

### 3<sup>rd</sup> Grade JE/PST-September 2016

- Norms and expectations were reviewed.
- Mrs. Kinn explained the importance of showing significant growth in our school academics. The reteaching and retesting policy was reviewed.
- The school action plan was given out reviewed. Small group intervention and instruction should be taking place in both reading and math. Mrs. Peek stated that STAR is a direct correlation with ACT Aspire.
- Students should be proficient in writing cursive by the end of third grade.
- The PST folder on Office 365 contains handouts from the meeting.

#### STAR Reading:

- Exceeding: 12%<sup>o</sup>
- Ready: 18%<sup>o</sup>
- Close: 14%<sup>o</sup>
- Need Support: 54%<sup>o</sup>

#### STAR Math:

- Exceeding: 15%<sup>o</sup>
- Ready: 42%<sup>o</sup>
- Close: 31%<sup>o</sup>
- Need Support: 12%<sup>o</sup>

#### ACT Aspire Reading:

- Craft and structure: 52%<sup>o</sup>
- Key ideas and details: 32%<sup>o</sup>
- Integration of knowledge and ideas: 32%<sup>o</sup>

#### ACT Aspire Math:

- Foundations: 59%<sup>o</sup>
- Modeling: 59%<sup>o</sup>
- Justification and explanation: 55%<sup>o</sup>
- Geometry: 27%<sup>o</sup>
- Fractions: 50%<sup>o</sup>
- Base Ten: 32%<sup>o</sup>
- Alg. Thinking: 64%<sup>o</sup>
- Measurement and data: 59%<sup>o</sup>

#### ACT Aspire Science:

- SIN: 41%<sup>o</sup>
- IOD: 41%<sup>o</sup>
- EMI: 27%<sup>o</sup>

Suspension/Retract: Zero suspensions one retract

## 3<sup>rd</sup> Grade JE/PST-September 2016

Review 360: Behavior must be tracked

Attendance Tardies:

- 97.37% attendance

3<sup>rd</sup> Grade PST Meeting Minutes  
9/19/2016

McBryde

[REDACTED] - Tracking for Math and Reading. Current data reported, had behavior problems at previous school, Howard. Struggles with comprehension, fluency and word knowledge. Has missed a week of school (doctor notes). Not fluent when reading. King will pull transcript and see if we need to contact Howard for possible PST information from last year. Transcript viewed in meeting yearly average of 60 in Math and 60 in Reading. McBryde will check cumulative folder for documentation of PST last year. Transcript shows he has been tested but was determined ineligible. Was referred in February 2016. Parent refused testing.

[REDACTED] - From Miami, new to school. Repeated. Tracking for math. Current data reported. Has trouble with basic facts. Working on fact fluency and what adding and subtracting means. He is able to talk through problems some. He works hard and thinks he knows more than he shows.

[REDACTED] - STAR Reading Close

[REDACTED] - STAR Reading Close

[REDACTED] - STAR Reading Close

[REDACTED] - STAR Reading and Math Close

[REDACTED] - STAR Reading Close

[REDACTED] - STAR Math Close

[REDACTED] - STAR Math Close

[REDACTED] - STAR Math Close

[REDACTED] - STAR Math Close

[REDACTED] - STAR Math Close

Earnest

[REDACTED] - Tracking for Math and Reading. Was on PST last year. Referred last year, but did not qualify. Current data reported. Mom has requested extra work at home. Earnest suggested work on sight words at home. He is very quiet in class and often has to be asked to repeat his statements. Earnest will send STRIDE info and work home with Dajaion. Student asks for others to read his independent level books to him. Suggested to use Ms. Hartley as support and make sure he is in Tier 2. Harris is pulling for Tier 3. Keep tracking.

[REDACTED] - Current data reported. Student was not on PST last year. Student exhibits behavior problems and low effort in class. Student has required retesting on multiple tests. Earnest has been in contact with mom. Earnest reports participation as an interference. Reads fluently for the most part. Motivation is an issue. Student is being tracked in Review 360. If strategies selected in Review 360 are not working after a few weeks, drop those and select new ones. If strategies in Review 360 are exhausted, King has more strategies that can be used. Refer to Davis. Has been in retract.

