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How to determine Months of Growth with *SuccessMaker* for Learning Assistance Program (LAP) reporting

Overview

SuccessMaker Math and *SuccessMaker Reading* are supplemental personalized learning solutions to accelerate math and reading growth for all students, including those who are working several years below grade level in math or reading. The included reports - at teacher and district/school levels - provide accurate, clear and easy-to-understand reporting for progress monitoring of student learning growth. Based on the learning practice of the Zone of Proximal Development (ZPD), the program starts with Initial Placement to accurately report students' straightforward judgement of whether they meet on-grade expectations or not. After the placement, the program offers individualized learning pathways for any student pending on their actual performance levels. A school district may adopt or customize our learning usage recommendation: one hour per hour for achieving one school year of gain. Teachers are encouraged to work with students to accelerate their learning for making larger gains or catching up. As key learning metrics available on *SuccessMaker*, Gain and Acceptable Performance are recommended to be evaluated at the same time to guarantee appropriate learning progress. When students struggle with a specific skill in the online program, they appear in an Areas for Growth report that lists the skills they're struggling with and provides point-of-use targeted printable lessons designed for educators to deliver additional individual or small-group instruction use.

SuccessMaker Math is available for Grades K-8 and can be used alongside *enVision® Mathematics* or *Experience Math®,* Savvas's K-8 core mathematics offerings. *SuccessMaker Reading* is available for Grades K-8 and can be used alongside *Savvas's core ELA curricula,*

myView Literacy® or myPerspectives®. SuccessMaker Math and *SuccessMaker Reading* programs offer translations in over 60 languages, including 27 with audio support.

SuccessMaker Math and *SuccessMaker Reading features*:

- Personalized learning pathways for all students, including those requiring intensive intervention, differentiation, or acceleration
- Learning content and reporting aligned with Washington state standards: *Washington State K12 Mathematics Learning Standards*, and *Washington Learning Standards for ELA*, and your Savvas core math/ELA curriculum.
- A Prescriptive Scheduling report to help students meet individualized learning targets aligned with Washington state summative assessments
- The option of creating and providing additional targeted assignments aligned to specific skills or Washington state standards
- Targeted print lessons linked at point-of-use in the Areas for Growth reports for individual or small-group instruction
- Single sign-on access via the award-winning Savvas Realize® platform

LAP Reporting based on SuccessMaker

This document is intended to help districts using *SuccessMaker* determine the following elements needed for the state's Comprehensive Education Data and Research System (CEDARS) in Student Growth File (Q): Q09 - Amount of Academic Growth, Q11 - Beginning Score, Q12 - Date of Beginning Score, Q13 - End Score, and Q14 - Date of End Score.

Amount of Academic Growth is reported for every student using gain as the main metric, which is the difference between Initial Placement (IP) Level as the beginning score (Q11) and Current Course Level as the End Score (Q12). The date of IP completion can be used as the date of beginning score (Q12), and the reporting date for the date of end score (Q14).

For *SuccessMaker* program learning and implementation, program usage is a necessary condition for tracking student learning progress. Multiple usage metrics are reported, including YTD learning hours. A school district may choose to adopt or customize our general learning usage recommendation: one hour per week or approximately 3 instances of 20-minutes sessions spread out through a school week. This specific recommendation aims to achieve one school year gain for any student. Given that a typical school year has roughly ten months, the numeric 1/10 of gain means one school month gain. Making gains depends on how well a student masters the skills assessed through their learning work. Once consistent learning usage - one hour per week - is tracked, the expected monthly gain is a gain value of 0.1 after the first month, a gain of 0.2 after two months and so on. Learning quality is also reported using Acceptable Performance (AP) that is determined when a student has mastered at least 90% for *SuccessMaker Math* or 75% of skills for *SuccessMaker Reading,* respectively. When a student does not achieve AP during their learning, the student tends to make fewer gains even when similar learning usage is observed.

Please see an example of the Cumulative Performance Report below. The report includes 19 students. For example, Student 1 spent nearly 22 hours on *SuccessMaker* learning so far in this school year, resulting in half a year's gain (0.5) while mastering 96% skills. As another example, Student 7 spent nearly 21 hours on SuccessMaker learning, making one full school year gain (1.0) while mastering 92% skills.

