



7th Grade Math Goal, Progress Monitoring Memo

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7th Grade Math Goal, Progress Monitoring memo, October 11, 2023

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Under Student Outcomes Focused Governance (SOFG), the School Board sets goals for student outcomes, based on the community’s vision for the district, and guardrails, based on the community’s values for how the vision will be achieved. The enclosed memo reports on the interim student outcome metrics for the 22-23 school year.

Blue: Results were completely delivered	Green: All interim metrics indicate that the results will be delivered	Yellow: Interim metrics indicate conflicting evidence regarding whether results will be delivered
Gray: Interim metrics are not available yet	Orange: Interim metrics indicate results are unlikely to be delivered without significant changes	Red: Interim metrics indicate results will not be delivered

Goal Status Orange: Interim metrics indicate results are unlikely to be delivered without significant changes.

Executive Summary

- Consistent with the projections provided in July, 20.2% of African American male (AAM) students scored proficient or higher in Mathematics on the Spring 2023 SBA. This is a 4.2-point decline from Spring 2022 and reflects lower AAM performance compared to the years prior to the pandemic.
- These results are generally consistent with Washington state trends since 2019: SBA results reported by OSPI show a 7.5-point statewide decline in proficiency from 2019 to 2023 for 7th grade African American students (all genders). This compares to a 10.0-point decline over the same period in SPS.
- Students of Color Furthest from Educational Justice (FFEJ) remained flat compared to 2022, though still significantly below pre-pandemic rates. Rates for Special Education students remained consistent with pre-pandemic levels. Multilingual students increased by 2.7 points, though overall proficiency remains low.
- Among AAM students and Students of Color FFEJ that did not score proficient or above in 7th grade, only a very small percentage made *accelerated growth* toward achieving proficiency in the future. Nearly half of AAM students (46%) did not score proficient on the SBA and achieved low growth in Math during 7th grade and are therefore at risk of falling further behind grade level expectations.
- Across the nation and locally, student attendance has not yet returned to pre-pandemic levels. Among Title I schools, long-term absenteeism (missing 10% or more of the school year) has doubled since 2018-19 levels. We are developing strategies in our initiative efforts to support schools and families on this issue.
- To change the systems, support students, and improve these outcomes, SPS began the Seattle Excellence Math Initiative (SEMI) at five middle schools and one PreK-8 school in the 2022-2023 school year in the following five strategic areas: 1. Excellent Teaching & Joyful Learning, 2. Strong Relationships & Connected Families, 3. Equitable Measures & Student Supports, 4. Opportunity Pathways, and 5. Expanded Learning & Enrichment. To accelerate our progress in year 2, we have developed and implemented specific expectations and supports for these six schools in each of these areas.
- Given how alarming the data is, we are also exploring additional steps to take in the areas of human resources, attendance, and the overall coordination of supports for schools to ensure we are working in concert to improve student outcomes.
- As a reminder of the year-by-year implementation context for the SPS strategic plan:
 - a. Spring 2022 - Planning with six priority school leaders.
 - b. 2022-23 – First year of working with the six priority schools and determining what supports they most need.
 - c. 2023-24 – Development and implementation of specific expectations and supports for the work that are fewer, clearer, and higher in comparison to 2022-23.

Introduction

Seattle Excellence: We launched the first year of this initiative in 2022-23 implementing our five strategies listed above. SPS prioritized strong positive math identity development for AAM through the ICUCARE framework, engaging with families, and professional learning for educators around mathematical discourse and rigor. This memo will highlight what we are planning for the second year of the **Seattle Excellence in Math Initiative (SEMI)** to accelerate the work given the spring state assessment results.

