

**Sabin Middle School
School Accountability Committee**

11/4/19

Attendance:

Parent Members:

Neil Pettigrew(Chair)
Velvet Stepanek
Steve Stepp

School Members:

Bill Walker
Jared Welch

Community Members:

Minutes:

1. Introductions

No introductions were needed

2. Approve agenda

Added a discussion about GMP Camp

3. Approve minutes from the October 7th meeting

Minutes approved. Need to make an update to the August minutes.

4. SAC Training Information

Thursday, November 7th, 2019, 6 – 8 pm, Tesla auditorium

Refreshments in rooms 116, 129, from 5:30 – 6 pm

Dr. Michael Thomas: The Strategy Plan moving into the Academic Master Plan and the role the SAC will play in that work.

Mr. Jeff Veley: Resilience Education for Bullying Prevention. His presentation will focus on what parents/SACs can do to support their students.

5. Sabin Middle School's weekly updates

These messages are liked by parents. Principal's message with a friendly photo, calendar of events, and pictures from several special events.

6. Discussion of News Articles

Newspaper article entitled "State raises School Standards". A few quotes:

State ratings are based on student performance on standardized tests taken in the Spring,"

"This year, 45.6% of 3rd – 8th graders met or exceeded grade – level expectations on literacy tests."

"And just 34.7% of students did so in math."

"Yet, 72 % of Colorado elementary and middle schools received the state's highest rating: performance"

The new rating system will go into effect in 2021. 10% for On-Track at grade level.

Another article in the paper on Halloween: "US students' performance lags on Nation's Report Card" – some information on 8th graders' preparation for high school.

Some students haven't passed a class since 3rd grade. How are they going to be ready for high school? No accountability when they fail. There should be consequences.

Promotion standards have been set at the middle school level to encourage students to do well. It is difficult to engage students when they don't want to do anything. Teachers are working hard to get students to get work done. Students being pulled at lunch to do work that is not getting done in class.

There was also a bullying report on KOAA about a student in Canon City.

One parent has found that the BARK subscription to watch what teens are doing on their phones has been useful. Cell phone usage at Sabin is starting to go up again. Students are not allowed to have cell phones. Drama has decreased because no texting and messaging during the day. A message will go out to be sure parents and students know the cell phone policy.

7. First Quarter Galileo (ADB) testing results

See attached pages at the end

8. Parent / teacher conferences participation

Just under 400 students parents were seen, 780 students are at Sabin.

How do we get to have conversations with the other 380 families? Need to identify which students need more.

Trying to improve on Kid Talks. Working on MTSS for interventions, and tutoring.

In progress reports from teachers comments are added about needing to be seen.

Interpreters were available for parents all day.

9. Attendance and discipline during the 1st quarter

Couldn't see data will have to look at next month.

10. GMP Camp

Parents appreciate this camp because it is a way to bond between teachers and students. Wish that the whole school had the opportunity for the same kind of team building experience. It also helps students with confidence. It would be nice if the camp was in the fall instead of at the end of the year.

11. School budget

There was a question about the effectiveness of tutoring dollars. We will discuss this more at a later meeting.

12. Good news

Wrestling started. First match tonight.

Basketball going on.

Honor Choir - 13 to 15 students made it

Waiting to hear on all-state choir to see who made it.

Band competition is looking for a site.

UCCS Classroom observations are going on, 1 day a week for 4 weeks

13. Upcoming events

Drama Club Play coming up

Musical, The Little Mermaid, coming up

Veteran's Day Assembly and Walk of Champions
Mitchell's color guard coming for the assembly
GMP Boat Regatta coming up right before Thanksgiving

Signs of Suicide curriculum getting taught in Advisory in first week of December
Sabin has been chosen to take Healthy Kids Colorado Survey. 2 social studies
classes per grade level will take it November 21.

5 Essentials Survey between November and December. Students and staff will take the survey now.
Parents will be added later.

Great Schools Partnership, 3-5 people from school in Maine looking at Advisory
implementation at Sabin

Neil should start Positive Action Observations tomorrow.

14. 7th grade battle of the books

Currently there is no 7th grade team sponsor. There are some parents willing to come help with the team but they haven't heard anything back. We don't want the 7th graders to miss out.

15. Next Sabin SAC meeting

Monday, December 2nd, same time and place.

