

Outcome Monitoring Math Proficiency

January 2024



Math Proficiency

Goal:

Beginning in May 2023, the percentage of eighth grade students proficient in mathematics on the state summative assessment, (currently AK STAR), will increase from **X%** in May 2023 to **Y%** by May 2028.

*AK STAR is currently undergoing a policy review and results are scheduled to be released in the spring of 2024.

Interim Goal 2.1:

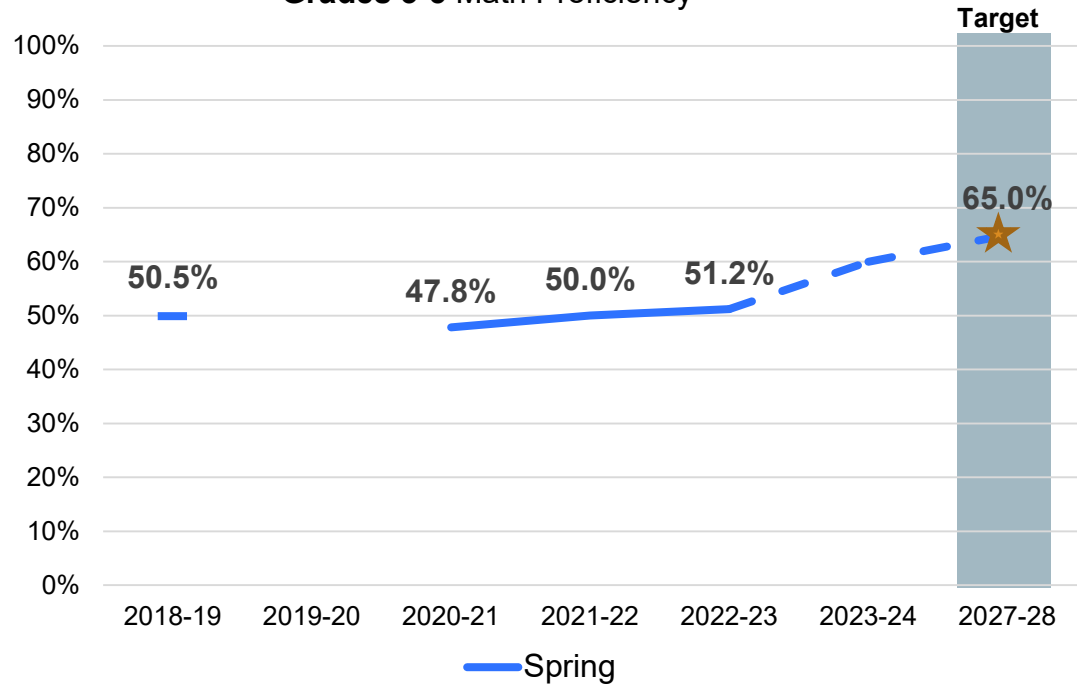
The percentage of **grade 3–5 students** at or above the math benchmark* on interim adaptive assessments (MAP Growth) will increase from **51.2%** in Spring 2023 to **65%** in Spring 2028.

*Benchmark as defined by 40th percentile. Typically, 60% of the overall student population performs at the 40th percentile or above.



Math Proficiency Interim Goal 2.1 (MAP Growth)

Grades 3-5 Math Proficiency



The percentage of **grade 3-5 students** at or above the math benchmark* on interim adaptive assessments (MAP Growth) will increase from 51.2% in Spring 2023 to 65% in Spring 2028.

