



# January 2024 District Data Summary



# 3<sup>rd</sup> Grade Math

# Unit Assessment Comparison



		Unit 1	Unit 2	Unit 8	Unit 3	Unit 5 (new)	Unit 7 (new)
Bowie	Approaches	80%	57%	89%	82%	85%	73%
	Meets	51%	25%	63%	64%	65%	43%
	Masters	39%	11%	36%	36%	41%	22%
Carver	Approaches	71%	59%	81%	64%	78%	78%
	Meets	44%	28%	55%	53%	57%	55%
	Masters	35%	12%	26%	29%	40%	27%
Crockett	Approaches	67%	37%	81%	45%	54%	49%
	Meets	36%	14%	50%	24%	33%	11%
	Masters	27%	0%	22%	8%	8%	3%
KGJ	Approaches	82%	53%	81%	76%	71%	50%
	Meets	53%	29%	63%	35%	53%	25%
	Masters	35%	6%	19%	12%	18%	0%
Lamar	Approaches	85%	63%	91%	78%	68%	71%
	Meets	67%	27%	64%	60%	47%	37%
	Masters	50%	13%	38%	27%	25%	17%

# Student Learning Standards



	3.4A Readiness 1 and 2-Step Problem Solving with +/-	3.4A Readiness 1 and 2-Step Problem Solving with +/-	3.4C Supporting Value of Collection of Coins & Bills	3.4D Supporting Arrays of Objects	3.4E Supporting Represent Multiplication Facts	3.4F Supporting Recall Multiplication Facts	3.4F Supporting Recall Multiplication Facts
	Unit 2 Assess	Unit 8 Assess	Unit 2 Assess	Unit 3 Assess	Unit 3 Assess	Unit 3 Assess	Unit 5 Assess (New data)
Bowie	32%	28%	69%	72%	36%	58%	53%
Carver	29%	43%	71%	59%	51%	46%	46%
Crockett	17%	17%	51%	47%	32%	21%	18%
KGJ	15%	31%	65%	79%	47%	24%	35%
Lamar	25%	38%	76%	77%	36%	59%	36%

# Student Learning Standards



	3.2A Readiness Compose and Decompose Numbers  Unit 1 Assess	3.2A Readiness Compose and Decompose Numbers  Unit 2 Assess	3.2A Readiness Compose and Decompose Numbers  Unit 8 Assess	3.2B Supporting Base 10 Place Value System  Unit 1 Assess	3.2C Supporting Multiple of 10 on a Number Line  Unit 2 Assess	3.2D Readiness Compare and Order Whole Numbers  Unit 1 Assess	3.2D Readiness Compare and Order Whole Numbers  Unit 2 Assess	3.2D Readiness Compare and Order Whole Numbers  Unit 8 Assess
Bowie	58%	67%	75%	49%	48%	68%	83%	79%
Carver	57%	70%	75%	51%	51%	61%	82%	68%
Crockett	52%	51%	72%	30%	37%	55%	76%	63%
KGJ	60%	59%	50%	53%	41%	65%	74%	66%
Lamar	68%	67%	82%	59%	64%	70%	83%	76%

# Student Learning Standards



	3.4G Supporting Multiplication Strategies & Algorithms  Unit 7 Assess (New data)	3.4H Supporting Equal Groups of Objects  Unit 5 Assess (New data)	3.4I Supporting Even or Odd Numbers  Unit 5 Assess (New data)	3.4I Supporting Even or Odd Numbers  Unit 7 Assess (New data)	3.4J Supporting x and ÷ Relationship  Unit 5 Assess (New data)	3.4J Supporting x and ÷ Relationship  Unit 7 Assess (New data)
Bowie	55%	70%	60%	75%	72%	68%
Carver	47%	69%	66%	81%	65%	59%
Crockett	31%	56%	28%	57%	51%	43%
KGJ	33%	74%	12%	67%	62%	58%
Lamar	45%	58%	55%	79%	57%	65%

# Student Learning Standards



	3.4K Readiness Solve 1 and 2- Step Problems with x  Unit 3 Assess	3.4K Readiness Solve 1 and 2- Step Problems with x  Unit 5 Assess (New data)	3.4K Readiness Solve 1 and 2- Step Problems with x  Unit 7 Assess (New data)	3.5A Readiness Represent 1 and 2-Step Problem Solving with +/-  Unit 2 Assess	3.5A Readiness Represent 1 and 2-Step Problem Solving with +/-  Unit 8 Assess	3.5B Readiness Represent 1 and 2-Step Problems with Multiplication  Unit 3 Assess	3.5B Readiness Represent 1 and 2-Step Problems with Multiplication  Unit 7 Assess (New data)
Bowie	80%	65%	46%	23%	20%	80%	58%
Carver	69%	51%	56%	27%	18%	68%	57%
Crockett	49%	35%	27%	16%	31%	54%	40%
KGJ	68%	45%	33%	29%	44%	71%	47%
Lamar	77%	46%	41%	27%	27%	69%	59%

# Student Learning Standards



	3.5C Supporting Multiplication Expression  Unit 3 Assess	3.5D Supporting Unknown Number in $\times$ or $\div$ Equation  Unit 5 Assess (New data)	3.6C Readiness Area of Rectangles  Unit 3 Assess	3.6C Readiness Area of Rectangles  Unit 7 Assess (New data)	3.7B Readiness Perimeter of Polygons  Unit 2 Assess	3.7B Readiness Perimeter of Polygons  Unit 8 Assess
Bowie	17%	57%	53%	35%	33%	66%
Carver	10%	67%	52%	49%	25%	77%
Crockett	3%	36%	26%	21%	27%	67%
KGJ	18%	53%	26%	21%	26%	56%
Lamar	34%	61%	45%	28%	28%	79%



# Student Learning Standards



	3.9A Supporting Human Capital & Income  Unit 8 Assess	3.9B Supporting Availability & Scarcity  Unit 8 Assess	3.9D Supporting Credit & Interest  Unit 8 Assess	3.9F Supporting Financial Decisions  Unit 8 Assess
Bowie	80%	50%	71%	85%
Carver	68%	44%	39%	68%
Crockett	78%	42%	47%	67%
KGJ	75%	63%	56%	63%
Lamar	79%	52%	58%	76%



# 4<sup>th</sup> Grade Math

# Unit Assessment Comparison



		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5 (new)	Unit 7 (new)
Bowie	Approaches	86%	71%	73%	56%	72%	72%
	Meets	54%	44%	34%	45%	58%	43%
	Masters	18%	20%	15%	22%	28%	10%
Carver	Approaches	62%	67%	52%	48%	54%	73%
	Meets	35%	41%	30%	27%	36%	14%
	Masters	12%	14%	10%	8%	16%	0%
Crockett	Approaches	68%	51%	65%	50%	47%	41%
	Meets	38%	22%	43%	36%	26%	21%
	Masters	12%	5%	13%	11%	6%	6%
KGJ	Approaches	79%	55%	71%	64%	60%	47%
	Meets	37%	33%	29%	43%	20%	41%
	Masters	21%	7%	24%	29%	0%	18%
Lamar	Approaches	82%	65%	69%	60%	62%	56%
	Meets	53%	45%	48%	43%	45%	37%
	Masters	25%	25%	28%	16%	19%	9%



# Instructional Action Plan Example

<b>Low Performing SEs</b> <ul style="list-style-type: none"> <li>Identify SE</li> <li>Identify key SE components</li> </ul>	<b>Analysis</b> - What patterns can be identified? (consider cognitive dimension, knowledge dimension, and context)	<b>Instructional Plan</b> - What techniques will you use to address the SE? How will you check for understanding?	<b>When</b> will you readdress the SE? (to be included in lesson plan)
Low Performing SE: <b>4.9(B) 38.67% (#1, 2, 3, 4)</b> Solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.	1 interactive question; Lowest #3 50.67% wrong *Attached*  Most picked wrong answer C- data was aligned one point off of where they should have been.	Small groups reteach addressing fractions on a number line.  Exit Ticket with WRONG ANSWER. Students must analyze what information is incorrect. *Attached*	Monday, January 8
Low Performing SE: <b>4.9(A) 53.33% (#5, 6, 7, 8)</b> Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions.	3 interactive questions; Lowest #7 93% wrong *Attached*  Text entry answer; multi-step Most wrong answers stopped after step 1.	Full class reteach of multi-step problems with clarifying math terms such as dozen, twice, half, etc.  Multi-step frequency table analysis. (No multiple choice.) Unit 37 Concept Exploration *Attached*	Tuesday, January 9

## Reflect on the Practice:

What instructional practices may have positively impacted students' outcomes?

Spending multiple days on each sub topic i.e. frequency tables, dot plot, stem and leaf plot.

What instructional practices may have negatively impacted student's outcomes?

Not having more interactive practice questions/assignments.

# Student Learning Standards



	4.2A Supporting Place Value Positions as 10 times  Unit 1 Assess	4.2B Readiness Expanded Notation and Numerals  Unit 2 Assess	4.2B Readiness Expanded Notation and Numerals  Unit 3 Assess	4.2C Supporting Compare and Order Whole Numbers  Unit 1 Assess	4.2D Supporting Rounding Whole Numbers  Unit 2 Assess	4.2E Supporting Represent Decimals to Hundredths  Unit 1 Assess	4.2F Supporting Compare and Order Decimals  Unit 1 Assess	4.2H Supporting Decimal on a Number Line  Unit 1 Assess
Bowie	46%	85%	56%	86%	64%	75%	69%	57%
Carver	21%	80%	52%	61%	55%	70%	54%	49%
Crockett	22%	80%	58%	65%	45%	62%	57%	46%
KGJ	26%	90%	56%	74%	47%	53%	68%	47%
Lamar	35%	84%	63%	75%	59%	70%	71%	53%

# Student Learning Standards



	4.3G Supporting Decimal from Zero on a Number Line  Unit 1 Assess	4.4A Readiness + / - Whole Numbers  Unit 2 Assess	4.4A Readiness + / - Whole Numbers  Unit 3 Assess	4.4A Readiness + / - Whole Numbers  Unit 5 Assess (New data)	4.4B Supporting Multiply by 10 and 100  Unit 3 Assess	4.4C Supporting Represent Product of 2- digit #s  Unit 3 Assess	4.4D Supporting Standard Multiplication Algorithms  Unit 3 Assess	4.4E Supporting Represent the Quotient  Unit 4 Assess
Bowie	91%	48%	43%	52%	59%	77%	61%	84%
Carver	81%	45%	42%	37%	49%	71%	59%	81%
Crockett	90%	36%	45%	32%	75%	80%	70%	54%
KGJ	89%	36%	47%	36%	53%	88%	65%	57%
Lamar	73%	51%	53%	41%	63%	58%	66%	79%

# Student Learning Standards



	4.4F Supporting Standard Division Algorithms  Unit 4 Assess	4.4G Supporting Round to Nearest 10, 100, 1000  Unit 2 Assess	4.4G Supporting Round to Nearest 10, 100, 1000  Unit 3 Assess	4.4G Supporting Round to Nearest 10, 100, 1000  Unit 4 Assess	4.4H Readiness Multiplication Problem Solving  Unit 3 Assess	4.4H Readiness Multiplication Problem Solving  Unit 4 Assess	4.4H Readiness Multiplication Problem Solving  Unit 5 Assess (New data)
Bowie	68%	50%	49%	48%	53%	39%	41%
Carver	58%	56%	37%	46%	39%	26%	33%
Crockett	64%	42%	35%	25%	34%	35%	30%
KGJ	71%	43%	47%	36%	56%	43%	27%
Lamar	65%	48%	48%	54%	59%	40%	41%

# Student Learning Standards



	4.5A Readiness Represent Multiplication Problem Solving  Unit 3 Assess	4.5A Readiness Represent Multiplication Problem Solving  Unit 4 Assess	4.5A Readiness Represent Multiplication Problem Solving  Unit 5 Assess (New data)	4.5B Readiness Problem Solving: Input-Output Tables & Expressions  Unit 5 Assess (New data)	4.9A Readiness Represent Data  Unit 7 Assess (New data)	4.9B Readiness Problem Solving using Data  Unit 7 Assess (New data)
Bowie	39%	53%	63%	75%	66%	43%
Carver	31%	41%	62%	61%	46%	28%
Crockett	48%	64%	40%	51%	47%	31%
KGJ	25%	82%	60%	50%	50%	40%
Lamar	47%	47%	56%	61%	53%	39%



# Student Learning Standards



	4.10A Supporting Fixed & Variable Expenses  Unit 5 Assess (New data)	4.10B Supporting Calculate Profit  Unit 2 Assess	4.10B Supporting Calculate Profit  Unit 5 Assess (New data)	4.10E Supporting Purpose of Financial Institutions  Unit 2 Assess
Bowie	72%	25%	76%	41%
Carver	70%	18%	64%	33%
Crockett	65%	14%	65%	35%
KGJ	67%	7%	60%	33%
Lamar	66%	44%	74%	34%



# 5<sup>th</sup> Grade Math

# Unit Assessment Comparison



		Unit 1	Unit 2	Unit 4	Unit 5 (new)	Unit 6 (new)
Travis	Approaches	58%	70%	65%	65%	67%
	Meets	27%	48%	43%	38%	25%
	Masters	13%	19%	21%	15%	11%