[REDACTED] - Tracking for Reading and Math. Was tracked in PST last year for reading in second grade. He was tracked during first semester and then returned to class watch. Then brought back to PST in the spring. Current data reported. Earnest is in contact with mom about what can be done at home. Earnest reports he doesn't try. King pulled him last year and remembered that he doesn't offer input unless it is required of him. King gave a guided reading strip to Earnest to try as a resource. Keep tracking.

[REDACTED] - Current data reported. Has a plan in Review 360. Tracking for math and behavior. Motivation is a problem. Student is extrinsically motivated, but not intrinsically. Math interferences - student has basic math skills. Works well at intervention table. Student is still using models as a tool. Not ready for multiplication and division. Shuts down when he sees a word problem. Suggestion from King is to use close reading annotations for math word problems. Suggestion made by Harris to scaffold word problems (fewer sentences and smaller numbers) and then build up. Has anger issues. Refer to Davis. Keep tracking.

[REDACTED] - Has been at Grant, Westlawn, and now ERD. Foster child. Current data reported. Tracking for reading and behavior. Has meltdowns in class. Tends to lash out when she doesn't get her way. She puts her head down, kicks chairs, etc. Earnest has discussed the behaviors with foster parents. King made the suggestion to set a schedule time for her of when she can take an AR test as a strategy. When points are taken away in Class Dojo, she melts down. Being tracked in Review 360. Student is motivated intrinsically. She wants to do well. Doesn't seem to be a people pleaser. Social worker has been here to see her. Cool Down Time is a good strategy. She likes affirmation. Refer to Davis. Keep tracking.

- [REDACTED] in
- [REDACTED] ker - STAR Math and Reading Close
- [REDACTED] - STAR Math Close
- [REDACTED] - STAR Math Close
- [REDACTED] - STAR Math Close
- [REDACTED] - STAR Math Close

### McHenry

[REDACTED] - Current data reported. Student has a speech IEP for Artic. She is due for re-evaluate this fall. Add some reading goals to her IEP. No PST.

[REDACTED] - Current data reported. Tracking for Reading. Takes first test as general ed. Then if a retest is needed, she takes the retest with accommodations. Vu is pulling her for Reading. Maria repeated first grade. Struggled in 2<sup>nd</sup> grade. Keep tracking. Send vision and hearing forms.

- [REDACTED] - STAR Reading Close
- [REDACTED] - STAR Reading Close
- [REDACTED] - STAR Math Close
- [REDACTED] - STAR Math Close
- [REDACTED] - STAR Math Close
- [REDACTED] - STAR Math Close

### Sigler

- [REDACTED] - STAR Reading Close
- [REDACTED] - STAR Reading Close
- [REDACTED] - STAR Math and Reading Close
- [REDACTED] - STAR Math Close
- [REDACTED] - STAR Math Close
- [REDACTED] in - STAR Math Close
- [REDACTED] - STAR Math Close

### Warrington

[REDACTED] - Repeating third grade. Current data reported. Tracking reading only. Student was tracked last year. Potential referral at October meeting.

[REDACTED] - Current data reported. Passed foundations test. Requires reteaching and retesting often. No behavior or attention issues. Concerned about vision because fluency is very low. Vision form has been sent. Second copy of vision form will be sent again.

- [REDACTED] - Dyslexia. We will need to do dyslexia screening. Family history of dyslexia. Tracking for reading only at this time. Does okay in math.
- [REDACTED] - STAR Reading Close
- [REDACTED] - STAR Reading Close
- [REDACTED] - STAR Math Close
- [REDACTED] - STAR Math Close
- [REDACTED] - STAR Math Close

[REDACTED] STAR Math Close  
[REDACTED] STAR Math Close

**Walker**

[REDACTED] - STAR Math and Reading Close  
[REDACTED] - STAR Math and Reading Close  
[REDACTED] - STAR Reading Close  
[REDACTED] - STAR Math Close  
[REDACTED] - STAR Math Close

