| Essential Standard | Cut Scores |
| :--- | :--- |
| 6.10 A - the student is expected to model and solve on-variable, one-step | $37+$ APP |
| inequalities that represent problems, including geometric concepts | $61+$ MET |
|  | $81+$ MSTR |

Data by Teacher for Unit 9 Assessment - On Level

| Teacher | Avg. \% Score | Approaches OL <br> (\%) | Meets OL <br> $(\%)$ | Masters OL <br> $(\%)$ |
| :--- | :---: | :---: | :---: | :---: |
| Barrientos | 53 | 84 | 38 | 12 |
| Dutton | 62 | 91 | 54 | 20 |
| Gailey | 64 | 86 | 68 | 18 |
| Henry | 64 | 95 | 57 | 21 |
| Lemen | 61 | 91 | 55 | 18 |
| Shore | 57 | 91 | 57 | 7 |
| Yapaeva | 64 |  |  | 22 |

What does this data show us?
This data shows us:

Data for Super Groups

| ALL | Avg. \% Score | Approaches OL | Meets OL | Masters OL |
| :--- | :---: | :---: | :---: | :---: |
| Eco Dis (goal = <br> 36\%) | 56 | 88 | 43 | 11 |
| EB (goal = 40\%) | 59 | 90 | 49 | 13 |
| SPED (goal = <br> 23\%) | 53 | 81 | 40 | 8 |
| All Students | 60 | 90 | 52 | 17 |

Data for Super Groups by Teacher

| Barrientos | Avg. \% Score | Approaches | Meets | Masters |
| :--- | :---: | :---: | :---: | :---: |
| Eco Dis | 48 | 78 | 28 | 8 |


| EB | 48 | 85 | 23 | 0 |
| :--- | :---: | :---: | :---: | :---: |
| SPED | 43 | 81 | 19 | 0 |


| Dutton | Avg. \% Score | Approaches OL | Meets OL | Masters OL |
| :--- | :---: | :---: | :---: | :---: |
| Eco Dis | 54 | 83 | 38 | 8 |
| EB | 59 | 100 | 45 | 9 |
| SPED | 57 | 83 | 58 | 8 |


| Gailey | Avg. \% Score | Approaches OL | Meets OL | Masters OL |
| :--- | :---: | :---: | :---: | :---: |
| Eco Dis | 61 | 87 | 60 | 13 |
| EB | 65 | 88 | 75 | 25 |
| SPED | 47 | 57 | 43 | 0 |


| Henry | Avg. \% Score | Approaches | Meets | Masters |
| :--- | :---: | :---: | :---: | :---: |
| Eco Dis | 66 | 96 | 57 | 26 |
| EB | 68 | 100 | 67 | 25 |
| SPED | 49 | 80 | 20 | 0 |


| Lemen | Avg. \% Score | Approaches | Meets | Masters |
| :--- | :---: | :---: | :---: | :---: |
| Eco Dis | 48 | 89 | 22 | 0 |
| EB | 60 | 100 | 57 | 14 |
| SPED | 58 | 86 | 43 | 14 |


| Shore | Avg. \% Score | Approaches | Meets | Masters |
| :--- | :---: | :---: | :---: | :---: |
| Eco Dis | 58 | 100 | 50 | 0 |
| EB | 55 | 67 | 50 | 0 |
| SPED | 62 | 100 | 50 | 10 |


| Yapaeva | Avg. \% Score | Approaches | Meets | Masters |
| :--- | :--- | :--- | :--- | :--- |


| Eco Dis | 62 | 94 | 52 | 13 |
| :--- | :---: | :---: | :---: | :---: |
| EB | 57 | 87 | 40 | 13 |
| SPED | 59 | 67 | 50 | 33 |

What does this data show us?
This data shows us:

Data for each TEKS by teacher

| Teacher | $\mathbf{6 . 9 A}$ | $\mathbf{6 . 9 B}$ | $\mathbf{6 . 9 C}$ | $\mathbf{6 . 1 0 A ^ { * * }}$ <br> (CFA) | $\mathbf{6 . 1 0 A * *}_{\text {(TEST) }}$ | $\mathbf{6 . 1 0 B}$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Barrientos | 51 | 38 | 43 | 60 | 70 | 45 |
| Dutton | 73 | 48 | 72 | 64 | 65 | 52 |
| Gailey | 74 | 50 | 68 | 78 | 80 | 42 |
| Henry | 74 | 51 | 55 | 74 | 71 | 58 |
| Lemen | 70 | 52 | 59 | 78 | 69 | 48 |
| Shore | 63 | 32 | 43 | 61 | 71 | 55 |
| Yapaeva | 71 | 35 | 57 | 70 | 75 | 63 |
| School | $\mathbf{6 6}$ | $\mathbf{4 2}$ | $\mathbf{5 6}$ |  | $\mathbf{7 1}$ | 53 |

Data for each question by teacher

| Teacher | $\mathbf{1}$ <br> MC | $\mathbf{2}$ <br> MC | $\mathbf{3}$ <br> PLOT | $\mathbf{4}$ <br> MC | $\mathbf{5}$ <br> MC | $\mathbf{6}$ <br> MC | $\mathbf{7}$ <br> MS | $\mathbf{8}$ <br> PLOT | $\mathbf{9}$ <br> MC | $\mathbf{1 0}$ <br> MC | $\mathbf{1 1}$ <br> MC |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Barrientos | 90 | 46 | 35 | 43 | 51 | 46 | 26 | 42 | 38 | 43 | 62 |
| Dutton | 83 | 37 | 41 | 72 | 63 | 74 | 22 | 54 | 57 | 63 | 83 |
| Gailey | 95 | 45 | 45 | 68 | 50 | 68 | 50 | 55 | 32 | 82 | 73 |
| Henry | 95 | 48 | 50 | 55 | 76 | 76 | 26 | 52 | 50 | 62 | 83 |
| Lemen | 91 | 32 | 41 | 59 | 73 | 64 | 23 | 64 | 41 | 64 | 82 |
| Shore | 81 | 61 | 25 | 43 | 61 | 61 | 29 | 39 | 43 | 57 | 71 |
| Yapaeva | 91 | 69 | 34 | 57 | 69 | 76 | 40 | 35 | 51 | 63 | 51 |
| School | $\mathbf{9 0}$ | $\mathbf{5 1}$ | $\mathbf{3 8}$ | $\mathbf{5 6}$ | $\mathbf{6 3}$ | $\mathbf{6 6}$ | $\mathbf{3 0}$ | $\mathbf{4 6}$ | $\mathbf{4 6}$ | $\mathbf{5 9}$ | $\mathbf{7 4}$ |

Light yellow - Highest \% overall
Bright yellow - more than 10 pts over the school avg.

What misconceptions do the students have about the individual questions?

| Q\# | Standard |
| :--- | :--- |
| $\mathbf{3}$ | Lowest percentage schoolwide - plotting the inequality on a number line |
| $\mathbf{7}$ | Lowest percentage schoolwide - multiple select - students still not reading how <br> many to select? |
|  |  |
|  |  |

What instructional practices do we need to adjust?
Instructional practice we need to adjust:

- Word association - "substitute"
- Vocabulary is possibly more important than anticipated What things can we celebrate?
- Co-teach models working well - keep pushing those kids!

Changes to the Unit 8 On Level Assessment to be considered for 2023-2024:
Changes to be considered are:

