

# Math Update

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Educating Students for Success.

# Math Update

## Agenda

- Provide Update Regarding Math Adoption
- Achievements and Next Steps
- Enhanced Math Learning Experience
- Math CAASPP State Testing and Math i-Ready Diagnostic Update
- Spotlight on Lawrence Elementary

# Achievements and Next Steps

## Key Achievements

- Increasing student talk during math instruction
- Raising academic rigor during math instruction
- Of all schools in K-8 range, 23 of 37 schools achieved high growth on i-Ready Math Diagnostic in 2022-2023

## Challenges

- Adjusting to new curriculum
- Maintaining pacing during first year of curriculum implementation

## Next Steps

- Provide ongoing professional development
- Encourage students to take ownership over learning

# Enhanced Math Learning Experience

## Math Curriculum Update

- Personalized computer adaptive support for students  
K-8<sup>th</sup> Grade Continuity

## K-8<sup>th</sup> Grade Continuity

- Uninterrupted math education from Kindergarten through 8<sup>th</sup> Grade

## Teacher Input

- Actively integrating teacher feedback to enhance curriculum implementation

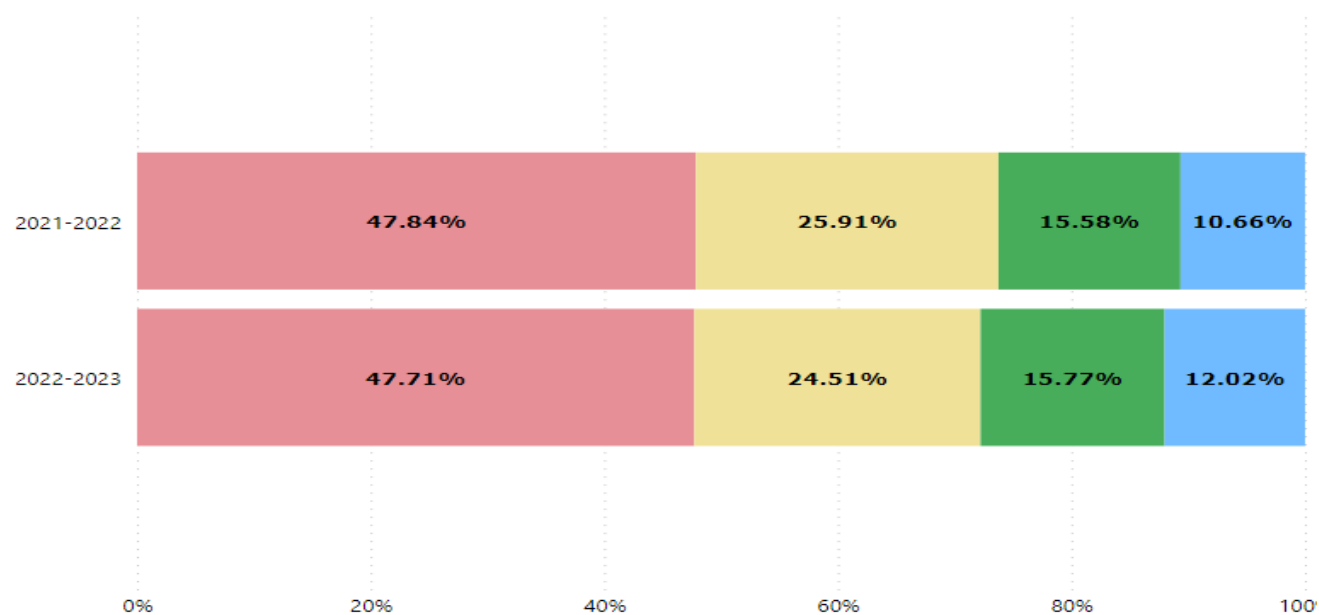
# Math CAASPP State Testing Comparison

## Outperforming the Norm

- Maintaining stable performance in the first year of math adoption, which stands out in contrast to the typical decline experienced by many districts