# Student Learning Standards



	5.2A Supporting Represent Decimals  Unit 4 Assess	5.2B Readiness Compare Decimals  Unit 4 Assess	5.2C Supporting Round Decimals  Unit 4 Assess	5.3A Supporting Problem Solving with Estimation  Unit 1 Assess	5.3A Supporting Problem Solving with Estimation  Unit 4 Assess	5.3A Supporting Problem Solving with Estimation  Unit 5 Assess (New data)	5.3A Supporting Problem Solving with Estimation  Unit 6 Assess (New data)	5.3B Supporting Multiply 3-digit by 2-digit  Unit 1 Assess
Travis	68%	61%	14%	42%	58%	70%	23%	43%

# Student Learning Standards



	<b>5.3C</b> <b>Supporting</b>  Divide 4-digit by 2-digit  <b>Unit 1</b> <b>Assess</b>	<b>5.3D</b> <b>Supporting</b>  Represent Multiplication of Decimals  <b>Unit 5</b> <b>Assess</b> (New data)	<b>5.3E</b> <b>Readiness</b>  Solve for Products of Decimals  <b>Unit 5</b> <b>Assess</b> (New data)	<b>5.3F</b> <b>Supporting</b>  Represent Quotients of Decimals  <b>Unit 5</b> <b>Assess</b> (New data)	<b>5.3G</b> <b>Readiness</b>  Solve for Quotients of Decimals  <b>Unit 5</b> <b>Assess</b> (New data)	<b>5.3H</b> <b>Supporting</b>  Solve for Quotients of Decimals  <b>Unit 6</b> <b>Assess</b> (New data)	<b>5.3K</b> <b>Readiness</b>  + / - Positive Rational Number  <b>Unit 1</b> <b>Assess</b>	<b>5.3K</b> <b>Readiness</b>  + / - Positive Rational Number  <b>Unit 4</b> <b>Assess</b>	<b>5.3K</b> <b>Readiness</b>  + / - Positive Rational Number  <b>Unit 6</b> <b>Assess</b> (New data)
Travis	45%	57%	60%	18%	47%	49%	40%	49%	40%

# Student Learning Standards



	5.4A Supporting Prime and Composite  Unit 2 Assess	5.4B Readiness Multi-Step Problem Solving  Unit 2 Assess	5.4B Readiness Multi-Step Problem Solving  Unit 4 Assess	5.4E Supporting Parenthesis/ Brackets in Numerical Expressions  Unit 2 Assess	5.4F Readiness Simplify Numerical Expressions  Unit 2 Assess	5.4F Readiness Simplify Numerical Expressions  Unit 4 Assess	5.4F Readiness Simplify Numerical Expressions  Unit 5 Assess (New data)	5.4F Readiness Simplify Numerical Expressions  Unit 6 Assess (New data)
Travis	57%	42%	60%	61%	59%	36%	39%	51%



# 6<sup>th</sup> Grade Math

# Unit Assessment Comparison



		Unit 1	Unit 2	Unit 3	Unit 4 (new)	Unit 5 (new)
Travis	Approaches	62%	84%	83%	87%	85%
	Meets	41%	53%	60%	58%	55%
	Masters	18%	28%	30%	39%	36%



# Student Learning Standards



	<b>6.2A Supporting Classify Whole Numbers, Integers &amp; Rational Numbers  Unit 1 Assess</b>	<b>6.2C Readiness Integers &amp; Rational Numbers on a Number Line  Unit 1 Assess</b>	<b>6.2D Readiness Order Rational Numbers  Unit 1 Assess</b>	<b>6.2D Readiness Order Rational Numbers  Unit 2 Assess</b>	<b>6.2D Readiness Order Rational Numbers  Unit 3 Assess</b>	<b>6.3A Supporting Equivalent Rational Numbers  Unit 2 Assess</b>	<b>6.3B Supporting Quantity when Multiplied by a Fraction  Unit 2 Assess</b>	<b>6.3C Supporting Represent Integer Operations  Unit 3 Assess</b>
Travis	67%	51%	41%	33%	38%	56%	62%	75%

# Student Learning Standards



	<b>6.3D Readiness + - x ÷ Integers  Unit 3 Assess</b>	<b>6.3E Readiness + ÷ Positive Rational Numbers  Unit 2 Assess</b>	<b>6.4B Readiness Qualitative &amp; Quantitative Reasoning  Unit 4 Assess (New data)</b>	<b>6.4C Supporting Ratios as Multiplicative Comparisons  Unit 4 Assess (New data)</b>	<b>6.4D Supporting Rates as the Comparison  Unit 4 Assess (New data)</b>	<b>6.4E Supporting Represent Ratios and Percents  Unit 5 Assess (New data)</b>	<b>6.4F Supporting Represent Benchmark Fractions and Percents  Unit 5 Assess (New data)</b>
Travis	66%	65%	61%	67%	78%	79%	55%

# Student Learning Standards



	<b>6.4G Readiness Equivalent Fractions, Decimals &amp; Percents  Unit 1 Assess</b>	<b>6.4G Readiness Equivalent Fractions, Decimals &amp; Percents  Unit 5 Assess (New data)</b>	<b>6.4H Readiness Convert Units within Measurement System  Unit 4 Assess (New data)</b>	<b>6.5A Supporting Represent Ratios and Rate  Unit 4 Assess (New data)</b>	<b>6.5B Readiness Problem Solving with Percents  Unit 5 Assess (New data)</b>
Travis	59%	61%	65%	69%	67%



# 7<sup>th</sup> Grade Math

# Unit Assessment Comparison



		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5 (new)
GMS	Approaches	42%	43%	58%	69%	78%
	Meets	16%	16%	34%	40%	59%
	Masters	5%	3%	11%	14%	25%

# Instructional Action Plan Example



<b>Low Performing SEs</b> <ul style="list-style-type: none"> <li>Identify SE</li> <li>Identify key SE components</li> </ul>	<b>Analysis</b> - What patterns can be identified? (consider cognitive dimension, knowledge dimension, and context)	<b>Instructional Plan</b> - What techniques will you use to address the SE? How will you check for understanding?	<b>When</b> will you readdress the SE? (to be included in lesson plan)
Low Performing SE:  7.4E(S): convert between measurement systems, including the use of proportions and the use of unit rates	Students do not know how to set up the proportion properly  Students get confused on when to use a proportion and when to multiply by a unit rate	Teach students to only use proportions to solve these problems. By spending more time on proportions it allows us to tackle more TEKS as that strategy can be used on a multitude of standards	Reteach on proportions before mock STAAR exam. Embedded STAAR Quality problems in do nows.

## Reflect on the Practice:

What instructional practices may have positively impacted students' outcomes?

N/A. This is one of our lowest performing standards. While not heavily tested this TEKS can be used to help other TEKS that are tested more.

What instructional practices may have negatively impacted student's outcomes?

Given the students multiple ways of solving the problem may have confused some students. Teacher should focus on using proportions and relate the unit rate to the proportion.

# Student Learning Standards



	<b>7.2A</b> <b>Supporting</b> <b>Relationships between Sets of Rational Numbers</b>  <b>Unit 1 Assess</b>	<b>7.3A</b> <b>Supporting</b> <b>Add, Subtract, Multiply &amp; Divide Rational Numbers</b>  <b>Unit 1 Assess</b>	<b>7.3B</b> <b>Readiness</b> <b>Problem Solving with Rational Numbers</b>  <b>Unit 1 Assess</b>	<b>7.4A</b> <b>Readiness</b> <b>Represent Constant Rates of Change</b>  <b>Unit 2 Assess</b>	<b>7.4B</b> <b>Supporting</b> <b>Unit Rates</b>  <b>Unit 5 Assess (New data)</b>	<b>7.4C</b> <b>Supporting</b> <b>Constant of Proportionality</b>  <b>Unit 2 Assess</b>	<b>7.4D</b> <b>Readiness</b> <b>Problem Solving with Ratios, Rates and Percents</b>  <b>Unit 2 Assess</b>	<b>7.4D</b> <b>Readiness</b> <b>Problem Solving with Ratios, Rates and Percents</b>  <b>Unit 4 Assess</b>
GMS	50%	50%	30%	49%	68%	58%	42%	54%

# Student Learning Standards



	7.4E Supporting Convert between Measurement Systems  Unit 5 Assess (New data)	7.6G Readiness Problem Solving with Data Analysis  Unit 4 Assess	7.7A Readiness Represent Linear Relationship  Unit 2 Assess	7.7A Readiness Represent Linear Relationship  Unit 4 Assess	7.10A Supporting Constraints /Conditions in Equations  Unit 3 Assess	7.10C Supporting Corresponding Real World Problems  Unit 2 Assess	7.10C Supporting Corresponding Real World Problems  Unit 3 Assess
GMS	50%	26%	12%	60%	49%	48%	52%



# Student Learning Standards



	<b>7.11A Readiness One-Variable, Two-Step Equations and Inequalities  Unit 3 Assess</b>	<b>7.11B Supporting Given Value in Equations and Inequalities  Unit 3 Assess</b>	<b>7.13A Supporting Calculate Sales Tax  Unit 4 Assess</b>
<b>GMS</b>	<b>50%</b>	<b>40%</b>	<b>70%</b>



# 8<sup>th</sup> Grade Math

# Unit Assessment Comparison



		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6 (new)
GMS	Approaches	90%	87%	91%	81%	76%	96%
	Meets	69%	68%	82%	57%	52%	92%
	Masters	27%	38%	51%	18%	13%	74%

# Student Learning Standards



	<b>8.2B</b> <b>Supporting</b>  <b>Value of Irrational Numbers</b>  <b>Unit 1 Assess</b>	<b>8.2C</b> <b>Supporting</b>  <b>Decimal Notation &amp; Scientific Notation Conversion</b>  <b>Unit 1 Assess</b>	<b>8.2D</b> <b>Readiness</b>  <b>Order a set of Real Number</b>  <b>Unit 1 Assess</b>	<b>8.2D</b> <b>Readiness</b>  <b>Order a set of Real Numbers</b>  <b>Unit 3 Assess</b>	<b>8.4A</b> <b>Supporting</b>  <b>Understanding Slope</b>  <b>Unit 4 Assess</b>	<b>8.4B</b> <b>Readiness</b>  <b>Graph Proportional Relationships</b>  <b>Unit 4 Assess</b>	<b>8.4C</b> <b>Readiness</b>  <b>Determine Rate of Change/Slope</b>  <b>Unit 4 Assess</b>	<b>8.5B</b> <b>Supporting</b>  <b>Linear Non-Proportional Situations</b>  <b>Unit 5 Assess</b>
GMS	63%	75%	61%	48%	49%	47%	64%	57%

# Student Learning Standards



	<b>8.5G</b> Readiness Problem Solving with One-Variable Equations Unit 3 Assess	<b>8.5H</b> Supporting Proportional & Non-Proportional Functions Unit 4 Assess	<b>8.5I</b> Readiness $y = mx + b$ Equations Unit 4 Assess	<b>8.5I</b> Readiness $y = mx + b$ Equations Unit 5 Assess	<b>8.6C</b> Supporting Pythagorean Theorem Models Unit 6 Assess (New data)	<b>8.7C</b> Readiness Use Pythagorean Theorem Unit 6 Assess (New data)	<b>8.7D</b> Supporting Distance between Points Using Pythagorean Theorem Unit 6 Assess (New data)
GMS	72%	61%	46%	53%	70%	86%	80%

# Student Learning Standards



	8.8B Supporting Problem Solving with One-Variable Equations  Unit 2 Assess	8.8C Readiness One-Variable Equations  Unit 2 Assess	8.8C Readiness One-Variable Equations  Unit 2 Assess	8.8D Supporting Angles of Triangles  Unit 5 Assess	8.9A Supporting Values of x and y in $y = mx + b$ Equations  Unit 4 Assess
GMS	73%	74%	82%	48%	56%



# Algebra I

# Unit Assessment Comparison



		Unit 1	Unit 2	Unit 3	Unit 4 (new)	Unit 5 (new)
GMS	Approaches	94%	83%	98%	93%	98%
	Meets	77%	89%	91%	76%	93%
	Masters	68%	64%	87%	70%	83%
GHS	Approaches	55%	76%	82%	49%	70%
	Meets	30%	61%	56%	20%	43%
	Masters	24%	46%	47%	14%	30%
NHHS	Approaches	17%	33%	--	50%	--
	Meets	17%	17%	--	25%	--
	Masters	17%	17%	--	25%	--



# Instructional Action Plan Example



<b>Low Performing SEs</b> <ul style="list-style-type: none"> <li>Identify SE</li> <li>Identify key SE components</li> </ul>	<b>Analysis</b> - What patterns can be identified? (consider cognitive dimension, knowledge dimension, and context)	<b>Instructional Plan</b> - What techniques will you use to address the SE? How will you check for understanding?	<b>When</b> will you readdress the SE? (to be included in lesson plan)
Low Performing SE: A.3C 22.5% Graph Linear functions and identify key features	Students can be successful in this area if they only have to identify one thing at a time. The struggle here is it is a multi-layered question.	Daily warm-ups for more practice and spiraling.	On a weekly basis in January and beyond if needed.
Low Performing SE: A.3B 36% Calculate the rate of change.	Students were more successful when given the coordinates verses when they had to identify slope from a graph.	Daily warm-ups for more practice and spiraling.	On a weekly basis in January and beyond if needed.

# Instructional Action Plan Example



Low Performing SE: A.3D Graphing Inequalities 41%	Students had trouble between knowing when to use solid and dashed lines.	Daily warm-ups for more practice and clarification	On a weekly basis in February and beyond as needed.
Low Performing SE: A.2C 43% Writing Linear Equations	This is click and drag problem and were not able to see the way students answered.	Daily warm-ups for more practice and clarification.	During STAAR review in April.

## Reflect on the Practice:

What instructional practices may have positively impacted students' outcomes?

