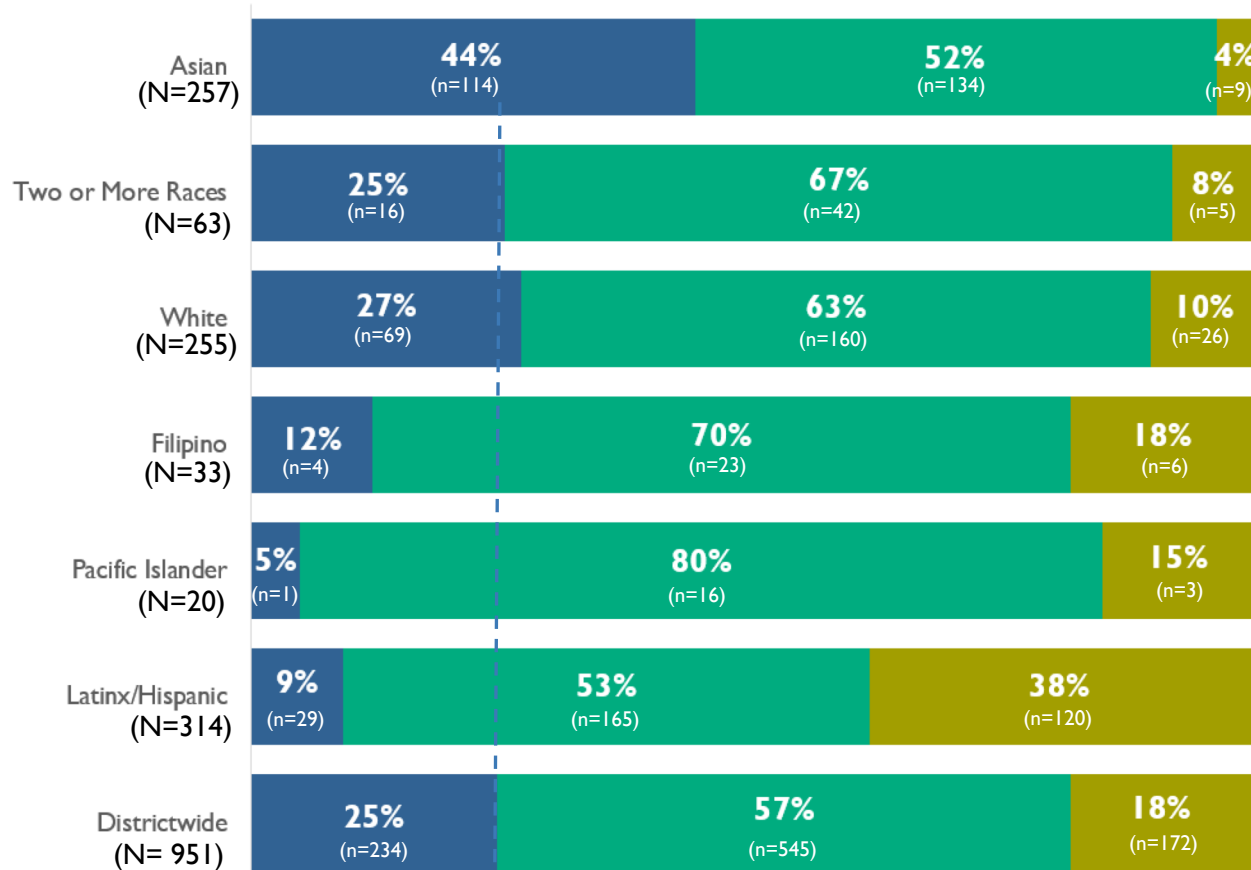# 6th Grade Interim Math Assessment: BASE 10
(Standards <u>partially addressed</u> through instruction by time of test)

6.NS.1.1, 6 NS.2 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by a fraction. Fluently divide multi-digit numbers using the standard algorithm.

■ Evidence of Grade Level Proficiency

■ Evidence of Access to Grade Level Learning

■ Evidence of Limited Access to Grade Level Learning

LIVE·LEAD·LEARN

6th Grade Interim Math Assessment: BASE 10

Legend: ■ Evidence of Grade Level Proficiency ■ Evidence of Access to Grade Level Learning ■ Evidence of Limited Access to Grade Level Learning

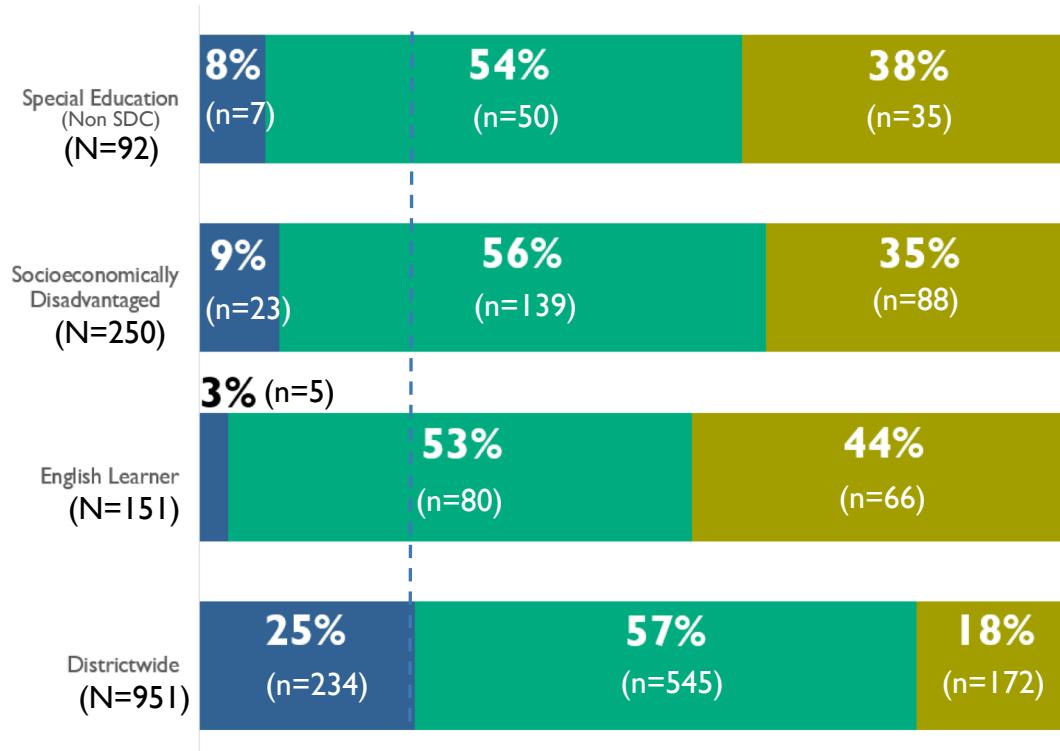| Group	Evidence of Grade Level Proficiency	Evidence of Access to Grade Level Learning	Evidence of Limited Access to Grade Level Learning
Asian (N=257)	44% (n=114)	52% (n=134)	4% (n=9)
Two or More Races (N=63)	25% (n=16)	67% (n=42)	8% (n=5)
White (N=255)	27% (n=69)	63% (n=160)	10% (n=26)
Filipino (N=33)	12% (n=4)	70% (n=23)	18% (n=6)
Pacific Islander (N=20)	5% (n=1)	80% (n=16)	15% (n=3)
Latinx/Hispanic (N=314)	9% (n=29)	53% (n=165)	38% (n=120)
Districtwide (N= 951)	25% (n=234)	57% (n=545)	18% (n=172)

LIVE·LEAD·LEARN

18

6ᵗʰ Grade Interim Math Assessment: BASE 10

■ Evidence of Grade Level Proficiency   ■ Evidence of Access to Grade Level Learning   ■ Evidence of Limited Access to Grade Level Learning
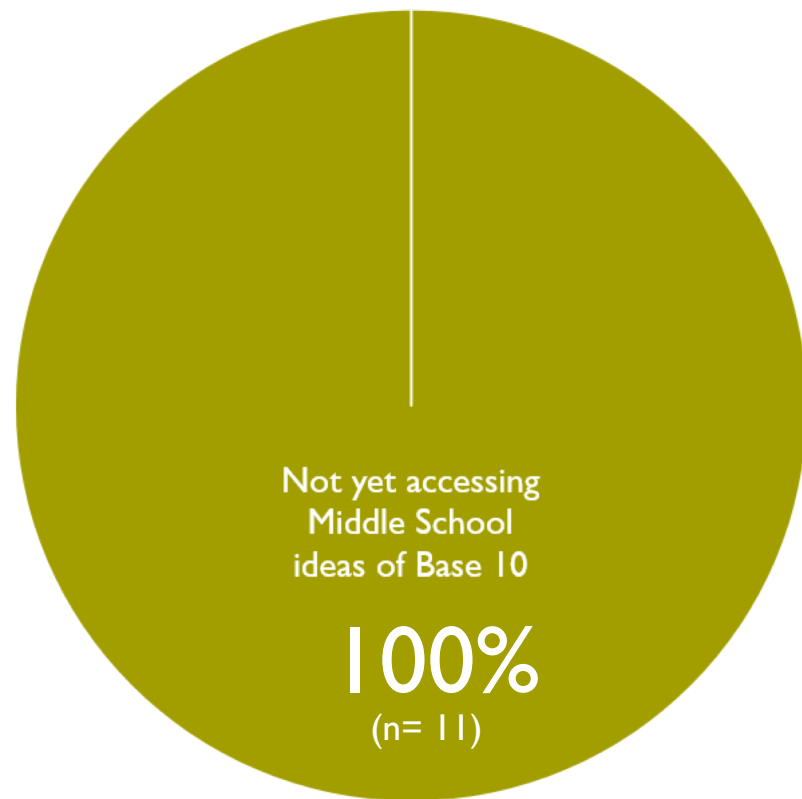

	Evidence of Grade Level Proficiency	Evidence of Access to Grade Level Learning	Evidence of Limited Access to Grade Level Learning
Special Education (Non SDC) (N=92)	8% (n=7)	54% (n=50)	38% (n=35)
Socioeconomically Disadvantaged (N=250)	9% (n=23)	56% (n=139)	35% (n=88)
English Learner (N=151)	3% (n=5)	53% (n=80)	44% (n=66)
Districtwide (N=951)	25% (n=234)	57% (n=545)	18% (n=172)

6th Grade Alternate Interim Math Assessment: Base 10

- Accessing Middle School ideas of Base 10
- Limited Access to Middle School ideas of Base 10
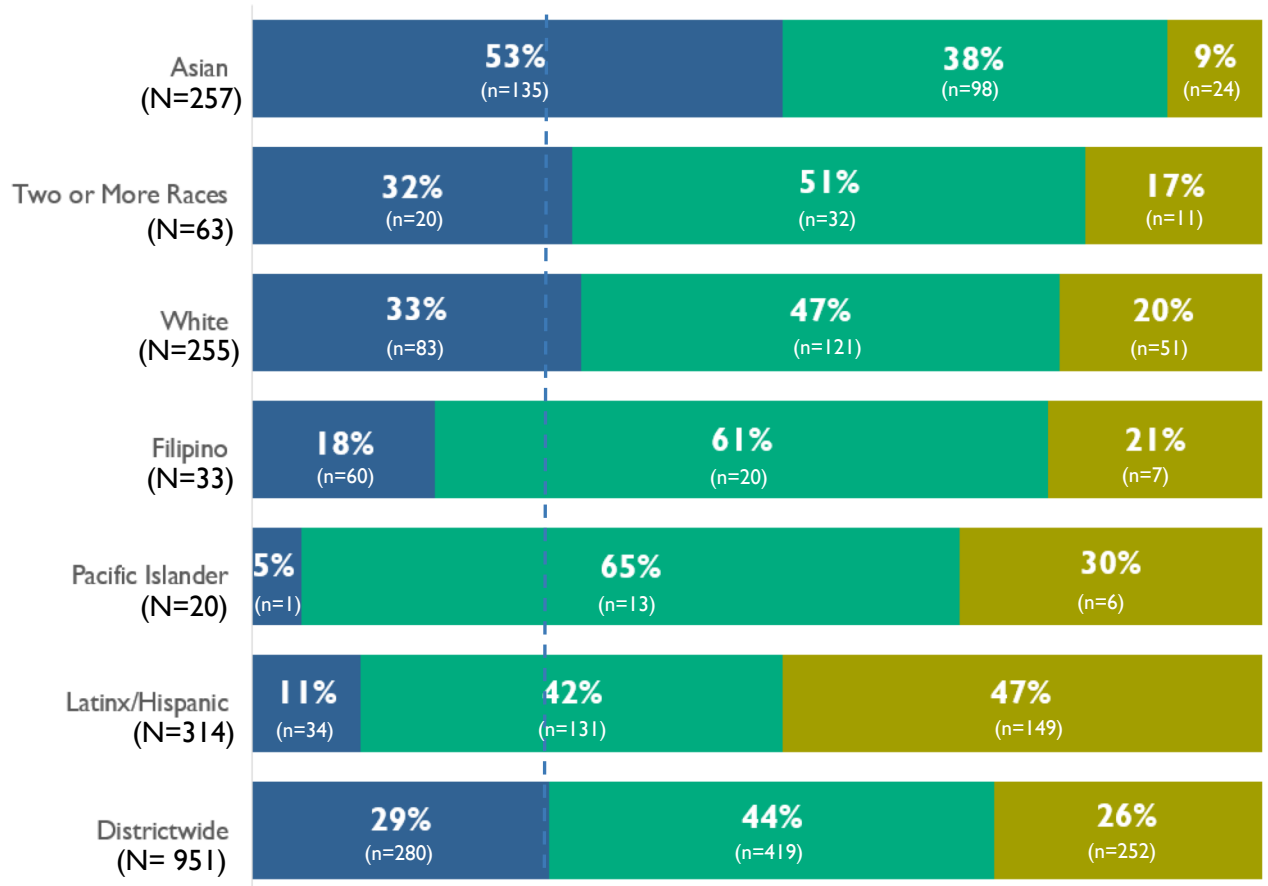- Not yet accessing Middle School ideas of Base 10

Not yet accessing
Middle School
ideas of Base 10

100%
(n= 11)

6th Grade Interim Math Assessment: Expressions and Equations
(Standards not yet addressed through instruction by time of test)

6.EE.1, 6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers. Apply the properties of operations to generate equivalent expressions.