Performance Level Distribution Percentage

● Standard Not Met ● Standard Nearly Met ● Standard Met ● Standard Exceeded

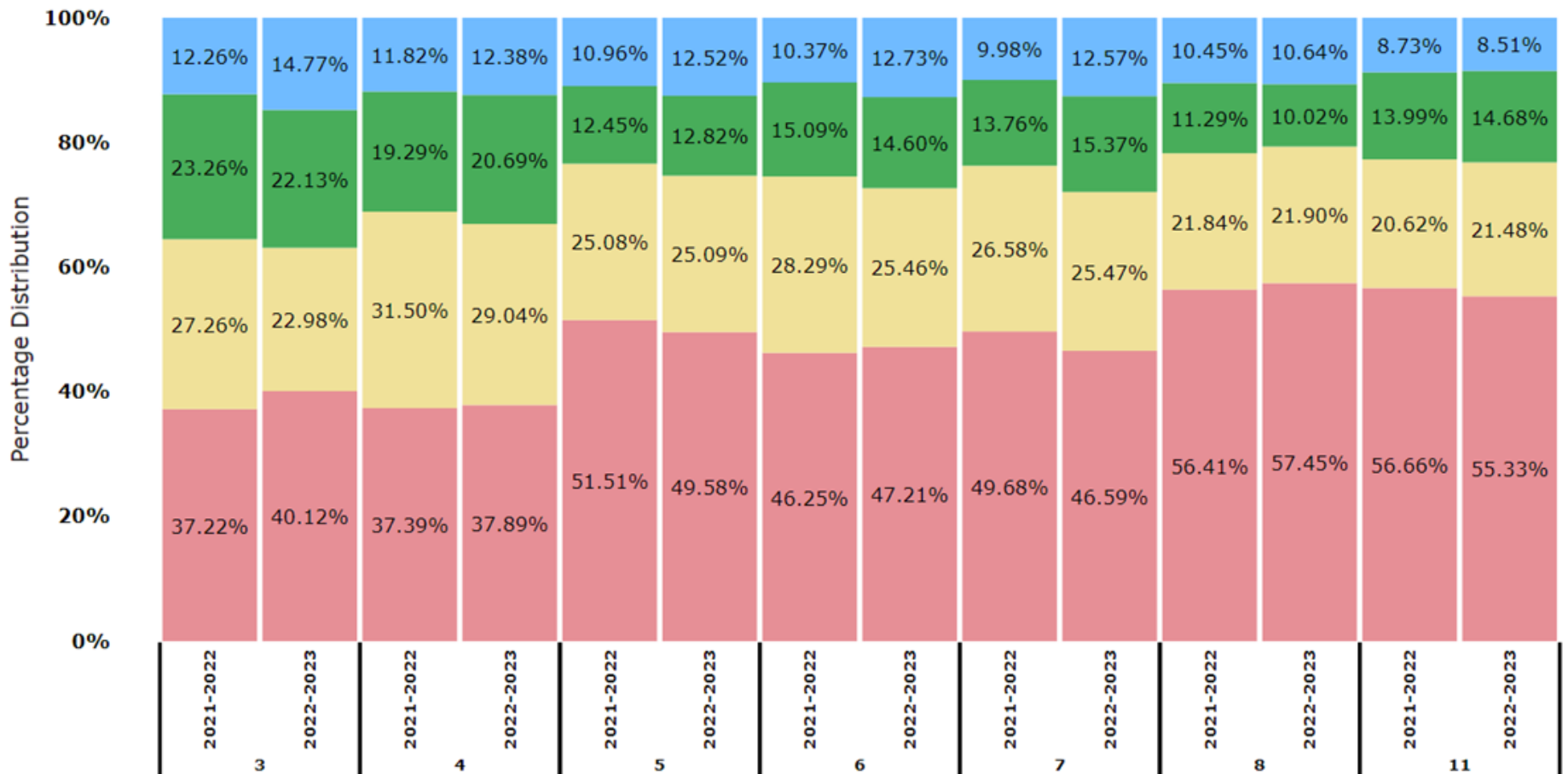


# Math CAASPP State Testing Comparison

## Math student outcome data by grade level






Performance Distribution by Grade Level

● Standard Not Met ● Standard Nearly Met ● Standard Met ● Standard Exceeded



# Understanding i-Ready's Criterion Referenced Relative Placement Levels

i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five relative placement levels:

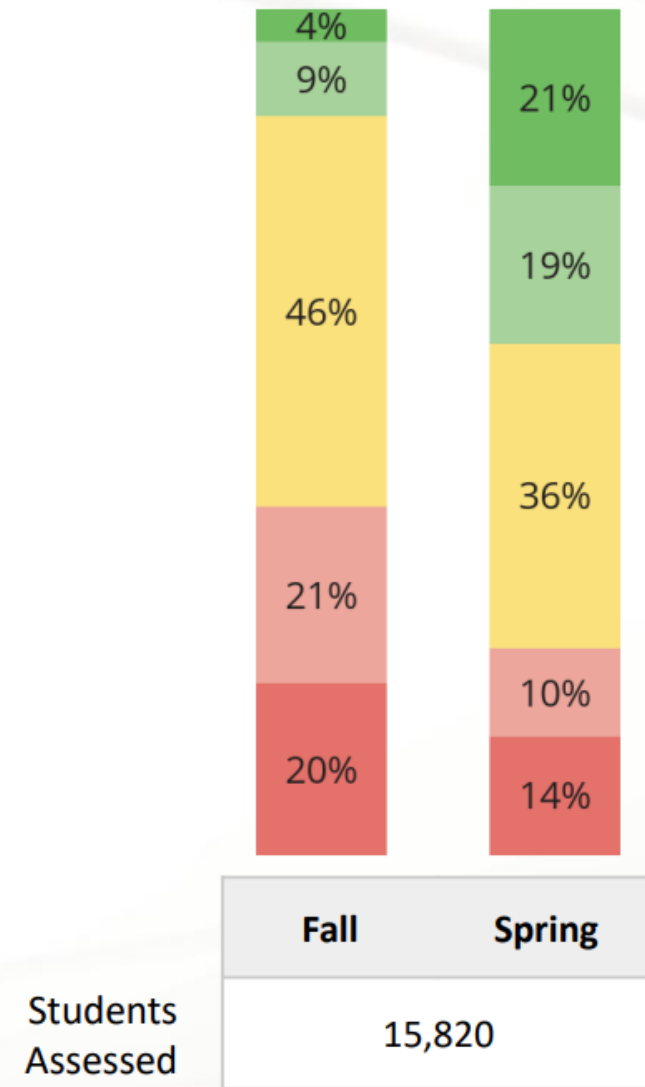
 <b>Mid or Above Grade Level</b>	Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics, or above-grade level instruction.
 <b>Early On Grade Level</b>	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
 <b>1 Grade Level Below</b>	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
 <b>2 Grade Levels Below</b>  <b>3+ Grade Levels Below</b>	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

# Math i-Ready Diagnostic

## Placement Distribution, Fall 22-23 to Spring 22-23

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.





# Spotlight on Lawrence

Notable improvement observed at Lawrence:

- Site achieved 4% growth on Math CAASPP State Testing in 2022-2023 school year
- Lawrence showed substantial math diagnostic growth from start to end of year
  - Median percent of typical growth achieved at Lawrence during 2022-2023 school year: 103%

Upcoming slides offer detailed insights into Lawrence Elementary's progress

# Spotlight on Lawrence

Classroom teachers, math intervention teacher, and site administrators have been able to:

- Work to increase student dialog in math classrooms
- Set students up for success for middle and high school math classes
- Work together to provide small group support for students within their homeroom class

# Spotlight on Lawrence

Classroom teachers, math intervention teacher, and site administrators have been able to:

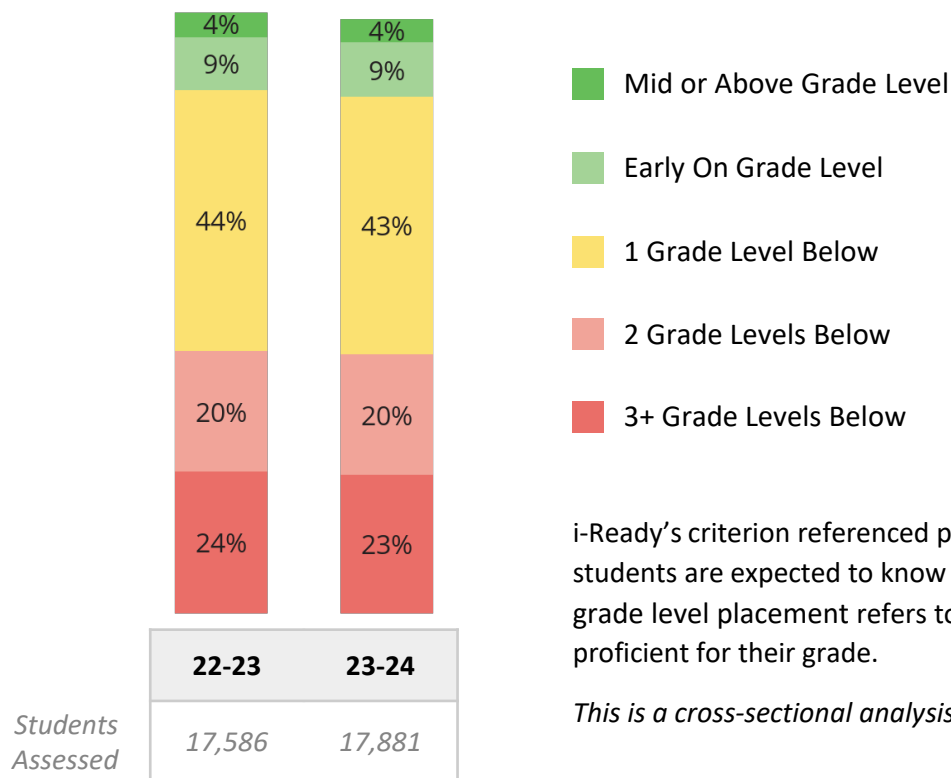
- Increase teacher collaboration to provide continuity and improve math instruction
- Math intervention teachers provide just-in-time support to classroom teachers
- Work together to adopt new math strategies and implement math curriculum
- Foster collaboration to interpret and i-Ready student outcome data

# Additional Information

Please note the additional slides are included for your reference, and we welcome any questions or discussions during the question-and-answer portion of the Board Report