DRAFT



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	Item count	Achieve Online School	Galileo School of Math & Science	Holmes Middle School	Jack Swigert Aerospace Academy	Jenkins Middle School	Mann Middle School	North Middle School	Russell Middle School	Sabin Middle School	West Middle School	Selected Schools	Colorado Springs Public Schools 11
✓ At least 75% of students have taken test													
— Less than 75% of students have taken test													
More than 75% of students mastered standard													
50% - 75% of students mastered standard													
25% - 50% of students mastered standard													
Less than 25% of students mastered standard													
2019-20 CSSD11 Math Algl ADB 1		✓	—	—	—	—	—	—	—	—	—	—	—
		Standards Mastery											
CC-HS.A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. [From the cluster: Create equations that describe numbers or relationships].	4	25.00%	64.00%	72.80%	65.22%	72.00%	86.36%	71.43%	60.71%	73.08%	96.00%	72.46%	72.46%
CC-HS.A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. [From the cluster: Create equations that describe numbers or relationships].	4	25.00%	24.00%	32.00%	34.78%	60.00%	59.09%	38.10%	60.71%	42.31%	72.00%	44.65%	44.65%
CC-HS.A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . [From the cluster: Create equations that describe numbers or relationships].	4	25.00%	40.00%	50.40%	47.83%	56.00%	63.64%	38.10%	67.86%	53.85%	96.00%	55.08%	55.08%
CC-HS.A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. [From the cluster: Understand solving equations as a process of reasoning and explain the reasoning].	4	0.00%	40.00%	60.00%	52.17%	70.67%	77.27%	66.67%	71.43%	42.31%	84.00%	62.30%	62.30%
CC-HS.A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. [From the cluster: Solve equations and inequalities in one variable].	4	25.00%	12.00%	20.00%	21.74%	29.33%	59.09%	28.57%	28.57%	11.54%	52.00%	26.47%	26.47%

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CC-HS.A-REI.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). [From the cluster: Represent and solve equations and inequalities graphically].	4	0.00%	8.00%	20.80%	26.09%	42.67%	59.09%	42.86%	42.86%	26.92%	64.00%	32.89%	32.89%
CC-HS.F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. [From the cluster: Interpret functions that arise in applications in terms of the context].	4	0.00%	36.00%	32.00%	43.48%	58.67%	45.45%	23.81%	39.29%	53.85%	72.00%	43.05%	43.05%
CC-HS.F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. [From the cluster: Interpret functions that arise in applications in terms of the context].	4	25.00%	44.00%	53.60%	60.87%	72.00%	63.64%	52.38%	42.86%	61.54%	84.00%	59.09%	59.09%
CC-HS.F-LE.5. Interpret the parameters in a linear or exponential function in terms of a context. [From the cluster: Interpret expressions for functions in terms of the situation they model].	4	25.00%	20.00%	22.40%	26.09%	30.67%	13.64%	23.81%	10.71%	19.23%	52.00%	24.60%	24.60%

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	Item count	Achieve Online School	GLOBE	Galileo School of Math & Science	Holmes Middle School	Jack Swigert Aerospace Academy	Jenkins Middle School	Mann Middle School	North Middle School	Russell Middle School	Sabin Middle School	West Middle School	Selected Schools	Colorado Springs Public Schools 11
✓ At least 75% of students have taken test — Less than 75% of students have taken test More than 75% of students mastered standard 50% - 75% of students mastered standard 25% - 50% of students mastered standard Less than 25% of students mastered standard														
2019-20 CSSD11 ELA 06 ADB 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Standards Mastery												
CC-RL.6.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	0.00%	57.14%	42.31%	48.50%	42.93%	51.48%	49.64%	50.00%	49.24%	50.77%	60.87%	49.10%	49.10%
CC-RL.6.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2	20.00%	28.57%	27.56%	42.50%	25.54%	43.33%	29.93%	32.86%	44.67%	36.15%	50.00%	36.81%	36.81%
CC-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	7	20.00%	64.29%	35.90%	50.50%	32.61%	51.11%	48.91%	46.67%	44.67%	40.38%	54.35%	44.81%	44.81%
CC-RL.6.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4	40.00%	64.29%	44.87%	54.00%	31.52%	58.15%	55.47%	51.43%	47.21%	47.69%	48.91%	49.28%	49.28%
CC-RL.6.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	4	0.00%	35.71%	16.03%	32.50%	15.76%	34.44%	22.63%	27.14%	25.89%	22.31%	28.26%	25.51%	25.51%
CC-RL.6.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.	2	60.00%	42.86%	30.13%	51.00%	31.52%	54.07%	46.72%	47.14%	41.12%	45.00%	46.74%	44.41%	44.41%
CC-RI.6.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	4	80.00%	50.00%	35.90%	47.00%	35.87%	47.04%	41.61%	51.43%	43.65%	45.00%	58.70%	44.99%	44.99%
CC-RI.6.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	4	0.00%	28.57%	13.46%	25.50%	9.24%	23.33%	27.74%	20.00%	21.32%	17.31%	26.09%	20.12%	20.12%

