

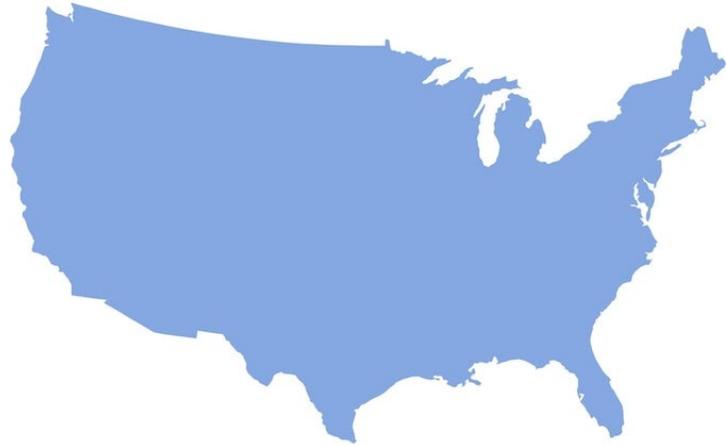
# A Goal Monitoring Conversation: *PPS 3<sup>rd</sup> Grade Mathematics*



**Dr. Wayne N. Walters & Leadership Team**  
**January 13, 2025**



# National and State Performance Context

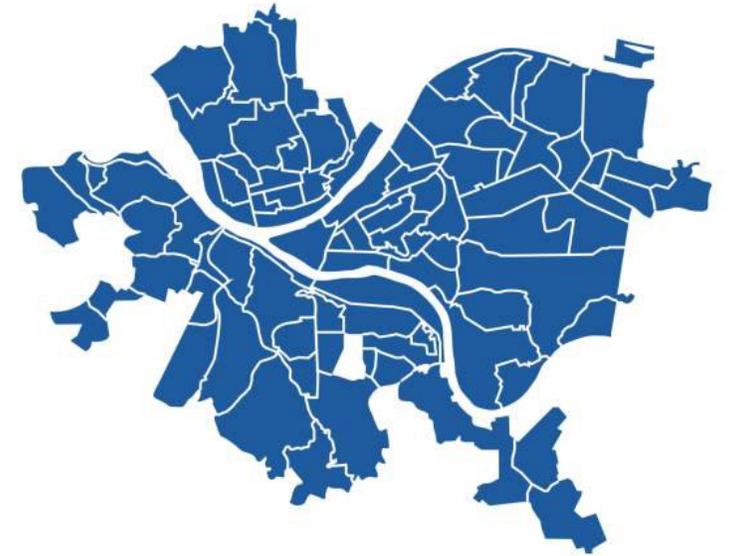


While NAEP (The Nation's Report Card) does *not* test 3rd graders directly, its 2024 4th-grade results show that **39%** of students **nationally** are performing at the 'Proficient' level.



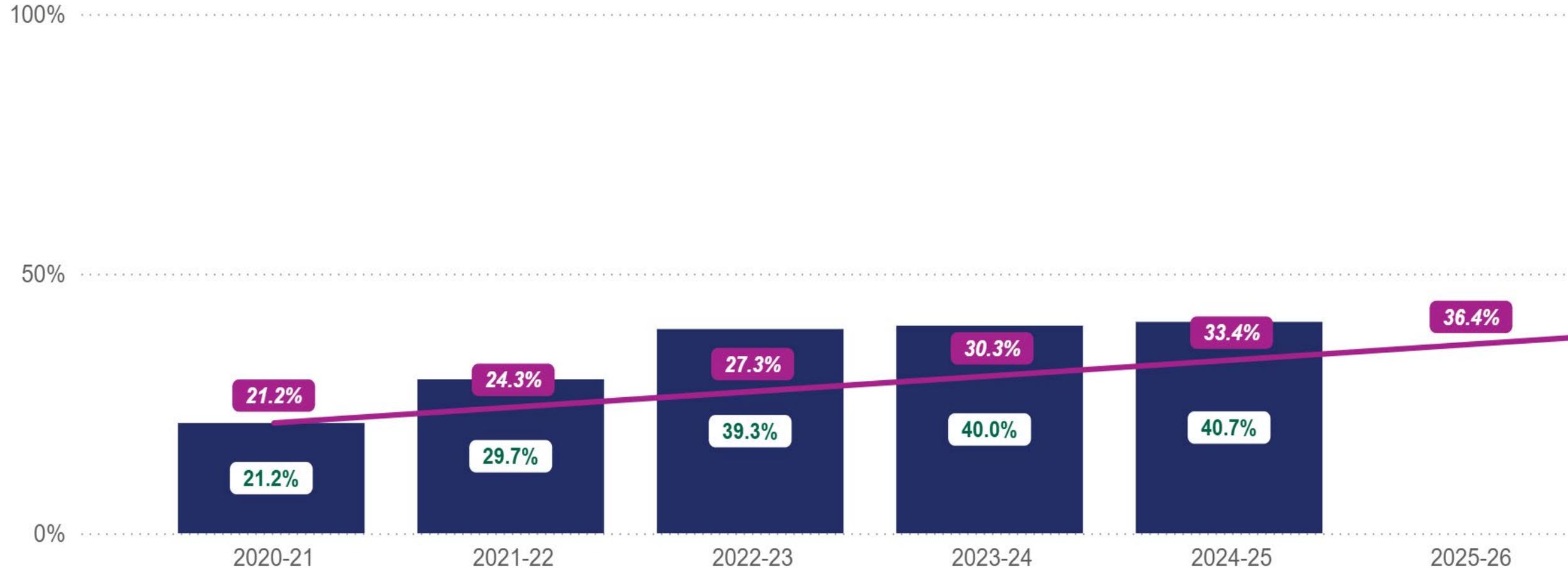
Based on the NAEP results, **41%** of fourth grade students in **PA** are performing at the 'Proficient' level or above.

