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| **Macintosh HD:Users:stephaniehale:Desktop:Screen Shot 2018-05-08 at 11.14.12 AM.png****School: Bragg** |
| Quarterly Progress Report |
| 2nd Quarter |
|  |
| **2019-2020 School Year** |
| **January 12, 2020****Data Collected by: Dr. Susan Newsom****Heather Goodwin****Christie Wilson** |

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|  |

**Goals:**

**Math**

1. Kindergarten- 75% of students in kindergarten will show mastery of identifying 2-D shapes regardless of the orientation or size (square, circle, triangle, rectangle, and hexagon) as measured by the quarterly district assessment.

Result- 56 out of 62 students mastered the skill.  90%

1. First Grade- 65% of students in first grade will show mastery solving, modeling, and representing addition word problems with unknown change (within 20) as measured by the quarterly district assessment.

Result: 43 out of 82 students mastered the skill.  52%

1. Second Grade- 70% of students in second grade will show mastery adding and subtracting word problems within 100 as measured by the quarterly district assessment.

Result: Addition: 51 out of 75 mastered the sill. 76%

 Subtraction: 28 out of 75 mastered the skill. 37%

1. Third Grade- 70% of students in third grade will show mastery representing multiplication and division word problems using models and equations with unknown in all positions (all facts) as measured by the quarterly district assessment.

Result: 56 out of 68 mastered the skill.  82%

1. Fourth- 60% of students in fourth grade will show mastery choosing the correct operations to solve multi-step word problems (involving any operation) as measured by the quarterly district assessment.

Result: 23 out of 83 mastered the skill.  28%

1. Fifth- 60% of students in fifth grade will show mastery on second quarter math essential skills as measured by the quarterly district assessment.

Result:

Model decimal Multiplication- 57 out of 96 mastered the skill. 59%

Multiply Decimals- 65 out of 96 mastered the skill. 68%

Model Decimal Division- 71 out of 96 mastered the skill.  74%

Divide Decimals- 61 out of 96 mastered the skill. 65%

1. Sixth- 65% of students in sixth grade will show mastery on second quarter math essential skills as measured by the quarterly district assessment.

Results-

Make, use, and complete ratio tables to solve problems. 49 out of 71 mastered the skill. 69%

Model and solve unit rate problems. 40 out of 70 mastered the skill. 56%

Model and solve unit rate problems involving unit pricing. 59 out of 71 mastered the skill. 83%

Model and solve rate problems involving constant speed.

54 out of 71 mastered the skill. 76%

Find a percent of a quantity as a rate per 100. 48 out of 71 mastered the skill. 68%

Model and solve real-world problems involving finding a percent of a quantity. 29 out of 71 mastered the skill. 41%

Model and solve problems involving finding the whole, given a part, and the percent. 38 out of 71 mastered the skill. 54%

**Literacy**

1. Kindergarten- 75% of students will show mastery of all 26 letters (including lowercase, capital, and sound) by the end of the 2nd 9 weeks as measured by a letter recognition assessment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2nd Quarter | Lowercase ID | Uppercase ID | LC Sound | UC Sound |
| Total | 50/63 | 50/63 | 49/63 | 49/63 |
| Percentage | 79% | 79% | 78% | 78% |

1. First Grade- 90% of students will show mastery of the skills: letter name identification, letter sound identification, open syllable, VC words and CVC words by the end of the second nine weeks as measured by the PSI. 70% of students will show mastery of the skill consonant blends (initial and final) words by the end of the second nine weeks as measured by the PSI. 60% of students will show mastery of the skill consonant blends (blends at both ends) words by the end of the second nine weeks as measured by the PSI.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| January 2020 | Letter Names | Letter Sounds | Open Syllable | VC | CVC | Consonant Blends IF | Consonant Blends (BE) |
| Total Mastered | 73/81 90% | 72/81 89% | 62/81 77% | 74/81 91% | 71/81 88% | 61/81 75% | 40/81 49% |

1. Second Grade- 100% of students will show mastery of the skills: letter name identification and letter sound identification by the end of the second nine weeks as measured by the PSI. 95% of students will show mastery of the skills: open syllable, VC words and CVC words, consonant blends (initial and final) by the end of the second nine weeks as measured by the PSI. 90% of students will show mastery of the skill consonant blends (blends at both ends) words by the end of the second nine weeks as measured by the PSI. 75% of students will show mastery of the skills: silent-e, consonant digraphs, and syllable division words by the end of the second nine weeks as measured by the PSI.

