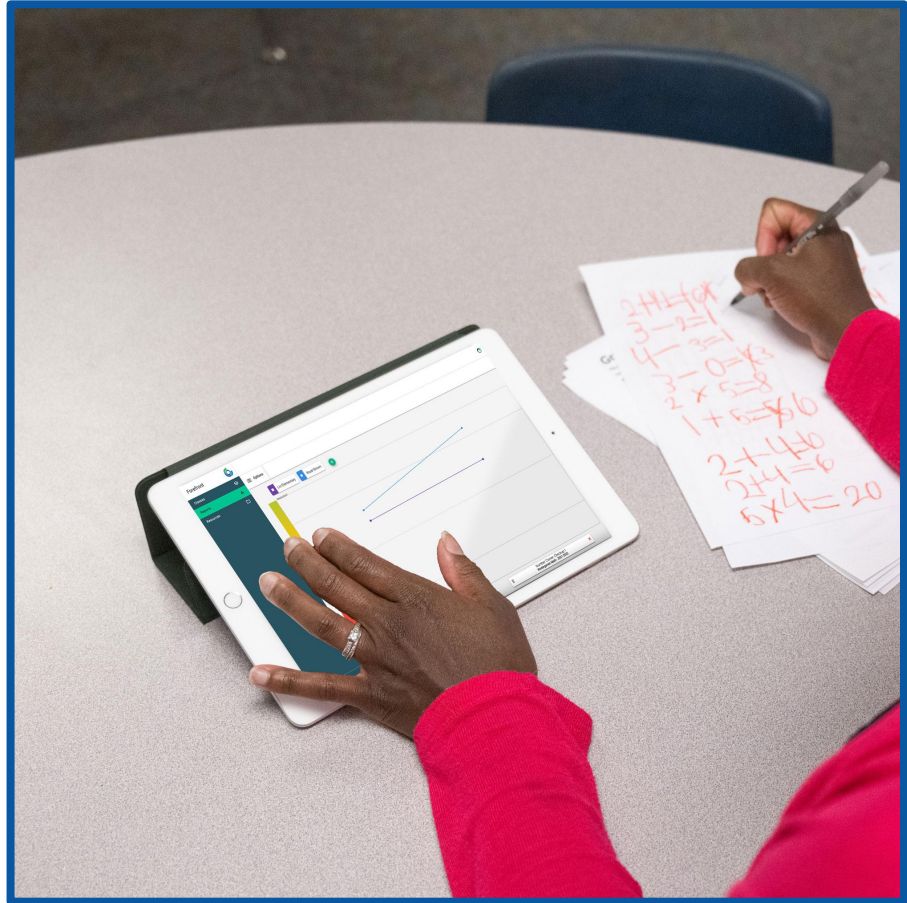# Monitoring for Equity with Demographics in Forefront

February 27, 2025

Today's Presenters

David Woodward
President and Founder

Marleigh Schweer
Customer Success Manager

For Today's Presentation

- This session is being recorded and will be sent out to everyone who registered, along with the slide deck.

- Participate in the presentation through chat. Chat sessions are recorded.

Forefront Overview

- An assessment data solution that puts classroom assessments at the center of school and district work.

- Supports over schools across 30 U.S. states and 6 countries to collect and analyze learning data for more than 200,000 students.

- Currently 71% of our districts have demographics enabled.
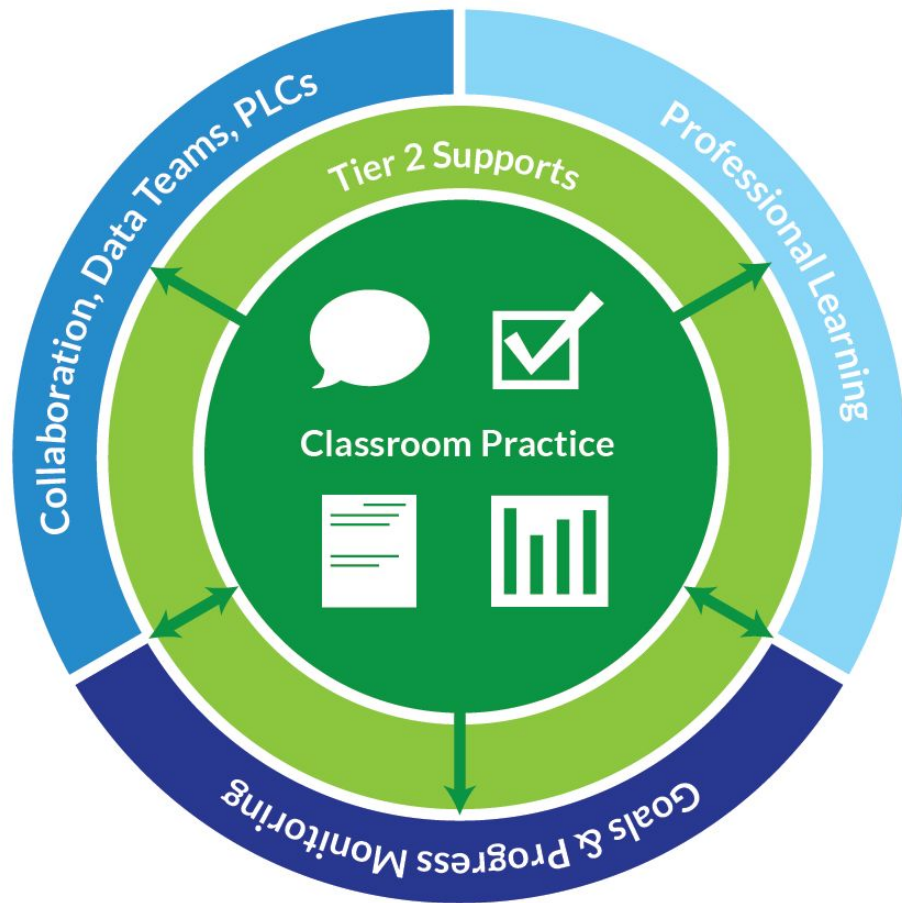
Why? What are we wanting to achieve?