Strategies for Achieving the 7th Grade Math Goal & Expectations for 2023-24

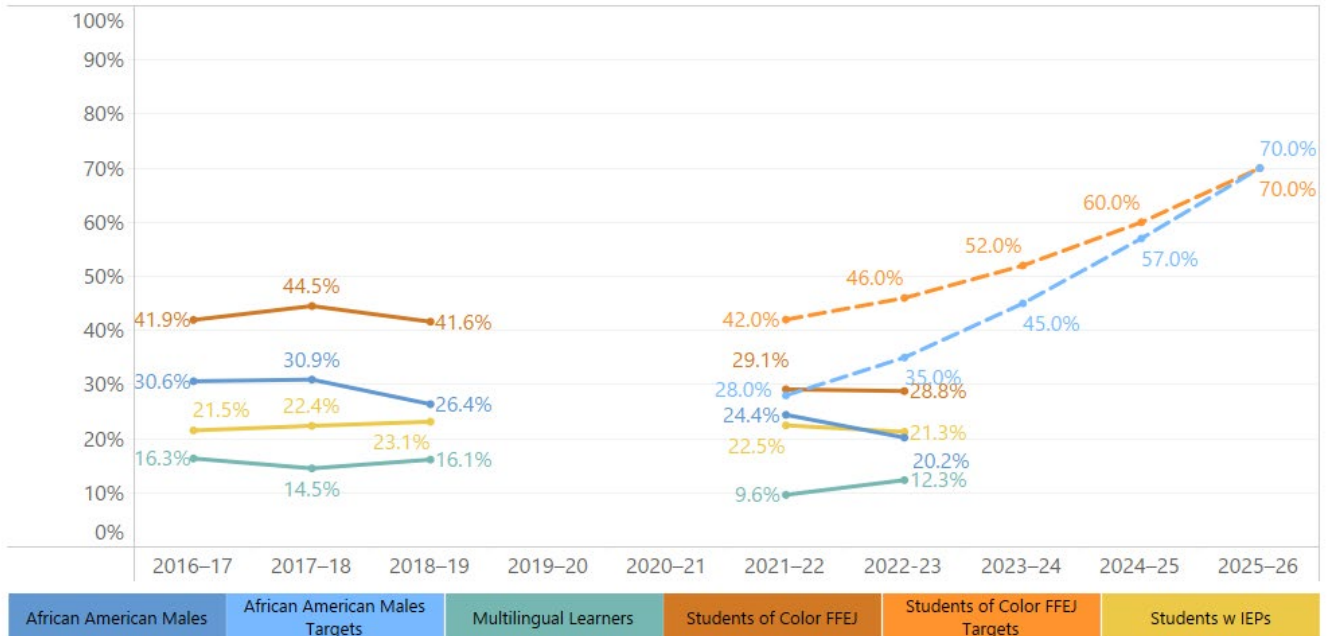
To improve math instruction and the systems shaping math education in SPS, we are focusing on five strategic areas aligned to the latest research on math education and recommendations in SPS's *Our Voice our Vision*. For year 2, we have articulated specific expectations and supports that are fewer, clearer, and higher to help school leaders and educators focus on high-leverage initiatives that will lead to improved student outcomes. For more information on each of these strategies please review the prior 7th Grade Math Goal Progress Monitoring memos linked [HERE \(July 6, 2023\)](#) and [HERE \(December 14, 2022\)](#).

Strategic Area	Expectations for Educators in 2023-24	Central Office Supports in 2023-24
Excellent Teaching & Joyful Learning	<ul style="list-style-type: none"> Engage in quarterly observations and feedback Use the common adopted curriculum, enVision Administer common curricular performance tasks Participate in coach led red Wednesday PD and release days 	<ul style="list-style-type: none"> Provide common Red Wednesday PD and two lab days promoting mathematical discourse Provide 2 release days to analyze student work in grade level teams Convene School Leader monthly PLC Engage in coaching cycles with teachers
Strong Relationships & Connected Families	<ul style="list-style-type: none"> Participate in family Engagement PD Engage with African American male students' families on a regular basis 	<ul style="list-style-type: none"> Provide full-day training for math teachers in August around authentic family engagement Offer extra time pay for teachers connecting with families out of school time Partner with Family Engagement to offer targeted support to school staff
Equitable Measures & Student Supports	<ul style="list-style-type: none"> Work with school leaders and fellow educators to analyze MAP data Administer the three identified Envision performance tasks and analyze data for focus students 	<ul style="list-style-type: none"> Provide MAP training for teachers in August Issue aligned rubrics for analyzing performance tasks three times a year
Opportunity Pathways	<ul style="list-style-type: none"> Provide African American boys a pathway to access and successfully complete Algebra 1 in 8th grade if they choose to Offer Math Empowerment and Math 7/8 compacted courses Use SuccessMaker in core classes for customized adaptive learning 	<ul style="list-style-type: none"> Provide curricular PD including Math Empowerment (EMP) and SuccessMaker Develop instructional materials and PD to support the Math 7/8 Compacted course
Expanded Learning	<ul style="list-style-type: none"> Offer a rising 6th grade summer bridge program for students not at grade level in 5th grade Offer tutoring, mentorship and leadership development opportunities outside of the school day 	<ul style="list-style-type: none"> Partner with the community partnerships office to align existing partners to our math goal Offer extra time pay for teachers to offer math tutoring