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| January 2020 | Letter Names | Letter Sounds | Open Syllable | VC | CVC | Consonant Blends IF | Consonant Blends (BE) | Silent-e | C.Digraphs | Syllable Division |
| Total Mastered | 77/79 97% | 75/79 95% | 57/79 72% | 70/79 89% | 68/79 86% | 70/79 89% | 57/79 72% | 53/79 67% | 60/79 76% | 44/79 56% |

1. Fifth Grade - 70% of 5th graders will show proficiency on the district reading CSA.

 Results: 45/86 52%

**Special Education – Did Bragg have a goal for this sub-population?**

**Student Attendance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **1st Qtr** | **2nd Qtr**  | **3rd Qtr** |
| **K** |  |  |  |
| **1st** |  |  |  |
| **2nd** |  |  |  |
| **3rd** |  |  |  |
| **4th** |  |  |  |
| **5th** |  |  |  |
| **6th** |  |  |  |
| **Overall** | **94.55** | **92.55** |  |

**Math Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **Number of Students with** **D or F in Math by** **Grading Period** | **Number of Students Enrolled Each Quarter** | **Percent of D or F grades each quarter****# D & F Grades****Number of Students*****X 100***  |
| **Grade Level** | **1Q** | **2Q** | **3Q** | **1Q** | **2Q** | **3Q** | **1Q** | **2Q** | **3Q** |
| 3 | **3/5=8** | **7/5=12** |  | **75** | **74** |  | **11%** | **16%** |  |
| 4 | **11/3=14** | **4/7=11** |  | **94** | **94** |  | **15%** | **12%** |  |
| 5 | **17/8=25** | **9/13=22** |  | **98** | **97** |  | **25%** | **23%** |  |
| 6 | **4/3=7** | **6/4=10** |  | **77** | **78** |  | **9%** | **13%** |  |

**English/Language Arts Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **Number of Students with** **D or F in Math by** **Grading Period** | **Number of Students Enrolled Each Quarter** | **Percent of D or F grades each quarter****# D & F Grades****Number of Students*****X 100***  |
| **Grade Level** | **1Q** | **2Q** | **3Q** | **1Q** | **2Q** | **3Q** | **1Q** | **2Q** | **3Q** |
| 3 | **1/1=2** | **3/1=4** |  | **75** | **74** |  | **3%** | **5%** |  |
| 4 | **6/0=6** | **2/0=2** |  | **94** | **94** |  | **6%** | **2%** |  |
| 5 | **0/2=2** | **7/1=8** |  | **98** | **97** |  | **2%** | **8%** |  |
| 6 | **0/0=0** | **10/6=16** |  | **77** | **78** |  | **0%** | **21%** |  |