■ Evidence of Grade Level Proficiency

■ Evidence of Access to Grade Level Learning

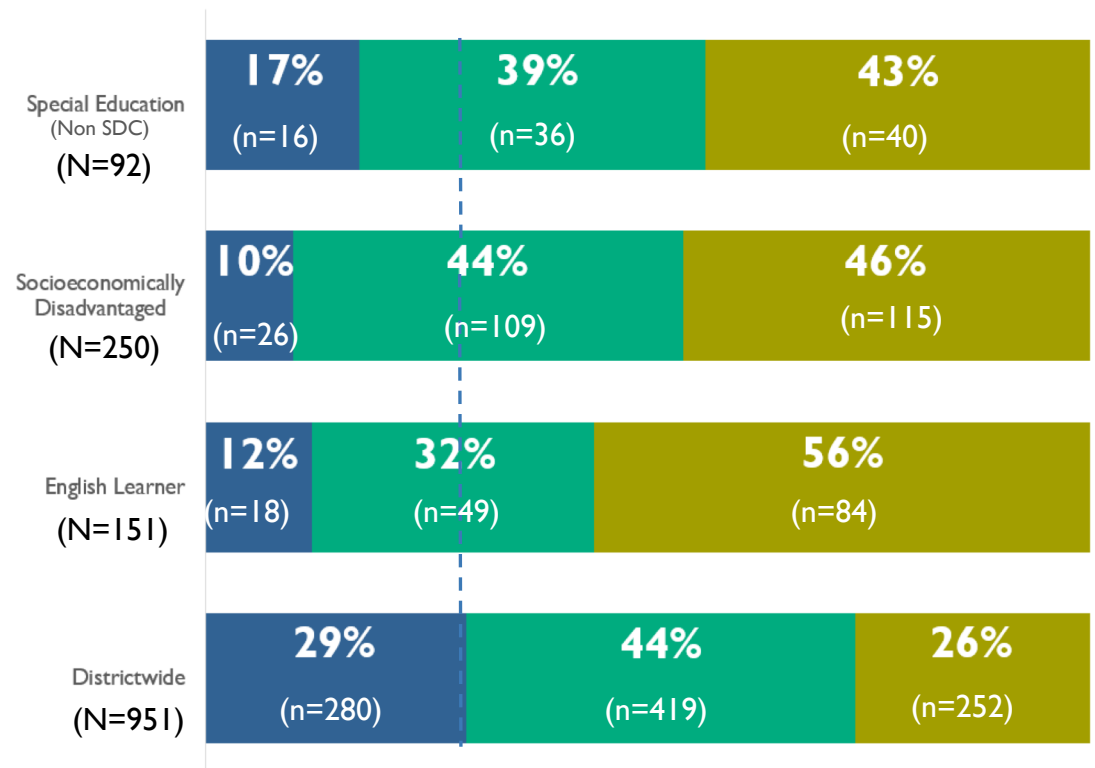■ Evidence of Limited Access to Grade Level Learning

LIVE·LEAD·LEARN

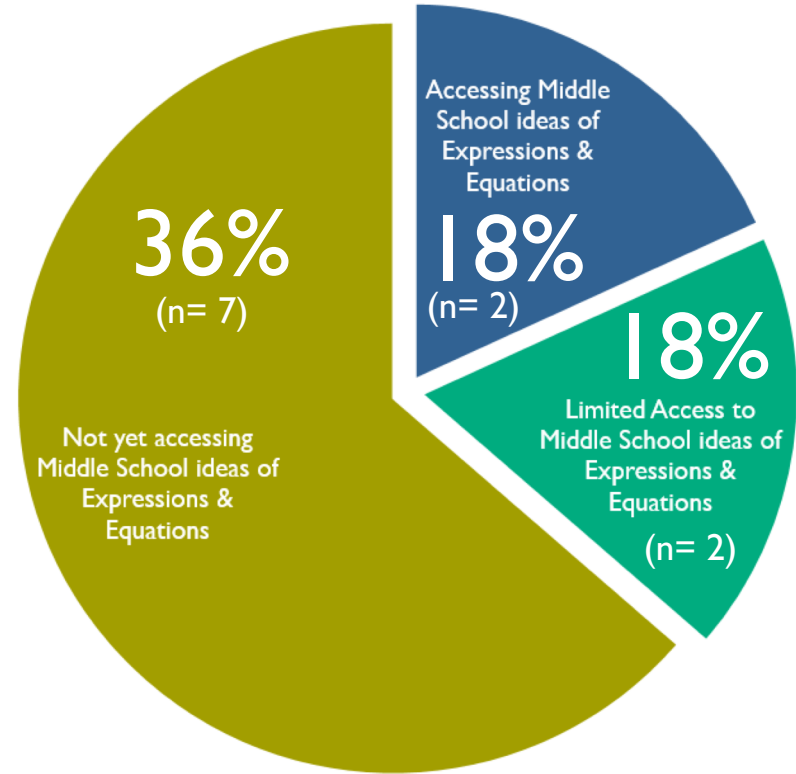# 6th Grade Interim Math Assessment: Expressions and Equations

Legend: Evidence of Grade Level Proficiency • Evidence of Access to Grade Level Learning • Evidence of Limited Access to Grade Level Learning

Group	Evidence of Grade Level Proficiency	Evidence of Access to Grade Level Learning	Evidence of Limited Access to Grade Level Learning
Asian (N=257)	53% (n=135)	38% (n=98)	9% (n=24)
Two or More Races (N=63)	32% (n=20)	51% (n=32)	17% (n=11)
White (N=255)	33% (n=83)	47% (n=121)	20% (n=51)
Filipino (N=33)	18% (n=60)	61% (n=20)	21% (n=7)
Pacific Islander (N=20)	5% (n=1)	65% (n=13)	30% (n=6)
Latinx/Hispanic (N=314)	11% (n=34)	42% (n=131)	47% (n=149)
Districtwide (N= 951)	29% (n=280)	44% (n=419)	26% (n=252)

6th Grade Interim Math Assessment: Expressions and Equations

6th Grade <u>Alternate</u> Interim Math Assessment: Expressions and Equations

- Accessing Middle School ideas of Expressions & Equations
- Limited Access to Middle School ideas of Expressions & Equation
- Not yet accessing Middle School ideas of Expressions & Equation

"Academic level was
extremely high"
-SDC Teacher

Accessing Middle School ideas of Expressions & Equations
18% (n= 2)

Limited Access to Middle School ideas of Expressions & Equations
18% (n= 2)

Not yet accessing Middle School ideas of Expressions & Equations
36% (n= 7)

LIVE·LEAD·LEARN

6th Grade Interim Math Assessment: AREA

Profile of a 6th Grade Middle School Student

Connecting 6th Grade Middle School Student Distance Learning Survey Results

Matched Student

Evidence of Grade Level Proficiency

Districtwide	N Size	Percent
Agree/Strongly Agree	165	93%
Not Sure	10	6%
Disagree/Strongly Disagree	2	1%
English Learner	**N Size**	**Percent**
Agree/Strongly Agree	7	88%
Not Sure	0	0%
Disagree/Strongly Disagree	1	13%
Socioeconomically Disadvantaged	**N Size**	**Percent**
Agree/Strongly Agree	14	93%
Not Sure	1	7%
Disagree/Strongly Disagree	0	0%
Special Education	**N Size**	**Percent**
Agree/Strongly Agree	1	100%
Not Sure	0	0%
Disagree/Strongly Disagree	0	0%
Latinx/Hispanic	**N Size**	**Percent**
Agree/Strongly Agree	16	100%
Not Sure	0	0%
Disagree/Strongly Disagree	0	0%
Asian	**N Size**	**Percent**
Agree/Strongly Agree	79	91%
Not Sure	7	8%
Disagree/Strongly Disagree	1	1%
White	**N Size**	**Percent**
Agree/Strongly Agree	46	96%
Not Sure	1	2%
Disagree/Strongly Disagree	1	2%

Evidence of Limited Access to Grade Level Learning

Districtwide	N Size	Percent
Agree/Strongly Agree	69	87%
Not Sure	8	21%
Disagree/Strongly Disagree	2	3%
English Learner	**N Size**	**Percent**
Agree/Strongly Agree	21	78%
Not Sure	5	19%
Disagree/Strngly Disagree	1	4%
Socioeconomically Disadvantaged	**N Size**	**Percent**
Agree/Strongly Agree	28	82%
Not Sure	6	18%
Disagree/Strngly Disagree	0	0%
Special Education	**N Size**	**Percent**
Agree/Strongly Agree	9	82%
Not Sure	1	9%
Disagree/Strngly Disagree	1	9%
Latinx/Hispanic	**N Size**	**Percent**
Agree/Strongly Agree	37	84%
Not Sure	6	14%
Disagree/Strngly Disagree	1	2%
Asian	**N Size**	**Percent**
Agree/Strongly Agree	11	92%
Not Sure	1	8%
Disagree/Strngly Disagree	0	0%
White	**N Size**	**Percent**
Agree/Strongly Agree	10	91%
Not Sure	0	0%
Disagree/Strngly Disagree	1	9%

6th Grade Interim Math Assessment: AREA

If I get behind in my Math work, I know what I need to do to get caught-up.

LIVE·LEAD·LEARN

Evidence of Grade Level Proficiency

Evidence of Limited Access to Grade Level Learning

6th Grade Interim Math Assessment: AREA

Learning using our online Math curriculum is going well.

Districtwide	N Size	Percent
Agree/Strongly Agree	151	85%
Not Sure	18	10%
Disagree/Strongly Disagree	9	5%
English Learner	N Size	Percent
Agree/Strongly Agree	5	63%
Not Sure	2	25%
Disagree/Strongly Disagree	1	13%
Socioeconomically Disadvantaged	N Size	Percent
Agree/Strongly Agree	11	73%
Not Sure	0	0%
Disagree/Strongly Disagree	0	0%
Special Education	N Size	Percent
Agree/Strongly Agree	1	100%
Not Sure	0	0%
Disagree/Strongly Disagree	0	0%
Latinx/Hispanic	N Size	Percent
Agree/Strongly Agree	14	88%
Not Sure	2	13%
Disagree/Strongly Disagree	0	0%
Asian	N Size	Percent
Agree/Strongly Agree	74	85%
Not Sure	10	11%
Disagree/Strongly Disagree	3	3%
White	N Size	Percent
Agree/Strongly Agree	39	81%
Not Sure	4	8%
Disagree/Strongly Disagree	5	10%

Districtwide	N Size	Percent
Agree/Strongly Agree	62	78%
Not Sure	15	19%
Disagree/Strongly Disagree	2	3%
English Learner	N Size	Percent
Agree/Strongly Agree	18	67%
Not Sure	8	30%
Disagree/Strngly Disagree	1	4%
Socioeconomically Disadvantaged	N Size	Percent
Agree/Strongly Agree	25	74%
Not Sure	8	24%
Disagree/Strngly Disagree	1	3%
Special Education	N Size	Percent
Agree/Strongly Agree	10	91%
Not Sure	1	9%
Disagree/Strngly Disagree	0	0%
Latinx/Hispanic	N Size	Percent
Agree/Strongly Agree	35	80%
Not Sure	8	18%
Disagree/Strngly Disagree	1	2%
Asian	N Size	Percent
Agree/Strongly Agree	9	75%
Not Sure	3	25%
Disagree/Strngly Disagree	0	0%
White	N Size	Percent
Agree/Strongly Agree	8	73%
Not Sure	3	27%
Disagree/Strngly Disagree	0	0%