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CC-RI.6.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	1	20.00%	21.43%	20.51%	24.00%	27.17%	21.11%	14.60%	27.14%	20.30%	25.77%	25.00%	23.07%	23.07%
CC-RI.6.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	2	20.00%	71.43%	39.10%	50.00%	39.67%	58.52%	48.18%	48.10%	45.18%	49.62%	54.35%	48.58%	48.58%
CC-RI.6.5 Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	2	20.00%	7.14%	8.33%	11.00%	8.15%	8.15%	13.14%	13.33%	11.68%	9.62%	13.04%	10.43%	10.43%
CC-RI.6.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	3	20.00%	42.86%	28.85%	43.00%	32.61%	47.04%	43.80%	41.90%	37.56%	30.38%	50.00%	38.96%	38.96%

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<p>✓ At least 75% of students have taken test</p> <p>— Less than 75% of students have taken test</p> <p>More than 75% of students mastered standard</p> <p>50% - 75% of students mastered standard</p> <p>25% - 50% of students mastered standard</p> <p>Less than 25% of students mastered standard</p>	Item count	Achieve Online School	Galileo School of Math & Science	Holmes Middle School	Jack Swigert Aerospace Academy	Jenkins Middle School	Mann Middle School	North Middle School	Russell Middle School	Sabin Middle School	Teela EOC	West Middle School	Selected Schools	Colorado Springs Public Schools 11
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	✓	✓
2019-20 CSSD11 ELA 07 ADB 1														
Standards Mastery														
CC-RL.7.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	41.67%	30.49%	45.05%	35.68%	38.78%	36.59%	37.55%	34.36%	34.27%	27.27%	40.58%	36.91%	36.91%
CC-RL.7.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2	33.33%	29.27%	49.45%	27.03%	44.56%	41.46%	47.16%	43.59%	39.44%	36.36%	37.68%	40.61%	40.61%
CC-RL.7.3 Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3	33.33%	55.49%	76.92%	52.43%	71.43%	67.48%	65.50%	66.15%	60.09%	54.55%	63.77%	64.52%	64.52%
CC-RL.7.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	3	33.33%	42.07%	60.99%	35.68%	52.04%	56.10%	56.77%	55.38%	41.31%	36.36%	44.93%	49.67%	49.67%
CC-RL.7.5 Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	1	75.00%	73.78%	81.87%	68.65%	79.25%	80.49%	75.11%	77.95%	79.34%	45.45%	81.16%	77.04%	77.04%
CC-RL.7.6 Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	2	50.00%	63.41%	76.37%	56.22%	70.75%	69.11%	72.49%	73.33%	66.67%	45.45%	63.77%	68.34%	68.34%
CC-RL.7.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5	25.00%	25.61%	39.01%	18.92%	35.37%	30.08%	30.57%	28.72%	28.17%	9.09%	26.09%	29.64%	29.64%
CC-RL.7.2 Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	4	33.33%	39.02%	59.34%	28.11%	46.94%	34.96%	49.34%	43.08%	39.44%	18.18%	37.68%	42.81%	42.81%

<https://galileo.ati-online.com/GalileoASP/ASPX/Testing/Interventions/InterventionPortfolio.aspx?MultiSchools=True&TestID=c5e669c9-36ea-41dd-b1b1-2f02ef293653&Level=3&FromPage=Intervention...> 1/2