Superintendent Evaluation of Performance

Interim Goal 2.1
Overall Progress

Near Annual Target

*Benchmark as defined by 40th percentile

	Assessment Period	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2023-24 Annual Target
% At/Above Benchmark	Fall (3-5 Students Tested)	55.3% (10,575)	55.9% (10,370)	NA	53.7% (8,968)	54.6% (9,346)	55.4% (9,305)	54%
	Winter (3-5 Students Tested)	48.7% (5,617)	52.1% (10,211)	40.2% (6,349)	51.2% (9,064)	54.6% (9,178)	53.5 (9,258)	54%
	Spring (3-5 Students Tested)	50.5% (10,446)	NA	47.8% (4,556)	50% (9,322)	51.2% (9,358)		54%

3-5 MAP Growth Color Legend
2023-2024

Far Below Target
49% or less

Below Target
50%-51%

Near Target
52%-53%

On Target
54%

Above Target
55% or higher

Math Proficiency Goal – Participation & Performance – MAP Growth Grades 3-5

	Fall 2023-2024					Winter 2023-2024					% Students Tested Change from Fall to Winter	% At/Above Benchmark Change from Fall to Winter
	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark		
All Grades 3-5	9855	9305	94.42%	5158	55.4%	9832	9258	94.16%	4951	53.5%	-0.26%	-1.95%
3	3219	3036	94.32%	1677	55.24%	3236	3033	93.73%	1637	53.97%	-0.59%	-1.26%
4	3360	3173	94.43%	1775	55.94%	3326	3137	94.32%	1730	55.15%	-0.12%	-0.79%
5	3277	3097	94.51%	1706	55.09%	3271	3089	94.44%	1584	51.28%	-0.07%	-3.81%

3-5 MAP Growth Color Legend
2023-2024

Far Below Target
49% or less

Below Target
50%-51%

Near Target
52%-53%

On Target
54%

Above Target
55% or higher

Interim Goal 2.1:

The percentage of **grade 3–5 students** at or above the math benchmark* on interim adaptive assessments (MAP Growth) will increase from **51.2%** in Spring 2023 to **65%** in Spring 2028

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Math Proficiency Goal – Participation & Performance – MAP Growth Grades 3-5

	Fall 2023-2024					Winter 2023-2024					% Students Tested Change from Fall to Winter	% At/Above Benchmark Change from Fall to Winter
	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark		
All Grades 3-5	9855	9305	94.42%	5158	55.4%	9832	9258	94.16%	4951	53.5%	-0.26%	-1.95%
Alaska Native / American Indian	1000	942	94.20%	309	32.80%	1015	962	94.78%	283	29.42%	0.58%	-3.38%
Asian	937	902	96.26%	473	52.44%	932	907	97.32%	448	49.39%	1.05%	-3.05%
Black	408	380	93.14%	138	36.32%	407	372	91.40%	129	34.68%	-1.74%	-1.64%
Hispanic	1193	1137	95.31%	551	48.46%	1194	1128	94.47%	516	45.74%	-0.83%	-2.72%
Multi-Ethnic	1620	1547	95.49%	849	54.88%	1611	1525	94.66%	803	52.66%	-0.83%	-2.22%
Native Hawaiian / Pacific Islander	771	725	94.03%	172	23.72%	774	731	94.44%	167	22.85%	0.41%	-0.88%
White	3926	3672	93.53%	2666	72.60%	3899	3633	93.18%	2605	71.70%	-0.35%	-0.90%
English Learners	1710	1648	96.37%	455	27.61%	1708	1649	96.55%	429	26.02%	0.17%	-1.59%
Non-English Learners	8145	7657	94.01%	4703	61.42%	8124	7609	93.66%	4522	59.43%	-0.35%	-1.99%
Special Education	1600	1418	88.63%	346	24.40%	1587	1405	88.53%	323	22.99%	-0.09%	-1.41%
Non-Special Education	8255	7887	95.54%	4812	61.01%	8245	7853	95.25%	4628	58.93%	-0.30%	-2.08%
Economically Disadvantaged	5374	5100	94.90%	2040	40.00%	5401	5090	94.24%	1924	37.80%	-0.66%	-2.20%
Non-Economically Disadvantaged	4481	4205	93.84%	3118	74.15%	4431	4168	94.06%	3027	72.62%	0.22%	-1.53%
Female	4861	4615	94.94%	2430	52.65%	4841	4579	94.59%	2284	49.88%	-0.35%	-2.77%
Male	4994	4690	93.91%	2728	58.17%	4991	4679	93.75%	2667	57.00%	-0.16%	-1.17%

3-5 MAP Growth Color Legend
2023-2024

Far Below Target 49% or less	Below Target 50%-51%	Near Target 52%-53%	On Target 54%	Above Target 55% or higher
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Math Proficiency

Goal:

Beginning in May 2023, the percentage of eighth grade students proficient in mathematics on the state summative assessment, (currently AK STAR), will increase from **X%** in May 2023 to **Y%** by May 2028.