By spiralling 8th grade slope TEKS, students appeared to have knowledge to build on.

What instructional practices may have negatively impacted student's outcomes?

Technology can be useful but can also cause students to be dependent on it and therefore not completely gaining conceptual knowledge

# Student Learning Standards



	<b>A.2A Readiness</b>  <b>Domain &amp; Range Of Linear Function</b>  <b>Unit 3 Assess</b>	<b>A.2B Supporting</b>  <b>Domain &amp; Range Of Linear Function</b>  <b>Unit 4 Assess (New data)</b>	<b>A.2C Readiness</b>  <b>Write Linear Equations</b>  <b>Unit 3 Assess</b>	<b>A.2C Readiness</b>  <b>Write Linear Equations</b>  <b>Unit 4 Assess (New data)</b>	<b>A.2I Readiness</b>  <b>Write Systems of Linear Equations</b>  <b>Unit 5 Assess (New data)</b>	<b>A.3A Supporting</b>  <b>Slope of a Line</b>  <b>Unit 4 Assess (New data)</b>	<b>A.3B Readiness</b>  <b>Rate of Change</b>  <b>Unit 4 Assess (New data)</b>
GMS	85%	79%	95%	83%	91%	82%	73%
GHS	63%	51%	70%	43%	63%	44%	36%
NHHS	-	38%	-	25%	-	50%	50%

# Student Learning Standards



	A.3C Readiness Graph Linear Functions  Unit 4 Assess (New data)	A.3D Readiness Graph Linear Inequalities  Unit 4 Assess (New data)	A.3D Readiness Graph Linear Inequalities  Unit 5 Assess (New data)	A.3F Supporting Graph Systems of Linear Equations  Unit 5 Assess (New data)	A.3H Supporting Graph Linear Inequalities  Unit 5 Assess (New data)	A.5A Readiness Linear Equations in One Variable  Unit 1 Assess	A.5A Readiness Linear Equations in One Variable  Unit 2 Assess
GMS	49%	69%	91%	87%	85%	74%	81%
GHS	22%	41%	40%	43%	43%	42%	61%
NHHS	0%	67%	-	-	-	26%	31%

# Student Learning Standards



	A.5B Supporting Linear Inequalities in One Variable  Unit 1 Assess	A.5B Supporting Linear Inequalities in One Variable  Unit 2 Assess	A.5C Readiness Solve Systems of Linear Equations  Unit 5 Assess (New data)	A.10A Supporting Add & Subtract Polynomials  Unit 1 Assess	A.12A Supporting Define a Function  Unit 3 Assess	A.12B Supporting Evaluate a Function  Unit 3 Assess	A.12E Supporting Mathematical and Scientific Formulas  Unit 2 Assess
GMS	49%	43%	86%	92%	72%	84%	30%
GHS	16%	25%	53%	66%	57%	61%	57%
NHHS	0%	17%	-	50%	-	-	33%



# **3<sup>rd</sup> Grade RLA & Spanish RLA**



# Unit Assessment Comparison



		Module 2	Module 3	Module 4	Module 5 (new)
Bowie	Approaches	86%	58%	96%	81%
	Meets	61%	54%	67%	44%
	Masters	11%	19%	30%	6%
Carver	Approaches	81%	83%	85%	84%
	Meets	42%	50%	62%	69%
	Masters	13%	22%	25%	19%
Crockett	Approaches	61%	66%	87%	39%
	Meets	39%	23%	45%	15%
	Masters	3%	6%	13%	3%
KGJ	Approaches	78%	69%	78%	56%
	Meets	9%	50%	50%	38%
	Masters	11%	19%	28%	25%
Lamar	Approaches	80%	88%	97%	67%
	Meets	50%	56%	65%	39%
	Masters	3%	25%	22%	8%

# Instructional Action Plan Example



<b>Low Performing SEs</b> <ul style="list-style-type: none"> <li>Identify SE</li> <li>Identify key SE components</li> </ul>	<b>Analysis</b> - What patterns can be identified? (consider cognitive dimension, knowledge dimension, and context)	<b>Instructional Plan</b> - What techniques will you use to address the SE? How will you check for understanding?	<b>When</b> will you readdress the SE? (to be included in lesson plan)
Low Performing SE: 3.10.D	SE - Explain how the use of imagery and figurative language contributes to the author's purpose	Work in their groups to increase regular discussion and in-depth author's purpose regarding use of imagery and figurative language.	Weekly in groups.
Low Performing SE: 3.10.C	SE - Students struggled to explain the author's purpose in print and their use of graphics.	Work in their groups to increase regular discussion and in-depth author's purpose and main idea of stories.	Daily (in whole group discussions) & Weekly in groups.
Low Performing SE: 3.3.D	SE - Antonyms & Synonyms Students may have confused antonyms with synonyms.	Every Tuesday, discuss word wall words and their antonyms and synonyms.  Stations - add Daily Reading Spiral Review	Whole Class: Every Tuesday and Weekly Stations
Low Performing SE: 3.11.D	SE - Edit drafts Students struggled to capitalize proper nouns (all 4 words) within the sentence.	Every day, discuss editing pieces; focusing on proper nouns.  Stations - add Daily Reading Spiral Review	Whole Class: Every day and Weekly Stations



# Instructional Action Plan Example



**Reflect on the Practice:**

What instructional practices may have positively impacted students' outcomes?

Targeted, intentional objectives and products.

What instructional practices may have negatively impacted student's outcomes?

Not doing Daily 5 every day as planned to support whole group instruction.

# Student Learning Standards



	3.2A Word Study Decoding Multisyllabic Words  Module 4 Assess	3.2Av Word Study Decoding with Prefixes  Module 5 Assess (New data)	3.2Bi Word Study Multisyllabic Words  Module 2 Assess	3.2Bi Word Study Multisyllabic Words  Module 3 Assess	3.2Bii Word Study Spelling Homophones  Module 5 Assess (New data)	3.B Word Study Context for Meaning  Module 4 Assess	3.3C Word Study Word Meaning with Affixes  Module 5 Assess (New data)
Bowie	98%	61%	93%	73%	76%	60%	61%
Carver	89%	66%	85%	66%	72%	52%	66%
Crockett	89%	39%	78%	51%	55%	53%	39%
KGJ	86%	56%	86%	56%	38%	56%	56%
Lamar	98%	50%	92%	75%	68%	62%	50%

# Student Learning Standards



	<b>3.3D</b> <b>Word Study</b> Antonyms Synonyms Idioms Homophones Homographs  Module 2 Assess	<b>3.6F</b> <b>Comprehension</b> Make Inferences & Use Evidence  Module 5 Assess (New data)	<b>3.6G</b> <b>Comprehension</b> Evaluate Details for Key Ideas  Module 5 Assess (New data)	<b>3.7C</b> <b>Response Skills</b> Use Text Evidence to Respond  Module 4 Assess	<b>3.7D</b> <b>Response Skills</b> Retell & Paraphrase  Module 2 Assess	<b>3.7D</b> <b>Response Skills</b> Retell & Paraphrase  Module 3 Assess
Bowie	34%	83%	26%	36%	78%	57%
Carver	30%	84%	42%	67%	68%	53%
Crockett	32%	58%	24%	24%	61%	40%
KGJ	17%	81%	25%	26%	83%	56%
Lamar	35%	72%	25%	28%	72%	81%

# Student Learning Standards



	3.9B Poetry Characteristics  Module 2 Assess	3.9C Drama Characteristics  Module 4 Assess	3.9Di Informational Central Idea  Module 3 Assess	3.10A Author's Purpose & Craft  Explain Author's Purpose  Module 4 Assess	3.10A Author's Purpose & Craft  Explain Author's Purpose  Module 5 Assess (New data)	3.10B Author's Purpose & Craft  Text Structure  Module 3 Assess	3.10C Author's Purpose & Craft  Structure – Print & Graphic Features  Module 2 Assess	3.10C Author's Purpose & Craft  Structure – Print & Graphic Features  Module 3 Assess
Bowie	82%	56%	44%	32%	44%	47%	17%	46%
Carver	69%	51%	31%	38%	72%	45%	28%	49%
Crockett	57%	50%	17%	20%	30%	17%	24%	41%
KGJ	64%	50%	38%	28%	44%	44%	28%	41%
Lamar	73%	53%	25%	23%	42%	44%	20%	47%

# Student Learning Standards



	3.10D Author's Purpose & Craft  Language – Describe Use  Module 2 Assess	3.11C Writing Process  Revise Drafts  Module 4 Assess	3.11C Writing Process  Revise Drafts  Module 5 Assess (New data)	3.11D Writing Process  Edit Drafts  Module 2 Assess	3.11Dii Writing Process  Verb Tense  Module 4 Assess	3.11Dii Writing Process  Verb Tense  Module 5 Assess (New data)	3.11Diii Writing Process  Edit Drafts – Singular, Plural, Common & Proper Nouns  Module 2 Assess	3.11Diii Writing Process  Edit Drafts – Singular, Plural, Common & Proper Nouns  Module 3 Assess
Bowie	33%	47%	35%	14%	51%	35%	50%	85%
Carver	32%	54%	48%	9%	46%	38%	26%	66%
Crockett	18%	42%	30%	0%	47%	30%	29%	69%
KGJ	28%	44%	31%	11%	50%	38%	33%	69%
Lamar	26%	52%	44%	4%	46%	35%	20%	75%

# Student Learning Standards



	3.11Dvii Writing Process  Pronouns  Module 4 Assess	3.11Dviii Writing Process  Coordinating Conjunctions  Module 3 Assess	3.11Dviii Writing Process  Coordinating Conjunctions  Module 5 Assess (New data)	3.11Dx Writing Process  Punctuation Marks  Module 3 Assess
Bowie	48%	58%	63%	68%
Carver	35%	65%	53%	64%
Crockett	26%	41%	27%	49%
KGJ	50%	47%	44%	63%
Lamar	58%	66%	54%	75%

# Unit Assessment Comparison



		Module 2	Module 3	Module 4	Module 5 (new)
Bowie	Approaches	50%	58%	67%	67%
	Meets	8%	42%	17%	17%
	Masters	0%	25%	0%	0%
Carver	Approaches	38%	49%	23%	51%
	Meets	7%	34%	9%	18%
	Masters	4%	24%	5%	8%

# Spanish Student Learning Standards



	3.2Avi Word Study Prefixes and Suffixes  Module 4 Assess	3.2Avi Word Study Prefixes and Suffixes  Module 5 Assess (New data)	3.2Bi Word Study Spelling Knowledge  Module 2 Assess	3.2Bi Word Study Spelling Knowledge  Module 4 Assess	3.2Bxii Word Study Spelling Plural Form  Module 4 Assess	3.3B Word Study Context for Meaning  Module 4 Assess	3.3C Word Study Use Affixes  Module 5 Assess (New data)	3.3D Word Study Antonyms Synonyms Idioms Homophones Homographs  Module 2 Assess
Bowie	83%	83%	67%	50%	33%	100%	67%	67%
Carver	70%	54%	57%	42%	19%	56%	59%	33%



# Spanish Student Learning Standards



	3.6F Comprehension Inferences & Evidence  Module 5 Assess (New data)	3.6G Comprehension Evaluate Details for Key Ideas  Module 5 Assess (New data)	3.7B Response Skills Written Response  Module 3 Assess	3.7C Response Skills Text Evidence  Module 3 Assess	3.7C Response Skills Text Evidence  Module 4 Assess	3.7D Response Skills Retell & Paraphrase  Module 2 Assess	3.7D Response Skills Retell & Paraphrase  Module 3 Assess	3.9B Poetry Characteristics  Module 2 Assess	3.9C Drama Characteristics  Module 4 Assess
Bowie	83%	25%	29%	29%	100%	42%	67%	75%	50%
Carver	77%	19%	32%	32%	33%	33%	46%	47%	43%

# Spanish Student Learning Standards



	3.9Di Informational Central Idea  Module 3 Assess	3.10A Author's Purpose & Craft  Explain Author's Purpose  Module 4 Assess	3.10A Author's Purpose & Craft  Explain Author's Purpose  Module 5 Assess (New data)	3.10B Author's Purpose & Craft  Text Structures  Module 3 Assess	3.10C Author's Purpose & Craft  Structure – Print & Graphic Features  Module 2 Assess	3.10C Author's Purpose & Craft  Structure – Print & Graphic Features  Module 3 Assess	3.10D Author's Purpose & Craft  Language – Describe Use  Module 2 Assess
Bowie	50%	42%	50%	33%	21%	83%	50%
Carver	49%	7%	38%	24%	40%	59%	36%

# Spanish Student Learning Standards



	3.11C Writing Process  Revise Drafts  Module 4 Assess	3.11C Writing Process  Revise Drafts  Module 5 Assess (New data)	3.11D Writing Process  Edit Drafts  Module 2 Assess	3.11Dii Writing Process  Verb Tense  Module 5 Assess (New data)	3.11Diii Writing Process  Edit Drafts – Singular, Plural, Common & Proper Nouns  Module 3 Assess	3.11Dviii Writing Process  Coordinating Conjunctions  Module 3 Assess	3.11Dviii Writing Process  Coordinating Conjunctions  Module 5 Assess (New data)
Bowie	67%	33%	8%	50%	75%	58%	17%
Carver	56%	44%	16%	49%	61%	55%	46%

# Spanish Student Learning Standards



	<b>3.11Dx Writing Process  Punctuation Marks  Module 3 Assess</b>	<b>3.11Dxi Writing Process  Orthographic Patterns and Rules  Module 3 Assess</b>
Bowie	33%	67%
Carver	34%	63%