**Williams**

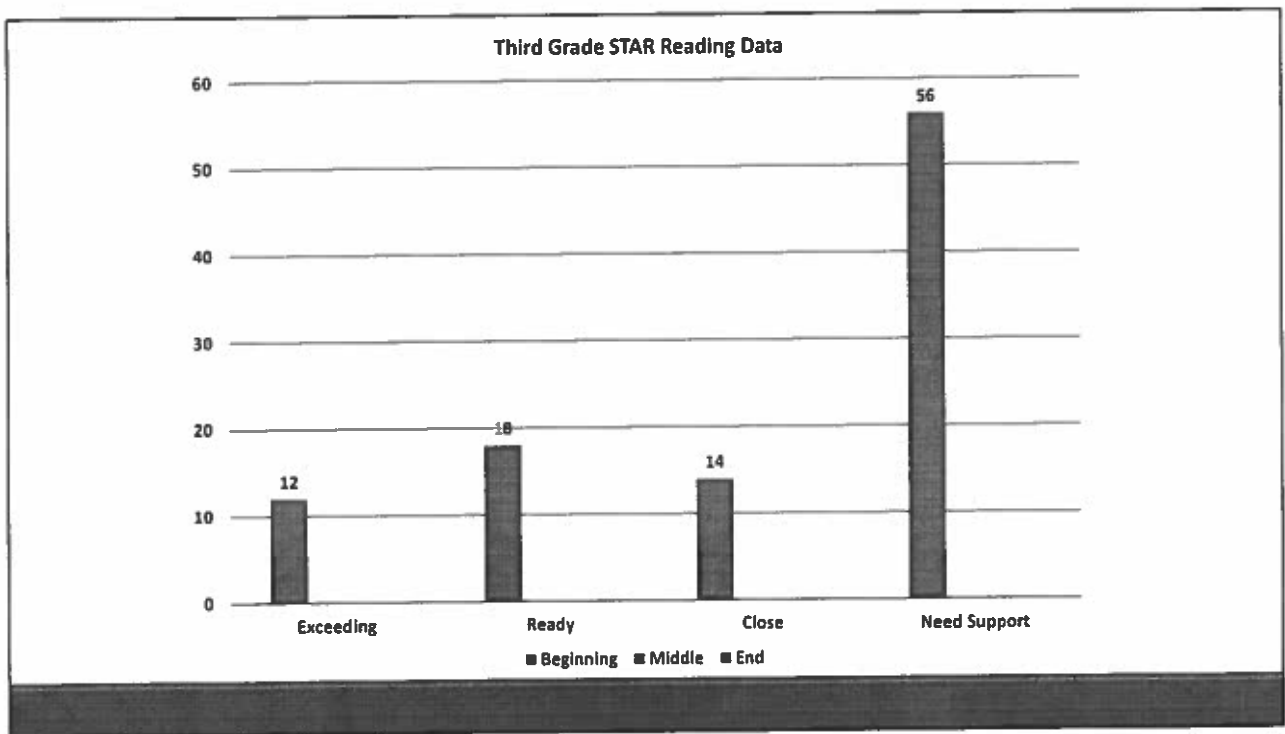
[REDACTED] - STAR Reading Close  
[REDACTED] - STAR Reading Close  
- [REDACTED] - STAR Math Close  
- [REDACTED] - STAR Math Close  
[REDACTED] - STAR Math Close  
[REDACTED] - STAR Math Close  
- [REDACTED] - STAR Math Close  
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- [REDACTED] - STAR Math Close  
- [REDACTED] - STAR Math Close