In what ways do national and state benchmarks help us better understand where PPS stands?



# 3<sup>rd</sup> Grade Math Proficiency (By Year)

● Proficient or Advanced ● Yearly Proficiency Target

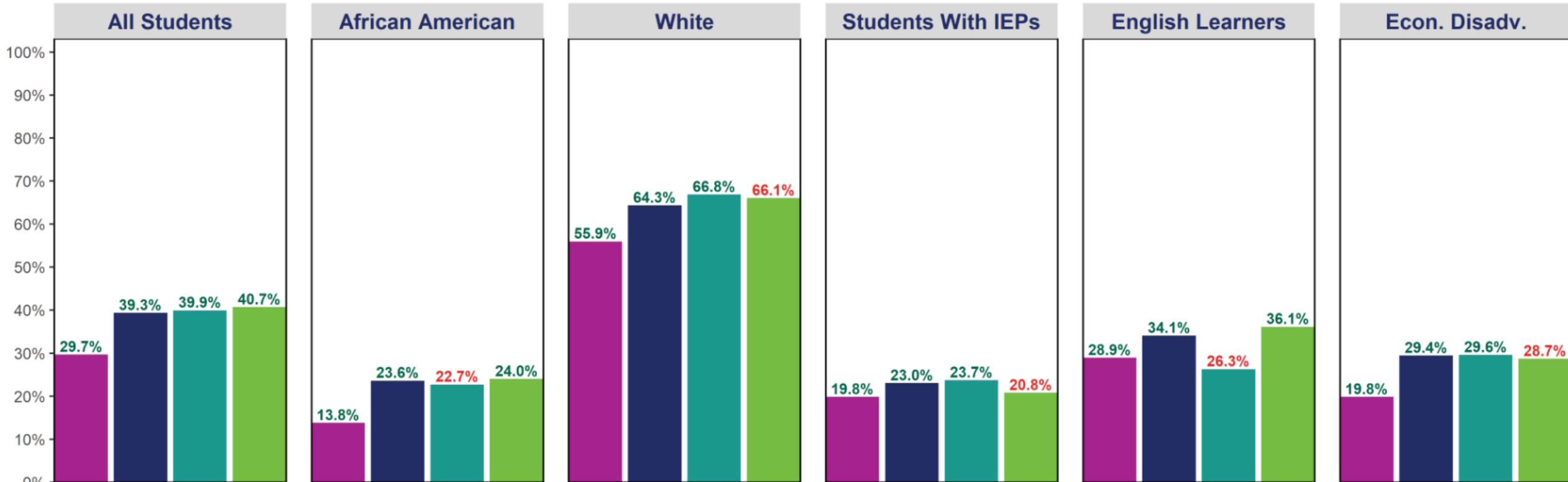


# 3<sup>rd</sup> Grade Math Proficiency (By Subgroups) 22-25

## PSSA/PASA Proficiency - Math, Grade 03

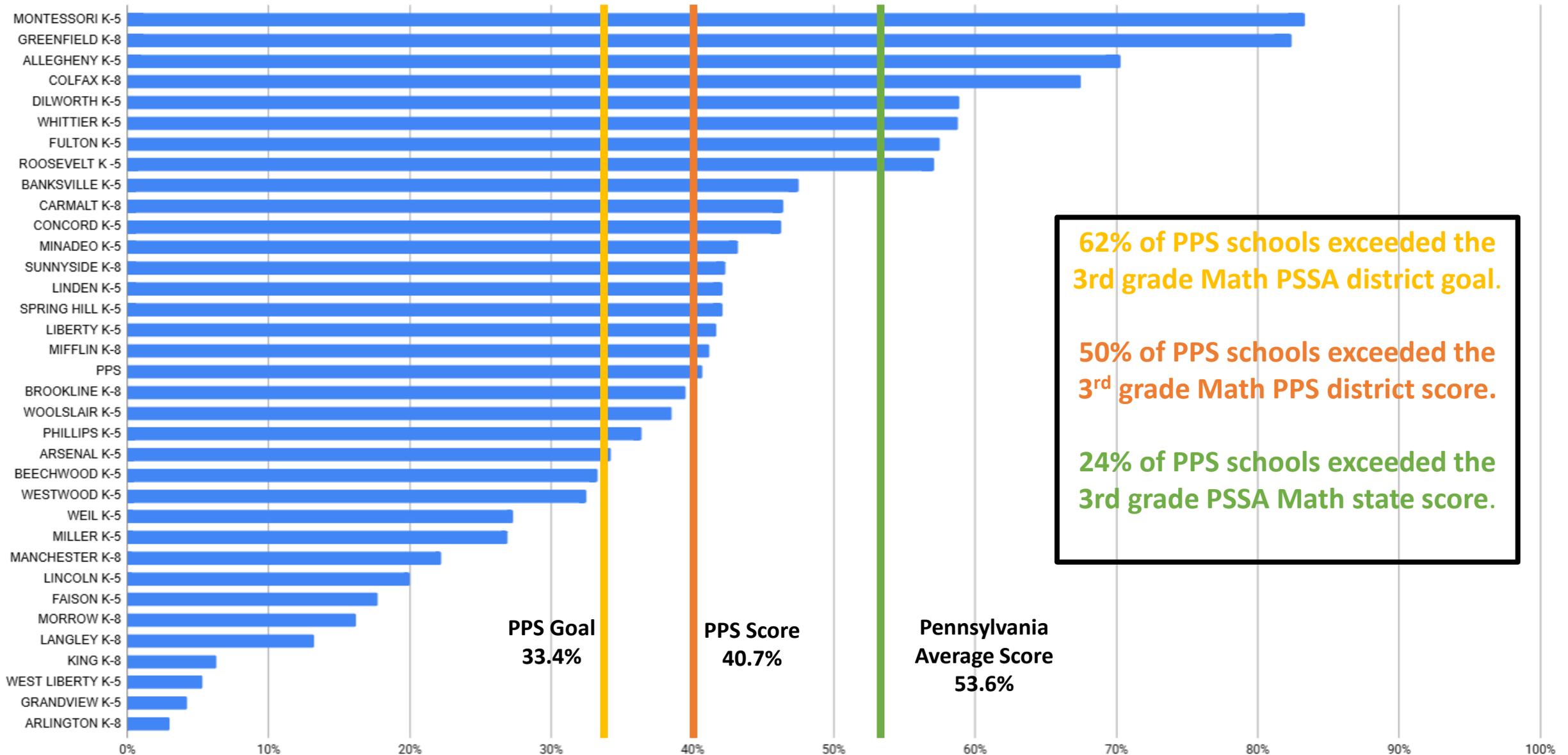
By Subgroup: All Students, African American, White, IEP, and ELL Students