LIVE·LEAD·LEARN

7th Grade Interim Math Assessment Results

By Standards Assessed

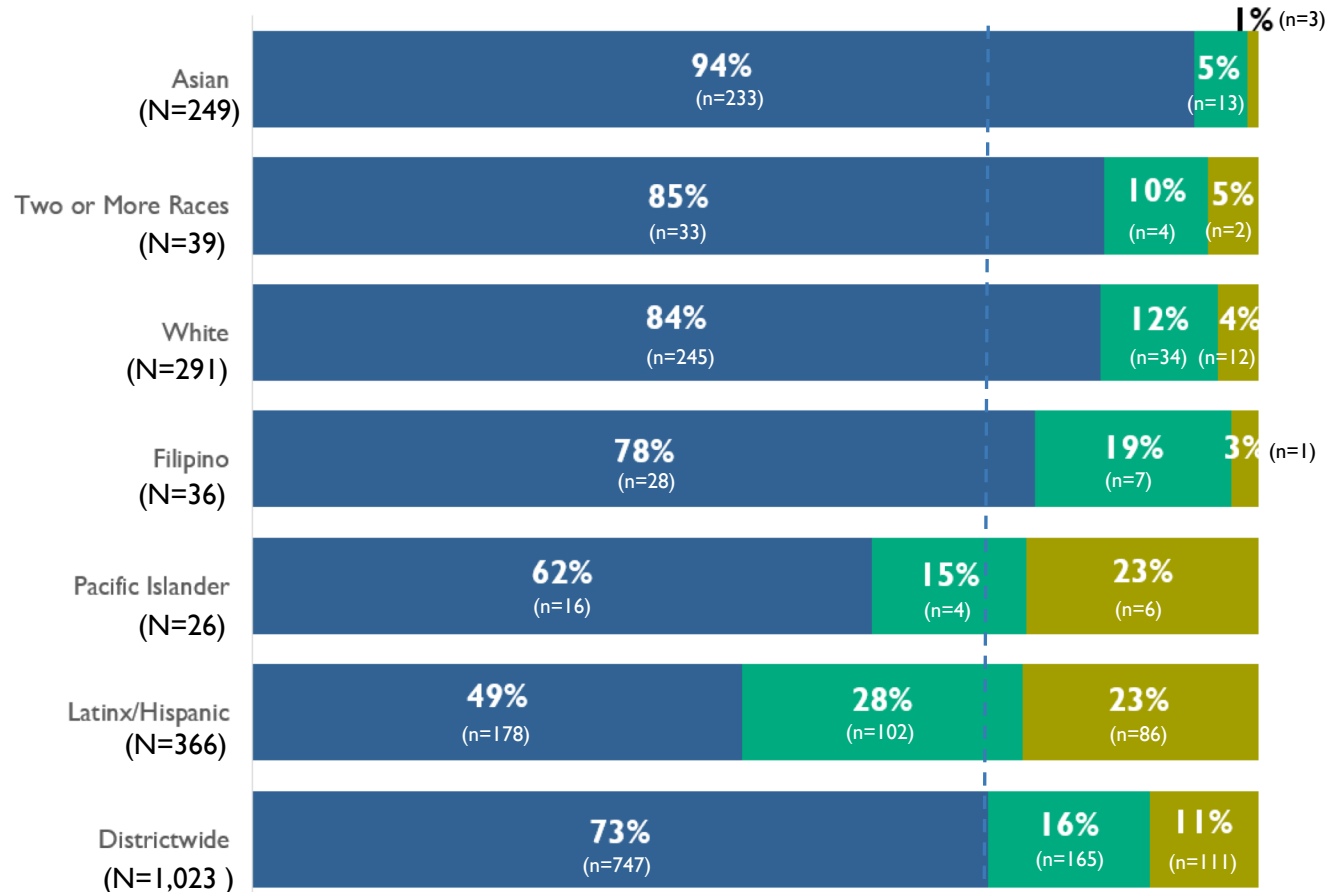Ratios & Proportional Reasoning

Expressions & Equations

Number System

7th Grade Interim Math Assessment: Ratios and Proportional Reasoning (Standards fully addressed through instruction by time of test)

7.RP.1, 7.RP.2 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Recognize and represent proportional relationships between quantities (graphs). Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and

■ Evidence of Grade Level Proficiency

■ Evidence of Access to Grade Level Learning

■ Evidence of Limited Access to Grade Level Learning

7th Grade Interim Math Assessment: Ratios and Proportional Reasoning

■ Evidence of Grade Level Proficiency   ■ Evidence of Access to Grade Level Learning   ■ Evidence of Limited Access to Grade Level Learning

Asian (N=249)
94% (n=233) | 5% (n=13) | 1% (n=3)

Two or More Races (N=39)
85% (n=33) | 10% (n=4) | 5% (n=2)

White (N=291)
84% (n=245) | 12% (n=34) | 4% (n=12)

Filipino (N=36)
78% (n=28) | 19% (n=7) | 3% (n=1)

Pacific Islander (N=26)
62% (n=16) | 15% (n=4) | 23% (n=6)

Latinx/Hispanic (N=366)
49% (n=178) | 28% (n=102) | 23% (n=86)

Districtwide (N=1,023)
73% (n=747) | 16% (n=165) | 11% (n=111)
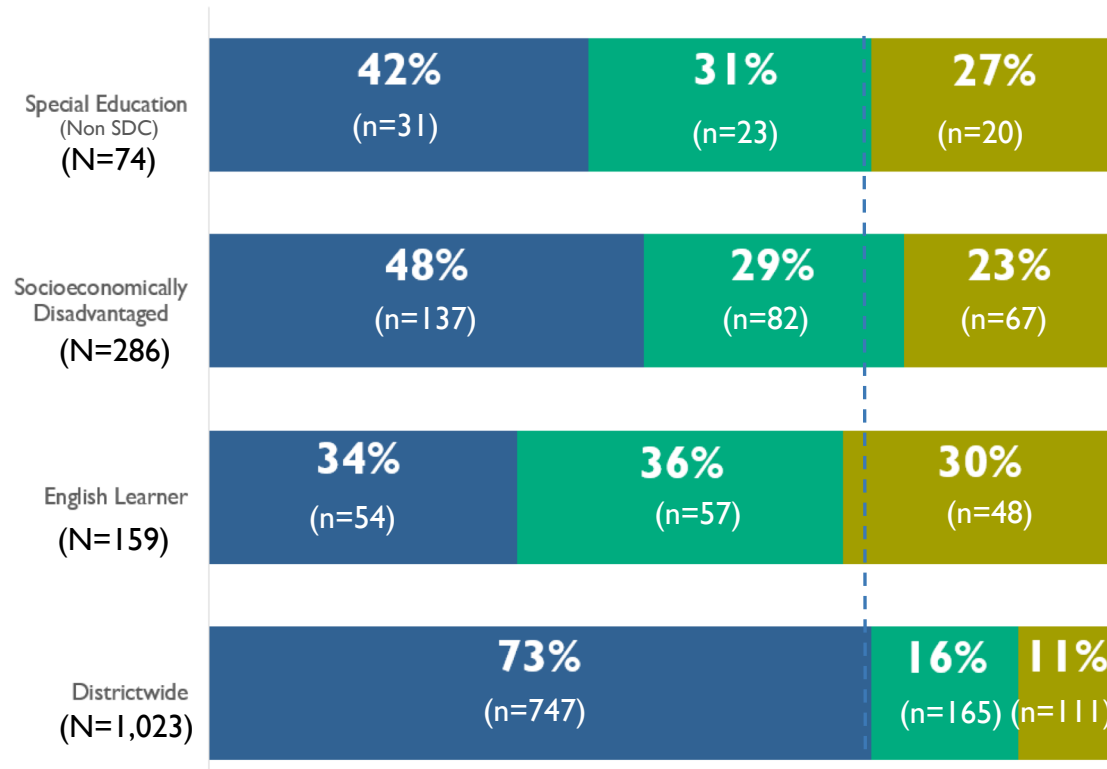
LIVE·LEAD·LEARN

30

7th Grade Interim Math Assessment: Ratios and Proportional Reasoning

■ Evidence of Grade Level Proficiency ■ Evidence of Access to Grade Level Learning ■ Evidence of Limited Access to Grade Level Learning

Special Education (Non SDC) (N=74)
- 42% (n=31)
- 31% (n=23)
- 27% (n=20)

Socioeconomically Disadvantaged (N=286)
- 48% (n=137)
- 29% (n=82)
- 23% (n=67)

English Learner (N=159)
- 34% (n=54)
- 36% (n=57)
- 30% (n=48)

Districtwide (N=1,023)
- 73% (n=747)
- 16% (n=165)
- 11% (n=111)

7th Grade Alternate Interim Math Assessment: Ratios and Proportional Reasoning

"Academic level was extremely high"
-SDC Teacher
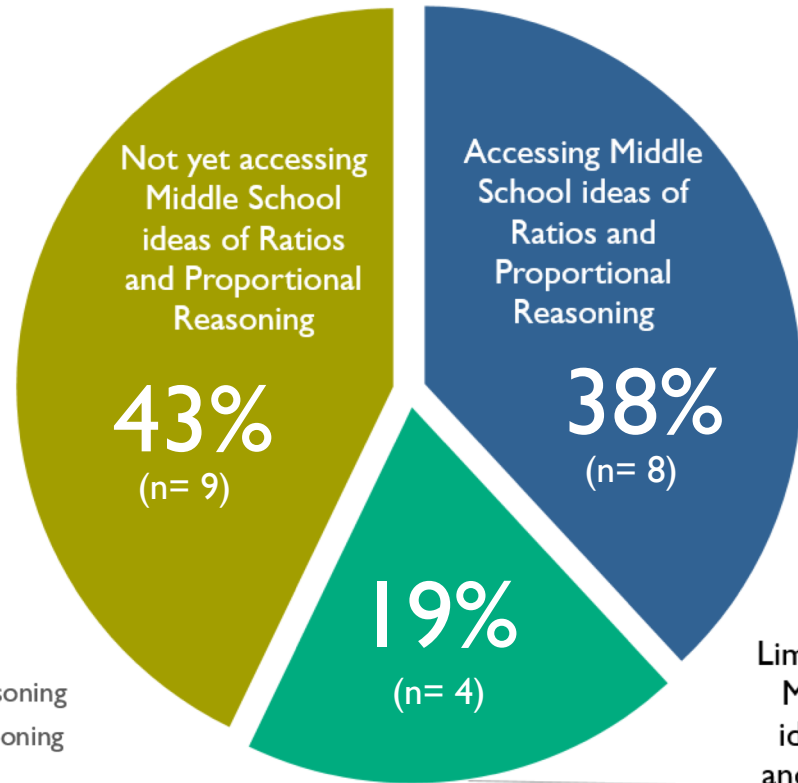
Not yet accessing Middle School ideas of Ratios and Proportional Reasoning
43% (n= 9)

Accessing Middle School ideas of Ratios and Proportional Reasoning
38% (n= 8)

19% (n= 4)