***Comments/Clarifications:***

**Bragg 2nd QUARTER REPORT CARD DATA**

**Math**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Kindergarten |   | Identify 2-D shapes regardless of orientation or size (square, circle, triangle, rectangle, and hexagon) | **K.G.A.2** | Name and describe 2-D shapes regardless of orientation or size | **K.G.A.2** | Identify 3-D shapes regardless of orientation or size (cube,cone,cylinder, and sphere) | **K.G.A.2** | Name and describe 3-D shapes regardless of orientation or size | **K.G.A.2** | Compare 2 objects that are measured using same tool by using comparison words | **K.MD.A.2** |
| **Bragg** | **Total=64** | **57** | **89%** | **51** | **80%** | **58** | **91%** | **49** | **77%** | **59** | **92%** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1st Grade |   | Adds numbers within 20 | **1.OA.C.6** | Subtracts numbers within 20 | **1.OA.C.6** | Solve, model, and represent addition word problems with unknown result (within 20) | **1.OA.A.1** | Solve, model, and represent subtraction word problems with unknown result (within 20) | **1.OA.A.1** | Solve, model, and represent addition word problems with unknown change (within 20) | **1.OA.A.1** | Solve, model, and represent subtraction word problems with unknown change (within 20) | **1.OA.A.1** | Write equations to represent addition and subtraction word problems (within 20) | **1.OA.A.1** | Represents the numbers 11-19 as a ten and some ones | **1.NBT.B.2** |
| **Bragg** | **Total = 81** | **75** | **93%** | **65** | **80%** | **71** | **88%** | **61** | **75%** | **43** | **53%** | **59** | **73%** | **70** | **86%** | **53** | **65%** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2nd Grade |   | Chooses when to add or subtract in a word problem. | **2.OA.A.1** | Uses tools/strategies to represent addition in word problems | **2.OA.A.1** | Uses tools/strategies to represent subraction in word problems | **2.OA.A.1** | Solves addition word problems within 100 | **2.OA.A.1** | Solves subtraction word problems within 100 | **2.OA.A.1** | Solves two-step word problems by adding or subtracting | **2.OA.A.1** |
| **Bragg** | **Total = 76** | **69** | **91%** | **68** | **89%** | **49** | **64%** | **51** | **67%** | **29** | **38%** | **25** | **33%** |

**Literacy**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Kindergarten | **Uppercase** | **Lowercase** | **Sounds** | **Recognize Rhymes** | **Produce Rhymes** | **Alliteration** | **Initial Sound** | **Final Sound** | **Medial Sound** | **Segment** | **Blend** | **Semester Grade****MISSING DATA** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 55/65 85% | 51/65 78% | 52/65 80% | 49/65 75% | 55/65 85% | 38/65 58% | 53/65 82% | 51/65 78% | 45/65 69% | 43/65 66% | 45/65 69% |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1st Grade | **Retelling** | **Illustrations** | **Lesson** | **Com & Contrast** | **Decoding** | **Writing** | **Semester Grade** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 66/8380% | 78/8394% | 61/8373% | 65/8378% | 43/8352% | 45/8354% | M 48 58%P 28 34%N 7 8%  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2nd Grade | **Lesson** | **Character Change** | **Character Feelings** | **Compare** | **Decoding** | **Writing** | **Semester Grade** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 75/8291% | 78/8295% | 80/8298% | 77/8294% | 53/8265% | 49/8260% | M 56 68%P 24 29%N 2 2% |

**STAR Reading and Math Data**

|  |  |
| --- | --- |
| **Grade Level** | **Number of students that are 2 or more years below grade placement**  |
| **STAR Literacy (IRL)** | **STAR MATH (GE)** |
|  | **Fall**  | **Winter**  | **Fall**  | **Winter** |
| **Grade 1** | **No 1st Grade students took the Star Reading test** | **No 1st Grade students took the Star Reading test** | **0** |  |
| **Grade 2** | **0****Reading tested=0** | **0****Reading tested=0** | **4 (with audio)/81=5%****Math tested=22** | **No 2nde Grade students tested in STAR MATH** |
| **Grade 3** | **24 (35%)****Reading tested= 69**  | **13 (19%)****Reading tested= 68**  | **0****Math tested=77** |  **0****Math tested=73** |
| **Grade 4** | **20 (22%)****Reading tested= 93** | **9 (10%)****Reading tested= 88** | **4 (4%)****Math tested= 93** | **2 (2%)****Math tested= 87** |
| **Grade 5** | **20 (21%)****Reading tested= 95** | **12 (13%)****Reading tested= 89** | **4 (4%)****Math Tested= 97** | **3 (3%)****Math Tested= 93** |
| **Grade 6** | **33 (45%)****Reading tested=73** | **10 (22%)****Reading tested=46****NO DATA FOR SON’s CLASS** | **13 (17%)****Math Tested=75** | **6 (8%)****Math Tested=73** |

