Focus on Mathematics
2024-2025

February 19, 2025

Framing a Data Conversation

Satellite Data: Satellite Data refers to 'zoomed out' data that "tell an important but incomplete story of equity" (Safir and Dugan, 2021, p. 56). They include trend data such as standardized test scores and graduation rates as well as rates of teacher attrition or parental participation. (VTCAP; SAT Scores; AP Test Scores, etc)

Map Data: Map data can provide insights into "socio-emotional, cultural, and learning trends within a school community" (Safir and Dugan, p. 56). However, like satellite data, map data is not detailed enough to inform concrete next steps to address the inequities that might be highlighted by the data. *This is where we will live today.*

"Street Data," a term coined by Shane Safir and Jamila Dugan, are data collected from the stories and experiences of people who are often on the margins yet closest to the issue being studied.

Street Data: Street data can consist of artifacts, stories or narratives, and observations of communities and people at the margins. *We do not currently have systematic ways of collecting and analyzing this information, but we are working on it in our 11th/12th grade experience, students who want to utilize focus groups to gather information, etc.*

Overview of U-32

Grade	Number of Students on Campus	Number of Students Enrolled
7	92	94
8	110	111
9	123	131
10	95	106
11	104	139
12	45	113

A Middle School Data Story

Imagine, after looking at some information and getting to know students, a teaching team was challenged with the following: pull together a small group of students who you want to focus on who considered two grades “below”, call them back using our callback structure, let’s see what happens:

Out of 23 students

8 students improved relative placement by 1 grade
8 students reached or exceeded their annual typical growth
2 students reached or exceeded their annual Stretch Growth
9 students made 50% or more of their annual stretch growth
15 students made 50% or more of their annual typical growth

Grade Level Performance Data on Most Recent Diagnostic

Switch Table View: Placement Summary

Choose to Show Results By: Grade

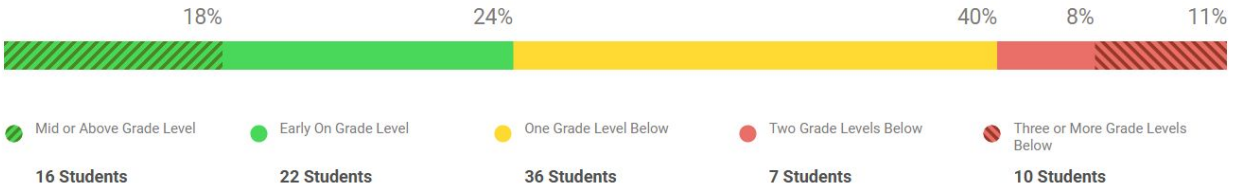
Showing 3 of 6

Multi	Overall Grade-Level Placement						Students Assessed/Total
Grade 7		18%	24%	40%	8%	11%	91/93
Grade 8		20%	19%	40%	6%	16%	107/109
Grade 9		19%	33%	12%	10%	26%	108/121

7th Grade Performance

Overall Placement

Students Assessed/Total: **91/93**



Placement by Domain

Grade	All	Overall Grade-Level Placement						Students Assessed/Total
Grade 7	Overall		18%	24%	40%	8%	11%	91/93
	Yes - Special Education		0%	12%	35%	12%	41%	17/18
	No - Special Education		22%	27%	41%	7%	4%	74/74

All	Needs Analysis: % Students Below Grade Level				Students Assessed/Total
	NO	ALG	MS	GEO	
Overall	51%	54%	55%	51%	91/93
Yes - Special Education	94%	76%	88%	88%	17/18
No - Special Education	41%	49%	47%	42%	74/74

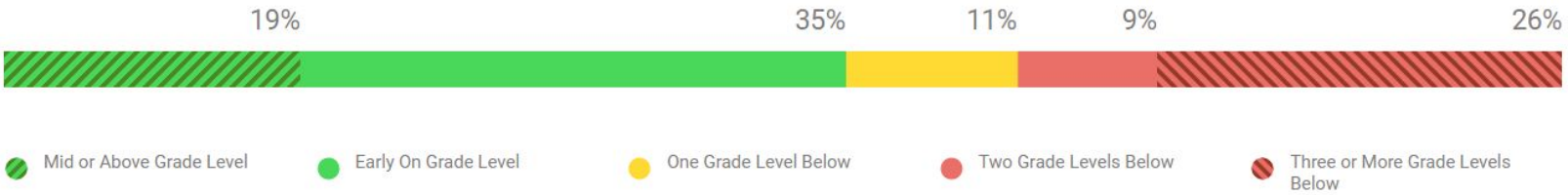
Grade	All	Overall Grade-Level Placement						Students Assessed/Total
Grade 7	Overall		18%	24%	40%	8%	11%	91/93
	Yes - Economically Disadvantaged		4%	15%	63%	7%	11%	27/28
	No - Economically Disadvantaged		23%	28%	30%	8%	11%	64/64

All	Needs Analysis: % Students Below Grade Level				Students Assessed/Total
	NO	ALG	MS	GEO	
Overall	51%	54%	55%	51%	91/93
Yes - Economically Disadvantaged	67%	67%	67%	59%	27/28
No - Economically Disadvantaged	44%	48%	50%	47%	64/64

Grade 9: Overall and By Domain

Overall Placement

Students Assessed/Total: **110/121**



Placement by Domain

Grade 9: Disaggregated by SWD

Overall		19%	35%	11%	9%	26%	110/121
Yes - Special Education		0%	16%	6%	13%	65%	31/31
No - Special Education		27%	42%	13%	8%	11%	79/90

All	Needs Analysis: % Students Below Grade Level				Students Assessed/Total
	NO	ALG	MS	GEO	
Overall	24%	53%	24%	44%	110/121
Yes - Special Education	58%	90%	58%	81%	31/31
No - Special Education	10%	38%	10%	29%	79/90

Grade 9: Disaggregated by FRL

All	Overall Grade-Level Placement						Students Assessed/Total
Overall		19%	35%	11%	9%	26%	110/121
Yes - Economically Disadvantaged		14%	37%	3%	14%	31%	35/39
No - Economically Disadvantaged		21%	33%	15%	7%	24%	75/82

All	NO	ALG	MS	GEO	Students Assessed/Total
Overall	24%	53%	24%	44%	110/121
Yes - Economically Disadvantaged	31%	51%	31%	49%	35/39
No - Economically Disadvantaged	20%	53%	20%	41%	75/82

Using Data to Inform Instructional Practice

- Additional training for administrators and grades 7-10 teachers on looking at diagnostic results and diagnostic growth in iReady.
- Middle School Teachers creating callback groups for students who are 2 or more grade levels below.
- Teachers having data chats after each diagnostic with their students
- Use of winter diagnostic data to reorganize academic support class rosters - based on grade levels and IEP goals.

Focus on Learning

As we start to look more closely at disaggregated data, the Leadership Team is starting to read *Solving Disproportionality* in order to build our capacity to engage in goal setting that is clear and specific around particular data sets and equity indicators.

We will then begin to transfer that lens for looking at data into actionable steps for gathering information (street data) to help us inform next steps or instructional shifts that might elicit more equitable outcomes.

Questions and Reflec

- What questions do you have?
- What strikes you as significant?
- How will this presentation inform your work as a school board member?