**Math 7-12 Committee Meeting**

**Assumptions/Predictions/Questions**

**Prior to Data Analysis of 7-8 Math State Assessments,**

**Regents Exams, and STAR Math Data**

**and**

**What we Learned after Analyzing the Data**

**Monday, May 6, 2013**

**7-8 Math State Assessments**

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| --- | --- | --- |
| **Assumptions** | **Predictions** | **Questions** |
| * Below grade level * Levels 1 & 2 * Low Levels * Give up easily- low frustration, tolerance | * Struggle with word problems * Struggle with vocabulary * Struggle with multi-step problems * Not independent learners * Don’t carryover skills to new problems * Large range of abilities in classrooms * Poor scores 0-2 | * How to develop word problem skills with low level readers? * How do you focus on gaps when they are all low? |

**STAR**

|  |  |  |
| --- | --- | --- |
| **Assumptions** | **Predictions** | **Questions** |
| * STAR has a pattern | * My student scores will drop this month * Score will be higher than predicted * My students will make minimal improvement due to the language and length of the exam * Within range of standards for CTE | * Is it possible for the students to take the test a few times before a goal is set |

**Regents**

|  |  |  |
| --- | --- | --- |
| **Assumptions** | **Predictions** | **Questions** |
| * Seriously curved- Algebra I * Download JMAP, questions to help supplement curriculum & assist on regents prep | * Most pass * Our kids score lower | * How does it affect future performance? |

**After Analyzing the Data**

**What did we learn?**

* 7/8 urgent intervention needed
* 7-9 measurable growth observed
* Regents- varied growth
* Build an intervention program into the school day
* Poor performance in grades 7-9
* Consistent resources/materials
* Across the board, scores are low
* 3-8 especially evident of gaps
* Geometry showed best scores but not all students taking the course take the Regents exam
* Many more students take the Integrated Algebra Regents than geometry exam
* 7th & 8th grade: 1%-3% are proficient where the majority of students are between urgent intervention
* No significant movement between 7th & 8th

**Patterns**

* Improved scores on second attempt at test
* NYS 3-8 results almost all below 3 (only one 3 on 7th & 8th for all BOCES)
* Star, greatest at/above bench by 11th (increase each grade)
* Not a lot of change from October – January Star testing

**Areas to focus on**

* Basic math skills
* Graphing
* Algebra
* Reading & interpreting word problems
* Everything
* What are the content areas where the students are lacking, specifically
* Scientific & Graphic calculator proficiency
* Professional development for how to teach math to students way below grade level
* Integrating technology
* Common resources
* Interventions
* Time to collaborate with peers to share effective strategies
* Sharing information from committee with staff