Limited Access to Middle School ideas of Ratios and Proportional Reasoning

■ Accessing Middle School ideas of Ratios and Proportional Reasoning
■ Limited Access to Middle School ideas of Ratios and Proportional Reasoning
■ Not yet accessing Middle School ideas of Ratios and Proportional Reasoning
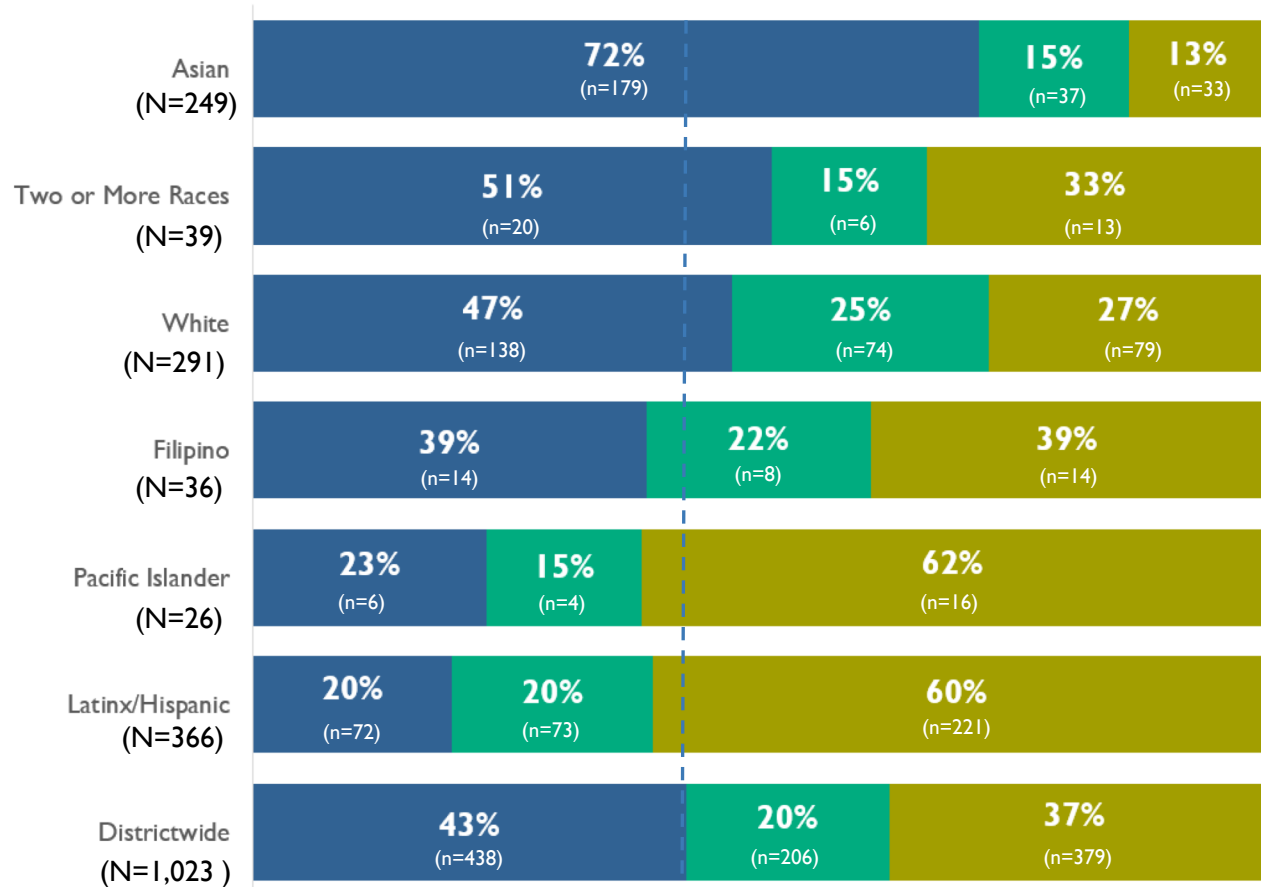
LIVE·LEAD·LEARN

7th Grade Interim Math Assessment: Expressions and Equations
(Standards not yet addressed through instruction by time of test)

7.EE.1, 7.EE.4, 7.EE.3 Use variables to represent quantities as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these

■ Evidence of Grade Level Proficiency

■ Evidence of Access to Grade Level Learning

■ Evidence of Limited Access to Grade Level Learning

LIVE·LEAD·LEARN

7th Grade Interim Math Assessment: Expressions and Equations

■ Evidence of Grade Level Proficiency   ■ Evidence of Access to Grade Level Learning   ■ Evidence of Limited Access to Grade Level Learning

Asian (N=249)
- 72% (n=179)
- 15% (n=37)
- 13% (n=33)

Two or More Races (N=39)
- 51% (n=20)
- 15% (n=6)
- 33% (n=13)

White (N=291)
- 47% (n=138)
- 25% (n=74)
- 27% (n=79)

Filipino (N=36)
- 39% (n=14)
- 22% (n=8)
- 39% (n=14)

Pacific Islander (N=26)
- 23% (n=6)
- 15% (n=4)
- 62% (n=16)

Latinx/Hispanic (N=366)
- 20% (n=72)
- 20% (n=73)
- 60% (n=221)

Districtwide (N=1,023)
- 43% (n=438)
- 20% (n=206)
- 37% (n=379)
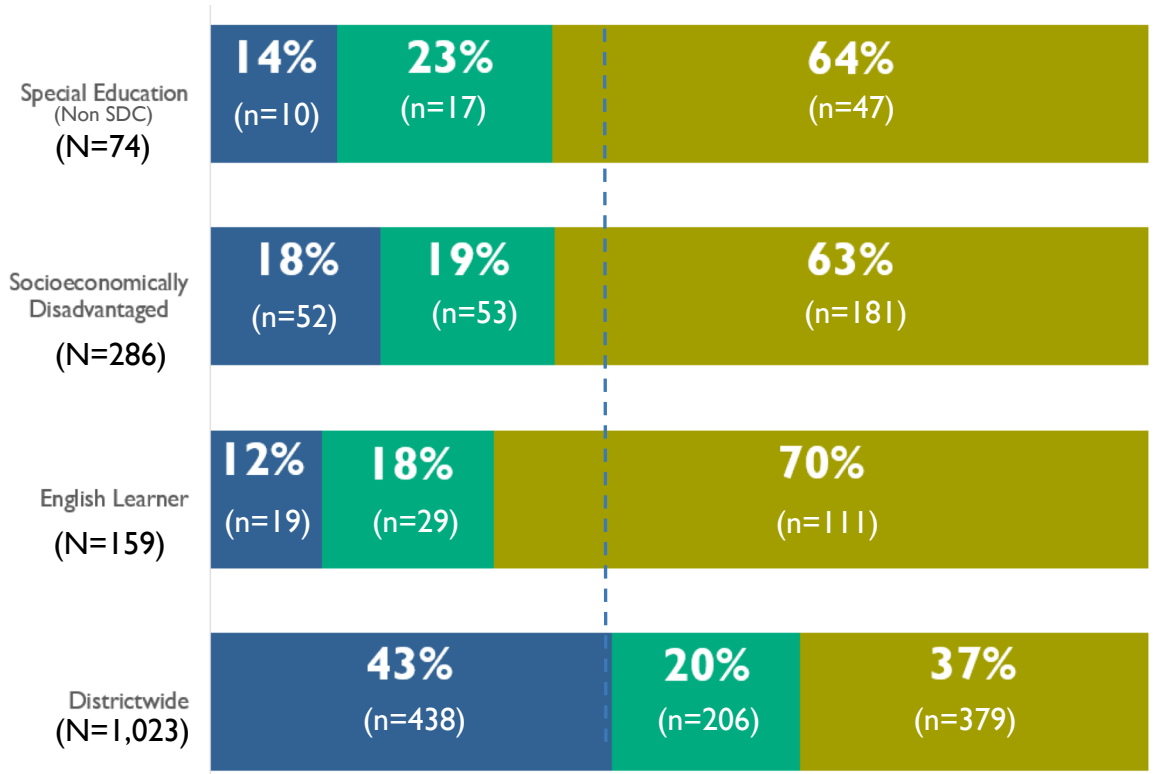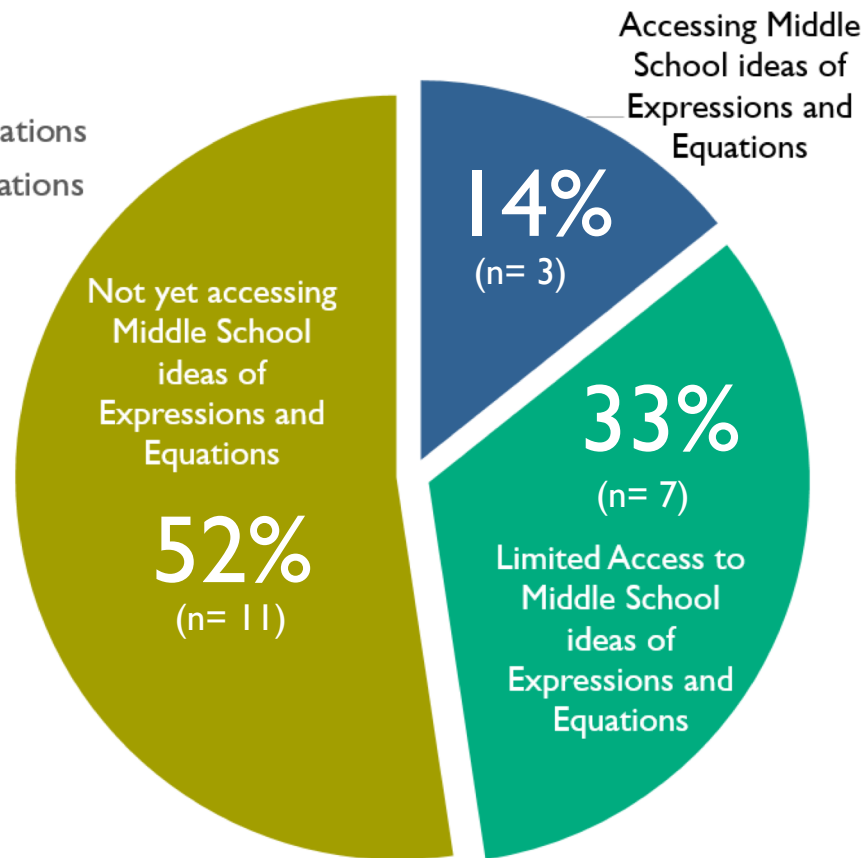
LIVE·LEAD·LEARN

34

7th Grade Interim Math Assessment: Expressions and Equations

■ Evidence of Grade Level Proficiency　■ Evidence of Access to Grade Level Learning　■ Evidence of Limited Access to Grade Level Learning

Group	Evidence of Grade Level Proficiency	Evidence of Access to Grade Level Learning	Evidence of Limited Access to Grade Level Learning
Special Education (Non SDC) (N=74)	14% (n=10)	23% (n=17)	64% (n=47)
Socioeconomically Disadvantaged (N=286)	18% (n=52)	19% (n=53)	63% (n=181)
English Learner (N=159)	12% (n=19)	18% (n=29)	70% (n=111)
Districtwide (N=1,023)	43% (n=438)	20% (n=206)	37% (n=379)

LIVE·LEAD·LEARN

7th Grade Alternate Interim Math Assessment: Expressions and Equations

■ Accessing Middle School ideas of Expressions and Equations
■ Limited Access to Middle School ideas of Expressions and Equations
■ Not yet accessing Middle School ideas of Expressions and Equations

Accessing Middle School ideas of Expressions and Equations

14% (n= 3)

33% (n= 7)

Limited Access to Middle School ideas of Expressions and Equations

Not yet accessing Middle School ideas of Expressions and Equations

52% (n= 11)

LIVE·LEAD·LEARN

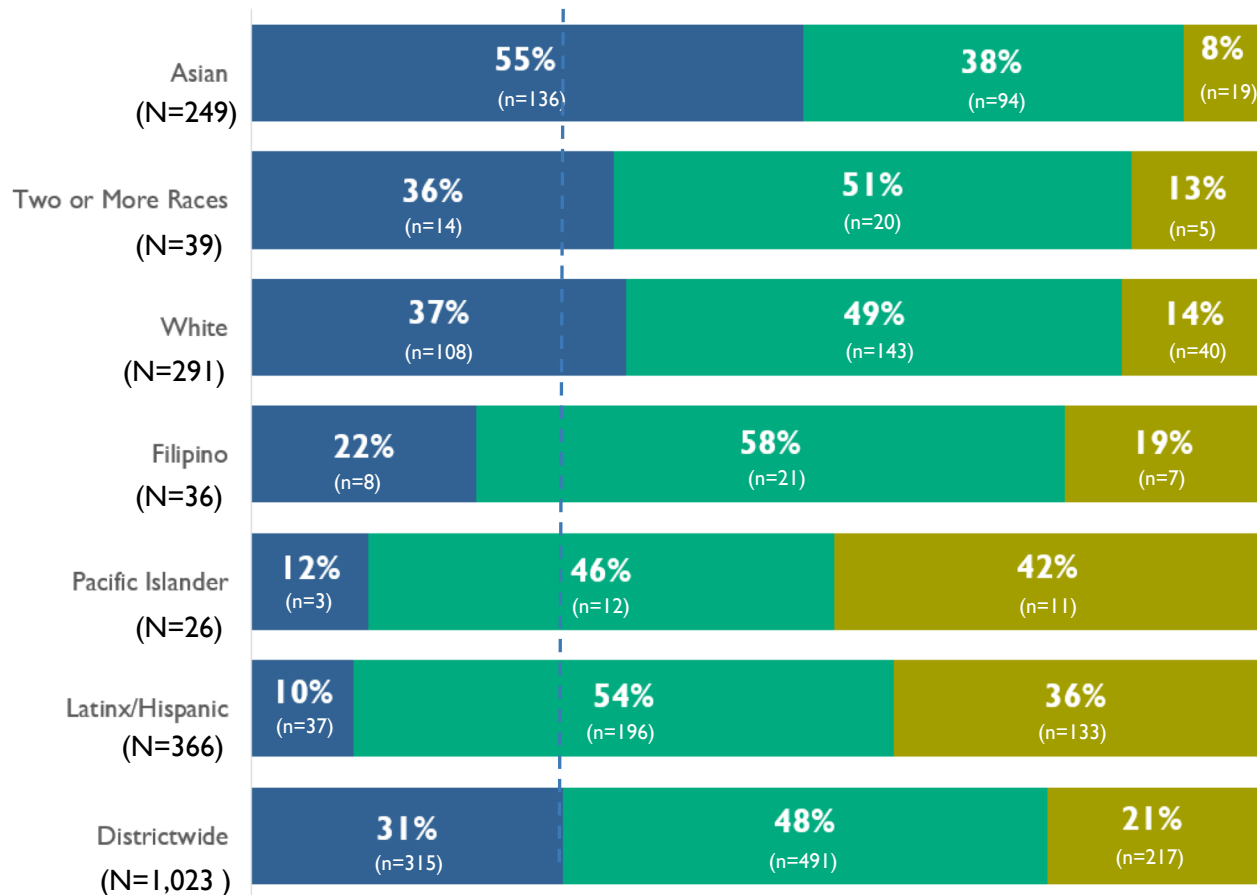# 7th Grade Interim Math Assessment: Number System
(Standards partially addressed through instruction by time of test)

7.NS.1 & 7.NS.2 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Interpret sums of rational numbers by describing real-world contexts.