# How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 22-23 to Fall 23-24

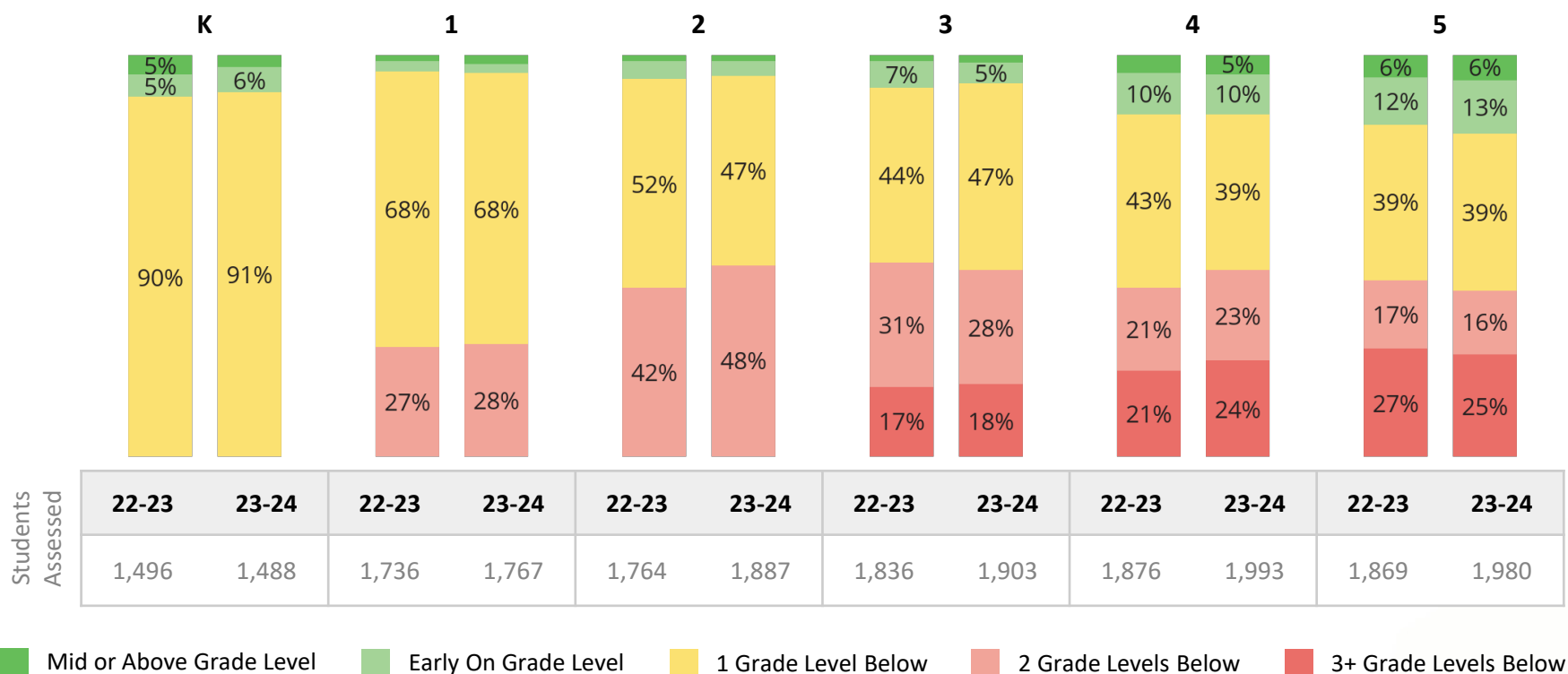


i-Ready’s criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

*This is a cross-sectional analysis.*

# How Have Relative Placements Changed From Fall to Fall?

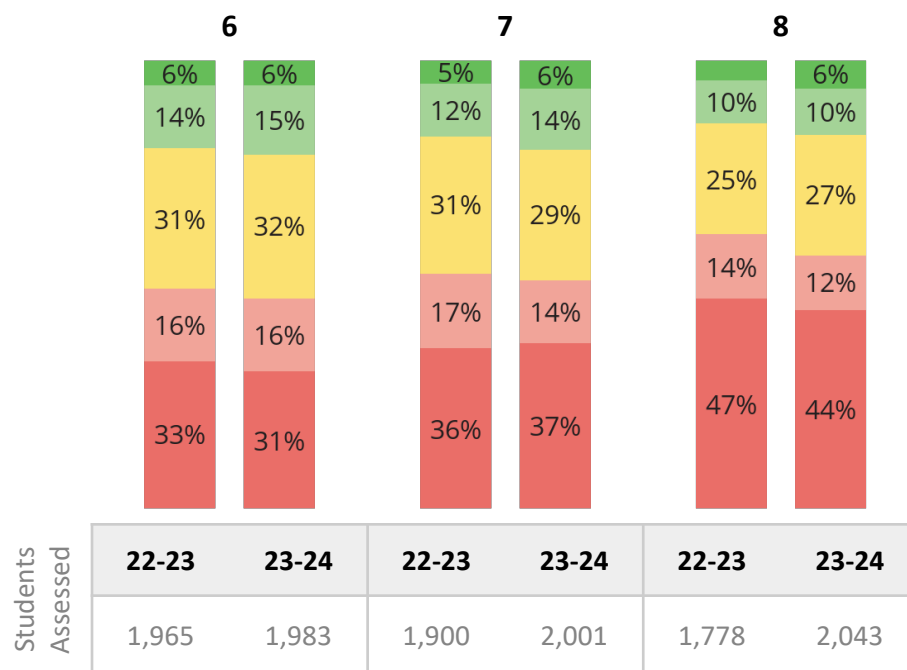
Placement Distribution, Fall 22-23 to Fall 23-24



*This is a cross-sectional analysis.*

# How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 22-23 to Fall 23-24



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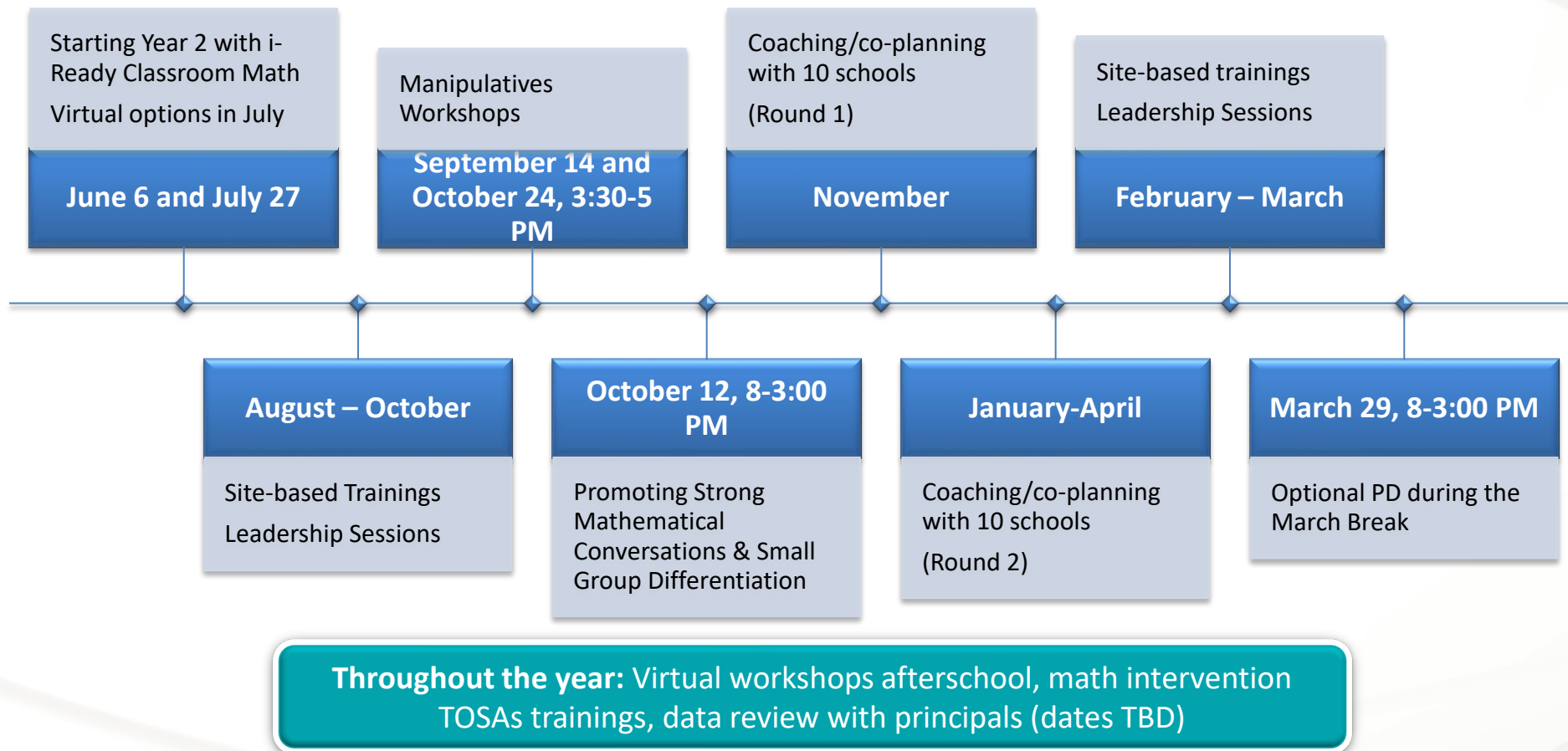
*This is a cross-sectional analysis.*