*AK STAR is currently undergoing a policy review and results are scheduled to be released in the spring of 2024.

Interim Goal 2.2:

The percentage of **grade 6-8 students** at or above the math benchmark* on interim adaptive assessments (MAP Growth) will increase from **54.1%** in Spring 2023 to **65%** in Spring 2028.

*Benchmark as defined by 40th percentile. Typically, 60% of the overall student population performs at the 40th percentile or above.



Math Proficiency Interim Goal 2.2 (MAP Growth)

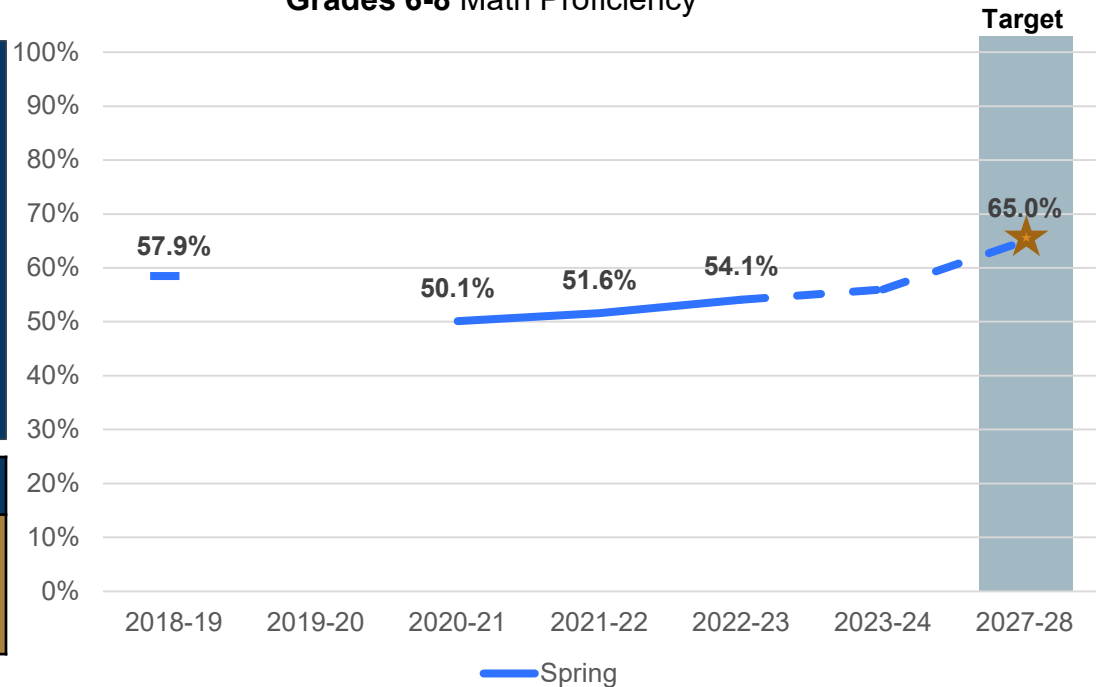
Grades 6-8 Math Proficiency

The percentage of **grade 6-8 students** at or above the math benchmark* on interim adaptive assessments (MAP Growth) will increase from 54.1% in Spring 2023 to 65% in Spring 2028.