- Equitable outcomes - Equal outcomes?

- Goal setting and monitoring

- Targeted actions and resources

- Learning to improve

Context and Learning Outcomes

Learn about how using demographic data in reports can lead to
- *better awareness and monitoring of instructional gaps and*
- *actions and monitoring to ensure each and every learner is successful.*

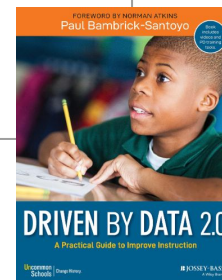| **Identify Strengths and Assets** (5 min)	**Identify Areas for Growth** (5 min)
Where did students grow? Where were their strengths? *All students, prioritized topics and/or subgroups*	Based on the data review, what is an area of growth? What is a high impact standard or skill to address? *All students, prioritized topics and/or subgroups*
Make a Goal (5 min)	**Make an Action Plan** (30 min)
Identify the key area to reteach/ keep teaching. Write a SMARTIE goal aligned to the identified standard.	Write a differentiated action plan to meet your goal.

FOREWORD BY NORMAN ATKINS
Paul Bambrick-Santoyo

DRIVEN BY DATA 2.0
A Practical Guide to Improve Instruction

JOSSEY-BASS

See it: Identify Strengths and Assets (~ 5 mins)

ACS Core Problem Solving Facilitator Guide document showing Recommended Teaming Structure by Data Type table and See It - Identify Strengths and Assets section.

USNS (Academic Universal Screener)

● How many total students are included in the data set?
● How many are proficient? What percentage?
● How many _____ students are proficient? What percentage?
● MOY/EOY: How many students showed expected growth? Accelerated growth? Look at subgroups

See It: Areas for Growth (~ 5-10 mins)

ACS Core Problem Solving Facilitator Guide
Core Problem Solving PLC Notetaker and Instructional Plan

Recommended Teaming Structure by Data Type:

	Grade Level Data/Class Data	School Level Data
Academic Universal Screener	Grade Level Teams/PLC	School MTSS Teams, School Leadership Team
SEL Universal Screener	Grade Level Teams/PLC	School MTSS Teams, School Leadership Team
Academic Benchmarks	Grade Level Teams/PLC	
Learning Circle Attendance, Behavior, Grades	Grade Level Teams/PLC	School MTSS Team, School Leadership Team
Educators Handbook	Grade Level Teams/PLC	School MTSS Teams, School Leadership Team

See It - Identify Strengths and Assets (~5 minutes)
Where did our kids grow or where were their strengths? Why?

Note: Facilitator has data prepared to share with team

NC Check In (Academic Benchmark)
- How many total students are included in the data set?
- How many are at or above benchmark? What percentage?
- How many Black students are at or above? In which standards?
- How many students with disabilities are at or above benchmark?

STAR (Academic Universal Screener)
- How many total students are included in the data set?
- How many are "secure"? What percentage?
- How many Black students are "secure"? What percentage?
- How many students with disabilities are secure? What percentage?
- MOY/EOY: How many students showed expected growth? Accelerated growth? By subgroup.

mClass (Academic Universal Screener)
- How many total students are included in the data set?
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USNS (Academic Universal Screener)

● What is a specific standard or skill that is essential for scaffolding or reinforcement?
● Unpack the standard- DPI Standard Course of Study
　　○ Spend 3 minutes identifying which skills are foundational for a student to master the standard. Spend 3 minutes identifying ways in which a student would show proficiency for the standard.
● What does the prociency for this standard look like by subgroup?
● Look at item level analysis for the students who did not meet the benchmark. Was their misunderstanding conceptual or procedural? Students with conceptual misunderstanding may have a different instructional plan than those with procedural misunderstanding. Use this data to develop plans in the Make an Action Plan section.