# **4<sup>th</sup> Grade RLA & Spanish RLA**

# Unit Assessment Comparison



		Module 2	Module 3	Module 4	Module 5 (new)
Bowie	Approaches	83%	89%	85%	81%
	Meets	54%	59%	48%	44%
	Masters	23%	13%	21%	13%
Carver	Approaches	72%	88%	73%	79%
	Meets	43%	42%	43%	44%
	Masters	22%	10%	14%	8%
Crockett	Approaches	58%	75%	79%	78%
	Meets	47%	43%	36%	31%
	Masters	26%	25%	21%	14%
KGJ	Approaches	67%	92%	90%	94%
	Meets	50%	69%	70%	41%
	Masters	39%	23%	40%	6%
Lamar	Approaches	75%	85%	89%	82%
	Meets	49%	49%	68%	49%
	Masters	29%	19%	30%	30%

# Student Learning Standards



	4.2Bi Word Study  Spelling Multisyllabic Words  Module 2 Assess	4.2Bi Word Study  Spelling Multisyllabic Words  Module 4 Assess	4.3A Word Study  Meaning using Print or Digital Resources  Module 5 Assess (New data)	4.3B Word Study  Context Within and Beyond Sentence  Module 2 Assess	4.3B Word Study  Context Within and Beyond Sentence  Module 4 Assess	4.3C Word Study  Words with Affixes  Module 2 Assess	4.6D Comprehension  Mental Images  Module 3 Assess	4.6E Comprehension  Personal Connections  Module 5 Assess (New data)
Bowie	55%	71%	36%	50%	65%	74%	56%	37%
Carver	43%	73%	50%	38%	48%	64%	52%	46%
Crockett	55%	50%	44%	45%	68%	63%	48%	56%
KGJ	61%	70%	41%	56%	90%	61%	56%	35%
Lamar	47%	68%	38%	51%	86%	72%	53%	36%

# Student Learning Standards



	4.6F Comprehension Inferences  Module 2 Assess	4.6F Comprehension Inferences  Module 3 Assess	4.6F Comprehension Inferences  Module 4 Assess	4.6F Comprehension Inferences  Module 5 Assess (New data)	4.7B Responding to Text  Written Response Including Comparing & Contrasting  Module 2 Assess	4.7B Responding to Text  Written Response Including Comparing & Contrasting  Module 4 Assess	4.7C Responding to Text  Text Evidence  Module 3 Assess	4.7C Responding to Text  Text Evidence  Module 5 Assess (New data)
Bowie	58%	69%	54%	61%	44%	45%	25%	56%
Carver	53%	73%	43%	66%	45%	37%	17%	65%
Crockett	55%	61%	46%	51%	21%	38%	21%	47%
KGJ	61%	72%	65%	56%	31%	60%	27%	53%
Lamar	61%	71%	61%	64%	28%	66%	30%	55%



# Student Learning Standards



	4.7D Responding to Text  Retell, Paraphrase or Summarize  Module 2 Assess	4.8A Literacy Elements  Infer Basic Themes  Module 2 Assess	4.8A Literacy Elements  Infer Basic Themes  Module 3 Assess	4.8A Literacy Elements  Infer Basic Themes  Module 4 Assess	4.8A Literacy Elements  Infer Basic Themes  Module 5 Assess (New data)	4.8B Literacy Elements  Character Interaction  Module 2 Assess	4.8B Literacy Elements  Character Interaction  Module 3 Assess	4.8B Literacy Elements  Character Interaction  Module 4 Assess
Bowie	44%	37%	25%	48%	50%	40%	61%	45%
Carver	45%	33%	25%	30%	46%	41%	60%	67%
Crockett	21%	45%	7%	46%	50%	46%	57%	68%
KGJ	31%	39%	31%	60%	41%	44%	67%	60%
Lamar	28%	50%	18%	54%	44%	40%	62%	66%

# Student Learning Standards



	4.8D Literacy Elements  Setting  Module 3 Assess	4.8D Literacy Elements  Setting  Module 5 Assess (New data)	4.9C Drama  Structure  Module 3 Assess	4.9Di Informational  Central Idea  Module 5 Assess (New data)	4.9Diii Informational  Organizational Patterns  Module 5 Assess (New data)	4.10A Author's Purpose  Purpose & Message within Text  Module 2 Assess	4.10A Author's Purpose  Purpose & Message within Text  Module 3 Assess	4.10A Author's Purpose  Purpose & Message within Text  Module 4 Assess	4.10A Author's Purpose  Purpose & Message within Text  Module 5 Assess (New data)
Bowie	56%	50%	29%	48%	48%	45%	25%	52%	57%
Carver	52%	58%	23%	44%	49%	43%	17%	49%	51%
Crockett	48%	39%	23%	39%	57%	53%	21%	50%	39%
KGJ	56%	35%	46%	59%	47%	61%	27%	60%	62%
Lamar	53%	69%	27%	54%	58%	52%	30%	57%	51%

# Student Learning Standards



	4.10C Author's Purpose  Print & Graphic Features  Module 5 Assess (New data)	4.10D Author's Purpose & Craft  Use of Imagery, Literal and Figurative Language  Module 2 Assess	4.10D Author's Purpose & Craft  Use of Imagery, Literal and Figurative Language  Module 3 Assess	4.10D Author's Purpose & Craft  Use of Imagery, Literal and Figurative Language  Module 4 Assess	4.10E Author's Purpose & Craft  Use of Literary Devices  Module 4 Assess	4.10F Author's Purpose & Craft  Voice  Module 4 Assess	4.11Bi Writing Process  Purposeful Structure  Module 4 Assess	4.11Bii Writing Process  Engaging Idea  Module 4 Assess
Bowie	33%	57%	40%	56%	57%	62%	37%	45%
Carver	31%	52%	37%	48%	50%	61%	33%	46%
Crockett	33%	50%	35%	54%	54%	54%	39%	34%
KGJ	18%	56%	54%	70%	70%	80%	40%	45%
Lamar	44%	58%	39%	57%	78%	73%	41%	45%

# Student Learning Standards



	4.11C Writing Process  Revise Drafts  Module 2 Assess	4.11C Writing Process  Revise Drafts  Module 4 Assess	4.11C Writing Process  Revise Drafts  Module 5 Assess (New data)	4.11Di Writing Process  Complete Simple & Compound Sentences  Module 2 Assess	4.11Di Writing Process  Complete Simple & Compound Sentences  Module 3 Assess	4.11Di Writing Process  Complete Simple & Compound Sentences  Module 5 Assess (New data)
Bowie	39%	56%	17%	92%	84%	62%
Carver	47%	42%	17%	79%	67%	54%
Crockett	21%	54%	31%	84%	75%	53%
KGJ	28%	50%	24%	89%	92%	46%
Lamar	28%	57%	26%	92%	75%	63%

# Student Learning Standards



	4.11Dii Writing Process  Past Tense of Irregular Verbs  Module 3 Assess	4.11Dii Writing Process  Past Tense of Irregular Verbs  Module 5 Assess (New data)	4.11Diii Writing Process  Singular, Plural, Common & Proper Nouns  Module 2 Assess	4.11Dvii Writing Process  Pronouns  Module 4 Assess	4.11Dx Writing Process  Punctuation Marks  Module 2 Assess	4.11Dx Writing Process  Punctuation Marks  Module 3 Assess	4.11Dx Writing Process  Punctuation Marks  Module 5 Assess (New data)
Bowie	48%	62%	39%	71%	54%	63%	58%
Carver	42%	54%	47%	73%	31%	46%	45%
Crockett	61%	53%	21%	50%	45%	61%	51%
KGJ	38%	76%	28%	70%	67%	65%	79%
Lamar	45%	63%	28%	68%	57%	54%	51%

# Unit Assessment Comparison



		Module 2	Module 3	Module 4	Module 5 (new)
Bowie	Approaches	-	-	0%	-
	Meets	-	-	0%	-
	Masters	-	-	0%	-
Carver	Approaches	30%	39%	38%	24%
	Meets	8%	11%	13%	2%
	Masters	8%	3%	8%	0%

# Spanish Student Learning Standards



	4.2Bi Word Study Spelling Multisyllabic Words  Module 2 Assess	4.2Bi Word Study Spelling Multisyllabic Words  Module 4 Assess	4.3A Word Study Meaning from Print or Digital Resources  Module 5 Assess (New data)	4.3B Word Study Context Within and Beyond Sentence  Module 2 Assess	4.3B Word Study Context Within and Beyond Sentence  Module 4 Assess	4.3C Word Study Words with Affixes  Module 2 Assess	4.6E Comprehension Personal Connections  Module 5 Assess (New data)
Bowie	--	0%	--	--	33%	--	--
Carver	30%	38%	54%	40%	48%	73%	73%

# Spanish Student Learning Standards



	4.6F Comprehension Inferences  Module 2 Assess	4.6F Comprehension Inferences  Module 3 Assess	4.6F Comprehension Inferences  Module 4 Assess	4.6F Comprehension Inferences  Module 5 Assess (New data)	4.7C Responding to Text Text Evidence  Module 3 Assess	4.7C Responding to Text Text Evidence  Module 5 Assess (New data)	4.7D Responding to Text Retell, Paraphrase or Summarize  Module 2 Assess	4.7D Responding to Text Retell, Paraphrase or Summarize  Module 5 Assess (New data)
Bowie	--	--	33%	--	--	--	--	--
Carver	39%	56%	46%	42%	34%	34%	31%	32%



# Spanish Student Learning Standards



	4.8A Literacy Elements Infer Basic Themes  Module 2 Assess	4.8A Literacy Elements Infer Basic Themes  Module 3 Assess	4.8A Literacy Elements Infer Basic Themes  Module 4 Assess	4.8A Literacy Elements Infer Basic Themes  Module 5 Assess (New data)	4.8B Literacy Elements Character Interaction  Module 2 Assess	4.8B Literacy Elements Character Interaction  Module 3 Assess	4.8B Literacy Elements Character Interaction  Module 4 Assess	4.8D Literacy Elements Setting  Module 3 Assess
Bowie	--	--	0%	--	--	--	17%	--
Carver	28%	63%	43%	61%	35%	36%	44%	44%

# Spanish Student Learning Standards



	4.9B Poetry  Figurative Language  Module 5 Assess (New data)	4.9C Drama  Structure  Module 3 Assess	4.9Di Informational  Central Idea  Module 5 Assess (New data)	4.9Diii Informational  Organizational Patterns  Module 5 Assess (New data)	4.10A Author's Purpose  Purpose & Message within Text  Module 2 Assess	4.10A Author's Purpose  Purpose & Message within Text  Module 3 Assess	4.10A Author's Purpose  Purpose & Message within Text  Module 4 Assess	4.10A Author's Purpose  Purpose & Message within Text  Module 5 Assess (New data)
Bowie	--	--	--	--	--	--	67%	--
Carver	54%	29%	46%	41%	28%	34%	56%	18%

# Spanish Student Learning Standards



	4.10C Author's Purpose  Print & Graphic Features  Module 5 Assess (New data)	4.10D Author's Purpose & Craft  Use of Imagery, Literal and Figurative Language  Module 2 Assess	4.10D Author's Purpose & Craft  Use of Imagery, Literal and Figurative Language  Module 3 Assess	4.10D Author's Purpose & Craft  Use of Imagery, Literal and Figurative Language  Module 4 Assess	4.10D Author's Purpose & Craft  Use of Imagery, Literal and Figurative Language  Module 5 Assess (New data)	4.10E Author's Purpose & Craft  Use of Literary Devices  Module 4 Assess	4.10F Author's Purpose & Craft  Voice  Module 4 Assess	4.11Bi Writing Process  Purposeful Structure  Module 4 Assess
Bowie	--	--	--	33%	--	0%	0%	17%
Carver	22%	40%	44%	53%	34%	48%	25%	39%

# Spanish Student Learning Standards



	4.11Bii Writing Process  Engaging Idea  Module 4 Assess	4.11C Writing Process  Revise Drafts  Module 2 Assess	4.11C Writing Process  Revise Drafts  Module 4 Assess	4.11C Writing Process  Revise Drafts  Module 5 Assess (New data)	4.11Di Writing Process  Complete Simple & Compound Sentences  Module 2 Assess	4.11Di Writing Process  Complete Simple & Compound Sentences  Module 3 Assess	4.11Di Writing Process  Complete Simple & Compound Sentences  Module 5 Assess (New data)	4.11Dii Writing Process  Verb Tense  Module 3 Assess	4.11Dii Writing Process  Verb Tense  Module 5 Assess (New data)
Bowie	17%	--	67%	--	--	--	--	--	--
Carver	54%	5%	43%	20%	78%	45%	73%	47%	73%

# Spanish Student Learning Standards



	<b>4.11Diii Writing Process  Singular, Plural, Common &amp; Proper Nouns  Module 2 Assess</b>	<b>4.11Dvii Writing Process  Pronouns  Module 4 Assess</b>	<b>4.11Dx Writing Process  Punctuati on Marks  Module 2 Assess</b>	<b>4.11Dx Writing Process  Punctuati on Marks  Module 3 Assess</b>
Bowie	--	0%	--	--
Carver	5%	38%	68%	36%



# **5<sup>th</sup> Grade RLA & Spanish RLA**

# Unit Assessment Comparison



		Module 2	Module 3	Module 4	Module 5 (new)
Travis	Approaches	79%	74%	59%	55%
	Meets	46%	42%	34%	28%
	Masters	15%	10%	14%	6%