2022 2023 2024 2025



Full Academic Year students, Includes PSSA and PASA  
Data source: PDE Accountability Files

# 3<sup>rd</sup> Grade Math Proficiency (By School) 24-25





# PITTSBURGH ROOSEVELT ELEMENTARY SCHOOL

## 3<sup>RD</sup> GRADE MATH GROWTH

### PSSA MATH PROFICIENCY

**30%** → **57%**

**PROFICIENT / ADVANCED**

**African American  
Students**

**0%** → **44%**

**Economically Disadvantaged**

**29%** → **50%**

**Students with IEPs**

**22%** → **63%**

# PITTSBURGH PUBLIC SCHOOLS

## 3<sup>RD</sup> GRADE ENGLISH LEARNER PROFICIENCY INCREASES



**ARSENAL**

GREW

**+21.5%**



**BANKSVILLE**

GREW

**+19.7%**



**BEECHWOOD**

GREW

**+11.7%**



**COLFAX**

GREW

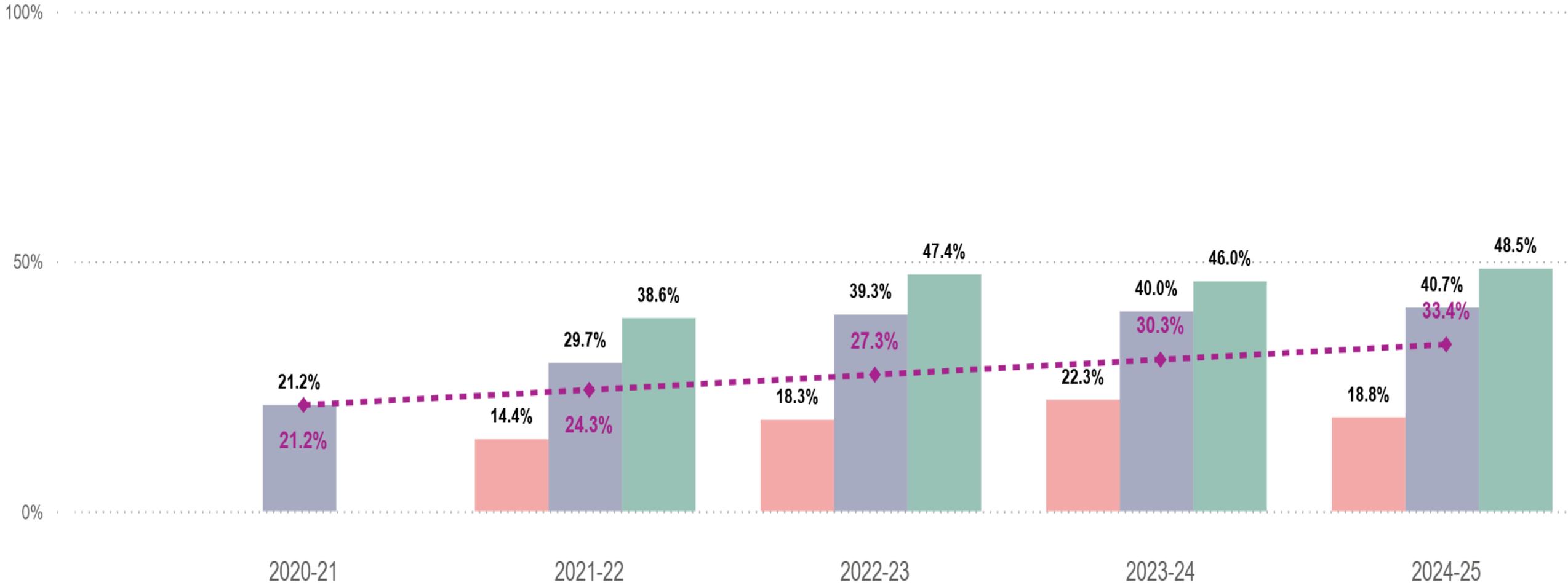
**+21%**

*Significant Growth for English Learner Students!*

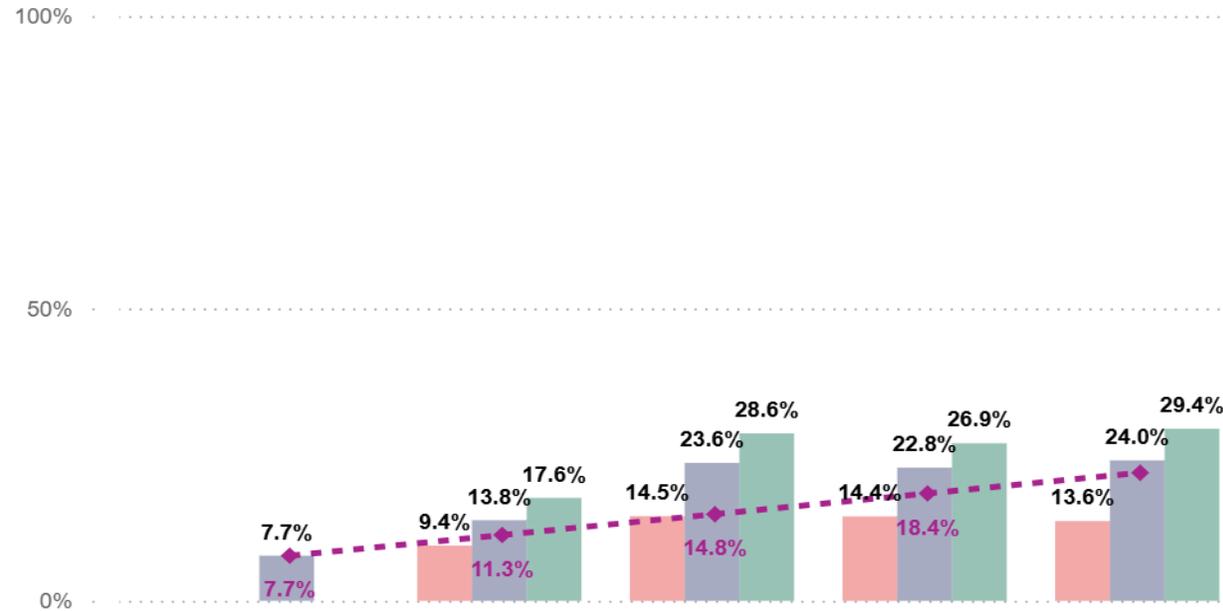
# Percentage Proficient or Advanced - Grade 03 Math

● Chronically Absent ● All Students ● Regularly Attending ◆ Yearly Proficiency Target