Summary of Student Outcomes

The 7th Grade Math Goal in SPS's 5-year strategic plan (2019-2024) is for all Students of Color Furthest from Educational Justice (SoCFFEJ), with a particular focus on AAM, achieve an overall proficiency rate of 70%. Proficiency is defined as achieving a Level 3 or 4 on the 7th Grade Math Smarter Balanced Assessment (SBA). Figure 1 displays rates of students scoring proficient or higher on the SBA for each of our strategic plan target groups. The pandemic created gaps in the collection of student data, as students did not take the SBA in Spring 2020, and a shorter version of the Spring 2021 assessment was delayed until Fall in each subsequent grade. The upward sloping dashed lines represent targets for the current 5-year Strategic Plan. Set back in 2019, these targets were extremely ambitious and were not recalibrated to account for the impact of the pandemic.

Figure 1. Topline Measure: 7th Graders Proficient in Mathematics (Smarter Balanced Assessment)



- SBA results show that SPS did not meet its Spring 2023 strategic plan targets. Results for AAM students declined by 4.2 points from 24.4 to 20.2 percent of students scoring proficient or higher, which is 14.8 points below the 2023 target. Results for Student of Color FFEJ remained flat compared to 2021-22. Math proficiency rates remain below pre-pandemic levels for both AAM students and Students of Color FFEJ.
- Results for Special Education students remained consistent with pre-pandemic proficiency rates. Multilingual students increased by 2.7 points, though overall proficiency remains low for MLL students.

Levels of Growth for Students Not Scoring Proficient or Above

Student outcomes should not be viewed as strictly binary (i.e., meeting or not meeting a given cut score). It is critical to consider and address the needs of all students across the full continuum of learning by considering the *growth* students are making (or not making) *toward proficiency*. Figure 2 displays students who scored proficient or above (top category) along with three levels of growth for those who did not score proficient.

- Students that made ACCELERATED Growth exceeded typical MAP growth norms and are *on a trajectory to reach proficiency if they maintain their current growth*.
- Students that made TYPICAL Growth met the average normed expectations for growth but *will not reach proficiency without accelerating their growth in the future*.
- Students that made LOW Growth did not meet minimum MAP growth norms are at *severe risk of falling further behind grade level expectations*.