# Student Learning Standards



	5.2Bvi Word Study Spelling with Suffixes  Module 2 Assess	5.3A Word Study Meaning using Print and Digital Resources  Module 5 Assess (New data)	5.3B Word Study Context Within and Beyond Sentences  Module 2 Assess	5.3B Word Study Context Within and Beyond Sentences  Module 3 Assess	5.3B Word Study Context Within and Beyond Sentences  Module 4 Assess	5.3B Word Study Context Within and Beyond Sentences  Module 5 Assess (New data)	5.3C Word Study Words with Affixes  Module 2 Assess	5.3C Word Study Words with Affixes  Module 4 Assess
Travis	77%	38%	54%	41%	46%	45%	55%	69%



# Student Learning Standards



	5.6F Comprehension Inferences  Module 2 Assess	5.6F Comprehension Inferences  Module 3 Assess	5.6F Comprehension Inferences  Module 4 Assess	5.6G Comprehension Determine Key Ideas  Module 2 Assess	5.6G Comprehension Determine Key Ideas  Module 3 Assess	5.6G Comprehension Determine Key Ideas  Module 4 Assess	5.6H Comprehension Synthesize Information  Module 3 Assess	5.6H Comprehension Synthesize Information  Module 5 Assess (New data)
Travis	53%	48%	49%	46%	67%	49%	19%	40%

# Student Learning Standards



	<b>5.7B</b> <b>Responding to Text</b>  <b>Write Response</b>  <b>Module 4 Assess</b>	<b>5.7B</b> <b>Responding to Text</b>  <b>Write Response</b>  <b>Module 5 Assess (New data)</b>	<b>5.7C</b> <b>Responding to Text</b>  <b>Use Text Evidence</b>  <b>Module 3 Assess</b>	<b>5.7C</b> <b>Responding to Text</b>  <b>Use Text Evidence</b>  <b>Module 4 Assess</b>	<b>5.7D</b> <b>Responding to Text</b>  <b>Retell, Paraphrase, Summarize</b>  <b>Module 4 Assess</b>	<b>5.7D</b> <b>Responding to Text</b>  <b>Retell, Paraphrase, Summarize</b>  <b>Module 5 Assess (New data)</b>	<b>5.8B</b> <b>Literary Elements</b>  <b>Conflicts Among Characters</b>  <b>Module 4 Assess</b>	<b>5.8C</b> <b>Literary Elements</b>  <b>Plot</b>  <b>Module 4 Assess</b>
Travis	32%	43%	43%	47%	41%	42%	50%	54%

# Student Learning Standards



	5.9Di Informational Central Idea  Module 2 Assess	5.9Di Informational Central Idea  Module 3 Assess	5.9Di Informational Central Idea  Module 5 Assess (New data)	5.9Dii Informational Text Features  Module 4 Assess	5.9Diii Informational Organizational Patterns  Module 2 Assess	5.9Diii Informational Organizational Patterns  Module 3 Assess	5.9Diii Informational Organizational Patterns  Module 5 Assess (New data)	5.10A Author's Purpose Explain Author's Purpose and Message  Module 2 Assess	5.10A Author's Purpose Explain Author's Purpose and Message  Module 3 Assess
Travis	53%	54%	40%	57%	42%	67%	29%	60%	61%

# Student Learning Standards



	<b>5.10C</b> <b>Author's Purpose &amp; Craft</b>  <b>Author's Use of Print &amp; Graphic Features</b>  <b>Module 2 Assess</b>	<b>5.10C</b> <b>Author's Purpose &amp; Craft</b>  <b>Author's Use of Print &amp; Graphic Features</b>  <b>Module 3 Assess</b>	<b>5.10C</b> <b>Author's Purpose &amp; Craft</b>  <b>Author's Use of Print &amp; Graphic Features</b>  <b>Module 5 Assess (New data)</b>	<b>5.10D</b> <b>Author's Purpose &amp; Craft</b>  <b>Language Use</b>  <b>Module 4 Assess</b>	<b>5.11Bii</b> <b>Develop Drafts</b>  <b>Engaging Idea</b>  <b>Module 4 Assess</b>	<b>5.11C</b> <b>Revise Drafts</b>  <b>Sentence Structure &amp; Word Choice</b>  <b>Module 3 Assess</b>	<b>5.11C</b> <b>Revise Drafts</b>  <b>Sentence Structure &amp; Word Choice</b>  <b>Module 5 Assess (New data)</b>	<b>5.11Di</b> <b>Edit Drafts</b>  <b>Complete Simple &amp; Compound Sentences</b>  <b>Module 5 Assess (New data)</b>
Travis	47%	42%	33%	55%	46%	58%	52%	64%

# Student Learning Standards



	5.11Dii Edit Drafts  Past Tense of Irregular Verbs  Module 2 Assess	5.11Diii Edit Drafts  Collective Nouns  Module 2 Assess	5.11Dvii Edit Drafts  Pronouns  Module 2 Assess	5.11Dvii Edit Drafts  Pronouns  Module 5 Assess (New data)	5.11Dviii Edit Drafts  Subordinating Conjunctions  Module 3 Assess	5.11Dix Edit Drafts  Capitalization  Module 3 Assess	5.11Dx Edit Drafts  Italics & Underlining  Module 3 Assess	5.11Dx Edit Drafts  Italics & Underlining  Module 4 Assess	5.11Dxi Edit Drafts  Orthographic Patterns  Module 5 Assess (New data)
Travis	59%	72%	72%	44%	72%	57%	53%	19%	63%

# Unit Assessment Comparison



		Module 4	Module 5 (new)
Travis	Approaches	38%	22%
	Meets	11%	1%
	Masters	1%	0%

# Student Learning Standards



	<b>5.3A</b> <b>Word Study</b> Meaning using Print and Digital Resources  Module 5 Assess (New data)	<b>5.3B</b> <b>Word Study</b> Context Within and Beyond Sentences  Module 4 Assess	<b>5.3B</b> <b>Word Study</b> Context Within and Beyond Sentences  Module 5 Assess (New data)	<b>5.3C</b> <b>Word Study</b> Words with Affixes  Module 4 Assess	<b>5.6F</b> <b>Comprehension</b> Inferences  Module 4 Assess	<b>5.6G</b> <b>Comprehension</b> Determine Key Ideas  Module 4 Assess	<b>5.6H</b> <b>Comprehension</b> Synthesize Information  Module 5 Assess (New data)
Travis	26%	59%	31%	55%	45%	31%	31%

# Student Learning Standards



	5.7B Responding to Text  Write Response  Module 4 Assess	5.7B Responding to Text  Write Response  Module 5 Assess (New data)	5.7C Responding to Text  Use Text Evidence  Module 4 Assess	5.7D Responding to Text  Retell, Paraphrase, Summarize  Module 4 Assess	5.7D Responding to Text  Retell, Paraphrase, Summarize  Module 5 Assess (New data)	5.8B Literary Elements  Conflicts Among Characters  Module 4 Assess	5.8C Literary Elements  Plot  Module 4 Assess
Travis	49%	38%	33%	39%	34%	28%	30%



# Student Learning Standards



	5.9Di Informational  Central Idea  Module 5 Assess (New data)	5.9Dii Informational  Text Features  Module 4 Assess	5.9Diii Informational  Organizational Patterns  Module 5 Assess (New data)	5.10C Author's Purpose & Craft  Author's Use of Print & Graphic Features  Module 5 Assess (New data)	5.10D Author's Purpose & Craft  Language Use  Module 4 Assess	5.11Bii Develop Drafts  Engaging Idea  Module 4 Assess	5.11C Revise Drafts  Sentence Structure & Word Choice  Module 5 Assess (New data)
Travis	32%	37%	14%	28%	38%	48%	34%

# Student Learning Standards



	<b>5.11Di Edit Drafts Complete Simple &amp; Compound Sentences  Module 5 Assess (New data)</b>	<b>5.11Dvii Edit Drafts Pronouns  Module 5 Assess (New data)</b>	<b>5.11Dx Edit Drafts Italics &amp; Underlining  Module 4 Assess</b>	<b>5.11Dxi Edit Drafts Orthographic Patterns  Module 5 Assess (New data)</b>
Travis	32%	42%	55%	41%



# 6<sup>th</sup> Grade RLA

# Unit Assessment Comparison



		Unit 1	Unit 2 (new)
Travis	Approaches	74%	71%
	Meets	46%	32%
	Masters	11%	4%

# Instructional Action Plan Example



<b>Low Performing SEs</b> <ul style="list-style-type: none"> <li>● Identify SE</li> <li>● Identify key SE components</li> </ul>	<b>Analysis</b> - What patterns can be identified? (consider cognitive dimension, knowledge dimension, and context)	<b>Instructional Plan</b> - What techniques will you use to address the SE? How will you check for understanding?	<b>When</b> will you readdress the SE? (to be included in lesson plan)
Low Performing SE: 6.5F Make inferences and use evidence to support understanding.	<p>Students are able to make simple inferences and identify the supporting evidence, but because most are below grade level, they lack the necessary skills to identify the more difficult inferences and evidence found in grade level materials.</p> <p>The students that are performing at grade level and above can successfully demonstrate these skills.</p>	<p>Students will participate in a 'Text Evidence Relay.' In teams, going one at a time, they must identify text evidence in a passage that supports the provided inference. The team with the most valid evidence wins. (Oct 23-27)</p> <p>1) Students will participate in the 'RACES Speed Writing Challenge.' Students will read a passage and use the RACES strategy to respond in writing to a question. 2) Students will complete the Unit 2 Skills Check 3) Students will complete an SCR. 4) Students will complete the district wide SCR. (Oct 30-Nov 3)</p> <p>Students will determine the key ideas</p>	Oct 23-27 Oct 30-Nov 3 Nov 13-17 Nov 27-Dec 1

# Instructional Action Plan Example



		<p>for "Fever, 1793" and "An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793." (Nov 13-17)</p> <p>Students will complete the Unit 2 Skills Check 2. (Nov 27-Dec1)</p>	
<p>Low Performing SE: 6.6D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p>	<p>Students have difficulty determining which information is the most important and often include insignificant details in their summaries. Using a graphic organizer with guiding questions has helped more students become successful using these skills.</p> <p>The students that are performing at grade level and above can successfully demonstrate these skills.</p>	<p>Students will complete a graphic story of "Heroes Every Child Should Know: Perseus" creating a visual summary of the story. (Oct 23-27).</p> <p>Students will determine the key ideas for "Fever, 1793" and "An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793." (Nov 13-17)</p> <p>Students will complete the Unit 2 Skills Check 2. (Nov 27-Dec1)</p>	<p>Oct 23-27 Nov 13-17 Nov 27-Dec 1</p>

# Instructional Action Plan Example



<p>Low Performing SE: 6.7A Infer multiple themes within and across texts using text evidence.</p>	<p>Most students are able to identify a single theme in grade level texts, but lack the necessary skills to identify multiple themes in a single text because they are performing below grade level.</p> <p>The students that are performing at grade level and above can successfully demonstrate these skills</p>	<p>Students will complete the Unit 2 Skills Check. (Oct 30-Nov 3)</p> <p>Students will determine the key ideas in the text "Shree Bose: Never too Young to Change the World."</p> <p>Students will complete the Unit 2 Skills Check 2. (Nov 27-Dec 1)</p>	<p>Oct 30-Nov 3 Nov 27-Dec 1</p>
<p>Low Performing SE: 6.6B Write responses that demonstrate understanding of texts including comparing sources within and across genres.</p>	<p>Most students are performing below grade level and have difficulty writing a response that shows they understand. The majority of these students, however, are able to demonstrate understanding verbally.</p> <p>The students that are performing at grade level and above can successfully demonstrate these skills</p>	<p>Students will complete a short summary to go with each picture used in their graphic story of "Heroes Every Child Should Know: Perseus." (Oct 23-27)</p> <p>1) Students will complete the Unit 2 Skills Check. 2) Students will complete the district wide ECR. 3) Students will complete an SCR. (Oct 30-Nov 3)</p> <p>Students will complete exit tickets about "Fever, 1793" and "An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793." (Nov 13-17)</p>	<p>Oct 23-27 Oct 30-Nov 3 Nov 13-17 Nov 27-Dec 1</p>
		<p>Students will complete the Unit 2 Skills Check 2. (Nov 27-Dec 1)</p>	

# Instructional Action Plan Example



## Reflect on the Practice:

What instructional practices may have positively impacted students' outcomes?

Providing the students with notes to go with lessons allows them to spend more time and attention on what is on the board vs. looking down and writing. Incorporating more fun into the lessons (Text Evidence Relay, RACES Speed Writing Challenge) and using texts that were more interesting to the students increased student engagement.

What instructional practices may have negatively impacted student's outcomes?

Not spending enough time defining the language of the tests and explaining/practicing the new question types likely had a negative impact on student outcomes.



