

## Identifying Your Instructional Trends:

How Can We Meet the Needs of All Students

In a Variety of Mathematical Settings

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## Our School's Information

- Full School Title I
- 49% free and reduced lunch
- 359 students K-6
- *Investigations / Connected Math*
- Add+Vantage used in small group differentiated instruction
- 83% of teachers trained in Add+Vantage or Counting On
- 5 Math Recovery teachers in building
- 1 Math Coach

## Our Program

- 40 – 60 min. of grade level program instruction
- 20 – 30 min. of small group differentiated instruction
- Staff Development days used to review data and modify curriculum based on student need

## Share your data experiences...

- How often do you collect data?
- Who collects it?
- What do you do with it?
- How does it impact instruction in classrooms?
- Is the use of data consistent across your building / district?

## How We Gather Our Data

- ALL students are assessed 3-times per year
- Use addition/subtraction, multiplication/division, and place value to determine the need for additional assessments
- Addition/Subtraction – K-4
- Multiplication/Division – 4
- Place Value – 2-4
- Counting On - 5-6
- Structuring – K-1 and as a need is identified
- NWN – K and as a need is identified

## How We Gather Our Data

- Team of trained teachers administer the assessment
- Some teachers administering own assessments with release time – THIS IS OUR GOAL for all of the assessing
- Math coach enters data on spreadsheet

## How we use our data

- Identify individual student needs
- Determine group placement
- Instructional strengths and weaknesses at the classroom level
  - Target skills for classroom intervention
  - Modification of program  
(*Investigations/Connected Math*)

## What construct and why?

### Addition Task



### Subtraction Task





## Structuring Assessment Analysis (by section)

	Class 1	Class 2	Class 3
Spatial Patterns	87%	60%	73%
Finger Patterns	67%	64%	61%
Combinations 5 - 10	53%	42%	25%

## What did we see?

- Strength in addition (with materials, bare number, and relational)
- Structuring hindering advancement in place value
- Lack of alignment between structuring and construct scores

## How did we use this information?

- Groups based on both student needs and teacher strengths
- Identify concepts to be targeted within the whole class instructional setting
- Identify students who are stagnant
- Guides staff development (discussions about curriculum adaptations, grouping, etc.)

## What will we do over time?

- Track classroom achievement throughout the year
- Data is transferred between classroom teachers over time
- Backward mapping of instructional needs
- Use data to identify foci for whole class and small group interventions



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Questions??