Superintendent Evaluation of Performance

Interim Goal 2.2
Overall Progress

Near Annual Target



*Benchmark as defined by 40th percentile

% At/Above Benchmark	Assessment Period	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2023-24 Annual Target
	Fall (6-8 Students Tested)	59.1% (9,922)	58.5% (10,129)	NA	54.7% (8,704)	56.8% (9,208)	56.0% (9,135)	56%
	Winter (6-8 Students Tested)	49.8% (5,136)	54.8% (9,236)	49.0% (1,833)	53.9% (8,633)	56.2% (8,593)	54.7% (8,844)	56%
	Spring (6-8 Students Tested)	57.9% (9,696)	NA	50.1% (1,812)	51.6% (8,535)	54.1% (8,534)		56%

6-8 MAP Growth Color Legend
2023-2024

Far Below Target
51% or less

Below Target
52% to 53%

Near Target
54%-55%

On Target
56%

Above Target
57% or higher

Math Proficiency Goal – Participation & Performance – MAP Growth Grades 6-8

	Fall 2023-2024					Winter 2023-2024					% Students Tested Change from Fall to Winter	% At/Above Benchmark Change from Fall to Winter
	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark		
All Grades 6-8	9904	9135	92.24%	5115	56.0%	9849	8844	89.80%	4837	54.7%	-2.44%	-1.30%
6 Elementary	2205	2142	97.14%	1265	59.06%	2196	2129	96.95%	1286	60.40%	-0.19%	1.35%
6 Secondary	1133	1007	88.88%	490	48.66%	1119	985	88.03%	460	46.70%	-0.85%	-1.96%
7	3298	3031	91.90%	1746	57.60%	3279	2923	89.14%	1621	55.46%	-2.76%	-2.15%
8	3271	2957	90.40%	1614	54.58%	3255	2807	86.24%	1470	52.37%	-4.16%	-2.21%

6-8 MAP Growth Color Legend
2023-2024

Far Below Target
51% or less

Below Target
52% to 53%

Near Target
54%-55%

On Target
56%

Above Target
57% or higher

Interim Goal 2.2:

The percentage of **grade 6-8 students** at or above the math benchmark* on interim adaptive assessments (MAP Growth) will increase from **54.1%** in Spring 2023 to **65%** in Spring 2028

*Benchmark as defined by 40th percentile. Typically, 60% of the overall student population performs at the 40th percentile or above.



Math Proficiency Goal – Participation & Performance – MAP Growth Grades 6-8

	Fall 2023-2024					Winter 2023-2024					% Students Tested Change from Fall to Winter	% At/Above Benchmark Change from Fall to Winter
	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark		
All Grades 6-8	9904	9135	92.24%	5115	56.0%	9849	8844	89.80%	4837	54.7%	-2.44%	-1.30%
Alaska Native / American Indian	978	887	90.70%	297	33.48%	999	876	87.69%	265	30.25%	-3.01%	-3.23%
Asian	936	900	96.15%	487	54.11%	935	880	94.12%	463	52.61%	-2.04%	-1.50%
Black	425	388	91.29%	147	37.89%	418	373	89.23%	135	36.19%	-2.06%	-1.69%
Hispanic	1189	1107	93.10%	513	46.34%	1189	1066	89.66%	484	45.40%	-3.45%	-0.94%
Multi-Ethnic	1664	1546	92.91%	814	52.65%	1631	1470	90.13%	788	53.61%	-2.78%	0.95%
Native Hawaiian / Pacific Islander	723	676	93.50%	154	22.78%	720	643	89.31%	140	21.77%	-4.19%	-1.01%
White	3989	3631	91.03%	2703	74.44%	3957	3536	89.36%	2562	72.45%	-1.66%	-1.99%
English Learners	1526	1422	93.18%	305	21.45%	1532	1390	90.73%	258	18.56%	-2.45%	-2.89%
Non-English Learners	8378	7713	92.06%	4810	62.36%	8317	7454	89.62%	4579	61.43%	-2.44%	-0.93%
Special Education	1484	1248	84.10%	225	18.03%	1474	1202	81.55%	204	16.97%	-2.55%	-1.06%
Non-Special Education	8420	7887	93.67%	4890	62.00%	8375	7642	91.25%	4633	60.63%	-2.42%	-1.38%
Economically Disadvantaged	5220	4815	92.24%	1906	39.58%	5209	4648	89.23%	1768	38.04%	-3.01%	-1.55%
Non-Economically Disadvantaged	4684	4320	92.23%	3209	74.28%	4640	4196	90.43%	3069	73.14%	-1.80%	-1.14%
Female	4847	4481	92.45%	2445	54.56%	4809	4316	89.75%	2300	53.29%	-2.70%	-1.27%
Male	5057	4654	92.03%	2670	57.37%	5040	4528	89.84%	2537	56.03%	-2.19%	-1.34%