■ Evidence of Grade Level Proficiency

■ Evidence of Access to Grade Level Learning

■ Evidence of Limited Access to Grade Level Learning

7th Grade Interim Math Assessment: Number System

Legend: Evidence of Grade Level Proficiency · Evidence of Access to Grade Level Learning · Evidence of Limited Access to Grade Level Learning

Group	Evidence of Grade Level Proficiency	Evidence of Access to Grade Level Learning	Evidence of Limited Access to Grade Level Learning
Asian (N=249)	55% (n=136)	38% (n=94)	8% (n=19)
Two or More Races (N=39)	36% (n=14)	51% (n=20)	13% (n=5)
White (N=291)	37% (n=108)	49% (n=143)	14% (n=40)
Filipino (N=36)	22% (n=8)	58% (n=21)	19% (n=7)
Pacific Islander (N=26)	12% (n=3)	46% (n=12)	42% (n=11)
Latinx/Hispanic (N=366)	10% (n=37)	54% (n=196)	36% (n=133)
Districtwide (N=1,023)	31% (n=315)	48% (n=491)	21% (n=217)

7th Grade Interim Math Assessment: Number System

Legend:
- Evidence of Grade Level Proficiency
- Evidence of Access to Grade Level Learning
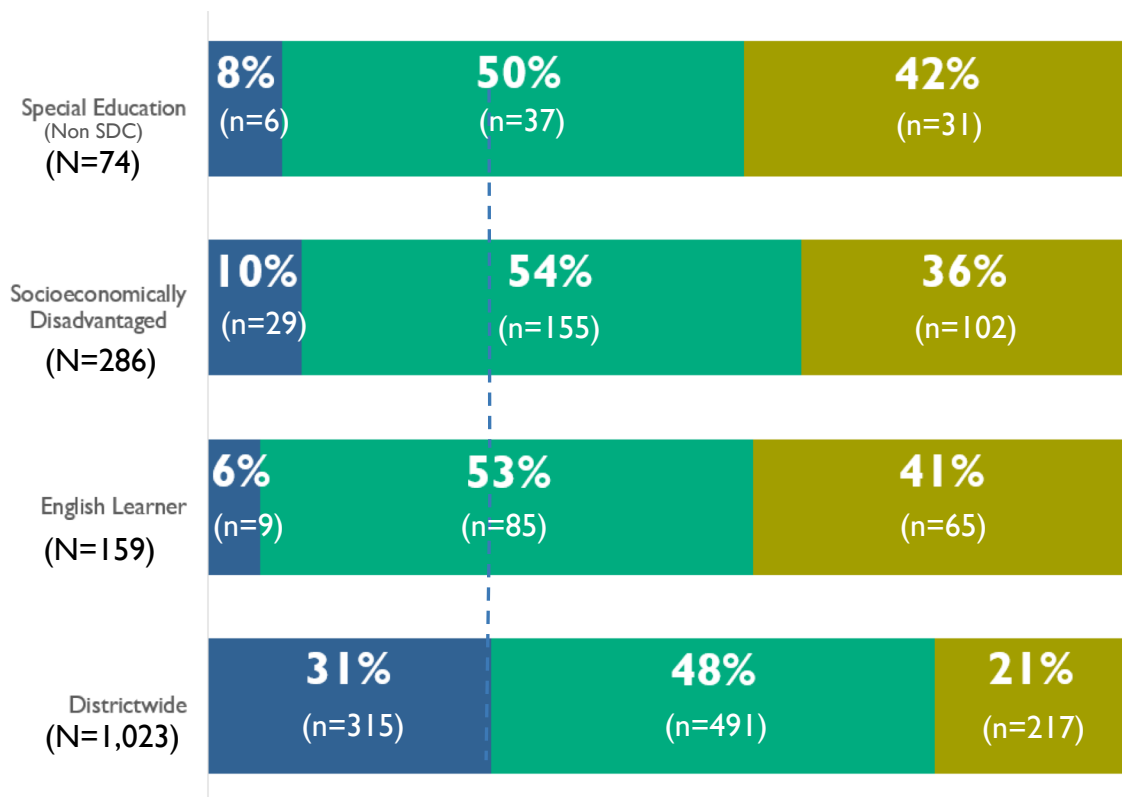- Evidence of Limited Access to Grade Level Learning

Special Education (Non SDC) (N=74)
- 8% (n=6)
- 50% (n=37)
- 42% (n=31)

Socioeconomically Disadvantaged (N=286)
- 10% (n=29)
- 54% (n=155)
- 36% (n=102)

English Learner (N=159)
- 6% (n=9)
- 53% (n=85)
- 41% (n=65)

Districtwide (N=1,023)
- 31% (n=315)
- 48% (n=491)
- 21% (n=217)

7th Grade Alternate Interim Math Assessment: Number System

Legend:
- Accessing Middle School ideas of Number System
- Limited Access to Middle School ideas of Number System
- Not yet accessing Middle School ideas of Number System

Accessing Middle School ideas of Number System
29%
(n= 6)

Limited Access to Middle School ideas of Number System
10%
(n= 2)

Not yet accessing Middle School ideas of Number System
62%
(n= 13)

LIVE·LEAD·LEARN
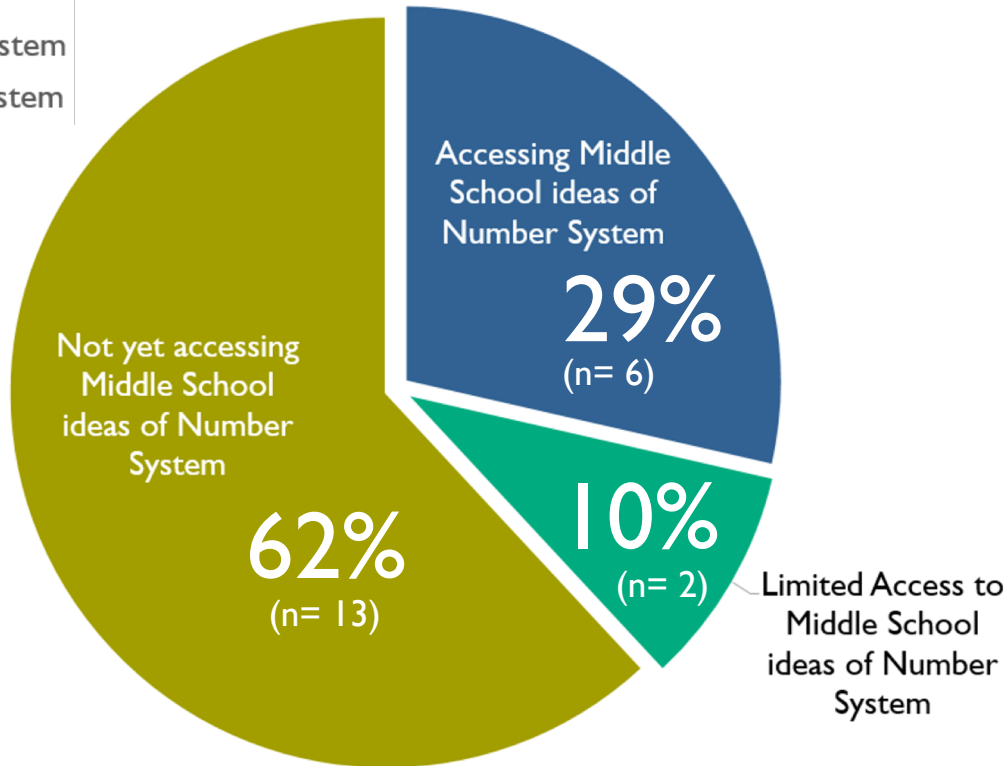
7th Grade Interim Math Assessment: Number System

Profile of a 7th Grade Middle School Student

Connecting 7th Grade Middle School Student Distance Learning Survey Results

Evidence of Grade Level Proficiency

Districtwide	N Size	Percent
Agree/Strongly Agree	109	90%
Not Sure	10	8%
Disagree/Strongly Disagree	2	2%
English Learner	**N Size**	**Percent**
Agree/Strongly Agree	2	100%
Not Sure	0	0%
Disagree/Strongly Disagree	0	0%
Socioeconomically Disadvantaged	**N Size**	**Percent**
Agree/Strongly Agree	5	100%
Not Sure	0	0%
Disagree/Strongly Disagree	0	0%
Special Education	**N Size**	**Percent**
Agree/Strongly Agree	3	100%
Not Sure	0	0%
Disagree/Strongly Disagree	0	0%
Latinx/Hispanic	**N Size**	**Percent**
Agree/Strongly Agree	6	75%
Not Sure	2	25%
Disagree/Strongly Disagree	0	0%
Asian	**N Size**	**Percent**
Agree/Strongly Agree	45	94%
Not Sure	3	6%
Disagree/Strongly Disagree	0	0%
White	**N Size**	**Percent**
Agree/Strongly Agree	34	92%
Not Sure	1	3%
Disagree/Strongly Disagree	2	5%

Evidence of Limited Access to Grade Level Learning

Districtwide	N Size	Percent
Agree/Strongly Agree	32	80%
Not Sure	7	18%
Disagree/Strongly Disagree	1	3%
English Learner	**N Size**	**Percent**
Agree/Strongly Agree	11	65%
Not Sure	5	29%
Disagree/Strngly Disagree	1	6%
Socioeconomically Disadvantaged	**N Size**	**Percent**
Agree/Strongly Agree	10	71%
Not Sure	4	29%
Disagree/Strngly Disagree	0	0%
Special Education	**N Size**	**Percent**
Agree/Strongly Agree	4	67%
Not Sure	2	33%
Disagree/Strngly Disagree	0	0%
Latinx/Hispanic	**N Size**	**Percent**
Agree/Strongly Agree	16	73%
Not Sure	5	23%
Disagree/Strngly Disagree	1	5%
Asian	**N Size**	**Percent**
Agree/Strongly Agree	3	100%
Not Sure	0	0%
Disagree/Strngly Disagree	0	0%
White	**N Size**	**Percent**
Agree/Strongly Agree	8	80%
Not Sure	2	20%
Disagree/Strngly Disagree	0	0%

7th Grade Interim Math Assessment: Number System

If I get behind in my Math work, I know what I need to do to get caught-up.

LIVE·LEAD·LEARN

7th Grade Interim Math Assessment: Number System

Learning using our online Math curriculum is going well.

