

Essential Standard	Cut Scores
6.6C - represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ and $y = x + b$.	37+ APP 61+ MET 81+ MSTR

Data by Teacher for Essential Standard

Teacher	DNM OL/ADV (%)	Approaches OL/ADV (%)	Meets OL/ADV (%)	Masters OL/ADV (%)
Barrientos	17	83	48	20
Dutton	35/0	65/100	33/96	13/81
Gailey	24/0	76/100	47/94	24/74
Henry	7/0	93/100	51/96	12/72
Lemen	17/0	83/100	50/96	25/88
Shore	12/0	88/100	42/88	8/69
Yapaeva	11	89	49	16

What does this data show us?

This data shows us:

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Data for Super Groups → GOALS: Meets → ED=36; EB=40; SP=23

ALL	DNM	Approaches OL/ADV	Meets OL/ADV	Masters OL/ADV
Eco Dis	20	80	41	12
EB	23	77	44	23
SPED	31	69	24	7
All Students	17	83	46	16

Data for Super Groups by Teacher

Barrientos	DNM	Approaches	Meets	Masters
Eco Dis		78	44	17
EB		92	58	33
SPED		67	20	7

Dutton	DNM	Approaches OL/ADV	Meets OL/ADV	Masters OL/ADV
Eco Dis		55/100	27/100	5/80
EB		55/100	18/100	18/100
SPED		60/100	0/100	0/100

Gailey	DNM	Approaches OL/ADV	Meets OL/ADV	Masters OL/ADV
Eco Dis		67/100	33/86	22/71
EB		60/100	20/75	0/50
SPED		25	0	0

Henry	DNM	Approaches	Meets	Masters
Eco Dis		92/100	38/100	13/67
EB		93/100	46/100	31/50
SPED		86	14	0

Lemen	DNM	Approaches	Meets	Masters
Eco Dis		78/100	22/100	0/100
EB		63/100	38/100	25/100
SPED		86/100	43/100	29/100

Shore	DNM	Approaches	Meets	Masters
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Eco Dis		91/100	64/88	9/75
EB		100/100	83/100	17/50
SPED		78/100	33/100	0/67

Yapaeva	DNM	Approaches	Meets	Masters
Eco Dis		91	48	12
EB		75	44	19
SPED		71	57	14

What does this data show us?

This data shows us:

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What misconceptions do the students have about the individual questions?

Q#	Standard
#6	6.6C - Henry had students choose starting number when constructing tables, and then asked "what do you want to count by" - not always starting with 1, 2, 3, 4
#9	6.6A - Yapaeva used a lot of repetition from the very beginning when teaching independent vs. independent.
#10	6.6A
#12	6.6C - Students may be intimidated by decimal numbers when writing equations. And maybe still not differentiating between independent and dependent when deciding how to set up an equation

What instructional practices do we need to adjust?

Instructional practice we need to adjust:

- Lemen retaught multiplicative/additive after a quiz
 - Anyone that scored 80 or below had to do a cut and paste, and retook quiz
 - Confidence went way up

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What things can we celebrate?

We can celebrate:

- Triple Crown of Super Groups!!! LEMEN AND DUTTON

What goals should we set for future intervention?

	6.6C			
Eco Dis				
EB				
SPED				
All Students				

<u>Intervention Activity (DNM)</u>
<u>Intervention Activity (Approaches)</u>
<u>Extension Activity (Meets)</u>
<u>Extension Activity (Masters)</u>

Changes to the CFA to be considered for 2023-2024:

Changes to be considered are:

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