**ELEMENTARY GRADES K, 1, & 2**

**Beginning of Year**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Scaled Score** |  | **300-487** | **488-674** | **675-774** | **775-900** |  |  |
| **Literacy Classification** |  | **Early Emergent Reader** | **Late Emergent Reader** | **Transitional Reader** | **Probable Reader** |  |  |
| **Grade** |  | **# of Students** | **% of Students** | **# of Students** | **% of Students** | **# of Students** | **% of Students** | **# of Students** | **% of Students** | **Total # Students Tested** | **Total # Early & Late Readers** |
| **K**  | **2018 N=70** | **38** | **54%** | **31** | **44%** | **1** | **2%** | **0** | **0%** | **70** | **69 /99%** |
| **2019 N=64** | **40** | **57%** | **22** | **31%** | **2** | **3%** | **0** | **0%** | **64** | **62/89%** |
| **1** | **2018 N=77** | **9** | **12%** | **52** | **67%** | **10** | **13%** | **6** | **8%** | **77** | **61/79%** |
| **2019 N=84** | **5** | **6%** | **61** | **73%** | **16** | **19%** | **2** | **2%** | **84** | **66/79%** |
| **2** | **2018 N=58** | **1** | **2%** | **14** | **24%** | **29** | **50%** | **14** | **24%** | **58** | **15/26%** |
| **2019 N=71** | **3** | **4%** | **24** | **34%** | **31** | **44%** | **13** | **18%** | **71** | **27/38%** |

**MOY 2019**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Scaled Score** |  | **300-487** | **488-674** | **675-774** | **775-900** |  |  |
| **Literacy Classification** |  | **Early Emergent Reader** | **Late Emergent Reader** | **Transitional Reader** | **Probable Reader** |  |  |
| **Grade** |  | **# of Students** | **% of Students** | **# of Students** | **% of Students** | **# of Students** | **% of Students** | **# of Students** | **% of Students** | **Total # Students Tested** | **Total # Early & Late Readers** |
| **K**  | **2018 N=76** | **18** | **24%** | **48** | **63%** | **8** | **11%** | **2** | **3%** | **76** | **66/87%** |
| **2019 N=63** | **21** | **33%** | **35** | **56%** | **6** | **10%** | **1** | **1%** | **63** | **56/88%** |
| **1** | **2018 N=80** | **3** | **4%** | **30** | **38%** | **36** | **45%** | **11** | **14%** | **80** | **33/41%** |
| **2019 N=83** | **2** | **2%** | **34** | **41%** | **36** | **43%** | **11** | **13%** | **83** | **36/36%** |
| **2** | **2018 N=56** | **0** | **0%** | **8** | **14%** | **20** | **36%** | **28** | **50%** | **56** | **8/14%** |
| **2019 N=70** | **1** | **1%** | **16** | **23%** | **28** | **49%** | **25** | **36%** | **70** | **17/24%** |

**DRA**

**Students Scoring Below Grade Level – MISSING DATA**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Scoring 1 year below in DRA | Scoring 2 years below in DRA | Scoring 3 years below in DRA | Notes: |
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|  |  |  |  |  |
| Total |  |  |  |  |

**Notes: PLC & RTI updates to be shared at meeting. Please bring an updated list of students who are receiving Tier III support and the content area(s) of concern.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| LastName | FirstName | Teacher | Grade | Area(s) of Concern: Math and/or Literacy | Intervention Strategies of Support |
| Udell | Jaimee | Astin | 1 |   |   |
| Irvin | Camille | Astin | 1 |   |   |
| Ellison | Brandon | Harness | 1 |   |   |
| Rodriguez | Joel | Harness | 1 |   |   |
| Brossett | Maggie | Boward | 1 |   |   |