Districtwide	N Size	Percent
Agree/Strongly Agree	83	69%
Not Sure	25	21%
Disagree/Strongly Disagree	13	11%
English Learner	N Size	Percent
Agree/Strongly Agree	2	100%
Not Sure	0	0%
Disagree/Strongly Disagree	0	0%
Socioeconomically Disadvantaged	N Size	Percent
Agree/Strongly Agree	4	80%
Not Sure	1	20%
Disagree/Strongly Disagree	0	0%
Special Education	N Size	Percent
Agree/Strongly Agree	2	67%
Not Sure	0	0%
Disagree/Strongly Disagree	1	33%
Latinx/Hispanic	N Size	Percent
Agree/Strongly Agree	6	75%
Not Sure	2	25%
Disagree/Strongly Disagree	0	0%
Asian	N Size	Percent
Agree/Strongly Agree	36	75%
Not Sure	8	17%
Disagree/Strongly Disagree	4	8%
White	N Size	Percent
Agree/Strongly Agree	21	57%
Not Sure	11	30%
Disagree/Strongly Disagree	5	14%

Districtwide	N Size	Percent
Agree/Strongly Agree	27	69%
Not Sure	7	18%
Disagree/Strongly Disagree	5	13%
English Learner	N Size	Percent
Agree/Strongly Agree	13	81%
Not Sure	1	6%
Disagree/Strngly Disagree	2	13%
Socioeconomically Disadvantaged	N Size	Percent
Agree/Strongly Agree	7	50%
Not Sure	3	21%
Disagree/Strngly Disagree	4	29%
Special Education	N Size	Percent
Agree/Strongly Agree	3	50%
Not Sure	1	17%
Disagree/Strngly Disagree	2	33%
Latinx/Hispanic	N Size	Percent
Agree/Strongly Agree	17	81%
Not Sure	3	14%
Disagree/Strngly Disagree	1	5%
Asian	N Size	Percent
Agree/Strongly Agree	3	100%
Not Sure	0	0%
Disagree/Strngly Disagree	0	0%
White	N Size	Percent
Agree/Strongly Agree	3	30%
Not Sure	3	30%
Disagree/Strngly Disagree	4	40%

LIVE·LEAD·LEARN

8th Grade Interim Math Assessment Results

By Standards Assessed

Slope

Proportional & Linear Relationships

Solving and Simplifying Equations

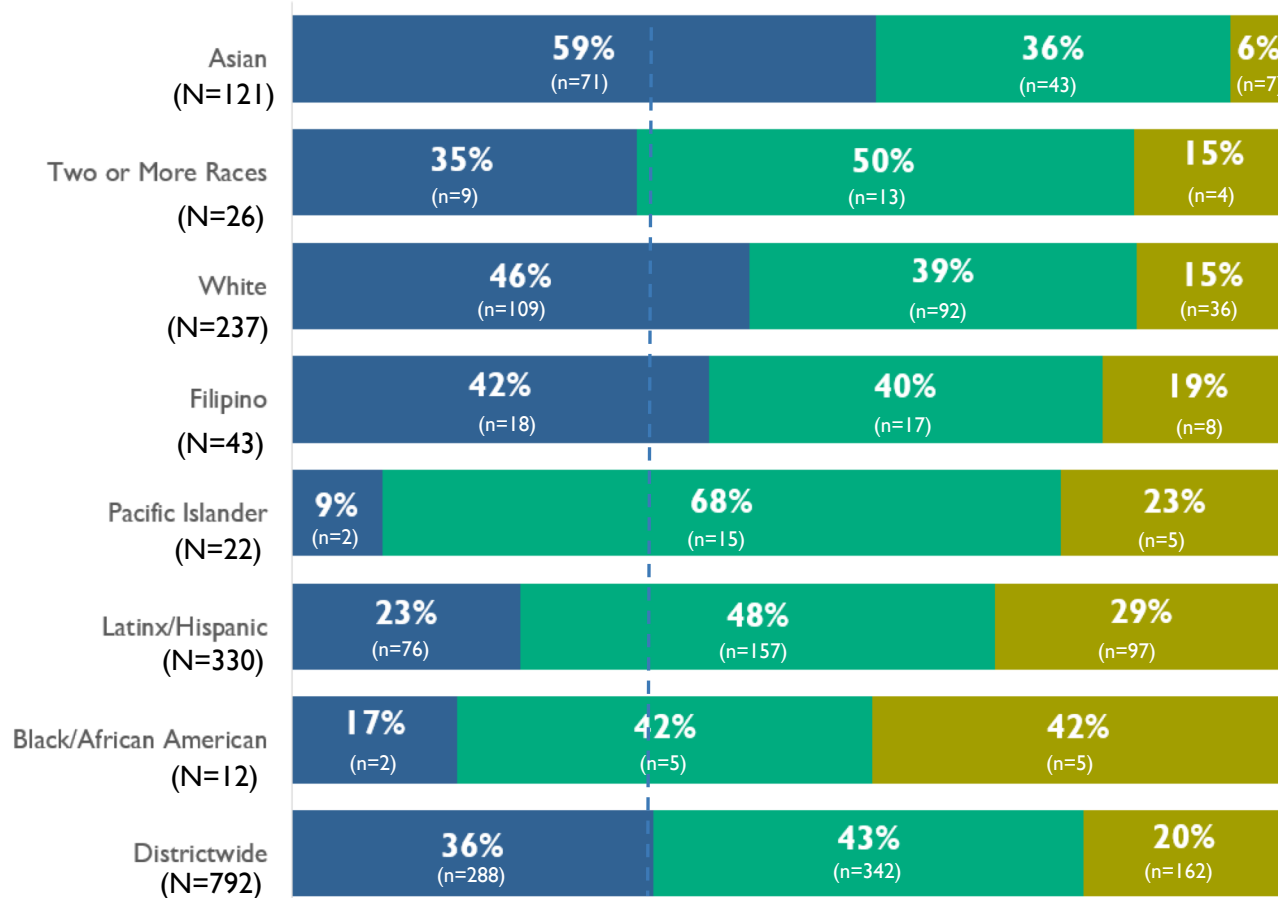# 8th Grade Interim Math Assessment: SLOPE
(Standards <u>fully addressed</u> through instruction by time of test)

> 8 EE.2. 5 & 8 EE.2.6 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b

■ Evidence of Grade Level Proficiency

■ Evidence of Access to Grade Level Learning

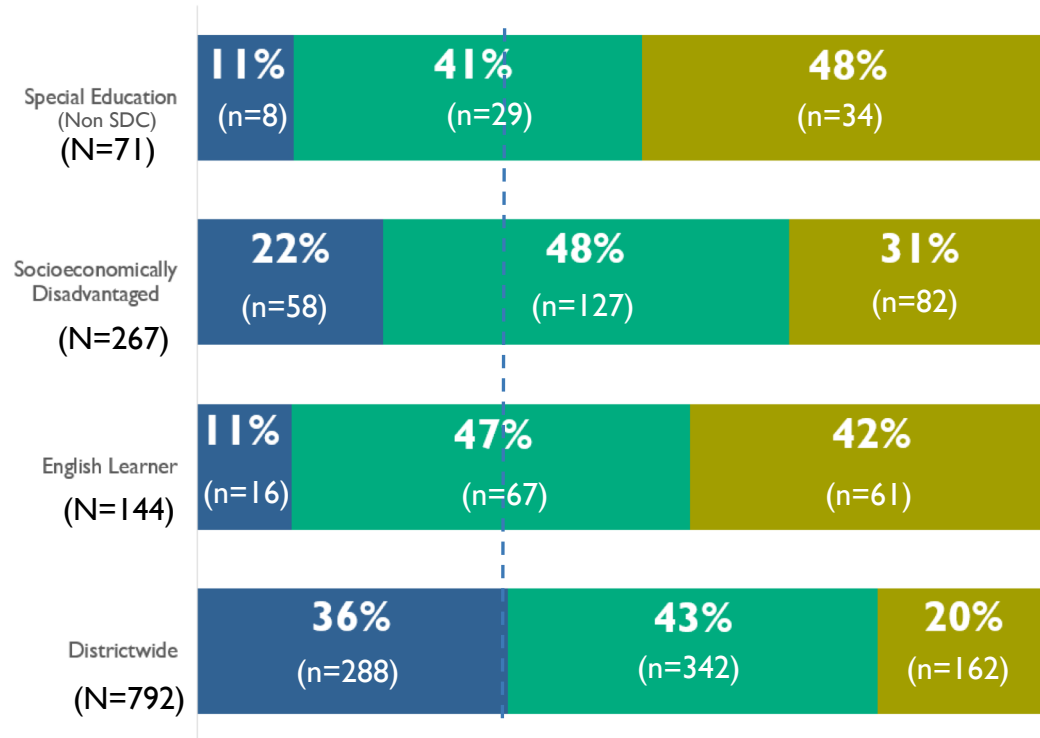■ Evidence of Limited Access to Grade Level Learning

LIVE·LEAD·LEARN

8th Grade Interim Math Assessment: SLOPE

Legend: ■ Evidence of Grade Level Proficiency ■ Evidence of Access to Grade Level Learning ■ Evidence of Limited Access to Grade Level Learning

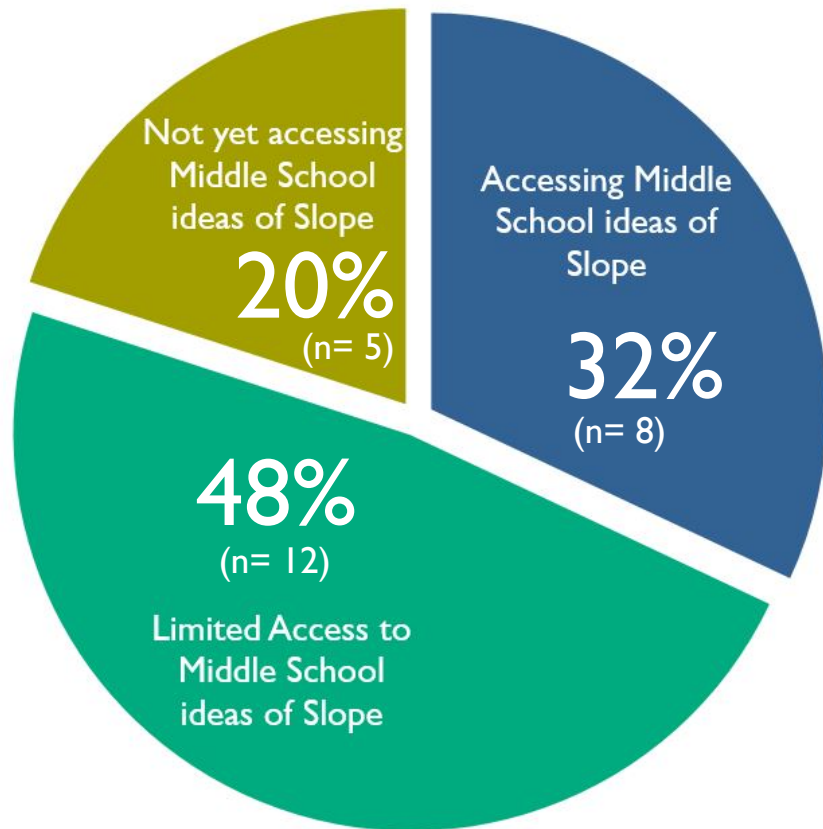| Group	Evidence of Grade Level Proficiency	Evidence of Access to Grade Level Learning	Evidence of Limited Access to Grade Level Learning
Asian (N=121)	59% (n=71)	36% (n=43)	6% (n=7)
Two or More Races (N=26)	35% (n=9)	50% (n=13)	15% (n=4)
White (N=237)	46% (n=109)	39% (n=92)	15% (n=36)
Filipino (N=43)	42% (n=18)	40% (n=17)	19% (n=8)
Pacific Islander (N=22)	9% (n=2)	68% (n=15)	23% (n=5)
Latinx/Hispanic (N=330)	23% (n=76)	48% (n=157)	29% (n=97)
Black/African American (N=12)	17% (n=2)	42% (n=5)	42% (n=5)
Districtwide (N=792)	36% (n=288)	43% (n=342)	20% (n=162)

LIVE·LEAD·LEARN

46

8th Grade Interim Math Assessment: SLOPE

Evidence of Grade Level Proficiency   Evidence of Access to Grade Level Learning   Evidence of Limited Access to Grade Level Learning

Group	Proficiency	Access	Limited Access
Special Education (Non SDC) (N=71)	11% (n=8)	41% (n=29)	48% (n=34)
Socioeconomically Disadvantaged (N=267)	22% (n=58)	48% (n=127)	31% (n=82)
English Learner (N=144)	11% (n=16)	47% (n=67)	42% (n=61)
Districtwide (N=792)	36% (n=288)	43% (n=342)	20% (n=162)

LIVE·LEAD·LEARN

8th Grade Alternate Interim Math Assessment: SLOPE

8th Grade Interim Math Assessment: Proportional and Linear Relationships

(Standards <u>partially addressed</u> through instruction by time of test)