# Student Learning Standards



	6.2B Word Study Context  Unit 1 Assess	6.2B Word Study Context  Unit 2 Assess (New data)	6.2C Word Study Greek & Latin Roots  Unit 2 Assess (New data)	6.5E Comprehension Personal Connections  Unit 2 Assess (New data)	6.5F Comprehension Inferences  Unit 1 Assess	6.5F Comprehension Inferences  Unit 2 Assess (New data)	6.5G Comprehension Details  Unit 2 Assess (New data)
Travis	63%	37%	33%	27%	22%	67%	37%

# Student Learning Standards



	6.6B Response Skills  Written Response  Unit 1 Assess	6.6B Response Skills  Written Response  Unit 2 Assess (New data)	6.6C Response Skills  Text Evidence  Unit 1 Assess	6.6C Response Skills  Text Evidence  Unit 2 Assess (New data)	6.6D Response Skills  Paraphrase & Summarize  Unit 1 Assess	6.7A Literacy Elements  Infer Multiple Themes  Unit 1 Assess	6.7A Literacy Elements  Infer Multiple Themes  Unit 2 Assess (New data)	6.7C Literacy Elements  Plot Elements  Unit 1 Assess
Travis	47%	30%	47%	30%	28%	33%	76%	53%

# Student Learning Standards



	6.8A Genres  Knowledge of Genres  Unit 2 Assess (New data)	6.8Di Genres  Informational  Unit 2 Assess (New data)	6.9B Author's Purpose  Text Structure  Unit 2 Assess (New data)	6.9C Author's Purpose  Print & Graphic Features  Unit 2 Assess (New data)	6.9D Author's Purpose  Figurative Language  Unit 1 Assess	6.9D Author's Purpose  Figurative Language  Unit 2 Assess (New data)	6.10C Writing Process  Revise Drafts  Unit 2 Assess (New data)	6.10Di Edit Drafts  Complex Sentences  Unit 1 Assess	6.10Di Edit Drafts  Complex Sentences  Unit 2 Assess (New data)
Travis	42%	59%	44%	13%	51%	43%	68%	57%	30%

# Student Learning Standards



	6.10Dii Edit Drafts Verb Tenses  Unit 2 Assess (New data)	6.10Diii Edit Drafts Conjunctive Adverbs  Unit 2 Assess (New data)	6.10Dvi Edit Drafts Subordinating Conjunctions  Unit 2 Assess (New data)	6.10Dvii Edit Drafts Capitalization of Proper Nouns  Unit 2 Assess (New data)	6.10Dviii Edit Drafts Punctuation Marks  Unit 2 Assess (New data)	6.10Dix Edit Drafts Correct Spelling  Unit 1 Assess	6.10Dix Edit Drafts Correct Spelling  Unit 2 Assess (New data)	6.10Dvi Edit Drafts Subordinating Conjunctions  Unit 2 Assess (New data)
Travis	23%	37%	53%	68%	59%	51%	57%	53%

# Student Learning Standards



	<b>6.10Dvii Edit Drafts Capitalization of Proper Nouns  Unit 2 Assess (New data)</b>	<b>6.10Dviii Edit Drafts Punctuation Marks  Unit 2 Assess (New data)</b>	<b>6.10Dix Edit Drafts Correct Spelling  Unit 1 Assess</b>	<b>6.10Dix Edit Drafts Correct Spelling  Unit 2 Assess (New data)</b>
Travis	68%	59%	51%	57%



# 7<sup>th</sup> Grade RLA

# Unit Assessment Comparison



		Unit 1	Unit 2 (new)
GMS	Approaches	79%	79%
	Meets	40%	59%
	Masters	12%	30%

# Student Learning Standards



	7.2B Word Study Context  Unit 1 Assess	7.2B Word Study Context  Unit 2 Assess (New data)	7.2C Word Study Greek & Latin Roots  Unit 1 Assess	7.5E Comprehension Making Connections  Unit 1 Assess	7.5G Comprehension Key Ideas  Unit 1 Assess	7.5G Comprehension Key Ideas  Unit 2 Assess (New data)	7.6B Response Skills Written Response  Unit 1 Assess	7.6B Response Skills Written Response  Unit 2 Assess (New data)
GMS	65%	78%	64%	25%	29%	55%	30%	50%



# Student Learning Standards



	7.6C Response Skills Text Evidence  Unit 1 Assess	7.6D Response Skills Paraphrase & Summarize  Unit 2 Assess (New data)	7.8B Poetry Rhyme Scheme, Meter, Graphical Elements  Unit 1 Assess	7.8Diii Informational Organizational Patterns  Unit 1 Assess	7.8Ei Argumentative Identifying the Claim  Unit 2 Assess (New data)	7.8Eii Argumentative Use of Evidence  Unit 2 Assess (New data)	7.9A Author's Purpose Explain  Unit 1 Assess
GMS	35%	50%	49%	56%	59%	52%	38%

# Student Learning Standards



	7.9B Author's Purpose  Text Structure  Unit 2 Assess (New data)	7.9C Author's Purpose  Print & Graphic Features  Unit 2 Assess (New data)	7.9G Author's Purpose  Rhetorical Devices  Unit 2 Assess (New data)	7.10C Writing Process  Revise Draft  Unit 2 Assess (New data)	7.10Di Edit Drafts  Complex Sentences  Unit 1 Assess	7.10Di Edit Drafts  Complex Sentences  Unit 2 Assess (New data)	7.10Dii Edit Drafts  Verb Tense  Unit 1 Assess
GMS	58%	77%	57%	62%	66%	77%	76%

# Student Learning Standards



	7.10Dv Edit Drafts  Pronoun- Antecedent Agreement  Unit 1 Assess	7.10Dviii Edit Drafts  Punctuation  Unit 2 Assess (New data)	7.10Dix Edit Drafts  Correct Spelling  Unit 2 Assess (New data)
GMS	75%	51%	81%



# 8<sup>th</sup> Grade RLA

# Unit Assessment Comparison



		Unit 1	Unit 2 (new)
GMS	Approaches	67%	64%
	Meets	32%	35%
	Masters	12%	12%

# Student Learning Standards



	8.2B Word Study Context  Unit 2 Assess (New data)	8.5F Comprehension Inferences  Unit 1 Assess	8.5G Comprehension Key Ideas  Unit 1 Assess	8.5H Comprehension Synthesize Information  Unit 2 Assess (New data)	8.6B Response Skills Written Responses  Unit 1 Assess	8.6B Response Skills Written Responses  Unit 2 Assess (New data)	8.6C Response Skills Text Evidence  Unit 1 Assess	8.6C Response Skills Text Evidence  Unit 2 Assess (New data)
GMS	37%	40%	46%	33%	44%	27%	43%	67%

# Student Learning Standards



	8.6D Response Skills Paraphrase & Summarize  Unit 1 Assess	8.8B Poetry Graphical Elements  Unit 1 Assess	8.8Dii Informational Footnotes, Endnotes & Citations  Unit 2 Assess (New data)	8.9A Author's Purpose Explain  Unit 1 Assess	8.9D Author's Purpose Figurative Language  Unit 1 Assess	8.10Bii Develop Drafts Engaging Idea  Unit 2 Assess (New data)	8.10C Writing Process Revise Drafts  Unit 2 Assess (New data)	8.10Di Edit Drafts Purposeful Structure  Unit 1 Assess
GMS	27%	45%	37%	46%	47%	30%	30%	49%

# Student Learning Standards



	8.10Dii Edit Drafts Verb Tense  Unit 1 Assess	8.10Dv Edit Drafts Capitalization  Unit 2 Assess (New data)	8.10Dvi Edit Drafts Punctuation  Unit 2 Assess (New data)	8.10E Writing Process Publish Written Work  Unit 2 Assess (New data)
GMS	39%	76%	42%	59%





# English I

# Unit Assessment Comparison



		Unit 1	Unit 2 (new)
GHS	Approaches	19%	81%
	Meets	10%	66%
	Masters	0%	17%
NHHS	Approaches	14%	43%
	Meets	0%	21%
	Masters	0%	7%

# Instructional Action Plan Example



<b>Low Performing SEs</b> <ul style="list-style-type: none"> <li>Identify SE</li> <li>Identify key SE components</li> </ul>	<b>Analysis</b> - What patterns can be identified? (consider cognitive dimension, knowledge dimension, and context)	<b>Instructional Plan</b> - What techniques will you use to address the SE? How will you check for understanding?	<b>When</b> will you readdress the SE? (to be included in lesson plan)
Low Performing SE: E1.4(G)	- Key idea = inference - What key words mean you must infer - not just quote text	Swais chart	- bell Ringer Chart - work in w/ Lit. circle
Low Performing SE: <sup>Revising!</sup> E1.9(C) short Response Combining Sentences →	→ guess - plug in + Reread	→ model how to solve writing/ combining → sentence practice	→ Revise bell Ring w/ Review

w/ typing

# Instructional Action Plan Example



<p>Low Performing SE:</p> <p>9 (D)</p>	<p>-make no change is Rare but happens</p> <p>-Revise for tense</p>	<p>→ Revise your work for tense</p> <p>- Revise + type sentence for tense</p>	<p>→ after writing</p> <p>- Exit tickets</p>
<p>Low Performing SE:</p> <p>8 (A)</p>	<p><u>Author's Purpose</u></p> <p>- <u>MUST</u> infer</p> <p>- Must look @ <u>whole</u> text</p>	<p>- Discuss</p> <p>- question stems</p> <p>- Repetition</p> <p>- find evidence!</p>	<p>- Hit w/ Literature Circle</p> <p><u>Every</u> time we read</p>

## Reflect on the Practice:

What instructional practices may have positively impacted students' outcomes?

continuously re-reading texts, Repeat  
Keep Reading + writing every day!

What instructional practices may have negatively impacted student's outcomes?

some times not enough time to go in depth,

# Student Learning Standards



	<b>E1.2B</b> <b>Word Study</b> Analyze Context – Denotative & Connotative Meanings  Unit 1 Assess	<b>E1.2B</b> <b>Word Study</b> Analyze Context – Denotative & Connotative Meanings  Unit 2 Assess (New data)	<b>E1.4G</b> <b>Comprehension</b> Details  Unit 2 Assess (New data)	<b>E1.4F</b> <b>Comprehension</b> Inferences  Unit 1 Assess	<b>E1.5C</b> <b>Responding to Text</b> Text Evidence & Original Commentary  Unit 2 Assess (New data)	<b>E1.5D</b> <b>Responding to Text</b> Paraphrase & Summarize  Unit 2 Assess (New data)	<b>E1.7Dii</b> <b>Informational</b> Organizational Patterns  Unit 2 Assess (New data)
GHS	14%	76%	28%	18%	71%	61%	62%
NHHS	29%	57%	36%	10%	50%	43%	29%

# Student Learning Standards



	<b>E1.7Ei</b> <b>Argumentative</b> <b>Claim, Appeals,</b> <b>and Convincing</b>  <b>Unit 1</b> <b>Assess</b>	<b>E1.7Eii</b> <b>Argumentative</b> <b>Counterargument</b> <b>– Concessions &amp;</b> <b>Rebuttals</b>  <b>Unit 1</b> <b>Assess</b>	<b>E1.8A</b> <b>Author’s Purpose</b> <b>Analyze Author’s</b> <b>Purpose,</b> <b>Audience &amp;</b> <b>Message</b>  <b>Unit 1</b> <b>Assess</b>	<b>E1.8A</b> <b>Author’s Purpose</b> <b>Analyze Author’s</b> <b>Purpose,</b> <b>Audience &amp;</b> <b>Message</b>  <b>Unit 2</b> <b>Assess</b> <b>(New data)</b>	<b>E1.8B</b> <b>Author’s Purpose</b> <b>Text Structure</b>  <b>Unit 2</b> <b>Assess</b> <b>(New data)</b>	<b>E1.9C</b> <b>Revise Drafts</b> <b>Improve Clarity,</b> <b>Development,</b> <b>Organization, Style,</b> <b>Diction &amp; Sentence</b> <b>Effectiveness</b>  <b>Unit 1</b> <b>Assess</b>	<b>E1.9C</b> <b>Revise Drafts</b> <b>Improve Clarity,</b> <b>Development,</b> <b>Organization, Style,</b> <b>Diction &amp; Sentence</b> <b>Effectiveness</b>  <b>Unit 2</b> <b>Assess</b> <b>(New data)</b>
GHS	29%	28%	18%	60%	61%	39%	32%
NHHS	29%	43%	0%	43%	29%	19%	14%

# Student Learning Standards



	<b>E1.9D</b> Edit Drafts Complete and Controlled Sentences Unit 1 Assess	<b>E1.9D</b> Edit Drafts Complete and Controlled Sentences Unit 2 Assess (New data)	<b>E1.9Dii</b> Edit Drafts Verb Tense Unit 2 Assess (New data)	<b>E1.9Diii</b> Edit Drafts Pronoun Antecedent Agreement Unit 2 Assess (New data)	<b>E1.9Dv</b> Edit Drafts Punctuation Unit 1 Assess	<b>E1.9Dvi</b> Edit Drafts Correct Spelling Unit 2 Assess (New data)
GHS	73%	53%	71%	91%	39%	86%
NHHS	57%	43%	50%	36%	29%	29%



# English II



# Unit Assessment Comparison



		Unit 1	Unit 2 (new)
GHS	Approaches	53%	71%
	Meets	3%	56%
	Masters	2%	15%
NHHS	Approaches	5%	--
	Meets	0%	--
	Masters	0%	--

# Student Learning Standards



	<b>E2.2B</b> <b>Word Study</b> Analyze Context – Denotative, Connotative & Figurative Meanings  Unit 1 Assess	<b>E2.4F</b> <b>Comprehension</b> Inferences  Unit 1 Assess	<b>E2.4F</b> <b>Comprehension</b> Inferences  Unit 2 Assess (New data)	<b>E2.4G</b> <b>Comprehension</b> Key Ideas  Unit 2 Assess (New data)	<b>E2.5C</b> <b>Response Skills</b> Interpretive Response  Unit 1 Assess	<b>E2.5D</b> <b>Response Skills</b> Paraphrase & Summarize  Unit 2 Assess (New data)	<b>E2.6A</b> <b>Literary</b> <b>Elements</b> Theme  Unit 1 Assess
GHS	45%	32%	56%	66%	27%	43%	56%
NHHS	24%	12%	--	--	11%	--	26%