# Math CAASPP State Testing Results by Site

	Standard Exceeded	Standard Exceeded	Standard Met	Standard Met	Standard Nearly Met	Standard Nearly Met	Standard Not Met	Standard Not Met
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Ansel Adams	5.34%	8.56%	16.03%	19.52%	26.46%	23.26%	52.16%	48.66%
Bear Creek High	7.63%	9.33%	11.70%	12.92%	21.63%	20.10%	59.03%	57.66%
Beckman Elementary	3.55%	4.85%	9.35%	12.62%	31.61%	27.51%	55.48%	55.02%
Christa McAuliffe Middle	12.48%	14.02%	13.34%	14.02%	22.18%	29.91%	51.99%	42.05%
Clairmont Elementary	6.85%	8.00%	11.87%	12.89%	31.05%	22.22%	50.23%	56.89%
Clyde W. Needham Elementary	4.55%	8.00%	14.20%	12.50%	26.14%	26.50%	55.11%	53.00%
Creekside Elementary	4.23%	1.38%	10.21%	8.62%	25.35%	23.45%	60.21%	66.55%
Davis Elementary	3.85%	1.04%	12.98%	7.25%	26.44%	26.42%	56.73%	65.28%
Delta Sierra Middle	1.51%	1.83%	6.24%	4.76%	19.09%	15.02%	73.16%	78.39%
Elkhorn	68.82%	66.79%	25.48%	22.64%	5.32%	8.68%	0.38%	1.89%
Ellerth E. Larson Elementary	23.88%	28.05%	28.61%	25.98%	25.53%	23.45%	21.99%	22.53%
Erma B. Reese Elementary	17.53%	21.47%	23.38%	21.17%	30.84%	30.37%	28.25%	26.99%
George Lincoln Mosher	9.15%	10.86%	23.24%	19.08%	33.10%	28.62%	34.51%	41.45%
George Washington Elementary	5.48%	8.21%	15.98%	17.87%	29.68%	30.92%	48.86%	43.00%
Henderson					10.00%	14.29%	90.00%	85.71%
Heritage Elementary	10.20%	11.92%	14.47%	13.08%	24.67%	26.54%	50.66%	48.46%
Houston	4.07%	3.31%	8.13%	8.26%	22.76%	14.05%	65.04%	74.38%
Independence	6.59%	3.17%	15.38%	11.11%	24.18%	25.40%	53.85%	60.32%
Joe Serna Jr. Charter	9.33%	9.17%	22.22%	22.71%	36.00%	37.12%	32.44%	31.00%
John Muir Elementary	25.15%	32.82%	25.77%	19.81%	25.77%	23.84%	23.31%	23.53%
Julia Morgan Elementary	13.33%	15.16%	18.89%	20.58%	30.37%	27.44%	37.41%	36.82%
Lakewood Elementary	9.62%	9.62%	20.38%	18.85%	30.00%	25.77%	40.00%	45.77%
Lawrence Elementary	1.77%	4.64%	11.66%	12.50%	26.15%	29.29%	60.42%	53.57%
Leroy Nichols Elementary	10.83%	11.76%	16.56%	23.53%	36.94%	25.29%	35.67%	39.41%
Liberty High			2.90%		11.59%	4.65%	85.51%	95.35%
Live Oak Elementary	5.85%	8.02%	14.62%	17.90%	24.56%	24.69%	54.97%	49.38%
Lockeford Elementary	9.28%	9.12%	16.17%	17.02%	26.35%	25.23%	48.20%	48.63%
Lodi High	11.40%	9.18%	17.42%	18.98%	21.08%	24.08%	50.11%	47.76%
Lodi Middle	8.25%	9.85%	11.93%	13.06%	27.92%	24.51%	51.90%	52.58%
Lois E. Borchardt Elementary	12.87%	9.70%	20.23%	21.02%	32.18%	26.56%	34.71%	42.73%
Manlio Silva Elementary	21.51%	23.15%	21.51%	20.22%	26.77%	22.92%	30.21%	33.71%
Middle College High	47.27%	35.53%	32.73%	25.00%	10.91%	30.26%	9.09%	9.21%
Millswood Middle	9.63%	13.04%	15.11%	15.05%	27.94%	26.34%	47.33%	45.56%
Morada Middle	5.87%	6.98%	12.46%	12.85%	26.07%	24.16%	55.59%	56.01%
NPS							100.00%	
Oakwood Elementary	2.80%	3.61%	10.25%	8.52%	27.02%	20.33%	59.94%	67.54%
Parklane Elementary	1.97%	1.96%	6.30%	10.20%	24.41%	22.75%	67.32%	65.10%
Plaza Robles Continuation High					5.36%	15.22%	94.64%	84.78%
Podesta Ranch Elementary	10.61%	15.05%	22.35%	22.58%	31.84%	28.49%	35.20%	33.87%
Ronald E. McNair High	4.08%	5.41%	12.47%	12.53%	23.74%	20.39%	59.71%	61.67%
Sutherland Elementary	2.62%	5.81%	10.47%	11.63%	23.04%	29.07%	63.87%	53.49%
Tokay High	9.35%	7.98%	14.15%	15.34%	20.14%	21.88%	56.35%	54.81%
Turner Academy at Tokay Colony				5.88%	5.88%		94.12%	94.12%
Valley Robotics Academy	15.03%	6.25%	15.69%	16.88%	29.41%	32.50%	39.87%	44.38%
Victor Elementary	5.88%	17.65%	21.18%	19.12%	32.94%	26.47%	40.00%	36.76%
Vinewood Elementary	30.42%	35.17%	25.90%	26.16%	25.30%	22.97%	18.37%	15.70%
Wagner-Holt Elementary	3.64%	3.65%	11.92%	11.68%	29.47%	24.45%	54.97%	60.22%
Westwood Elementary	6.01%	7.37%	18.03%	16.59%	32.19%	25.35%	43.78%	50.69%
Woodbridge	7.89%	9.86%	11.05%	19.72%	24.74%	30.05%	56.32%	40.38%



# i-Ready Classroom Mathematics Professional Learning in the 2023 -24 School Year



# Highlights from our Fall Site -Based Professional Learning

*Two options for each school's professional learning*

## Option 1 – Unpacking a Unit

- Plan for an upcoming i-Ready Classroom Mathematics Unit.
- Establish clear math goals for an upcoming unit to focus student learning.
- Discuss the learning progression of mathematical concepts, models, and strategies within the unit.
- Create a plan for pacing to allow opportunity for the development and assessment of ideas throughout the unit.