Name It: Make a Goal (~5 mins)
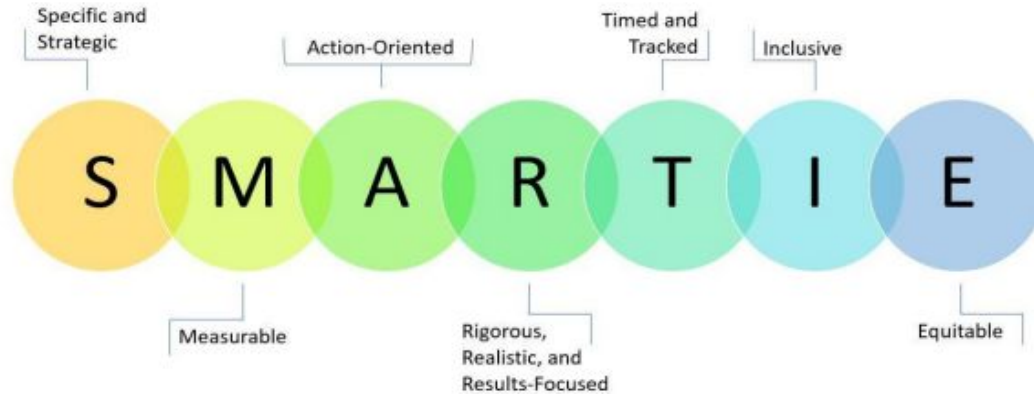
Addressing learning needs while focusing on grade-level standards: The fifth grade team finds that on a BOY assessment, only 30% of students accurately answer fourth grade-level questions about equivalent fractions, which is a much lower percentage than in past years. In addition, the grade level team has grappled with persistent racial disparities in test scores between white students and Black, Indigenous, and Hispanic or Latino students, and wants to intentionally work to make their classrooms spaces where race or ethnicity are not predictors of academic success.

Student Learning Goal: By implementing a variety of supportive instructional practices, such as number talks, think-pair-shares, progress monitoring, and ongoing assessment, fifth grade students will use equivalent fractions to accurately add and subtract fractions with different denominators, including mixed numbers, in 80% of computation problems by the end of the unit. Student achievement data will reflect equitable distribution of outcomes across lines of race and ethnicity.

Name It: Make a Goal (~5 mins)

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USNS (Academic Universal Screener)

Name It- Make a Goal (~5 minutes)

Identify the key area to re-teach/keep teaching.
- Write a SMARTIE (Specific, Measurable, Achievable, Relevant, Timely, Inclusive, Equitable) goal aligned to the identified standard. This goal should include specific subgroups (Black, SWD).

Example: In four weeks we will see the number of Black and Multiracialstudents who are chronically absent in 8th grade go from 33 (44%) to 22 (22%). We will work with a target group of black and multiracial EC students to focus on attendance by setting personal goals, involving family regularly, and incentivizing being here and in class.)

	Make an Action Plan: 4-6 Week Differentiated Core Instructional Plan (30 minutes)			
Instructional Groupings *List students and instructional plan for each group*				
	Instructional Group A	**Instructional Group B**	**Instructional Group C**	**Instructional Group D**
Student Names *Only list names for Elementary*				
Focus Skill, Understanding, and/or Facts				
After at least 4 weeks, students will be able to...				
Core Practices *How will you adjust the instruction, curriculum, and environment to improve student mastery of the standard for each group? Be specific.*				
How will you check to see that students have learned it?				
Who is responsible, and when will instruction happen?				
For BOY and MOY, after a minimum of 30 school days delivery of the instructional plan... *** EOY reflection will happen prior to 30 days of instructional time*				
What are the outcomes of the instructional plans, and what are the next steps?				

Make an Action Plan (~30 minutes)

Differentiated Core Action Plan: Key Considerations

- **Changes in Instruction:** What will be done differently?
- **Practice & Reinforcement:** How will skills be practiced and reinforced?
- **Small Groups:** Who needs reteaching or support?
- **Accelerated Growth:** How will all subgroups show growth?
- **Mastery & Measurement:** How will mastery be demonstrated?
- **Spiraling Skills:** How will skills be revisited in upcoming lessons?
- **Family Involvement:** How will families support core practices?

Next Steps

- Read more on the topic in our blog: Data-Driven Approach to Equity
- Help Articles
  - Adding Demographic Data to Forefront
  - How do I analyze demographic data in reports?
  - Leading an Equitable Success Data Discussion
- Reach out to your AM to set up demographics for your district

Forefront