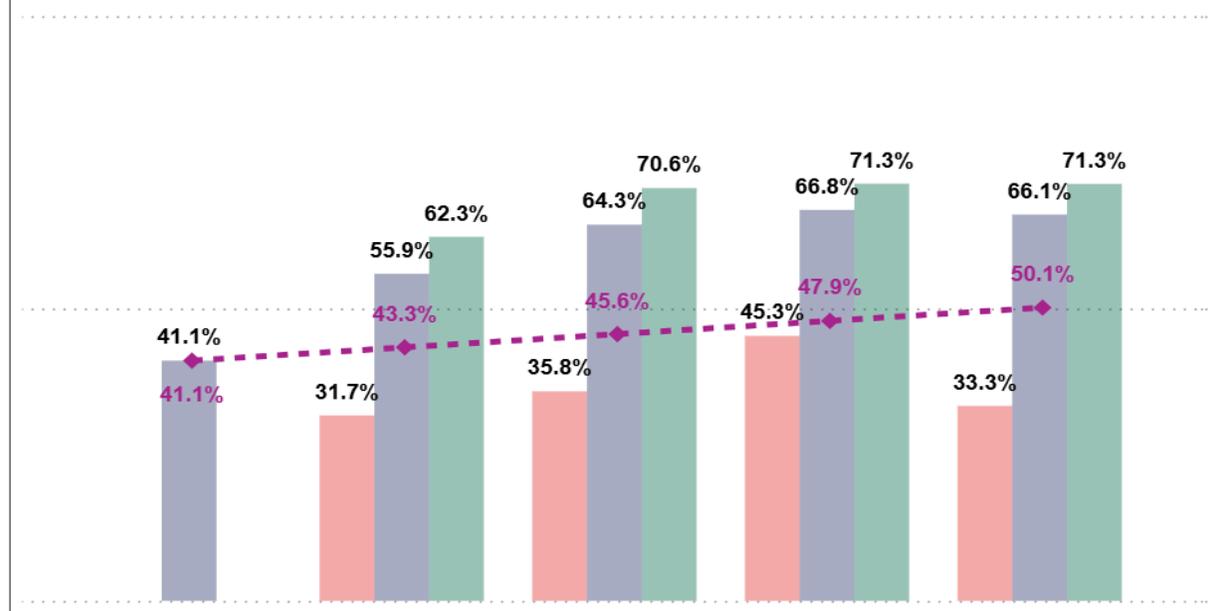
## All Students



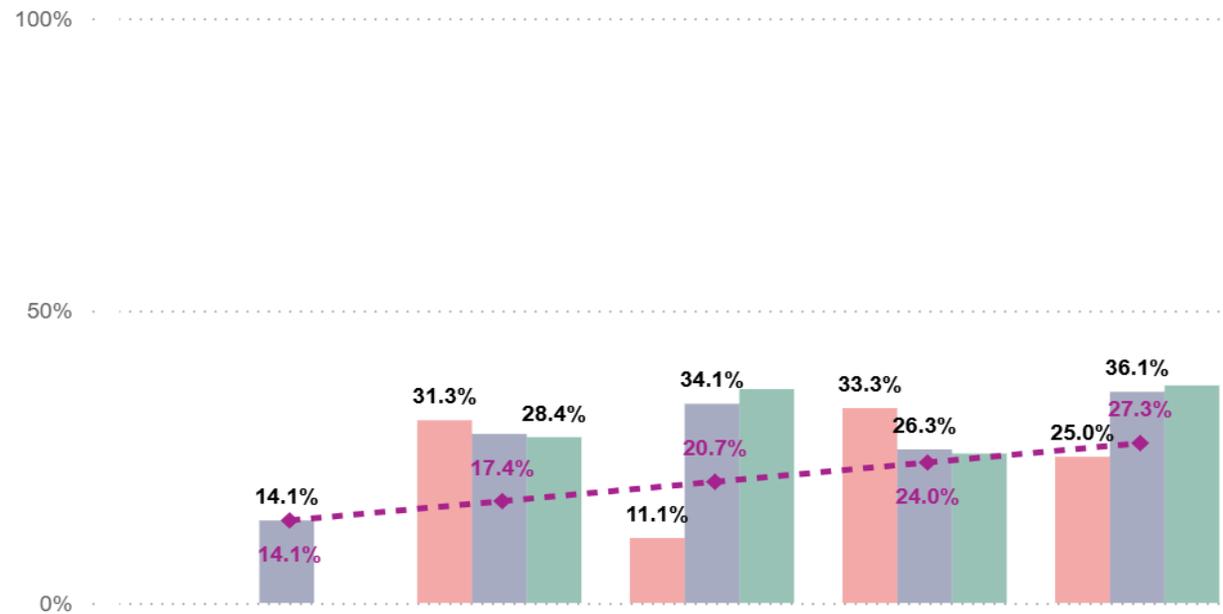
### Black Students



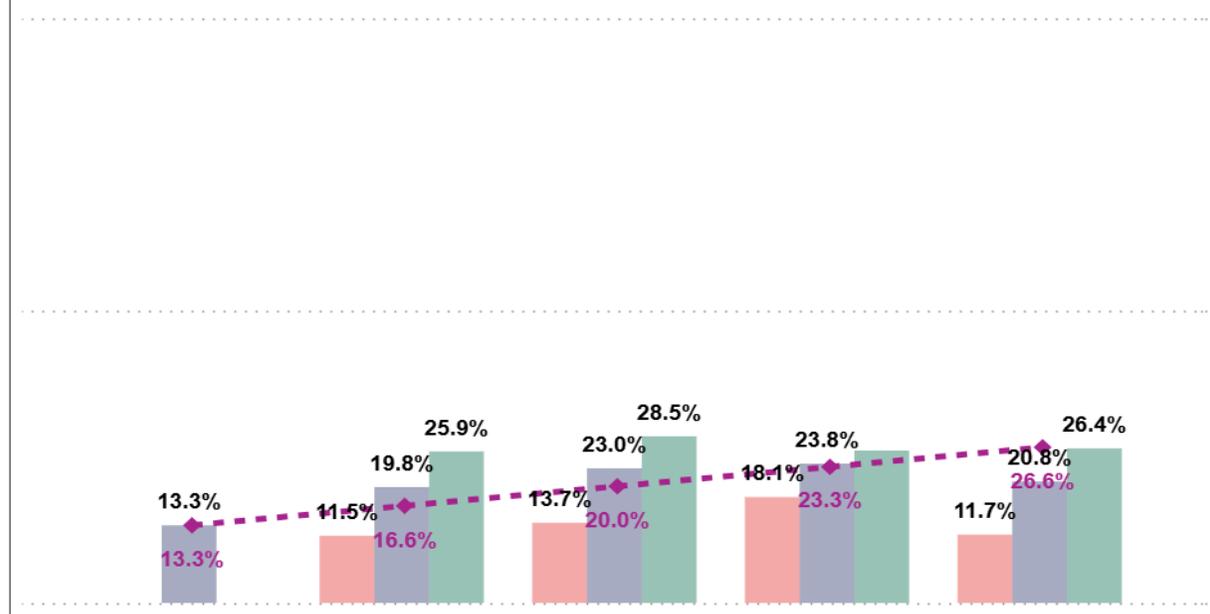
### White Students



### English Language Learners



### Students with IEPs



# Goal – 3<sup>rd</sup> Grade Mathematics Proficiency

## What?

By the end of the 25-26 school year, 36.4% of students in grade 3 will be proficient on the state's PSSA and PASA Mathematics assessment. At the end of the 20-21 school year, 21.2% of third-grade students were proficient, establishing the baseline for our 5-year goal of achieving 39.4% by 2027.

## Why?

In 3<sup>rd</sup> grade, students use mathematical models and strategies to solve multi-step problems, and literacy and mathematics work together to build competence, confidence, and a positive math identity. This grade is crucial for applying mathematical concepts in real world settings. Despite overall proficiency rates having improved from the baseline year, we acknowledge that more improvement is needed across the district and that disparities in outcomes by race, English language learners, economically disadvantaged students, and for students with disabilities persist across the District.

## How?

PA Classroom Diagnostic Tool (CDT)

# 3<sup>rd</sup> Grade Math CDT Results – Fall & Winter 25-26

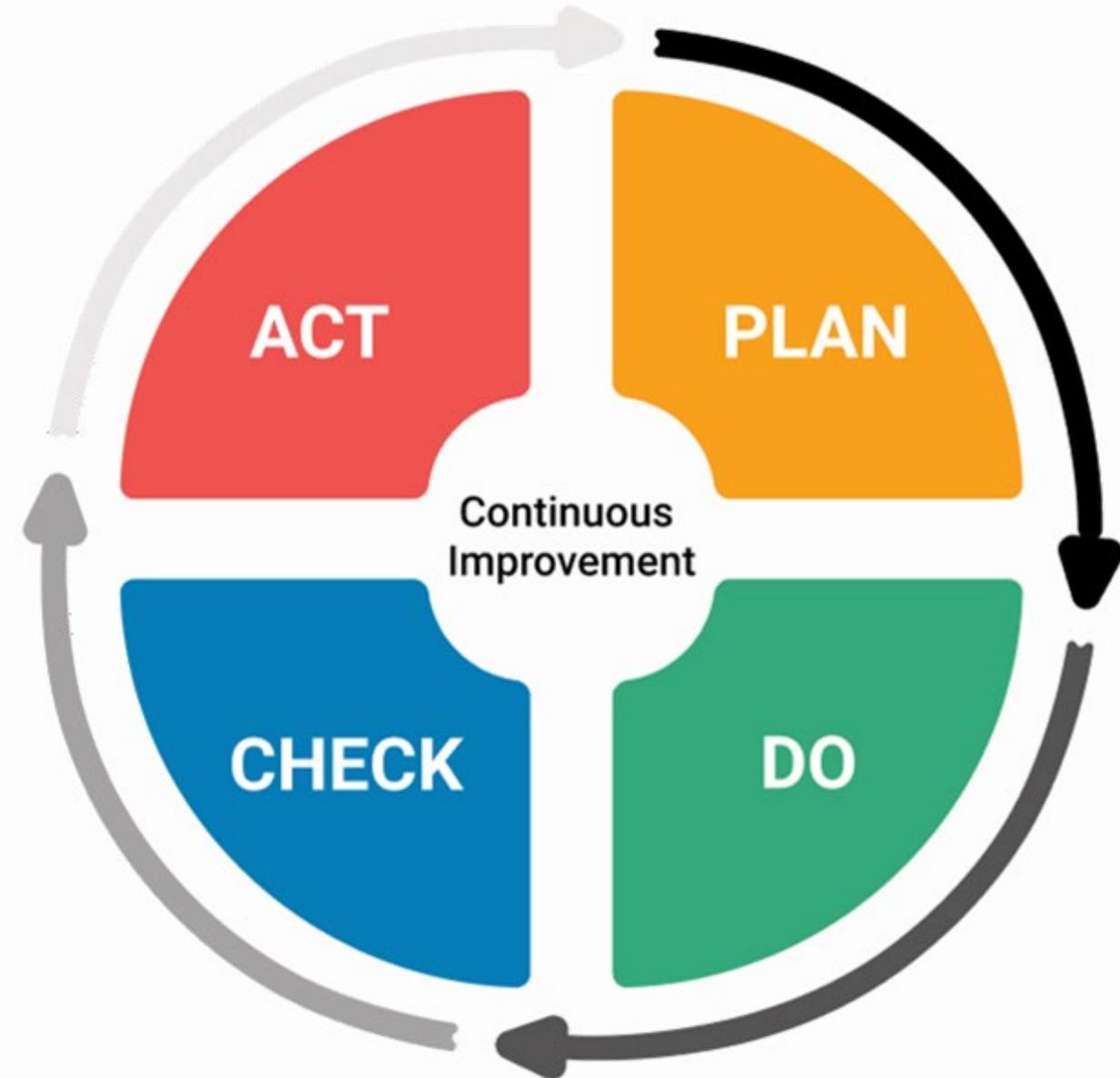
## CDT Results by Grade

Assessment	Assessment Window	Assessment Completion			Red Range	Green (Below Midpoint)	Green (Above Midpoint)	Blue Range	Likely Proficient or Advanced	Increase/Decrease in % of Students Performing At/Above Grade Level
		Completed	Required	Rate						
Grade 3 Mathematics	Fall	1371	1412	97.1%	93.5%	3.7%	2.1%	0.7%	2.8%	
	Winter	1354	1397	96.9%	86.9%	8.1%	3.2%	1.8%	5.0%	6.6%

# 3<sup>rd</sup> Grade Math CDT Subgroup Results – Fall & Winter 25-26

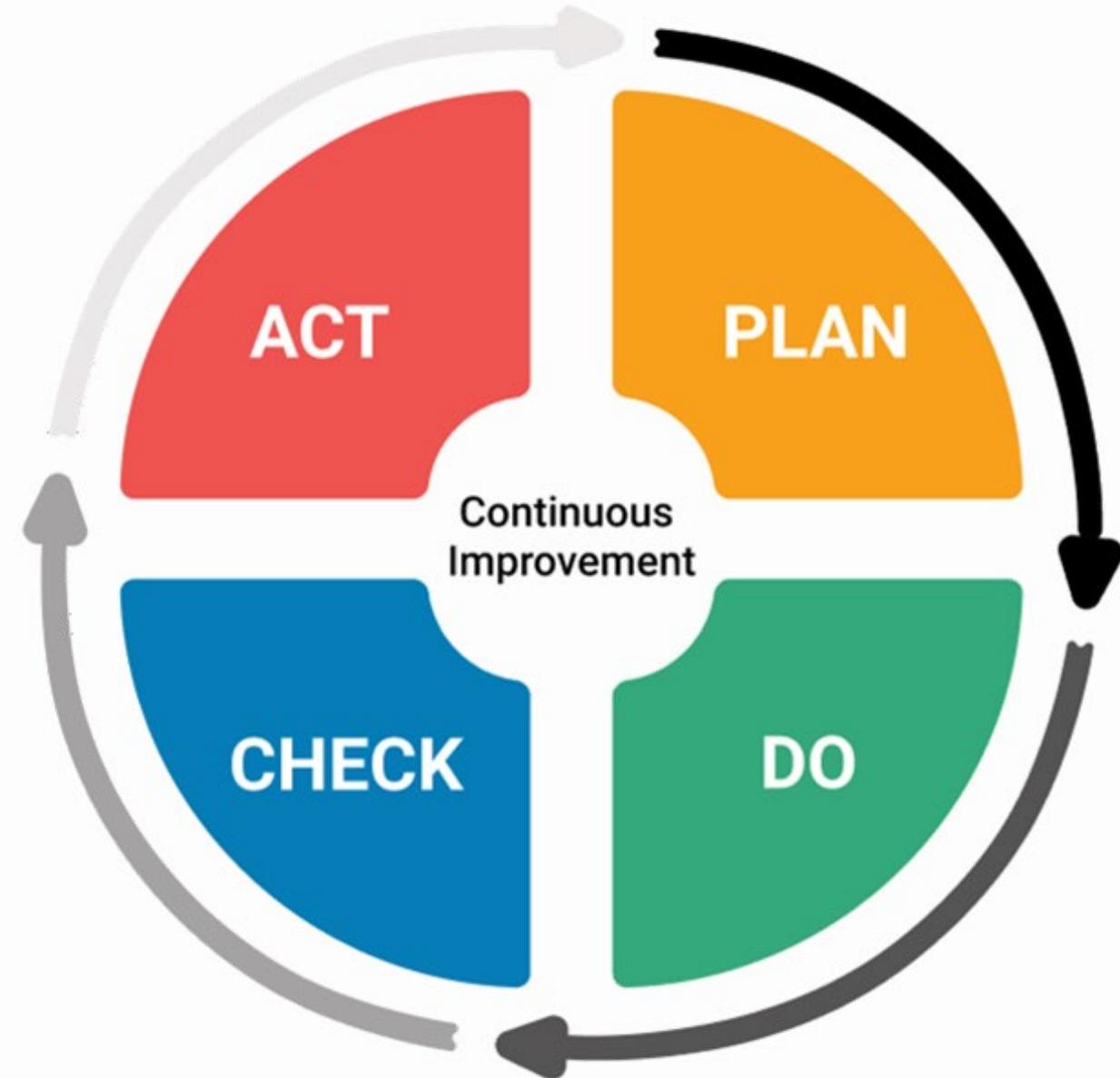
CDT Results by Subgroup											