## Option 2 – Engaging Students with Data Chats

- Implement data chats with students to support data-driven instruction and promote student ownership.
- Create a plan for supporting students in monitoring and tracking their own progress and goals.

# Highlights from our Fall Site -Based Professional Learning

“Tara was really great answering our questions and making us feel heard. I appreciated her advice and how it was delivered. Some PDs last forever but she made this one seem so short, in a good way.”

-Lockeford

“It was a very informational session. I was able to see how I could implement lessons from previous grades to close academic gaps. We went over an alternative pacing guide for this.”

“Teachers left with immediately applicable takeaways.”

-Delta Sierra Middle School

“The presenter was responsive to attendees interests and questions. Many great resources were shared.”

“Naomi provided a great wealth of information.”

-Lodi Middle School

“Tom gave me great strategies to work on and goals to complete for myself and my students.”

-Davis

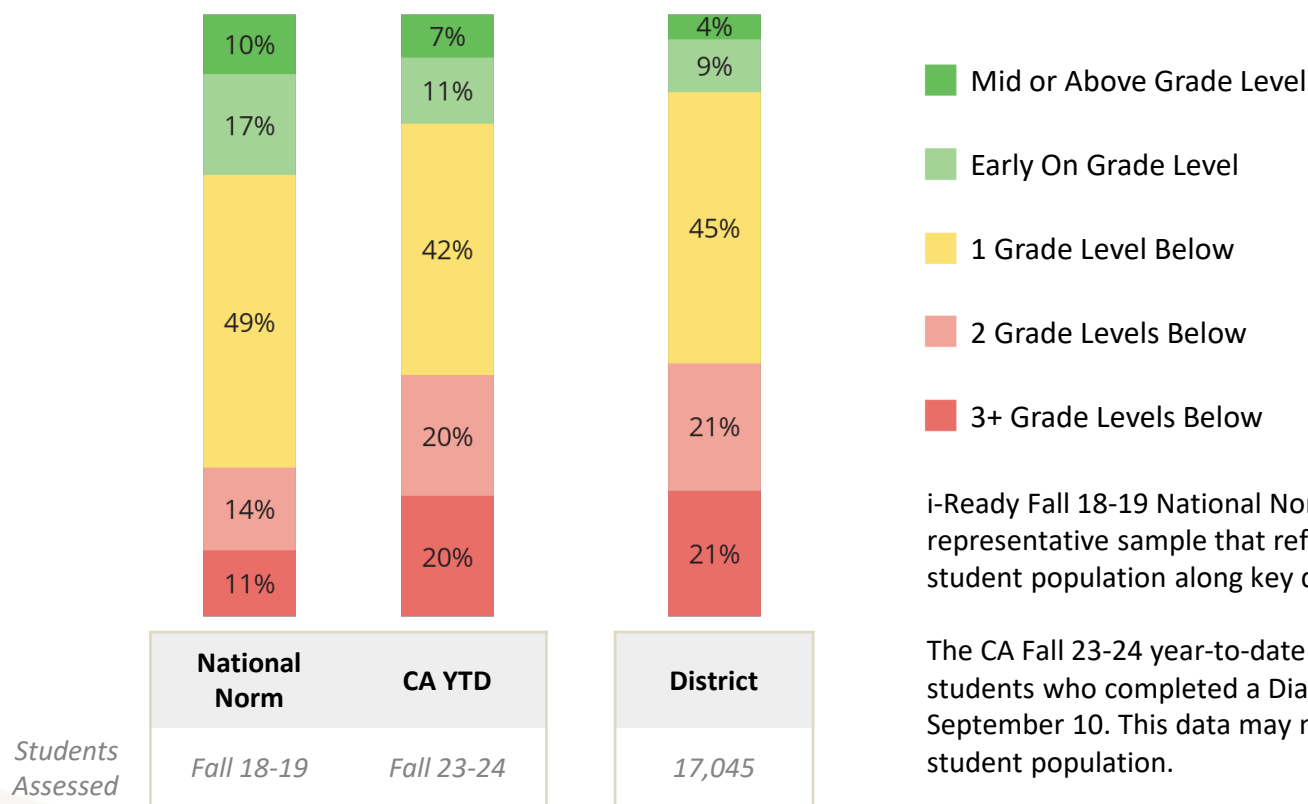
“Instructor was clear and showed strategies that are easy to implement. Loved the session!”

“Great representation of how the curriculum builds on concepts.”