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CC-RI.7.3 Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	5	33.33%	58.54%	71.98%	39.46%	61.90%	56.91%	64.63%	63.08%	53.52%	18.18%	62.32%	58.80%	58.80%
CC-RI.7.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4	41.67%	53.66%	73.08%	49.19%	69.39%	65.85%	61.14%	61.54%	55.40%	27.27%	55.07%	60.88%	60.88%
CC-RI.7.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	3	50.00%	46.95%	62.09%	43.78%	60.20%	45.53%	49.34%	51.79%	50.70%	9.09%	44.93%	51.52%	51.52%
CC-RI.7.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	4	41.67%	42.07%	52.20%	38.92%	53.40%	47.97%	54.15%	53.33%	42.25%	18.18%	42.03%	48.06%	48.06%
CC-RI.7.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	2	16.67%	19.51%	39.01%	18.92%	26.19%	24.39%	31.00%	27.69%	21.13%	9.09%	27.54%	26.06%	26.06%

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<https://galileo.ati-online.com/GalileoASP/ASPX/Testing/Interventions/InterventionPortfolio.aspx?MultiSchools=True&TestID=c5e669c9-36ea-41dd-b1b1-2f02ef293653&Level=3&FromPage=Intervention...> 2/2



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<div>  At least 75% of students have taken test  Less than 75% of students have taken test  More than 75% of students mastered standard  50% - 75% of students mastered standard  25% - 50% of students mastered standard  Less than 25% of students mastered standard </div>	Item count	Achieve Online School	Galileo School of Math & Science	Holmes Middle School	Jack Swigert Aerospace Academy	Jenkins Middle School	Miam Middle School	North Middle School	Russell Middle School	Sabin Middle School	Testa EOC	West Middle School	Selected Schools	Colorado Springs Public Schools 11
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2019-20 CSSD11 ELA 08 ADB 1		Standards Mastery												
CC-RL.8.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	3	62.86%	77.16%	85.05%	65.06%	81.79%	82.89%	72.60%	74.87%	77.08%	77.78%	78.02%	77.33%	77.33%
CC-RL.8.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	3	48.57%	48.15%	64.49%	46.39%	57.83%	55.92%	54.81%	58.79%	50.00%	44.44%	61.54%	55.15%	55.15%
CC-RL.8.3 Key Ideas and Details: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	5	57.14%	59.88%	73.83%	51.81%	67.09%	71.71%	61.54%	66.33%	60.00%	38.89%	63.74%	63.96%	63.96%
CC-RL.8.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	4	48.57%	58.02%	74.77%	48.19%	69.01%	64.47%	62.02%	62.31%	63.75%	50.00%	70.33%	63.73%	63.73%
CC-RL.8.5 Craft and Structure: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	5	51.43%	54.94%	74.77%	45.78%	73.48%	69.08%	60.10%	64.32%	59.17%	61.11%	71.43%	64.01%	64.01%
CC-RL.8.6 Craft and Structure: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	4	37.14%	46.91%	66.36%	43.37%	61.02%	60.53%	50.00%	57.79%	53.33%	38.89%	67.03%	55.77%	55.77%

<https://galileo.ati-online.com/GalileoASP/ASPX/Testing/Interventions/InterventionPortfolio.aspx?MultiSchools=True&TestID=a6a83427-4e10-4da3-b9da-e5cc099e1262&Level=3&FromPage=Intervention...> 1/2

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CC-RI.8.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	2	37.14%	39.51%	39.72%	37.35%	41.21%	48.03%	38.94%	39.20%	35.00%	33.33%	47.25%	40.00%	40.00%
CC-RI.8.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	2	14.29%	13.58%	14.02%	10.24%	16.29%	22.37%	11.06%	10.55%	13.75%	11.11%	14.29%	13.93%	13.93%
CC-RI.8.3 Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	2	31.43%	33.33%	42.99%	29.52%	45.05%	40.79%	34.13%	41.21%	30.83%	38.89%	47.25%	38.22%	38.22%
CC-RI.8.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	2	37.14%	38.89%	64.49%	31.93%	68.69%	57.89%	50.48%	48.74%	47.08%	11.11%	58.24%	52.37%	52.37%
CC-RI.8.5 Craft and Structure: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	2	14.29%	11.73%	28.97%	8.43%	21.41%	15.79%	22.12%	17.09%	16.25%	0.00%	23.08%	18.44%	18.44%
CC-RI.8.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	2	11.43%	11.11%	27.10%	12.65%	14.70%	16.45%	17.31%	11.06%	14.17%	5.56%	20.88%	15.82%	15.82%
CC-L.8.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	2	17.14%	13.58%	26.64%	16.87%	24.92%	29.61%	25.48%	20.10%	25.00%	27.78%	28.57%	23.40%	23.40%
CC-L.8.4a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	2	68.57%	61.73%	81.78%	46.39%	76.04%	68.42%	62.02%	76.38%	66.67%	61.11%	74.73%	68.91%	68.91%