Assessment	Sub Group	Assessment Window	Assessment Completion			Red Range	Green (Below Midpoint)	Green (Above Midpoint)	Blue Range	Likely Proficient or Advanced	Increase/Decrease in % of Students Performing At/Above Grade Level
			Completed	Required	Rate						
Grade 3 Mathematics	Black	Fall	632	660	95.8%	98.3%	1.4%	0.2%	0.2%	0.3%	
	Black	Winter	630	655	96.2%	95.1%	3.8%	1.0%	0.2%	1.1%	3.2%
	White	Fall	393	398	98.7%	84.5%	8.4%	5.3%	1.8%	7.1%	
	White	Winter	381	395	96.5%	70.9%	15.7%	8.4%	5.0%	13.4%	13.6%
	IEP	Fall	319	339	93.9%	97.4%	0.3%	1.3%	1.0%	2.3%	
	IEP	Winter	304	325	93.5%	94.4%	3.3%	1.0%	1.3%	2.3%	3.0%
	ELL	Fall	188	193	97.4%	98.9%	0.5%	0.5%	0.0%	0.5%	
	ELL	Winter	189	191	99.0%	96.8%	2.6%	0.0%	0.5%	0.5%	2.1%
	Econ Dis	Fall	901	929	97.0%	97.9%	1.6%	0.4%	0.1%	0.6%	
	Econ Dis	Winter	883	915	96.5%	95.0%	3.7%	1.1%	0.2%	1.2%	2.9%