-Manipulatives Workshop

# How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks

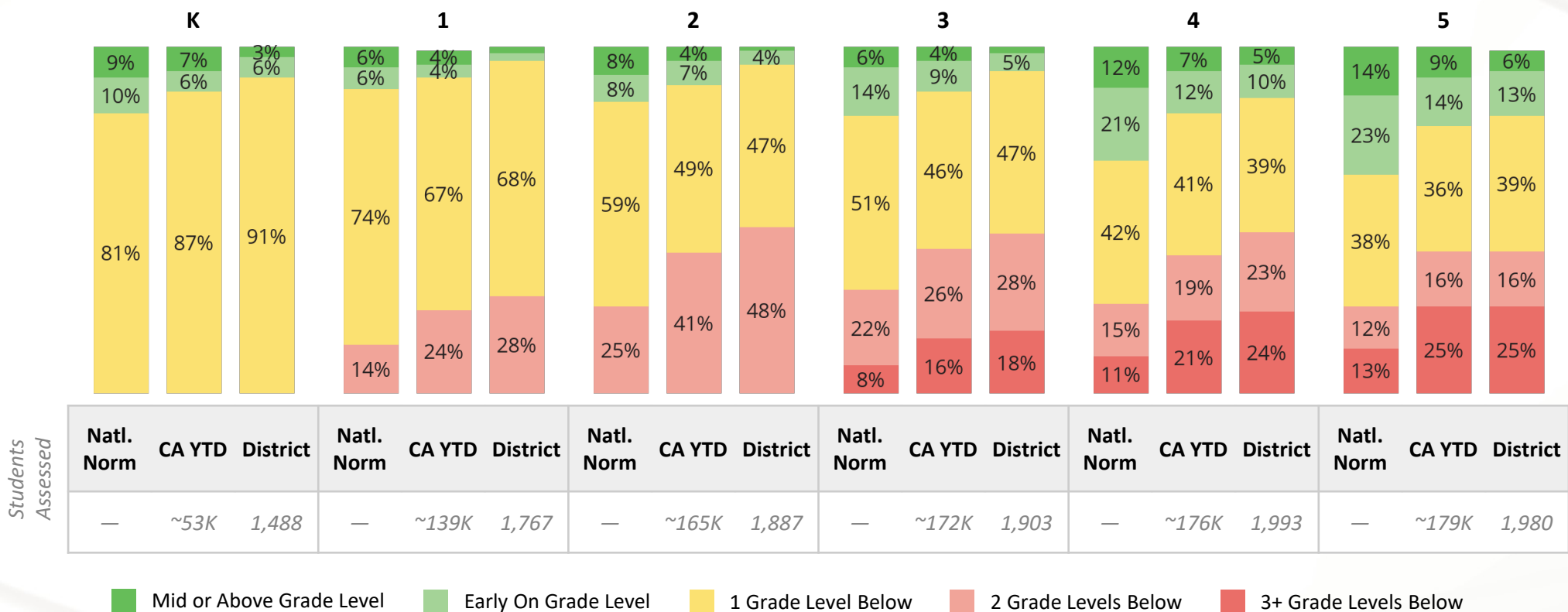


i-Ready Fall 18-19 National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The CA Fall 23-24 year-to-date population includes 1,341,133 students who completed a Diagnostic from August 1 to September 10. This data may not be representative of the student population.

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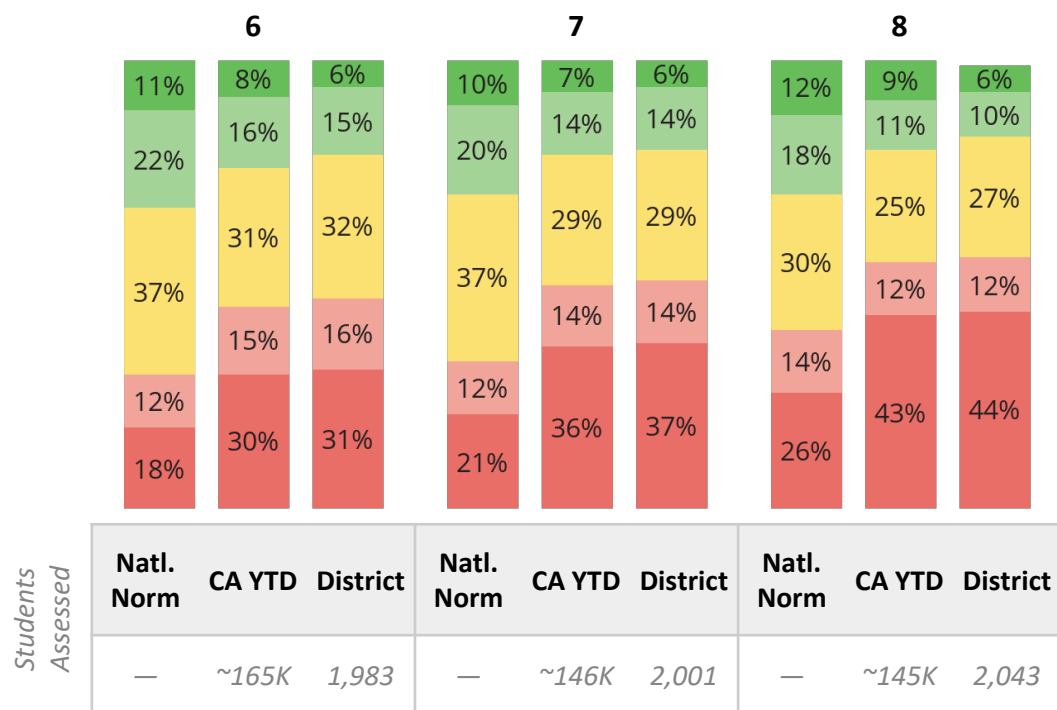
Natl. Norm	CA YTD	District	Natl. Norm	CA YTD	District	Natl. Norm	CA YTD	District	Natl. Norm	CA YTD	District	Natl. Norm	CA YTD	District	Natl. Norm	CA YTD	District
—	~53K	1,488	—	~139K	1,767	—	~165K	1,887	—	~172K	1,903	—	~176K	1,993	—	~179K	1,980

■ Mid or Above Grade Level   
 ■ Early On Grade Level   
 ■ 1 Grade Level Below   
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 ■ 3+ Grade Levels Below