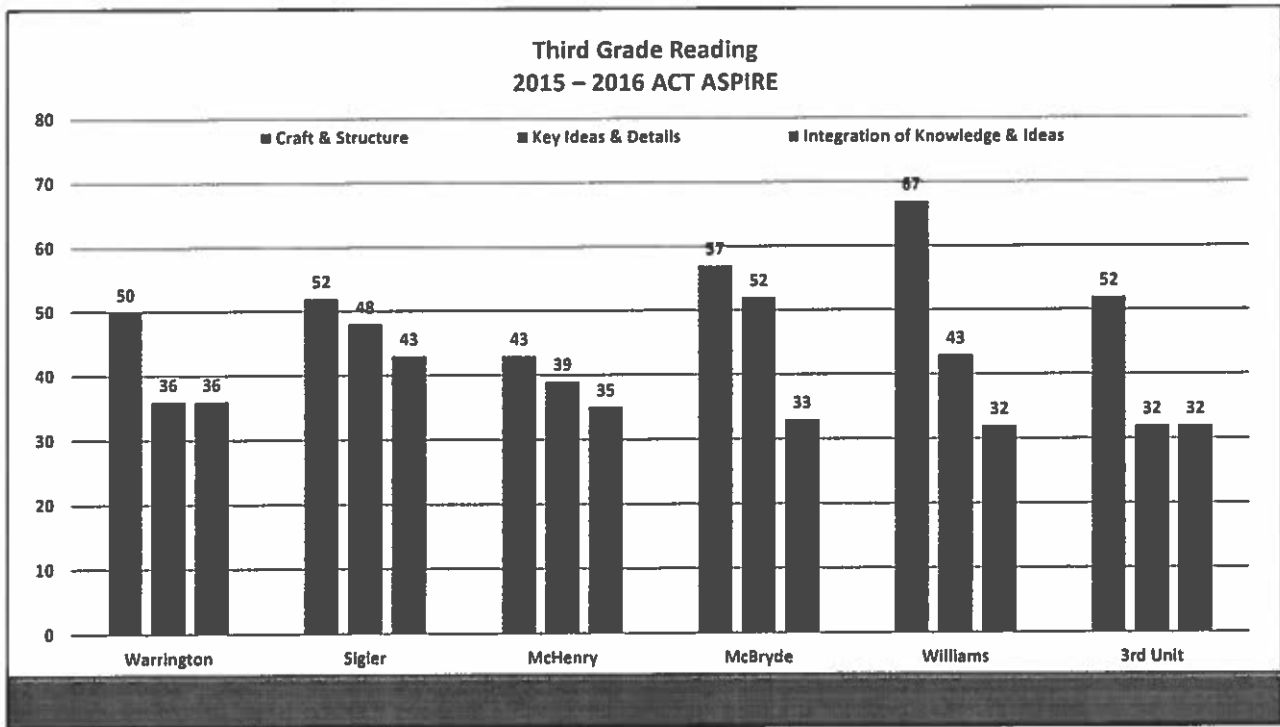
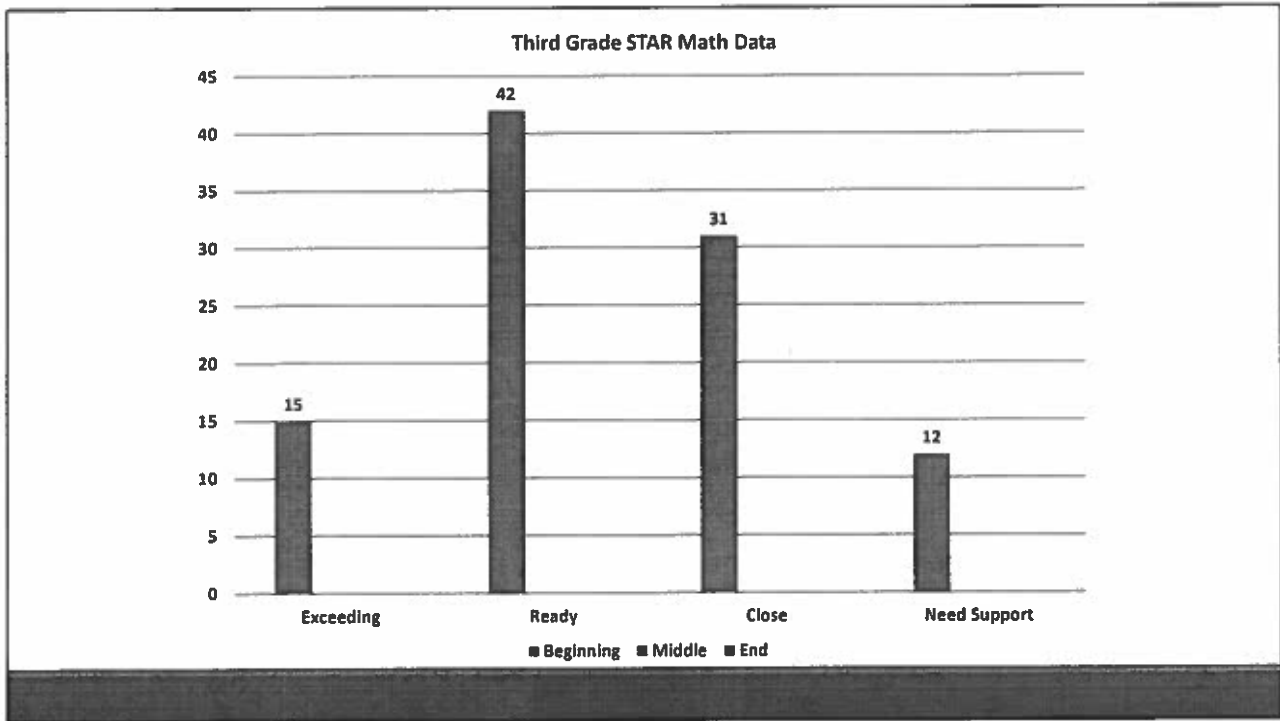
Track all students who were CLOSE on STAR Reading and STAR Math on STAR tracking form. If STAR Math scaled score is 527 and STAR Reading scaled score 398 (and they are scoring well in class) then they can be released from PST in October.