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Intervention Alert

Item count	Standards Mastery												
	Achieve Online School	GLOBE	Galileo School of Math & Science	Holmes Middle School	Jack Swigert Aerospace Academy	Jenkins Middle School	Mann Middle School	North Middle School	Russell Middle School	Sabin Middle School	West Middle School	Selected Schools	Colorado Springs Public Schools 11
2019-20 CSSD11 Math 06 ADB 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CC-6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." [From the cluster: Understand ratio concepts and use ratio reasoning to solve problems]	4	60.00%	85.71%	62.58%	76.33%	56.59%	71.22%	75.74%	66.67%	70.71%	72.55%	79.35%	69.97%
CC-6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." - Expectations for unit rates in this grade are limited to non-complex fractions. [From the cluster: Understand ratio concepts and use ratio reasoning to solve problems]	4	60.00%	57.14%	28.39%	44.93%	30.22%	43.54%	36.03%	43.33%	45.96%	34.12%	54.35%	39.94%
CC-6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. [From the cluster: Understand ratio concepts and use ratio reasoning to solve problems]	4	60.00%	50.00%	23.87%	45.89%	30.22%	44.28%	34.56%	35.71%	35.86%	38.04%	48.91%	37.80%
CC-6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? [From the cluster: Understand ratio concepts and use ratio reasoning to solve problems]	5	80.00%	85.71%	60.00%	67.15%	59.89%	74.17%	69.12%	67.62%	69.19%	67.84%	69.57%	67.71%

<https://galileo.ati-online.com/GalileoASP/ASPX/Testing/Interventions/InterventionPortfolio.aspx?MultiSchools=True&TestID=4fc8be77-2c19-4ed6-b6fa-cc9064739b3c&Level=3&FromPage=InterventionP...> 1/2

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Intervention Alert

CC-6.RP.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. [From the cluster: Understand ratio concepts and use ratio reasoning to solve problems]	5	40.00%	42.86%	26.45%	46.38%	33.52%	43.54%	38.97%	43.33%	27.27%	41.18%	45.65%	38.78%	38.78%
CC-6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. [From the cluster: Understand ratio concepts and use ratio reasoning to solve problems]	4	40.00%	14.29%	17.42%	29.47%	18.68%	27.68%	21.32%	30.00%	21.21%	24.71%	34.78%	24.93%	24.93%
CC-6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? Compute fluently with multi-digit numbers and find common factors and multiples. [From the cluster: Apply and extend previous understandings of multiplication and division to divide fractions by fractions]	5	20.00%	35.71%	13.55%	34.30%	23.08%	50.55%	16.18%	46.19%	33.33%	48.63%	38.04%	36.00%	36.00%
CC-6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$. Apply and extend previous understandings of numbers to the system of rational numbers. [From the cluster: Compute fluently with multi-digit numbers and find common factors and multiples]	5	40.00%	71.43%	56.13%	76.33%	53.30%	81.92%	26.47%	39.52%	63.13%	71.76%	52.17%	60.93%	60.93%

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Intervention Alert

Item count	Achieve Online School	Galileo School of Math & Science	Holmes Middle School	Jack Swigert Aerospace Academy	Jenkins Middle School	Mann Middle School	North Middle School	Russell Middle School	Sabin Middle School	Terra EDC	West Middle School	Selected Schools	Colorado Springs Public Schools 11	
<div><div>✓</div>At least 75% of students have taken test</div> <div><div>—</div>Less than 75% of students have taken test</div> <div><div></div>More than 75% of students mastered standard</div> <div><div></div>50% - 75% of students mastered standard</div> <div><div></div>25% - 50% of students mastered standard</div> <div><div></div>Less than 25% of students mastered standard</div>														
2019-20 CSSD11 Math 07 ADB 1														
CC-7.NS.1a Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. [From the cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers].	3	75.00%	71.52%	86.31%	79.79%	90.11%	79.67%	75.66%	82.56%	70.35%	45.45%	81.94%	79.78%	79.78%
CC-7.NS.1b Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. [From the cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers].	3	66.67%	76.36%	84.52%	77.13%	86.81%	82.11%	79.65%	90.26%	77.89%	81.82%	77.78%	81.80%	81.80%
CC-7.NS.1c Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. [From the cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers].	4	25.00%	24.24%	41.67%	29.26%	50.18%	39.84%	42.48%	44.62%	32.16%	18.18%	37.50%	38.60%	38.60%
CC-7.NS.1d Apply properties of operations as strategies to add and subtract rational numbers. [From the cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers].	4	25.00%	37.58%	52.98%	43.09%	62.64%	41.46%	48.67%	46.67%	41.71%	18.18%	37.50%	47.18%	47.18%