# Strategy and Plan 24-25



- **January 2025:**  
Implemented three strategies for improved student outcomes
  - **Building Positive Math Identity**
  - **Curriculum-Based Professional Learning**
  - **Math Language Routines**
- Through our efforts, the goal for math proficiency for 3<sup>rd</sup> grade students, **was met**.

# Strategy and Plan 25-26



**Strategy 1: Sustaining and Deepening Curriculum-Based Professional Learning (CBPL)**

**Strategy 2: Strengthening Family Partnerships for Math Support**

**Strategy 3: Implementing High-Leverage, Equitable Assessment Practices**

# Strategy 1: Sustaining and Deepening Curriculum-Based Professional Learning (CBPL)

This strategy focuses on building teacher capacity to effectively implement the core math curriculum. By continuing the multi-year Curriculum-Based Professional Learning and embedding core principles like **positive student math identity** and **Math Language Routines**, we ensure deep, sustained pedagogical change rather than superficial adoption. The continued focus on coaching in the early grades (K-3) targets the foundational skills essential for 3rd-grade success.

## Key Components

**Targeted Coaching for K-3:** Providing job-embedded, differentiated coaching support, primarily focused on K-3 teachers, to refine instructional practices.

**District-wide Professional Learning Sessions:** Offering a mix of required, full-day district-wide sessions for consistent message delivery, and optional half-day sessions for choice-based and differentiated special topics.

**Enhanced Leadership Support:** Providing dedicated professional learning for school leaders (Principals, Assistant Principals) through Leadership Learning Institutes (LLI), Network sessions, and math-specific PD for new leaders, to ensure they can effectively supervise and champion high-quality math instruction.

## Rationale

Research confirms that **sustained, content-specific professional development** embedded in the curriculum is the most effective approach to changing classroom practice and improving student outcomes. We are currently in our second year of implementing a new problem-based math curriculum. Implementing a new curriculum requires sustained, collaborative support to master the specific standards, routines, and tasks of each grade level. Data from math walks and from teacher feedback indicates a need for continued support in implementation of the problem-based approach. Focusing on math identity and language routines addresses the affective and linguistic barriers that often prevent students from accessing complex 3rd-grade content, promoting equitable access and engagement. The investment in leadership<sup>15</sup> ensures fidelity and sustainability.

# Strategy 1: Sustaining and Deepening Curriculum-Based Professional Learning (CBPL)

## Methods for Measuring Impact

### Targeted Coaching

- **Metric:** % of teachers participating in a full coaching cycle, % of coached teachers meeting coaching goals, % Active Coaching at or above 75%, Improvement in Math Walk observational data
- **Evidence of Accountability:** Coaching logs, coaching cycle summaries detailing teachers' goals and progress, Math Walk observational data using implementation rubric (data used for PD and coaching supports)

### District-Wide Professional Learning Sessions

- **Metric:** % Attendance, Usefulness scores from survey data
- **Evidence of Accountability:** Attendance rosters, teacher surveys

### Enhanced Leadership Support

- **Metric:** School leader attendance rate, scores on school leader PD surveys, Exit Ticket knowledge checks, spot checks on educator evaluative feedback
- **Evidence of Accountability:** Attendance records, Survey feedback, Exit Tickets, Teacher Evaluation feedback in PERFORM

# Strategy 2: Strengthening Family Partnerships for Math Support

This strategy aims to bridge the gap between classroom learning and home support by equipping families with the knowledge and resources necessary to foster a positive, supportive math environment. The goal is to make families partners in their child's math education, moving beyond simple homework help to promoting mathematical curiosity and confidence.