**Natl. Norm:** i-Ready Fall 18-19 National Norms     
 **CA YTD:** CA Fall 23-24 population year-to-date

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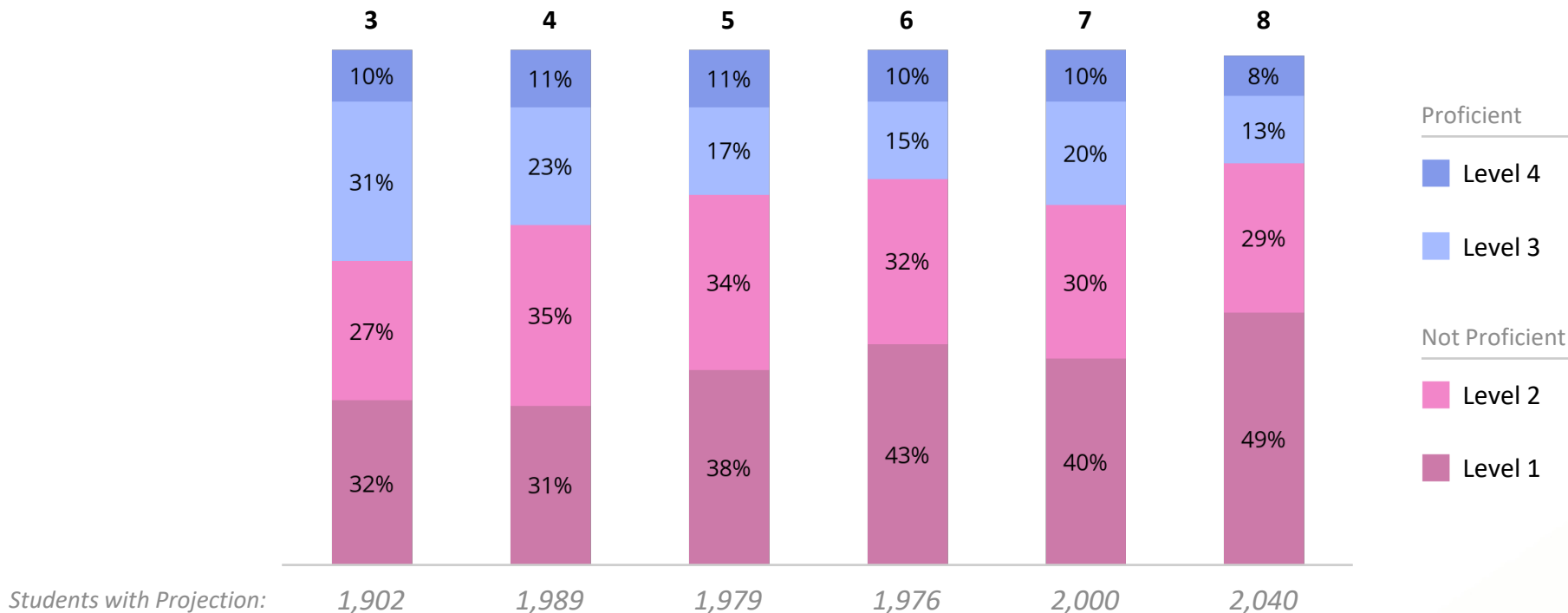
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# Projected Proficiency Data

# How are Students Projected to Perform on the State Test?

Projection if Students Achieve Typical Growth, Fall 23-24

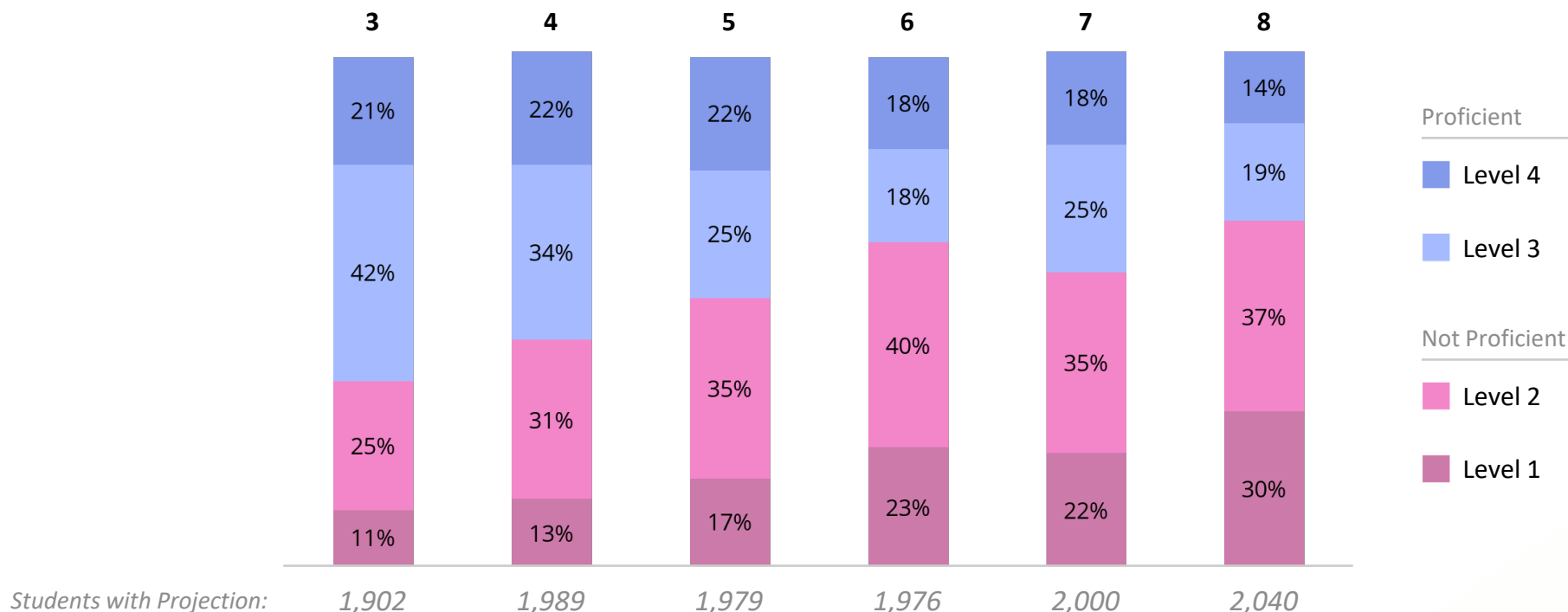


The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their Typical Growth measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Typical Growth measure.



# How are Students Projected to Perform on the State Test?

Projection if Students Achieve Stretch Growth, Fall 23-24



The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their Stretch Growth measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Stretch Growth measure.