8.F.1.1, 8.EE.2.5, 8.EE.3.8 & Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. Analyze and solve pairs of simultaneous linear equations. Solve real-world and mathematical problems leading to linear equations in two variables.
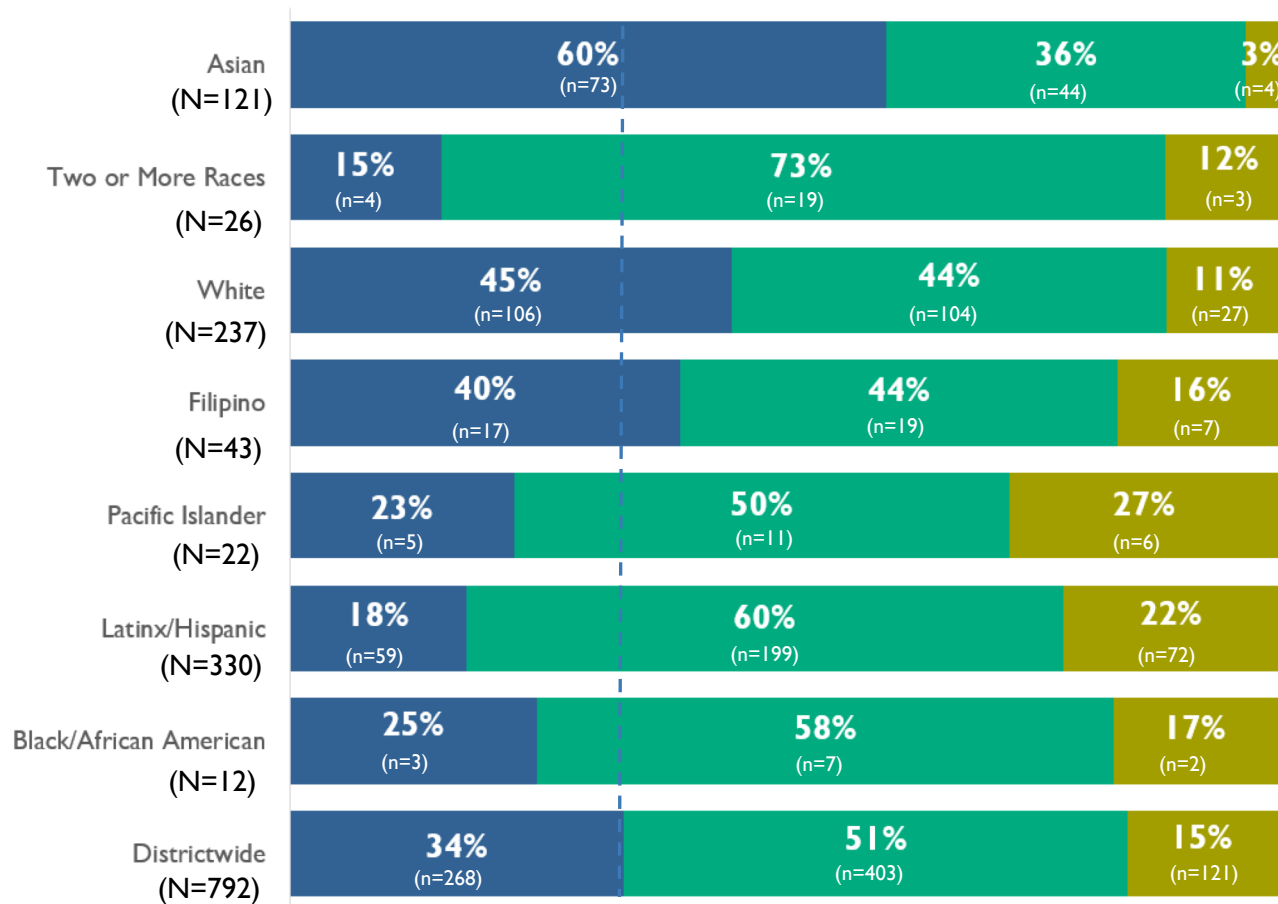
■ Evidence of Grade Level Proficiency

■ Evidence of Access to Grade Level Learning

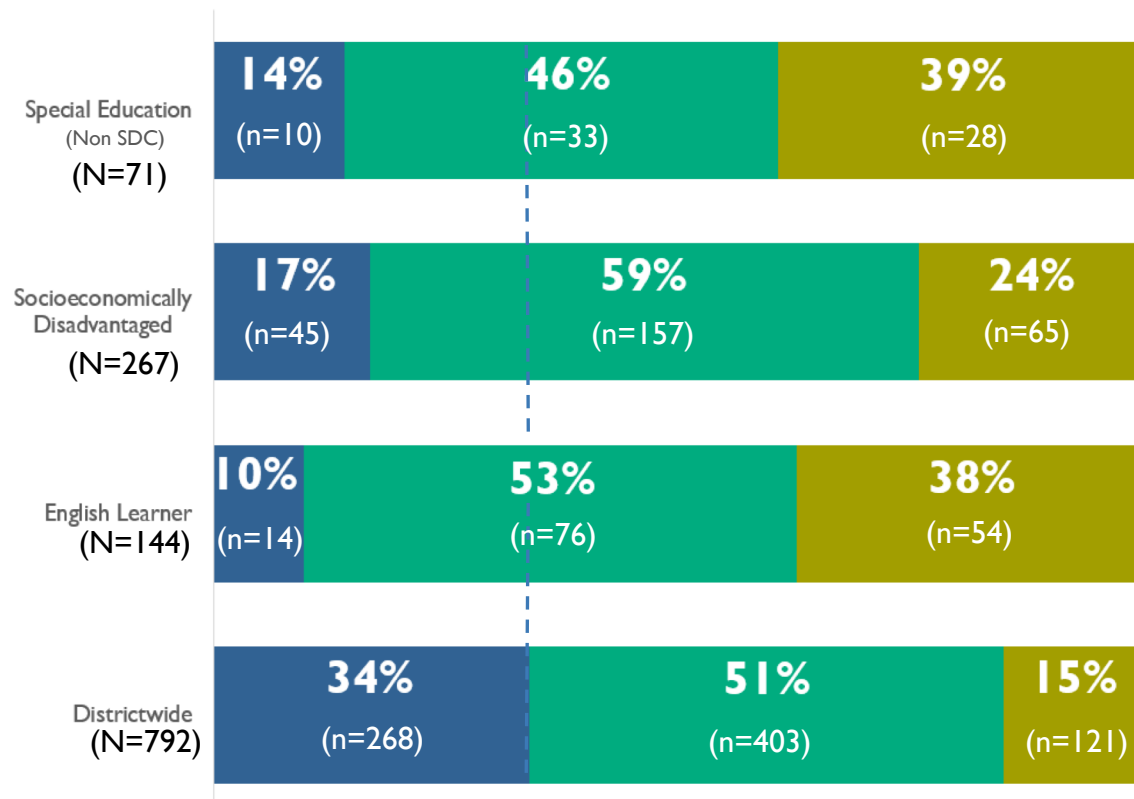■ Evidence of Limited Access to Grade Level Learning

8th Grade Interim Math Assessment: Proportional and Linear Relationships

■ Evidence of Grade Level Proficiency   ■ Evidence of Access to Grade Level Learning   ■ Evidence of Limited Access to Grade Level Learning

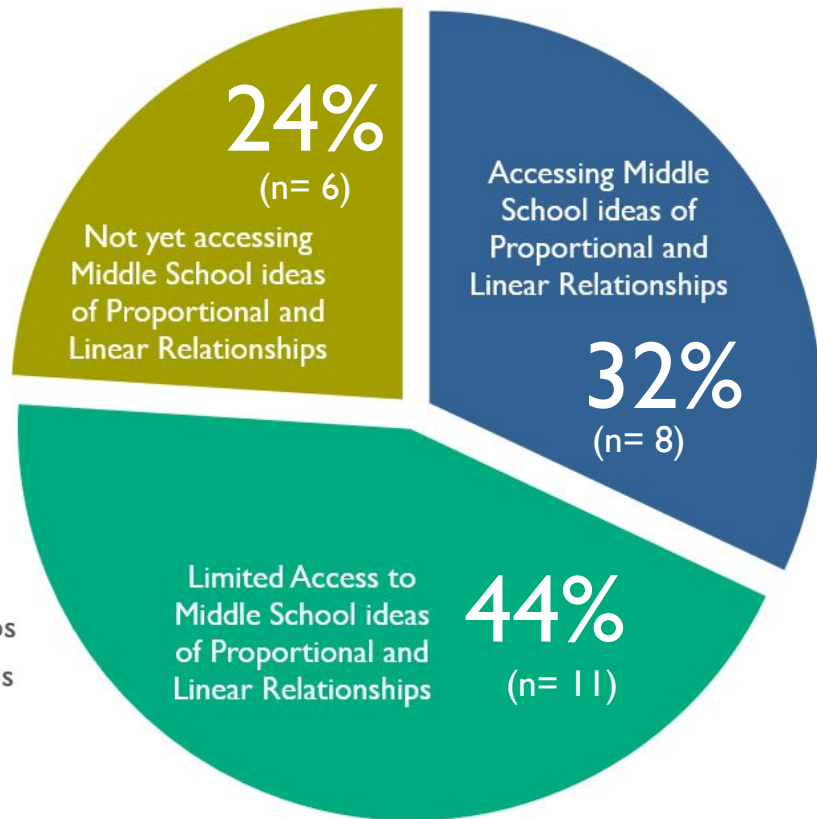| Group	Grade Level Proficiency	Access to Grade Level Learning	Limited Access to Grade Level Learning
Asian (N=121)	60% (n=73)	36% (n=44)	3% (n=4)
Two or More Races (N=26)	15% (n=4)	73% (n=19)	12% (n=3)
White (N=237)	45% (n=106)	44% (n=104)	11% (n=27)
Filipino (N=43)	40% (n=17)	44% (n=19)	16% (n=7)
Pacific Islander (N=22)	23% (n=5)	50% (n=11)	27% (n=6)
Latinx/Hispanic (N=330)	18% (n=59)	60% (n=199)	22% (n=72)
Black/African American (N=12)	25% (n=3)	58% (n=7)	17% (n=2)
Districtwide (N=792)	34% (n=268)	51% (n=403)	15% (n=121)

8th Grade Interim Math Assessment: Proportional and Linear Relationships

■ Evidence of Grade Level Proficiency ■ Evidence of Access to Grade Level Learning ■ Evidence of Limited Access to Grade Level Learning

Special Education (Non SDC) (N=71)
- 14% (n=10)
- 46% (n=33)
- 39% (n=28)

Socioeconomically Disadvantaged (N=267)
- 17% (n=45)
- 59% (n=157)
- 24% (n=65)

English Learner (N=144)
- 10% (n=14)
- 53% (n=76)
- 38% (n=54)

Districtwide (N=792)
- 34% (n=268)
- 51% (n=403)
- 15% (n=121)

8th Grade Alternate Interim Math Assessment: Proportional and Linear Relationships

24%
(n= 6)
Not yet accessing Middle School ideas of Proportional and Linear Relationships

Accessing Middle School ideas of Proportional and Linear Relationships

32%
(n= 8)

Limited Access to Middle School ideas of Proportional and Linear Relationships

44%
(n= 11)

- Accessing Middle School ideas of Proportional and Linear Relationships
- Limited Access to Middle School ideas of Proportional and Linear Relationships
- Not yet accessing Middle School ideas of Proportional and Linear Relationships

LIVE·LEAD·LEARN

8th Grade Interim Math Assessment: Solving & Simplifying Equations

(Standards partially addressed through instruction by time of test)

8.EE.3.7 Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results
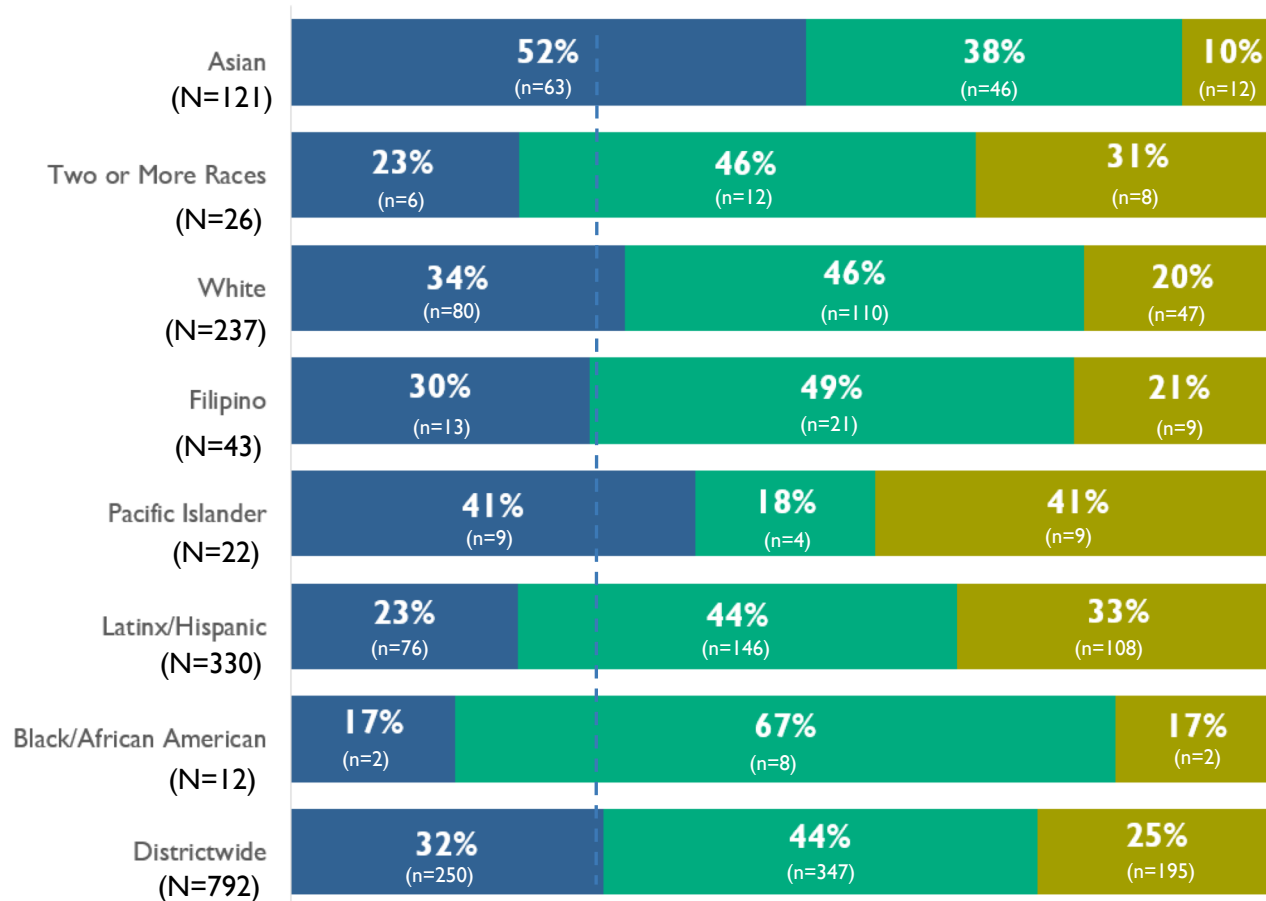
■ Evidence of Grade Level Proficiency