Figure 2. Math Proficiency and Levels of Growth for 7th Graders in 2022-23

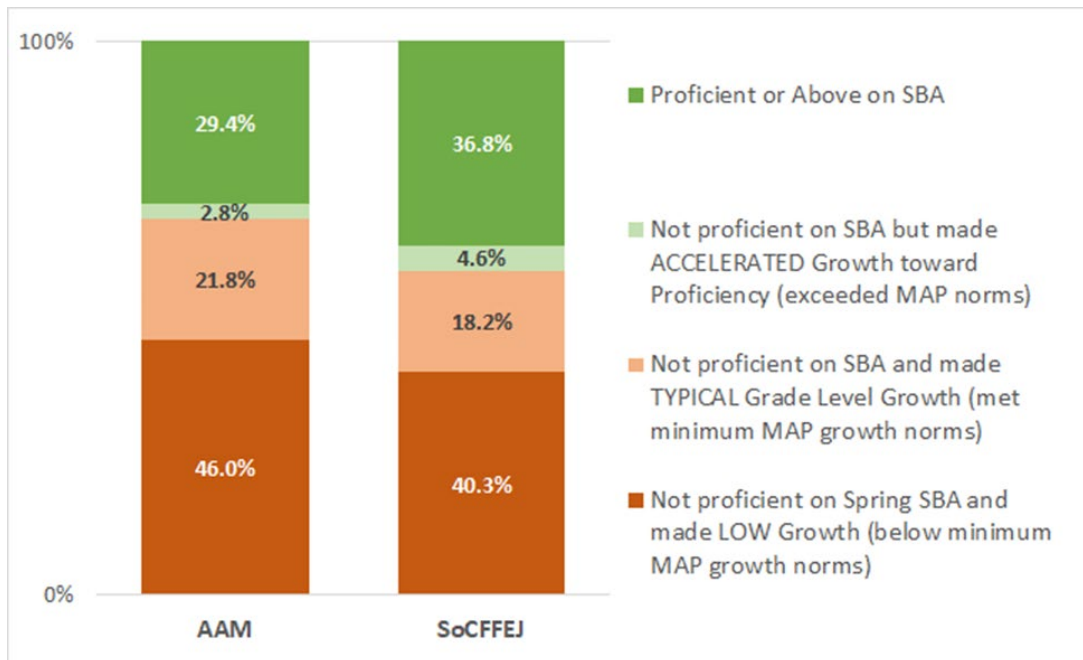


Figure 2 only includes students who participated in the SBA (and got a score) and both Fall and Spring MAP in 7th grade.

Similar Declines in Student Achievement at the State Level

2023 SBA results reported by OSPI show the percentage of 7th grade African American students (all genders) scoring proficient or above in Math declined at the state level by 7.5 percentage points from a pre-pandemic baseline of 25.3%. This compares to a decline of 10.0 percentage points over the same period for 7th grade African American students (all genders) in Seattle Public Schools – See Figure 3.

Figure 3. State and District Math Proficiency (SBA) for 7th Grade African American Students (All Genders)

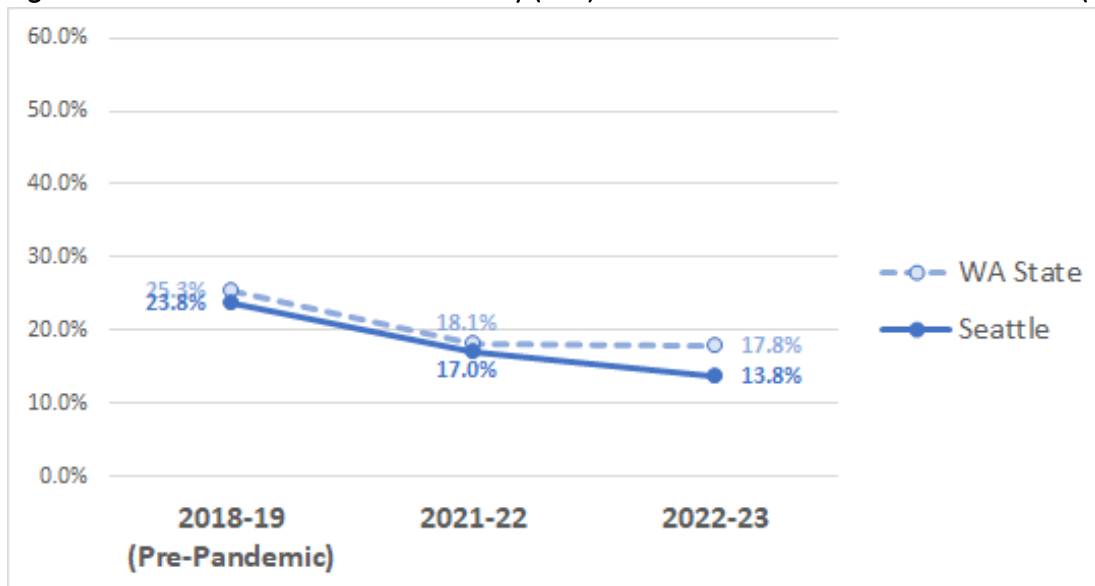


Figure 3 displays results reported by OSPI, which apply the Federal 7 definition for African American students (and do not include Black/African American students classified as Multiracial or Hispanic, as the definition used by SPS does.)

Challenging Student Absenteeism Trends and Associations with Achievement

In 2022-23, longer-term absenteeism (also referred to as “chronic absenteeism”), defined as missing more than 10% of the school year (18 days), is at least double what it was before the pandemic in SPS – See Table 1 below. Among students in grades 6-8th at Title I schools who missed 10 percent (18 days) or more of the school year, the median was 31 days missed.

There is a strong correlation between attendance and student achievement outcomes. As seen Table 2, Elementary students in Title I schools who missed more days of instruction recorded lower growth and lower scores on the MAP assessment. Although this data is correlational and not necessarily causal – as many other factors are co-associated with both attendance and achievement outcomes – it remains unequivocal that students cannot benefit from classroom instruction if they do not regularly attend school.

