**Beverly Middle School Math Data Meeting Winter 2019 - Grade 7**

**BMS Public Agreements (Norms)**

1. We will expect disagreements with our colleagues; the dissonance is part of making sense of this complicated endeavor called education AND we will disagree agreeably because hearing disagreement and managing conflict is difficult. Treat our differences as a potential resource.
2. We will listen for the quiet voice, reach out to those who don’t speak quickly in groups.
3. We will encourage the asking and raising of tough questions.
4. We will share our feelings in service of getting to a better place.
5. We will balance advocacy with inquiry - be as interested in the other perspective as your own.

### Objectives:

1. Review benchmark data
2. Collaborate with colleagues on creating intervention strategies
3. Develop action plan on next steps for students who are not meeting targets

### Agenda:

**Calculator Benchmark Non-Calculator**

**Math 7: #10 Only Math 7: #2, 4, 6, 7, 8, 9, 10, 11, 14, 16, 17, 19, 20 (13/20 = 65%)**

**Pre-Algebra: #7, 9, 10 Pre-Algebra: ##1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 16, 17, 19, 20 (75%)**

1. Review Growth Data (10 minutes - celebrate success)
	1. Overall Success Comments:

Klein: “Happy to see that most students improved.” Kennedy: “Improved by a decent amount.” Cann: Students went up, but are still missing concepts that were covered.

Rothblatt: Seeing growth with students on an IEP.

* 1. What does the data tell us/not tell us:

Not Know: Did students put forth their best effort

**Did well on**: #4, 7, 8(students may have struggled with the language - linear expression/make the connection that factor means GCF; still need to practice their multiplication facts), #10, #14,

#20, #10 on calculator

**Did not do well on**: #2 (50/50) - includes mixed numbers (already built in to cover),

#6(distributing a negative), #9 (large numbers as the numerator and denominator change for next year), #11, #16 (may not have flipped the inequality sign when dividing by a negative), #17 (50/50 may be a language issue - describe what you would do last); teacher wording for changing the direction of the inequality sign), #19 (okay - integer operations)

1. [Protocol for Examining Data - data by standard](https://drive.google.com/file/d/1NeyZ8ypl8XCCkLxqrnLdU5YekbqhWyUY/view?usp=sharing)
	1. Follow protocol
	2. Develop action plan/next steps

# Next Steps:

## Build in integer operations

* 1. Spiral homework assignments and/or stations
1. What is the most common question that was wrong?
	1. See Above

### Parking Lot:

|  |  |
| --- | --- |
| **Staff Name** | **Concern/Topic/Question** |
| Kelly | Scores may not be accurate because of lack of time; some students need extended time. \*Break the assessment into chunks. (like ELA) |
| Roxanne | Teachers were not in the room when students took the test---we were with Tom (Apple). |

Reflection on Meeting:

* Grade 7 saw common problems of practice
* Need to spiral back to integer operations, solving inequalities with negatives, converting fractions to decimals