■ Evidence of Access to Grade Level Learning
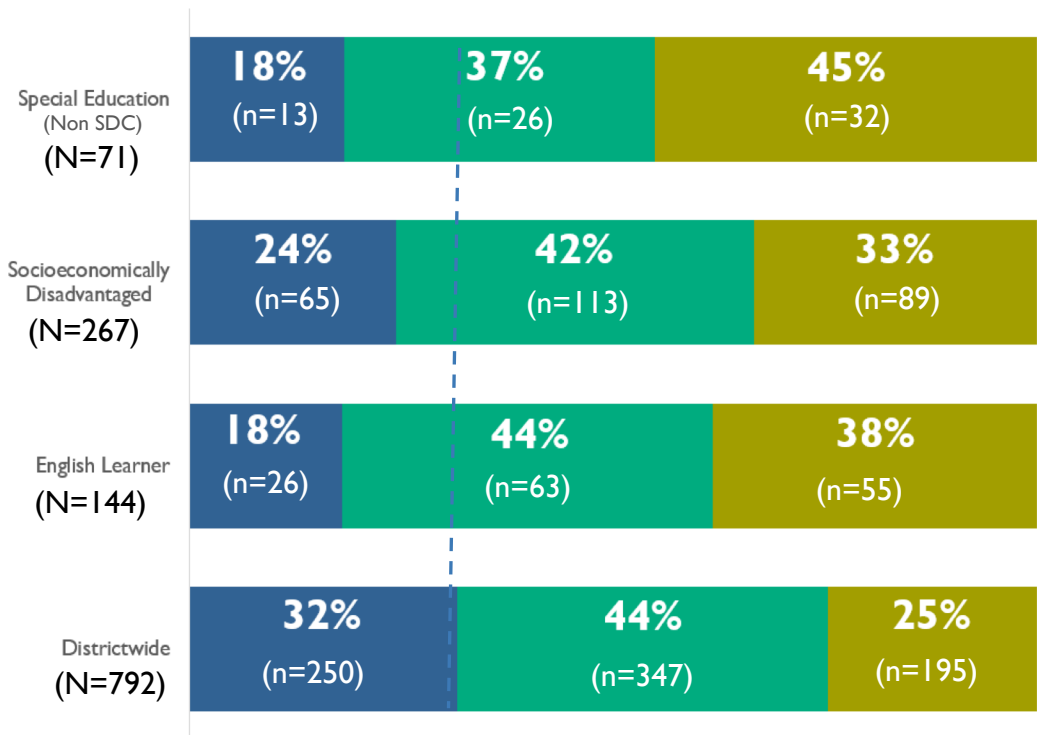
■ Evidence of Limited Access to Grade Level Learning

8th Grade Interim Math Assessment:Solving & Simplifying Equations

■ Evidence of Grade Level Proficiency   ■ Evidence of Access to Grade Level Learning   ■ Evidence of Limited Access to Grade Level Learning

Asian (N=121)
- 52% (n=63)
- 38% (n=46)
- 10% (n=12)

Two or More Races (N=26)
- 23% (n=6)
- 46% (n=12)
- 31% (n=8)

White (N=237)
- 34% (n=80)
- 46% (n=110)
- 20% (n=47)

Filipino (N=43)
- 30% (n=13)
- 49% (n=21)
- 21% (n=9)

Pacific Islander (N=22)
- 41% (n=9)
- 18% (n=4)
- 41% (n=9)

Latinx/Hispanic (N=330)
- 23% (n=76)
- 44% (n=146)
- 33% (n=108)

Black/African American (N=12)
- 17% (n=2)
- 67% (n=8)
- 17% (n=2)

Districtwide (N=792)
- 32% (n=250)
- 44% (n=347)
- 25% (n=195)

54

8th Grade Interim Math Assessment: Solving & Simplifying Equations

Legend:
- Evidence of Grade Level Proficiency
- Evidence of Access to Grade Level Learning
- Evidence of Limited Access to Grade Level Learning

Special Education (Non SDC) (N=71)
- 18% (n=13)
- 37% (n=26)
- 45% (n=32)

Socioeconomically Disadvantaged (N=267)
- 24% (n=65)
- 42% (n=113)
- 33% (n=89)

English Learner (N=144)
- 18% (n=26)
- 44% (n=63)
- 38% (n=55)

Districtwide (N=792)
- 32% (n=250)
- 44% (n=347)
- 25% (n=195)

8th Grade Alternate Interim Math Assessment: Solving & Simplifying Equations

- Accessing Middle School ideas of Solving & Simplifying Equations
- Limited Access to Middle School ideas of Solving & Simplifying Equations
- Not yet accessing Middle School ideas of Solving & Simplifying Equations

LIVE·LEAD·LEARN
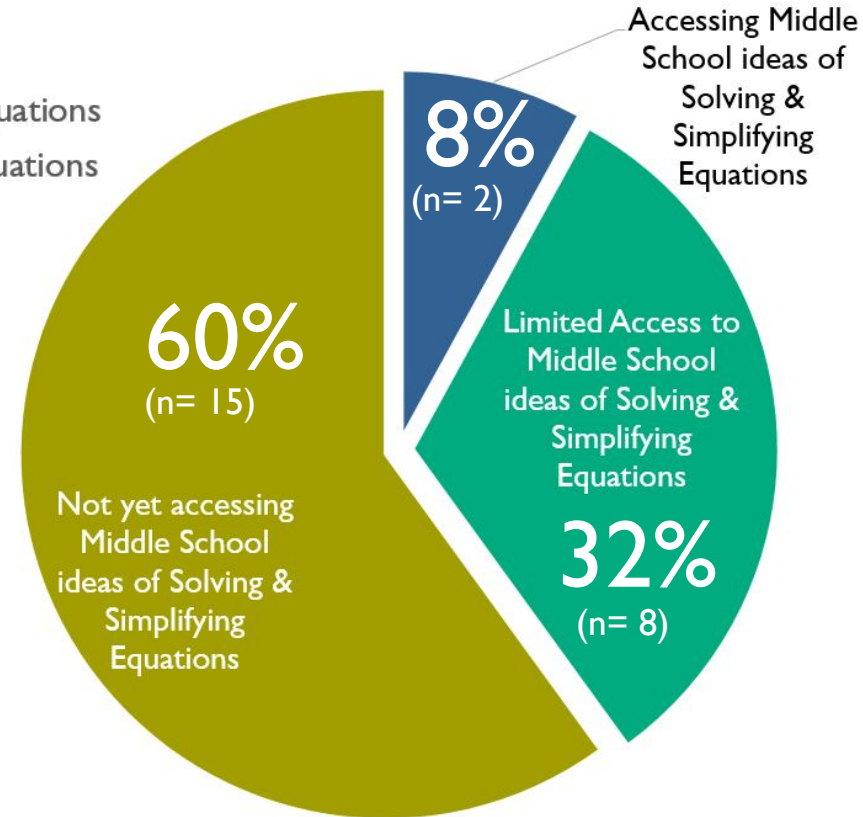
8th Grade Interim Math Assessment: SLOPE

Profile of an 8th Grade Middle School Student

Connecting 8th Grade Middle School Student Distance Learning Survey Results

8th Grade Interim Math Assessment: SLOPE

If I get behind in my Math work, I know what I need to do to get caught-up.

Districtwide	N Size	Percent
Agree/Strongly Agree	56	81%
Not Sure	7	10%
Disagree/Strongly Disagree	6	9%
English Learner	**N Size**	**Percent**
Agree/Strongly Agree	1	50%
Not Sure	1	50%
Disagree/Strongly Disagree	0	0%
Socioeconomically Disadvantaged	**N Size**	**Percent**
Agree/Strongly Agree	10	71%
Not Sure	2	14%
Disagree/Strongly Disagree	2	14%
Special Education	**N Size**	**Percent**
Agree/Strongly Agree	2	100%
Not Sure	0	0%
Disagree/Strongly Disagree	0	0%
Latinx/Hispanic	**N Size**	**Percent**
Agree/Strongly Agree	10	71%
Not Sure	2	14%
Disagree/Strongly Disagree	2	14%
Asian	**N Size**	**Percent**
Agree/Strongly Agree	18	86%
Not Sure	2	10%
Disagree/Strongly Disagree	1	5%
White	**N Size**	**Percent**
Agree/Strongly Agree	22	85%
Not Sure	3	12%
Disagree/Strongly Disagree	1	4%

Districtwide	N Size	Percent
Agree/Strongly Agree	31	86%
Not Sure	3	8%
Disagree/Strongly Disagree	2	6%
English Learner	**N Size**	**Percent**
Agree/Strongly Agree	9	82%
Not Sure	2	18%
Disagree/Strngly Disagree	0	0%
Socioeconomically Disadvantaged	**N Size**	**Percent**
Agree/Strongly Agree	15	88%
Not Sure	2	12%
Disagree/Strngly Disagree	0	0%
Special Education	**N Size**	**Percent**
Agree/Strongly Agree	5	71%
Not Sure	2	29%
Disagree/Strngly Disagree	0	0%
Latinx/Hispanic	**N Size**	**Percent**
Agree/Strongly Agree	19	90%
Not Sure	2	10%
Disagree/Strngly Disagree	0	0%
Asian	**N Size**	**Percent**
Agree/Strongly Agree	2	100%
Not Sure	0	0%
Disagree/Strngly Disagree	0	0%
White	**N Size**	**Percent**
Agree/Strongly Agree	8	73%
Not Sure	1	9%
Disagree/Strngly Disagree	2	18%

LIVE·LEAD·LEARN

8th Grade Interim Math Assessment: SLOPE

Learning using our online Math curriculum is going well.

Districtwide	N Size	Percent
Agree/Strongly Agree	45	65%
Not Sure	10	14%
Disagree/Strongly Disagree	14	20%
English Learner	N Size	Percent
Agree/Strongly Agree	1	50%
Not Sure	1	50%
Disagree/Strongly Disagree	0	0%
Socioeconomically Disadvantaged	N Size	Percent
Agree/Strongly Agree	9	64%
Not Sure	3	21%
Disagree/Strongly Disagree	2	14%
Special Education	N Size	Percent
Agree/Strongly Agree	1	50%
Not Sure	1	50%
Disagree/Strongly Disagree	0	0%
Latinx/Hispanic	N Size	Percent
Agree/Strongly Agree	8	57%
Not Sure	3	21%
Disagree/Strongly Disagree	3	21%
Asian	N Size	Percent
Agree/Strongly Agree	16	76%
Not Sure	2	10%
Disagree/Strongly Disagree	3	14%
White	N Size	Percent
Agree/Strongly Agree	17	65%
Not Sure	3	12%
Disagree/Strongly Disagree	6	23%

Districtwide	N Size	Percent
Agree/Strongly Agree	22	61%
Not Sure	8	22%
Disagree/Strongly Disagree	6	17%
English Learner	N Size	Percent
Agree/Strongly Agree	7	64%
Not Sure	2	18%
Disagree/Strngly Disagree	2	18%
Socioeconomically Disadvantaged	N Size	Percent
Agree/Strongly Agree	9	53%
Not Sure	5	29%
Disagree/Strngly Disagree	3	18%
Special Education	N Size	Percent
Agree/Strongly Agree	5	71%
Not Sure	0	0%
Disagree/Strngly Disagree	2	29%
Latinx/Hispanic	N Size	Percent
Agree/Strongly Agree	12	57%
Not Sure	7	33%
Disagree/Strngly Disagree	2	10%
Asian	N Size	Percent
Agree/Strongly Agree	0	0%
Not Sure	1	50%
Disagree/Strngly Disagree	1	50%
White	N Size	Percent
Agree/Strongly Agree	7	64%
Not Sure	4	36%
Disagree/Strngly Disagree	5	45%

LIVE·LEAD·LEARN

Algebra Interim Math Assessment
(Standards fully, partially and not yet addressed through instruction by time of test)

- In order to isolate the content knowledge of our 8th Grade students who have yet to review 9th Grade mathematical concepts, a separate Interim Math assessment was administered to our 8th Grade students who are currently enrolled in an Algebra class.

- Although the individual results of the Algebra Interim Assessment have been provided to teachers, a District Level analysis is not available due to complications related to stacked question types and nuance within the covered content.

LIVE·LEAD·LEARN

Questions?