# Student Learning Standards



	<b>E2.8A</b> <b>Author's Purpose</b>  Analyze Author's Purpose, Audience & Message  Unit 1 Assess	<b>E2.8A</b> <b>Author's Purpose</b>  Analyze Author's Purpose, Audience & Message  Unit 2 Assess (New data)	<b>E2.8B</b> <b>Author's Purpose</b>  Text Structure  Unit 2 Assess (New data)	<b>E2.8F</b> <b>Author's Purpose &amp; Craft</b>  Author's Diction and Syntax  Unit 1 Assess	<b>E2.9C</b> <b>Writing Process</b>  Revise Drafts  Unit 1 Assess	<b>E2.9C</b> <b>Writing Process</b>  Revise Drafts  Unit 2 Assess (New data)	<b>E2.9Di</b> <b>Edit Drafts</b>  Complete & Controlled Sentences  Unit 1 Assess
GHS	27%	58%	45%	46%	46%	59%	53%
NHHS	21%	--	--	32%	21%	--	32%



# 5<sup>th</sup> Grade Science

# Student Learning Standards



	<b>E2.9Dii</b> <b>Edit Drafts</b>  <b>Verb Tense &amp;</b> <b>Active and</b> <b>Passive Voice</b>  <b>Unit 1</b> <b>Assess</b>	<b>E2.9Dii</b> <b>Edit Drafts</b>  <b>Verb Tense &amp;</b> <b>Active and</b> <b>Passive Voice</b>  <b>Unit 2</b> <b>Assess</b> <b>(New data)</b>	<b>E2.9Div</b> <b>Edit Drafts</b>  <b>Correct</b> <b>Capitalization</b>  <b>Unit 2</b> <b>Assess</b> <b>(New data)</b>	<b>E2.9Dv</b> <b>Edit Drafts</b>  <b>Punctuation</b>  <b>Unit 2</b> <b>Assess</b> <b>(New data)</b>	<b>E2.9Dvi</b> <b>Edit Drafts</b>  <b>Correct</b> <b>Spelling</b>  <b>Unit 2</b> <b>Assess</b> <b>(New data)</b>
GHS	52%	69%	63%	61%	46%
NHHS	32%	--	--	--	--

# Unit Assessment Comparison



		Unit 1	Unit 2	Unit 3	Unit 4 (new)
Travis	Approaches	62%	59%	56%	60%
	Meets	45%	39%	36%	38%
	Masters	25%	21%	27%	18%

# Instructional Action Plan Example



<b>Low Performing SEs</b> <ul style="list-style-type: none"> <li>Identify SE</li> <li>Identify key SE components</li> </ul>	<b>Analysis</b> - What patterns can be identified? (consider cognitive dimension, knowledge dimension, and context)	<b>Instructional Plan</b> - What techniques will you use to address the SE? How will you check for understanding?	<b>When</b> will you readdress the SE? (to be included in lesson plan)
Low Performing SE: 5.2F - 77.61% Communicate valid conclusions in both verbal and written form	Although students understand the concept of force and motion, the vocabulary associated with, and the processes of the scientific method are still a struggle.	Spiral in more Scientific Method questions / incorporate scientific method vocabulary into regular daily activities (eg... 'let's make a hypothesis... etc.)	Beginning Week of 1/08/24

## Reflect on the Practice:

What instructional practices may have positively impacted students' outcomes?

Hands on activities used for this unit helped students understand basic concepts of force and motion

What instructional practices may have negatively impacted student's outcomes?

Not as much emphasis on scientific method.

# Student Learning Standards



	<b>5.2A Process Experimental Investigations  Unit 3 Assess</b>	<b>5.2D Process Analyze &amp; Interpret Evidence  Unit 2 Assess</b>	<b>5.2D Process Analyze &amp; Interpret Evidence  Unit 4 Assess (New data)</b>	<b>5.2F Process Communicate Conclusions  Unit 2 Assess</b>	<b>5.2F Process Communicate Conclusions  Unit 4 Assess (New data)</b>	<b>5.5A Readiness Classify Matter  Unit 1 Assess</b>	<b>5.5A Readiness Classify Matter  Unit 2 Assess</b>	<b>5.5B Supporting Physical Properties of Mixtures  Unit 1 Assess</b>
Travis	65%	56%	49%	45%	48%	56%	66%	43%



# Student Learning Standards



	5.5C Supporting Physical Properties of Solutions  Unit 1 Assess	5.6A Readiness Uses of Energy  Unit 2 Assess	5.6B Readiness Electricity in Closed Circuit  Unit 2 Assess	5.6C Readiness Light Travels  Unit 2 Assess	5.6D Supporting Effect of Force Investigation  Unit 3 Assess	5.9A Readiness Organisms in their Ecosystem  Unit 4 Assess (New data)	5.9B Readiness Food Web  Unit 4 Assess (New data)	5.9C Supporting Changes in Ecosystems  Unit 4 Assess (New data)	5.10B Readiness Inherited Traits & Learned Behaviors  Unit 4 Assess (New data)
Travis	40%	65%	55%	49%	54%	44%	58%	44%	42%



# 8<sup>th</sup> Grade Science

# Unit Assessment Comparison



		Unit 1	Unit 2	Unit 3	Unit 4 (new)
GMS	Approaches	80%	82%	76%	59%
	Meets	57%	69%	63%	41%
	Masters	28%	28%	21%	7%

# Student Learning Standards



	8.1B Process Conservation of Resources  Unit 1 Assess	8.2E Process Analyze Data  Unit 1 Assess	8.2E Process Analyze Data  Unit 2 Assess	8.2E Process Analyze Data  Unit 3 Assess	8.3A Process Analyze, Evaluate & Critique Scientific Evidence  Unit 1 Assess	8.3A Process Analyze, Evaluate & Critique Scientific Evidence  Unit 2 Assess	8.3A Process Analyze, Evaluate & Critique Scientific Evidence  Unit 4 Assess (New data)
GMS	57%	49%	51%	61%	59%	34%	40%

# Student Learning Standards



	8.3B Process Use Natural World Models  Unit 1 Assess	8.3B Process Use Natural World Models  Unit 2 Assess	8.3B Process Use Natural World Models  Unit 3 Assess	8.3B Process Use Natural World Models  Unit 4 Assess (New data)	8.3C Process Models  Unit 2 Assess	8.3D Process Impact of Research  Unit 4 Assess (New data)	8.6C Readiness Impact of Research  Unit 4 Assess (New data)	8.7A Readiness Earth's Rotation & Seasons  Unit 3 Assess
GMS	40%	64%	59%	36%	59%	55%	38%	59%

# Student Learning Standards



	8.7B Readiness Lunar Cycle  Unit 3 Assess	8.7C Supporting Ocean Tides  Unit 3 Assess	8.9A Supporting Plate Tectonic Evidence  Unit 4 Assess (New data)	8.9B Readiness Plate Tectonics Related to Crustal Features  Unit 4 Assess (New data)	8.9C Readiness Topographic Maps & Satellite Views  Unit 4 Assess (New data)	8.10A Supporting Energy of the Sun  Unit 2 Assess	8.10B Supporting Atmospheric Movement  Unit 2 Assess	8.10C Supporting Weather Systems  Unit 2 Assess
GMS	51%	62%	48%	46%	51%	66%	64%	55%

# Student Learning Standards



	8.11A Readiness Investigate Biotic Factors	8.11B Readiness Environmental Change Effect	8.11C Supporting Human Dependence on Ocean Systems
	Unit 1 Assess	Unit 1 Assess	Unit 1 Assess
GMS	49%	57%	63%



# Biology



# Unit Assessment Comparison



		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5 (new)	Unit 6 (new)
GHS	Approaches	90%	90%	92%	88%	87%	81%
	Meets	62%	53%	72%	70%	71%	51%
	Masters	39%	11%	41%	34%	39%	12%
NHHS	Approaches	77%	100%	70%	100%	86%	100%
	Meets	62%	92%	20%	90%	71%	100%
	Masters	54%	0%	0%	60%	71%	100%

# Student Learning Standards



	B.2C Process Scientific Theories  Unit 4 Assess	B.2G Process Data Trends  Unit 1 Assess	B.2G Process Data Trends  Unit 3 Assess	B.2G Process Data Trends  Unit 4 Assess	B.2G Process Data Trends  Unit 5 Assess (New data)	B.2G Process Data Trends  Unit 6 Assess (New data)	B.2H Process Communicate Valid Conclusions  Unit 3 Assess	B.2H Process Communicate Valid Conclusions  Unit 5 Assess (New data)	B.2H Process Communicate Valid Conclusions  Unit 6 Assess (New data)
GHS	49%	63%	58%	69%	58%	58%	57%	69%	45%
NHHS	90%	54%	20%	87%	71%	100%	40%	86%	100%

# Student Learning Standards



	B.3A Process Scientific Explanations  Unit 2 Assess	B.3B Readiness Various Sources of Scientific Information  Unit 2 Assess	B.4A Supporting Prokaryotic & Eukaryotic Cells  Unit 6 Assess (New data)	B.7A Readiness Common Ancestry  Unit 4 Assess	B.7B Supporting Fossil Record  Unit 4 Assess	B.7C Supporting Natural Selection  Unit 4 Assess	B.7D Supporting Elements of Natural Selection  Unit 4 Assess	B.7E Readiness Adaptation and Diversity  Unit 4 Assess	B.8A Supporting Taxonomy  Unit 5 Assess (New data)
GHS	73%	45%	50%	53%	61%	60%	62%	64%	70%
NHHS	92%	100%	87%	50%	90%	80%	60%	95%	81%

# Student Learning Standards



	B.8B Readiness Categorize Organisms  Unit 5 Assess (New data)	B.8C Supporting Taxonomic Groups  Unit 5 Assess (New data)	B.9A Readiness Biomolecules  Unit 6 Assess (New data)	B.10A Readiness Interactions Among Systems  Unit 2 Assess	B.10B Readiness Plant Systems Interaction  Unit 3 Assess	B.10C Supporting Levels of Organization in Biological Systems  Unit 2 Assess	B.10C Supporting Levels of Organization in Biological Systems  Unit 3 Assess	B.11A Supporting Role of Microorganisms  Unit 2 Assess
GHS	66%	56%	47%	48%	59%	50%	69%	52%
NHHS	83%	62%	78%	69%	30%	50%	36%	85%

# Student Learning Standards



	<b>B.11B Readiness Ecological Succession  Unit 1 Assess</b>	<b>B.12A Readiness Interpret Relationships Among Organisms  Unit 1 Assess</b>	<b>B.12C Readiness Analyze Flow of Matter  Unit 1 Assess</b>	<b>B.12D Supporting Describe Flow of Matter  Unit 1 Assess</b>	<b>B.12E Readiness Describe Environmental Change Impact  Unit 1 Assess</b>
<b>GHS</b>	<b>57%</b>	<b>65%</b>	<b>63%</b>	<b>41%</b>	<b>62%</b>
<b>NHHS</b>	<b>51%</b>	<b>69%</b>	<b>54%</b>	<b>69%</b>	<b>59%</b>



# 8<sup>th</sup> Grade Social Studies

# Unit Assessment Comparison



		Unit 2	Unit 3	Unit 4	Unit 5 (new)	Unit 6 (new)
GMS	Approaches	65%	80%	82%	37%	55%
	Meets	30%	50%	55%	8%	36%
	Masters	13%	29%	33%	2%	21%

# Instructional Action Plan Example



<p><b>Low Performing SEs</b></p> <ul style="list-style-type: none"> <li>Identify SE</li> <li>Identify key SE components</li> </ul>	<p><b>Analysis</b> - What patterns can be identified? (consider cognitive dimension, knowledge dimension, and context)</p>	<p><b>Instructional Plan</b> - What techniques will you use to address the SE? How will you check for understanding?</p>	<p><b>When</b> will you readdress the SE? (to be included in lesson plan)</p>
<p>Low Performing SE: §.15 C Identify colonial grievances and explain how these were addressed in the Constitution</p>	<p>Both questions asked required a high level of Reading Comprehension. The language used by the Constitution requires a lot of level 2 words that students need to work on.</p>	<p>Post a list of level 2 words on colored index cards around the room. Make each one worth points and make it a game to have students define, journal and use the words in their writing</p>	<p>January 16 → The STAAR TEST Constant Review.</p>
<p>Low Performing SE: §.17 B Explain Constitutional issues over States Rights including Nullification Crisis</p>	<p>The question on the Nullification Crisis required students to have the amendments memorized by number. We taught them to have a working knowledge.</p>	<p>Cover the Amendments as related to their numbers to make the connection. Make a matching game students can play for a warm-up</p>	<p>Create game by end of January. Play after each skill checks.</p>
<p>Low Performing SE: §.10 C Analyze the effects of geographical issues on major historical events</p>	<p>Students were not exposed to population density maps. Students forgot towns were built along waterways.</p>	<p>Density maps will be taught during Urbanization. Review Population growth will be re-taught during gold rush and westward expansion</p>	<p>Urbanization will be taught with westward Expansion January to March</p>



# Instructional Action Plan Example



<p>Low Performing SE:</p> <p>S.4.B</p> <p>Explain the Roles of Significant People in the American Revolution</p>	<p>Students do not see questions in that format in the classroom. We are working on figuring out how to make those questions</p>	<p>Who's Who in the Revolution we made into a Guess Who style Game. This helps Reinforce the traits of each person.</p>	<p>This will be Reviewed as we get closer to the Civil War to compare each major event.</p>
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## Reflect on the Practice:

What instructional practices may have positively impacted students' outcomes?