6-8 MAP Growth Color Legend
2023-2024

Far Below Target 51% or less	Below Target 52% to 53%	Near Target 54%-55%	On Target 56%	Above Target 57% or higher
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Math Proficiency Strategic Plan

Increasing proficiency in mathematics requires effective instruction from educators who are trained to support students. It requires consistency of implementation and integrity of instruction supporting evidenced-based curriculum and mathematical practices.

The next two slides address District-wide ongoing, consistent, and explicit work to ensure students receive effective instruction. The first slide highlights a broad look at ASD's learning focus, instructional focus, and operational approaches as it applies to **math proficiency**. The second slide presents the instructional elements to include:

- Strategic action steps
- Stages of implementation
- Progress along a continuum for strategy implementation

Completed	In Progress	Next Steps	Upcoming
Action steps are accomplished	Action steps are proceeding	Action steps are beginning	Action steps will begin at a future date



Math Proficiency

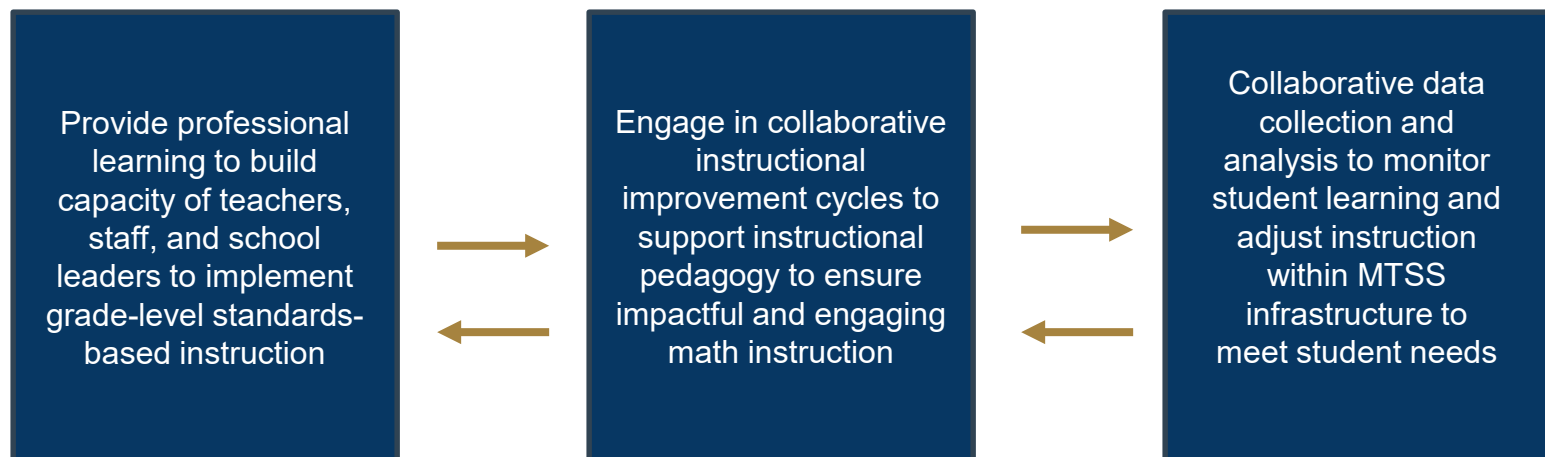
Learning Focus K-8

All students will increase mathematical proficiency through opportunities to respond and engage in mathematical discourse within appropriate grade-level standards-based instruction in a welcoming and supportive environment.