## Key Components

**Dedicated Family-Facing Curriculum Resource:** Creation of an accessible online/web page detailing the 3rd-grade math curriculum (e.g., unit summaries, key standards, examples of strategies) and providing practical, low-barrier suggestions for supporting children at home.

**School-Based Family Math Nights:** Hosting interactive, hands-on school-based events where families and students engage in math games, centers, and routines together. These nights are designed to showcase instructional strategies and foster positive math experiences.

**Systematic Family Communication:** Ensuring timely and consistent distribution of unit-specific Family Letters (digital and/or print) that preview upcoming content and suggest relevant home activities or games.

## Rationale

A positive home-school connection is a significant factor in student achievement. When families understand *how* mathematics is being taught (e.g., using visual models, different algorithms), they can provide coherent, non-conflicting support, which reinforces learning and reduces math anxiety for both students and parents. Family Math Nights change the perception of math as a rigid subject to a collaborative, fun activity.

# Strategy 2: Strengthening Family Partnerships for Math Support

## Methods for Measuring Impact

### Dedicated Family-Facing Curriculum Resource

- **Metric:** Utilization rate (visitors per month)
- **Evidence of Accountability:** website analytics (page views, unique visitors) for the Family-Facing Curriculum page

### School-Based Family Math Nights

- **Metric:** Attendance Rates, Experience Scores from surveys
- **Evidence of Accountability:** Attendance logs for Family Math Nights, Family Night Surveys

### Systematic Family Communication

- **Metric:** Communication Fidelity Rate (schools distribute letters within required timeframe)
- **Evidence of Accountability:** Tracking system for letter distribution

# Strategy 3: Implementing High-Leverage, Equitable Assessment Practices

This strategy is focused on transforming assessment from a measure of failure to a powerful tool for instructional decision-making. It emphasizes using technology for assessment, prioritizing inclusive strategies (UDL, acceleration), and building teacher expertise in data analysis.

## Key Components

**Standardized, Tech-Enhanced Unit Assessments:** Mandatory use of online end-of-unit assessments to ensure all students practice with technology-enhanced items (TEIs) and typed responses, mirroring state-level testing formats.

**Formalized Assessment Guidance and Communication:** Developing and communicating clear, written guidance from the district detailing the expectations, purpose, and appropriate uses of all required assessments (diagnostic, formative, unit, and interim). This guidance will also explicitly include directions on prioritizing accommodations over modifications to maintain high expectations.

**Data-Driven Acceleration over Remediation:** Providing professional development focused on training teachers to analyze formative data and implement 'just-in-time' coherent supports (acceleration), ensuring students stay engaged with grade-level content rather than focusing too much on below grade-level remediation.

## Rationale

Exposure to **tech-enhanced assessments** reduces test-day anxiety and ensures students' performance is not masked by unfamiliarity with the testing platform. **Clear, district-wide guidance** eliminates ambiguity, promotes consistency across schools, and ensures that assessment results are used accurately for instructional planning rather than simply for compliance. Shifting from remediation to **acceleration** is a high-leverage practice that keeps students on track for long-term success by addressing prerequisite skills within the context of the grade-level material, preventing cumulative learning loss.

# What is Meant by Acceleration?

## Acceleration

High expectations for all students

- Provides all students with access to effective, grade-level, Tier 1 instruction focused on the essential skills and concepts for that grade.

Just-in-time support

- Supports are based on evidence of what a student knows and what they need for upcoming lessons based on clear grade-level learning goals for those lessons.
- Provides more exposure to grade-level essential skills and concepts by aligning supports with current classroom instruction.

## Remediation

Low expectations for some students

- Supplants Tier 1 instruction for the most academically vulnerable by pulling students from the Tier 1 instruction for remediation.

Just-in-case support

- Supports attempt to reteach every missing skill, based on the misconception that before students can learn new information, they must go back and master everything they missed.
- Often focuses on drilling students on isolated skills that might not be relevant to current grade-level lessons.

# Strategy 3: Implementing High-Leverage, Equitable Assessment Practices

## Methods for Measuring Impact

### Standardized, Tech-Enhanced Unit Assessments

- **Metric: Online Completion Rate:** % of 3rd-grade students completing all required online End-of-Unit Assessments in the ILC platform.
- **Evidence of Accountability:** Monitoring system reports for mandatory online assessment completion rates. Data stored in the ILC platform for housing end-of-unit assessment scores.

### Formalized Assessment Guidance and Communication

- **Metric: Compliance Rate:** % of schools adhering to published assessment windows and submission requirements.
- **Evidence of Accountability:** Final Published District Assessment Guidance Document (dated and circulated). System reports tracking assessment submission deadlines.

### Data-Driven Acceleration over Remediation

- **Metric:** Professional Learning Survey and exit ticket data, documented acceleration plans
- **Evidence of Accountability:** Evidence of analysis protocols in PLC/team meeting agendas and notes; documentation of 'just-in-time' acceleration instructional plans following formative assessment. Teacher survey data.

# Roadmap

25-26

Initiate teacher and principal professional learning and communications

August 2025

Release mathematics assessment guidance

August 2025

Create clear, measurable accountability metrics for instructional coaches

August 2025

BOY Math Walk

September 2025

Begin coaching cycles

September 2025 through May 2026

District-wide Professional Learning : Deeper dive into Acceleration

January 2026

Provide optional professional learning sessions to teachers

December 25

District-wide Professional Learning: Introduce Acceleration vs Remediation

November

Provide optional professional learning sessions to teachers

October 2025

Begin Principal Professional Learning at LLI

September 2025 through May 2026

MOY Math Walk

January 2026

Draft release of family-facing Math curriculum Site

February 2026

Provide optional professional learning sessions to teachers

February 2026

Communicate guidance for Family Math Events to School Leaders

February 2026

Review and analyze student data and strategy progress.

Spring 2026

Increased Proficiency

# Let's Talk