For data entry of the Months of Growth (Q9) on CEDARS, we would recommend filtering on a student's learning usage, then computing it based on the gain the student has made. The filtering value needs to be computed as total learning hours divided by 3.5 minus the count of calendar months. When the value is a negative number, enter -1; when it is zero or positive, compute the gain multiplied by 10 then round down to the nearest integer to enter onto CEDARS. Note that the value 21 is the highest possible months of growth for entering for 21 or more months of growth. For the two students mentioned earlier, assuming five months have passed, for Student 1, as 22/3.5 - 5 is a positive number, enter 5 as the months of growth; for Student 7, 21/3.5 -5 is positive, enter 10. However for Student 6, as 11.33/3.5 - 5 is negative, enter -1. For the students who are in Initial Placement on post-test date, enter 24 as 'N/A - no pre-test'.

SuccessMaker also features the Prescriptive Scheduling Report where a teacher can determine whether a student can reach a predetermined learning target and how much extra learning minutes are needed every week for making it. We provide a list of learning targets by grade that can predict your students will meet grade-specific expectations from Washington state summative assessments with 80% probability. Students are required to complete IP and spend at least 7 post-IP learning hours before appearing on the Prescriptive Scheduling Report.

Cumulative Performance

Math

Report Run: 2/13/26, 3:24 PM

School: Example K-8 School
Teacher: Example Teacher
Grade: Multiple Grades Selected
Group: Multiple Groups Selected
Date Range: All Session Dates

Selected Options:
- Full course
- No sub-grouping (grouped by course only)
- Sort by Student Name
- 4 groups selected

Legend:
- At or above AP (90+%)
- Near AP (72-89%)
- Far from AP (0-71%)
- In IP: Student still in Initial Placement
- AP Acceptable Performance (90% Skills Mastered)
- Skills Percent Mastered meets AP
- NA Data does not apply. Some courses and settings may not report data for all columns
- -- No data reported

Skills Mastery

16 Students (84%) 3 Students (16%) 0 Students (0%) 0 Student (0%)

Student	Level Data [1]				Usage [2]		Instructional Performance [3]			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Time Spent (hh:mm)	Session Count	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	AP
Student 1	4.75	5.75	5.25	0.50	21:55	90	743	1048	71%	97	93	96%	✓
Student 2	2	1.69	1.12	0.57	15:51	89	671	942	71%	75	74	99%	✓
Student 3	3	3.27	3.27	0.00	04:19	22	3	11	27%	1	1	100%	✓
Student 4	4.75	4.86	4.28	0.58	17:51	76	895	1309	68%	119	111	93%	✓
Student 5	5	3.20	3.01	0.19	16:51	86	382	713	54%	44	41	93%	✓
Student 6	0.75	1.00	0.79	0.21	11:22	68	394	744	53%	27	24	89%	
Student 7	2	3.09	2.06	1.03	20:39	89	1746	3050	57%	191	176	92%	✓
Student 8	4.25	4.63	4.27	0.36	15:08	72	423	533	79%	76	75	99%	✓
Student 9	2.5	0.87	0.79	0.08	03:52	21	30	38	79%	5	5	100%	✓
Student 10	3.25	3.74	3.29	0.45	18:13	100	683	876	78%	91	90	99%	✓
Student 11	1.25	2.02	1.25	0.77	20:15	88	1180	1939	61%	111	100	90%	✓
Student 12	6	6.05	5.36	0.69	20:03	85	665	790	84%	117	117	100%	✓
Student13	1.5	2.29	1.77	0.52	19:07	96	640	930	69%	82	82	100%	✓
Student 14	3.25	3.61	3.37	0.24	13:15	77	351	477	74%	49	48	98%	✓
Student 15	4.25	4.93	4.28	0.65	19:08	83	1000	1422	70%	142	135	95%	✓
Student 16	3.75	3.70	3.30	0.40	15:33	65	524	710	74%	80	76	95%	✓
Student 17	4.5	5.04	4.32	0.72	22:30	100	1319	2320	57%	145	125	86%	
Student 18	1.25	1.61	1.40	0.21	07:24	45	284	451	63%	25	22	88%	
Student 19	1.5	1.78	0.58	1.20	17:22	89	1807	2522	72%	241	233	97%	✓