Instructional Focus K-8

- Teachers will teach district adopted curriculum with integrity to ensure systemic evidenced-based mathematics instruction for all students
- Teachers will support learning through the Multi-Tiered System of Supports (MTSS) infrastructure including instructional differentiation and scaffolds
- Secondary teachers will support inclusive practices as components of instructional plans

Approach



Implementation Stages		1	2	3	4	5	
Strategic Action Steps Grades 3-5		Define Strategies to Support Board Goals	Create Structures and Processes	Clarify Roles & Responsibilities	Identify and Address Gaps and Barriers	Develop Plan for Following Year	
Strategies	Curriculum	Utilize evidence-based district adopted curriculum in grades K-8 <ul style="list-style-type: none">• Conduct Implementation Snapshots• Develop leadership tools and support to ensure successful curriculum implementation• Review curriculum alignment for tier 2 and 3 supports	Completed	Completed	Completed	In Progress	Next Steps
	Instruction	Year 3 district adopted curriculum implementation <ul style="list-style-type: none">• Build proficiency in providing opportunities for student mathematical discourse• Build proficiency in providing opportunities for students to share mathematical thinking and reasoning• Build proficiency in selecting and sequencing student responses to deepen mathematical understanding• Build proficiency in culturally responsive pedagogy	Completed	Completed	Completed	In Progress	Next Steps
	Professional Learning	<ul style="list-style-type: none">• Develop school-based capacity to support district adopted curriculum implementation• Provide clarity to school leaders on best practices and instructional routines for math instruction• Develop on-boarding plan to support new teachers	Completed	Completed	Completed	In Progress	Next Steps
	Data Discussions	<ul style="list-style-type: none">• Collect and analyze data to adjust instruction and provide intensified supports for students as needed• Establish outcome-focused professional learning communities (PLCs) across all Elementary Schools• Conduct district/school level PLCs focused on data collection and analysis, decision making, and a cycle of continuous improvement	Completed	Completed	Completed	In Progress	Next Steps
	MTSS	<ul style="list-style-type: none">• Use a Multi-tiered System of Supports (MTSS) to increase instructional effectiveness and learning outcomes for all students• Support tier 2 and tier 3 instruction with targeted and intensified intervention plans	Completed	Completed	Completed	In Progress	Next Steps

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Implementation Stages		1	2	3	4	5	
Strategic Action Steps Grades 6-8		Define Strategies to Support Board Goals	Create Structures and Processes	Clarify Roles & Responsibilities	Identify and Address Gaps and Barriers	Develop Plan for Following Year	
Strategies	Curriculum	Utilize evidence-based, district adopted curriculum in grades K-8 <ul style="list-style-type: none">• Conduct Implementation Snapshots• Develop leadership tools and support to ensure successful curriculum implementation• Pilot district adopted curriculum for Algebra I, Geometry, and Algebra II	Completed	In Progress	Next Steps	Next Steps	Upcoming
	Instruction	<ul style="list-style-type: none">• Build proficiency in providing opportunities for student mathematical discourse• Build proficiency in providing opportunities for students to share mathematical thinking and reasoning• Build proficiency in selecting and sequencing student responses to deepen mathematical understanding	Completed	In Progress	Next Steps	Next Steps	Upcoming
	Professional Learning	<ul style="list-style-type: none">• Develop school-based capacity to support district adopted curriculum implementation• Provide clarity to school leaders on best practices and instructional routines for math instruction• Develop on-boarding plan to support new teachers	Completed	In Progress	Next Steps	Next Steps	Upcoming
	Data Discussions	<ul style="list-style-type: none">• Collect and analyze data to adjust instruction and provide intensified supports for students as needed• Use multiple data points from a range of assessments (summative, formative, diagnostic, etc.) to guide instructional decisions and recommendations	Completed	Completed	Completed	In Progress	Next Step
	MTSS	<ul style="list-style-type: none">• Use a Multi-tiered System of Supports (MTSS) to increase instructional effectiveness and learning outcomes for all students• Support instructional alignment to Inclusive Practices recommendations for Secondary Mathematics	Completed	Completed	Completed	In Progress	Next Step

* Note: 6th Grade transition to Middle School begins Fall 2024



Educating All Students for Success in Life