Retrieval Practice helps keep past SEs fresh, as does random questioning.

What instructional practices may have negatively impacted student's outcomes?

Guided Notes have not been as successful this year as last.

# Student Learning Standards



	8.1A Readiness Identify US History Eras  Unit 3 Assess	8.1A Readiness Identify US History Eras  Unit 4 Assess	8.1B Supporting Significant Colonial Dates  Unit 3 Assess	8.2A Readiness Exploration to Colonization  Unit 5 Assess (New data)	8.2B Supporting Establishment of 13 English Colonies  Unit 2 Assess	8.3A Readiness Growth of Representative Government in Colonial Period  Unit 4 Assess	8.3B Supporting Mayflower Compact  Unit 2 Assess	8.4A Readiness Causes of American Revolution  Unit 3 Assess
GMS	66%	52%	77%	39%	46%	68%	73%	34%

# Student Learning Standards



	8.4B Supporting Significant Individuals in American Revolution  Unit 3 Assess	8.4B Supporting Significant Individuals in American Revolution  Unit 6 Assess (New data)	8.4C Readiness Issues of American Revolution Events  Unit 3 Assess	8.4D Readiness Constitutional Convention of 1787  Unit 4 Assess	8.5A Readiness Domestic Problems Faced by New Leaders  Unit 5 Assess (New data)	8.5D Supporting Cause & Effect of War of 1812  Unit 5 Assess (New data)	8.5E Readiness Foreign Policies Washington - Monroe  Unit 5 Assess (New data)
GMS	51%	51%	60%	51%	41%	51%	45%

# Student Learning Standards



	<b>8.5G Supporting Removal &amp; Resettlement of Cherokee Indians</b>  <b>Unit 5 Assess (New data)</b>	<b>8.5G Supporting Removal &amp; Resettlement of Cherokee Indians</b>  <b>Unit 6 Assess (New data)</b>	<b>8.7C Readiness Impact of Slavery</b>  <b>Unit 2 Assess</b>	<b>8.7C Readiness Impact of Slavery</b>  <b>Unit 4 Assess</b>	<b>8.10A Supporting Locate Places and Regions in US during Various Centuries</b>  <b>Unit 2 Assess</b>	<b>8.10B Readiness Compare Places and Regions of the US</b>  <b>Unit 2 Assess</b>	<b>8.10B Readiness Compare Places and Regions of the US</b>  <b>Unit 6 Assess (New data)</b>
GMS	21%	77%	27%	73%	26%	50%	55%

# Student Learning Standards



	8.10C Readiness Geographic Features  Unit 6 Assess (New data)	8.11A Readiness Environment Influenced Population  Unit 4 Assess	8.11A Readiness Environment Influenced Population  Unit 6 Assess (New data)	8.15A Readiness Historic Documents  Unit 4 Assess	8.15B Supporting Articles of Confederation  Unit 4 Assess	8.15C Readiness Grievances in Declaration of Independence  Unit 3 Assess	8.15C Readiness Grievances in Declaration of Independence  Unit 4 Assess	8.15C Readiness Grievances in Declaration of Independence  Unit 6 Assess (New data)
GMS	46%	42%	59%	69%	54%	60%	68%	40%

# Student Learning Standards



	8.15E Supporting Significant Individuals in Colonial America  Unit 2 Assess	8.16A Readiness Amending the Constitution  Unit 4 Assess	8.17A Readiness Federalists & Antifederalists  Unit 4 Assess	8.17B Readiness States' Rights  Unit 6 Assess (New data)	8.19A Readiness Unalienable Rights  Unit 3 Assess	8.20A Supporting Founding Fathers  Unit 3 Assess	8.23C Supporting Conflicts  Unit 4 Assess
GMS	59%	49%	59%	46%	60%	64%	66%

# Student Learning Standards



	<b>8.29A Process Primary and Secondary Sources  Unit 3 Assess</b>	<b>8.29A Process Primary and Secondary Sources  Unit 4 Assess</b>	<b>8.29A Process Primary and Secondary Sources  Unit 5 Assess (New data)</b>	<b>8.29B Process Applying Absolute and Relative Chronology  Unit 2 Assess</b>	<b>8.29B Process Applying Absolute and Relative Chronology  Unit 4 Assess</b>
<b>GMS</b>	<b>53%</b>	<b>57%</b>	<b>23%</b>	<b>70%</b>	<b>66%</b>

# Student Learning Standards



	<b>8.29C Supporting Locate Places and Regions in US during Various Centuries</b>	<b>8.29C Supporting Locate Places and Regions in US during Various Centuries</b>	<b>8.29C Supporting Locate Places and Regions in US during Various Centuries</b>	<b>8.29C Supporting Locate Places and Regions in US during Various Centuries</b>	<b>8.29C Supporting Locate Places and Regions in US during Various Centuries</b>
	<b>Unit 2 Assess</b>	<b>Unit 3 Assess</b>	<b>Unit 4 Assess</b>	<b>Unit 5 Assess (New data)</b>	<b>Unit 6 Assess (New data)</b>
<b>GMS</b>	<b>59%</b>	<b>53%</b>	<b>53%</b>	<b>21%</b>	<b>68%</b>





# US History

# Unit Assessment Comparison



		Unit 2	Unit 3	Unit 4	Unit 5 (new)
GHS	Approaches	87	88	86	84
	Meets	61	64	67	71
	Masters	29	33	42	43
NHHS	Approaches	-	-	54	-
	Meets	-	-	33	-
	Masters	-	-	13	-

# Instructional Action Plan Example



<b>Low Performing SEs</b> <ul style="list-style-type: none"> <li>Identify SE</li> <li>Identify key SE components</li> </ul>	<b>Analysis</b> - What patterns can be identified? (consider cognitive dimension, knowledge dimension, and context)	<b>Instructional Plan</b> - What techniques will you use to address the SE? How will you check for understanding?	<b>When</b> will you readdress the SE? (to be included in lesson plan)
Low Performing SE: GA = 20.81%	written response where students had to write a 2-3 sentence answer	as a class we will review the most missed questions and re-do this as a warm up.	as a warm up when we return from break
Low Performing SE: <del>2A = 33.08%</del> 5A 39.82	question over new vocab that they were fairly unfamiliar with.	continue to present the terms. - connect them to real life scenarios - vocab w/s	Throughout the year as it applies to the topic.
Low Performing SE: <del>2A = 39.52%</del> 2A 33.03	students had to pick multiple responses $\frac{2}{3}$ did not know how many to select.	<del>when we</del> Review through a w/s & discussion	when we return we will do a quick review w/s over the p.g.

# Instructional Action Plan Example



<p>Low Performing SE:</p> <p>25c = 43.44</p>	<p>students had to connect businessmen to how they helped the economy -</p> <p>students identified w/</p>	<p>making sure to review that businesses didn't support unions.</p> <p>Review the question as a warm up.</p>	<p>As a warm up we will review the question as a class</p>
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labor unions ~~over~~  
 & looked at key words.

## Reflect on the Practice:

What instructional practices may have positively impacted students' outcomes?

Having time to fully teach & review for the test.  
 Having teacher input on the test  
~~more~~ Deeper questions to connect topics.

What instructional practices may have negatively impacted student's outcomes?

- not having enough time / a review  
 - not deep enough connections for lower SE's.

# Student Learning Standards



	<b>US.1A</b> <b>Supporting</b>  <b>Analyze</b> <b>Constitution &amp;</b> <b>Declaration of</b> <b>Independence</b>  <b>Unit 3</b> <b>Assess</b>	<b>US.2A</b> <b>Readiness</b>  <b>Major USH</b> <b>Eras 1877 to</b> <b>present</b>  <b>Unit 3</b> <b>Assess</b>	<b>US.2A</b> <b>Readiness</b>  <b>Major USH</b> <b>Eras 1877 to</b> <b>present</b>  <b>Unit 5</b> <b>Assess</b> <b>(New data)</b>	<b>US.2B</b> <b>Supporting</b>  <b>Turning</b> <b>Points</b>  <b>Unit 4</b> <b>Assess</b>	<b>US.3A</b> <b>Readiness</b>  <b>Analyze</b> <b>Political</b> <b>Issues</b>  <b>Unit 2</b> <b>Assess</b>	<b>US.3B</b> <b>Readiness</b>  <b>Analyze</b> <b>Economic</b> <b>Issues</b>  <b>Unit 2</b> <b>Assess</b>	<b>US.3C</b> <b>Readiness</b>  <b>Social Issues</b>  <b>Unit 4</b> <b>Assess</b>	<b>US.3C</b> <b>Readiness</b>  <b>Social Issues</b>  <b>Unit 5</b> <b>Assess</b> <b>(New data)</b>
GHS	68%	33%	47%	56%	73%	67%	26%	32%
NHHS	--	--	--	42%	--	--	29%	--



# Student Learning Standards



	US.4A Readiness  Events, Policies, Individuals  Unit 4 Assess	US.4B Supporting  American Expansionism  Unit 4 Assess	US.4C Readiness  Causes of WWI  Unit 4 Assess	US.4C Readiness  Causes of WWI  Unit 5 Assess (New data)	US.4D Supporting  American Expeditionary Forces  Unit 4 Assess	US.4F Readiness  US Involvement in WWI  Unit 4 Assess	US.5A Readiness  Progressive Era Reforms  Unit 3 Assess	US.5A Readiness  Progressive Era Reforms  Unit 5 Assess (New data)
GHS	63%	56%	52%	44%	45%	64%	40%	50%
NHHS	42%	42%	29%	--	46%	42%	--	--

# Student Learning Standards



	US.5B Supporting Reform Leaders  Unit 3 Assess	US.5C Supporting Impact of Third Parties  Unit 3 Assess	US.6A Readiness Social Issues  Unit 3 Assess	US.6A Readiness Social Issues  Unit 5 Assess (New data)	US.6B Supporting Significant Individuals  Unit 5 Assess (New data)	US.9A Readiness Civil Rights Movement  Unit 3 Assess	US.12A Readiness Physical and Geographic Factors  Unit 2 Assess	US.13A Readiness Effect of Migration to US  Unit 4 Assess	US.13A Readiness Effect of Migration to US  Unit 5 Assess (New data)
GHS	79%	55%	21%	72%	58%	74%	60%	75%	58%
NHHS	--	--	--	--	--	--	--	29%	--

# Student Learning Standards



	<b>US.13B Readiness Demographic Patterns  Unit 3 Assess</b>	<b>US.14B Supporting Management of Environment  Unit 3 Assess</b>	<b>US.15A Supporting Transcontinental Railroad &amp; Homestead Act  Unit 2 Assess</b>	<b>US.15B Readiness Federal Government and Private Business Relationship  Unit 2 Assess</b>	<b>US.15B Readiness Federal Government and Private Business Relationship  Unit 3 Assess</b>	<b>US.15C Supporting Foreign Policies Affected Economic Issues  Unit 2 Assess</b>	<b>US.15C Supporting Foreign Policies Affected Economic Issues  Unit 5 Assess (New data)</b>	<b>US.15D Readiness Economic Effects of Military Conflicts  Unit 4 Assess</b>
GHS	61%	59%	60%	56%	71%	33%	30%	64%
NHHS	--		--	--	--	--	--	40%



# Student Learning Standards



	<b>US.18A</b> Readiness New Deal Legislation  Unit 5 Assess (New data)	<b>US.18C</b> Supporting Effects of Political Scandals  Unit 4 Assess	<b>US.21A</b> Supporting Landmark Constitutional Amendments  Unit 3 Assess	<b>US.21B</b> Supporting American Values  Unit 3 Assess	<b>US.22A</b> Readiness Democratic Process  Unit 3 Assess	<b>US.22B</b> Supporting Achieving Equality of Political Rights  Unit 4 Assess	<b>US.23B</b> Supporting Congressional Medal of Honor  Unit 4 Assess	<b>US.24B</b> Readiness Cultural Movements  Unit 5 Assess (New data)
GHS	73%	57%	55%	54%	60%	60%	57%	56%
NHHS	--	29%	--	--	--	21%	42%	--

# Student Learning Standards



	US.25B Supporting Americanization Movement  Unit 2 Assess	US.25C Readiness American Cultures  Unit 3 Assess	US.25C Readiness American Cultures  Unit 5 Assess (New data)	US.26A Readiness Scientific Discoveries  Unit 2 Assess	US.26C Supporting Effect of Technological Innovations  Unit 4 Assess
GHS	49%	43%	57%	41%	68%
NHHS	--	--	--	--	46%



# Upcoming



Assessment/Intervention	Response
Middle of Year Screenings <ul style="list-style-type: none"><li>• MAP Growth</li><li>• MAP Reading Fluency</li></ul>	<ul style="list-style-type: none"><li>• Campus Data Meetings</li><li>• Response to Intervention (Rtl) Meetings</li><li>• MAP Growth Sync to Progress Learning</li><li>• Progress Learning Assignment Catalog</li></ul>
Winter Extended Constructed Response	<ul style="list-style-type: none"><li>• ECR Planning</li><li>• PLC Data Meetings</li></ul>
STAAR/STAAR EOC Interim Assessments	<ul style="list-style-type: none"><li>• STAAR/STAAR EOC Prediction Measure</li><li>• Online Testing Platform Experience</li><li>• Intervention/Tutoring</li></ul>
Accelerated Instruction and Tiered Interventions	<ul style="list-style-type: none"><li>• Ongoing</li><li>• Students' daily schedules</li><li>• Supported by ongoing data points</li><li>• Small group instruction and instructional practice resources (ex – Progress Learning)</li></ul>



**Questions?**