

Meeting the Needs of Students

Intensive

Student's Performance Range is
Significantly Below Grade Level

(1-7%)

Intensive

Student's Performance Range is
Significantly Above Grade Level

(1-7%)

Core

Students' Performance Range Is
Slightly Below to Slightly Above
Grade Level
(80 – 90%)

(1-7%)

(5-15%)

(5-15%)

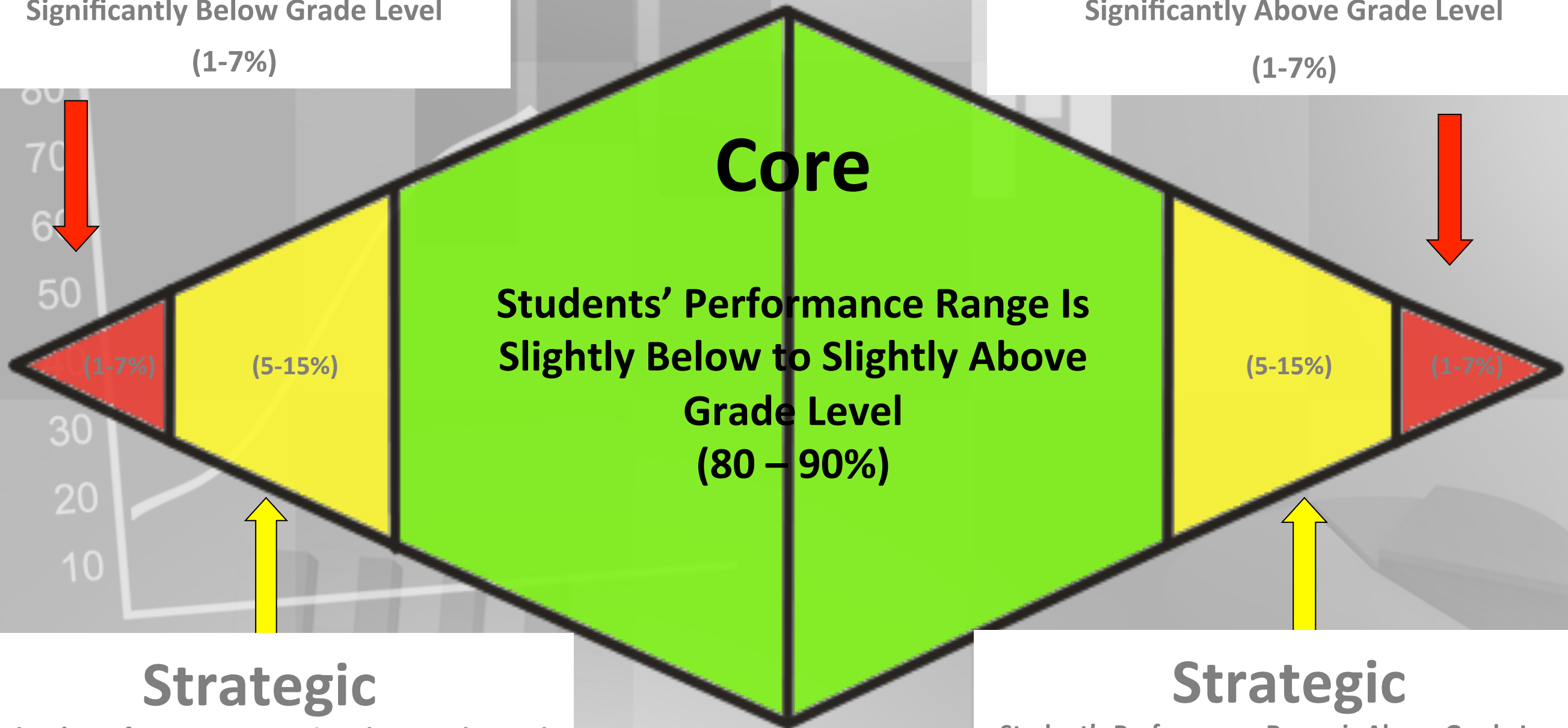
(1-7%)

Strategic

Student's Performance Range is Below Grade Level
(5-15%)

Strategic

Student's Performance Range is Above Grade Level
(5-15%)



Numeracy Data Team

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Strengths

Elementary:



The percentage of African Americans, males, and students with a disability who scored met or exemplary on PASS increased in grades 3 and 5. The strands on which students performed the highest in grades 3-5 was the Geometry, Measurement, and Data strand.



Instructional coaches and district level learning specialists provide support and resources for math instruction in the classroom.



HCS implemented *Connecting Math Concepts* for Tier III-B as a part of the differentiated curricula.

Middle:



An additional 173 middle school students took Algebra 1 EOC with a 98.9% passage rate, an increase over 2012-13.



HCS added *Vmath*, a strategic intervention at middle school, during the 2013-14 school year and developed middle school RTI protocols for math.

High:








Algebra 1 EOC passage rate increased by 7.4%. Over two years, the increase was 9.6%.

80
70
60
50
40
30
20
10



Opportunities for Improvement

-  There is low growth in 4th grade in most schools on PASS. The district and state scores both show a drop in performance.
-  On grade 3 PASS Operations and Algebraic Thinking was the strand on which students performed the lowest. In grade 4, Numbers in Base Ten and in grade 5 Numbers and Operations – Fractions were the strands on which students performed lowest.
-  High school has not had a tool that is comparable to MAP for progress monitoring.
-  Students with disabilities is an area that has been identified for improvement as measured by state tests.
-  An achievement gap for the subgroups still exists on state assessments.



Strategies



Monitor the use of digital content at all grade levels. Coordinate efforts between district and school staff to maximize implementation and increase student achievement.



Continue to monitor MAP growth targets in elementary and middle at the school and district levels.



Continue to utilize resources and coaching opportunities to provide feedback to schools to ensure that core curriculum is taught with fidelity and that academic standards are the foundation for instruction.



Implement intervention programs with fidelity, utilize school and district level coaching, and ensure the effective use of differentiation.



Use the 2014–15 Algebra 1 EOC Blueprint and other State Department documents to identify specific areas of focus in Algebra 1.