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CC-7.NS.2a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. [From the cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers].	4	25.00%	36.36%	54.17%	42.02%	57.88%	41.46%	50.44%	53.33%	43.72%	18.18%	34.72%	47.43%	47.43%
CC-7.NS.2b Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. [From the cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers].	3	50.00%	26.06%	44.64%	26.60%	42.86%	26.02%	40.27%	35.38%	26.13%	18.18%	31.94%	34.31%	34.31%
CC-7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers. [From the cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers].	4	8.33%	4.24%	9.52%	2.13%	7.69%	4.07%	12.39%	7.69%	4.02%	0.00%	15.28%	7.11%	7.11%
CC-7.NS.2d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. [From the cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers].	3	16.67%	24.24%	29.76%	21.81%	42.12%	49.59%	38.50%	18.97%	17.59%	18.18%	33.33%	30.27%	30.27%
CC-7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. - Computations with rational numbers extend the rules for manipulating fractions to complex fractions. [From the cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers].	4	25.00%	23.03%	34.52%	22.34%	34.07%	22.76%	38.50%	28.21%	23.62%	0.00%	31.94%	29.04%	29.04%
CC-7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. [From the cluster: Solve real-life and mathematical problems using numerical and algebraic expressions and equations].	4	33.33%	23.64%	39.29%	19.68%	42.86%	25.20%	34.51%	29.74%	29.15%	0.00%	34.72%	31.43%	31.43%

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✓ At least 75% of students have taken test — Less than 75% of students have taken test More than 75% of students mastered standard 50% - 75% of students mastered standard 25% - 50% of students mastered standard Less than 25% of students mastered standard	Item count	Achieve Online School	Galileo School of Math & Science	Holmes Middle School	Jack Swigert Aerospace Academy	Jenkins Middle School	Mann Middle School	North Middle School	Russell Middle School	Sabin Middle School	Tesla EOC	West Middle School	Selected Schools	Colorado Springs Public Schools 11
		✓	—	—	✓	✓	—	✓	✓	✓	✓	—	✓	✓
2019-20 CSSD11 Math 08 ADB 1		Standards Mastery												
CC-8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. [From the cluster: Know that there are numbers that are not rational, and approximate them by rational numbers].	5	22.58%	16.30%	42.72%	41.78%	56.92%	63.20%	45.21%	80.12%	25.34%	17.65%	39.71%	45.76%	45.76%
CC-8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. [From the cluster: Know that there are numbers that are not rational, and approximate them by rational numbers].	4	22.58%	10.37%	37.86%	28.08%	60.38%	61.60%	41.49%	69.01%	17.65%	17.65%	29.41%	40.56%	40.56%
CC-8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^4 - 5 = 3^4 - 3 = 1/3^3 = 1/27$. [From the cluster: Expressions and Equations Work with radicals and integer exponents].	9	6.45%	11.11%	24.27%	16.44%	26.15%	36.00%	16.49%	50.88%	17.65%	11.76%	7.35%	23.46%	23.46%
CC-8.EE.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). [From the cluster: Analyze and solve linear equations and pairs of simultaneous linear equations].	6	16.13%	6.67%	15.53%	17.12%	37.31%	36.80%	18.62%	33.33%	16.29%	5.88%	26.47%	23.60%	23.60%

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Intervention Alert

CC-8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. [From the cluster: Analyze and solve linear equations and pairs of simultaneous linear equations].	12	6.45%	0.00%	3.88%	4.11%	21.92%	23.20%	5.32%	15.20%	5.43%	0.00%	17.65%	10.81%	10.81%
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