Table 1. Longer Term Absenteeism Rates

Grade	2018-19 (pre-COVID)	2021-22	2022-23
6th	19%	35%	34%
7th	25%	31%	40%
8th	26%	37%	39%

Table 2. Association with MAP Assessment Data

Students who missed:	Met Growth Norms	Avg. Math RiT Score	n
0-5 days	0.549	228	413
6-10 days	0.477	222	511
11-20 days	0.449	218	554
21-30 days	0.416	213	276
30+ days	0.373	206	222

Data in Tables 1-2 is for SPS Students in Title I Schools only.

Discussion of Student Outcomes

The following summarizes the progress we are making and the next steps we need to take in response to these student outcomes.

The SBA data is deeply concerning and requires urgent action. Students who are not yet proficient need to achieve strong annual growth to be on track to reach proficiency. High proportions of students not meeting minimum growth expectations is therefore of significant concern. In fact, if a student is significantly below the cut score for projected proficiency, they will need an *accelerated level of growth* to reach a proficient or higher level.

Progress

In response, we have begun a number of steps to better implement our five strategies in year 2 to accelerate our progress. As referenced above, school leaders at the 6 priority schools have agreed to a common set of expectations starting in the 2023-24 school year and we have already made progress in meeting them:

- School leaders and educators at the 6 schools have committed to following the district-provided scope and sequence and using the adopted curriculum, enVision Math in 2023-24. This will support incoming students who have just experienced the newly adopted K-5 enVision Math. We convened the teachers from the SEMI schools in June and August to plan their first topic and curriculum-based assessment collaboratively for the coming year. This will also support our inclusion work as EnVision models Universal Design for Learning through the promotion of mathematical discourse and other supports.
- We hired additional instructional coaches to support teachers in using the enVision curriculum, the common assessments, and their teaching practice. Ultimately, we will have a 0.5 coach available to support each of the six schools.

Next Steps

We are also poised to take next steps to further promote excellent teaching, effective use of student data, and expanded learning:

- Excellent Teaching
 - To support the use of the curriculum and assessments, we will continue to offer in person PD opportunities this year for teachers including Red Wednesdays facilitated by math coaches in school buildings, 2 learning lab days and 2 release days focused on data. We will also convene school leaders in person quarterly for a school walk through to look at data and practices in action.
 - Middle school Math instructional coaches will facilitate monthly PLC meetings among grade-level teams, common PD on red Wednesdays and ensure teachers have the follow-through support to transfer new knowledge and skills to improve instructional practice.
 - We are supporting additional educator participation in the Math Empowerment program, which is focused on pre-teaching, discourse, and developing strong mathematical identity.
- Strong Relationships & Connected Families
 - Our colleagues in Family Engagement and the Office of AAMA are meeting with each school leader to develop custom support for teachers at each school to increase the level of authentic family engagement with AAM families.
- Equitable Measures
 - Math Professional Learning Community (PLC) work at the six schools will be focused on using data from the common assessments to plan future instruction.
 - We will review October MAP data with school leaders and educators to help schools think about how to shift supports and planning to ensure students get what they need to accelerate their growth and reach proficiency.
- Expanded Learning
 - This summer we will further coordinate the summer bridge programs with our City Partners and build partnerships with community-based organizations to offer additional after school enrichment and tutoring opportunities alongside our colleagues in Community Partnerships department.

At the same time, given how concerning the student outcomes are, we have begun to consider bolder actions to take including:

- Strong Relationships & Connected Families
 - Students need to be in school to progress in math. Thus, we are looking to launch an attendance campaign that will be child-centered, responsive to families, and reflective of the learning that the 13 early literacy schools have done in this area.
- Excellent Teaching
 - We can significantly improve the quality of teaching at our priority schools if we devote resources to a national recruitment campaign, provide incentives for high-performing teachers (not all teachers) to teach and stay in high-need schools, identify the causes and places of high teacher turnover and develop strategy to solve, and solve the crisis in substitute teacher fill rates at Title I schools by developing an incentive pay system.
- Expanded Learning
 - SPS needs to expand the number of instructional hours students receive in math by developing a high dosage tutoring system, including a dedicated transportation tier, and refocusing our approach to summer learning.