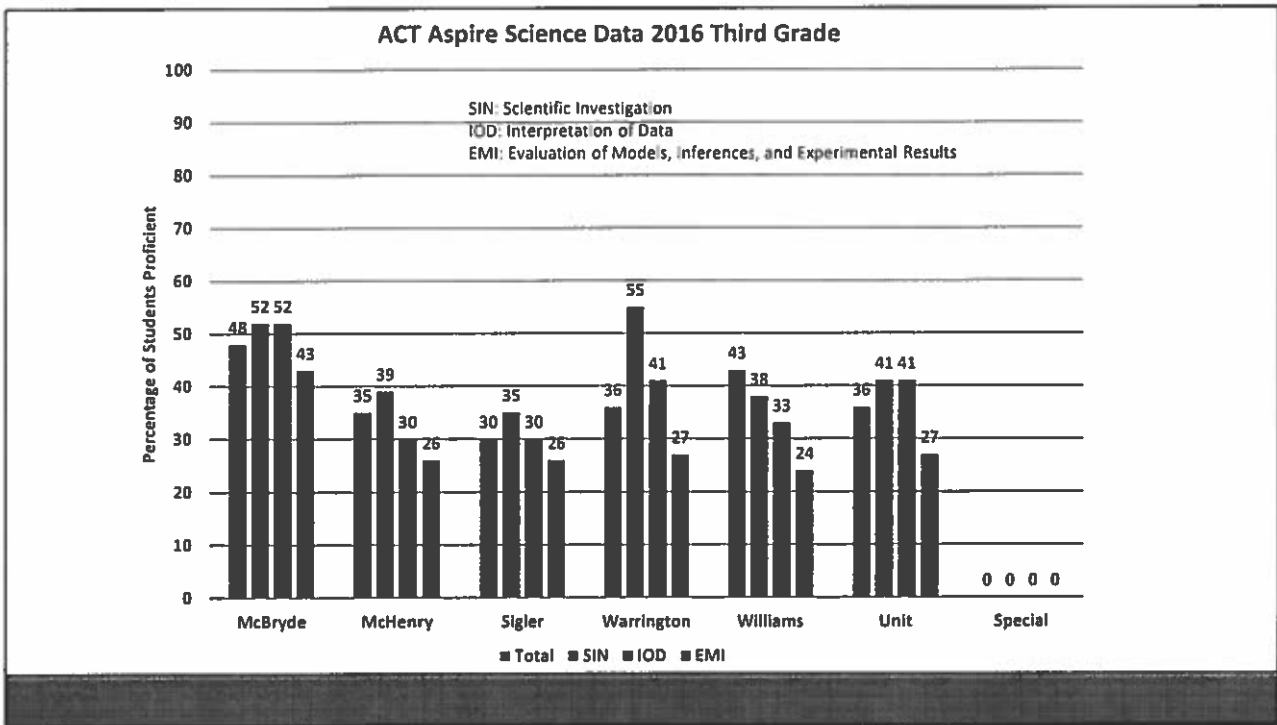
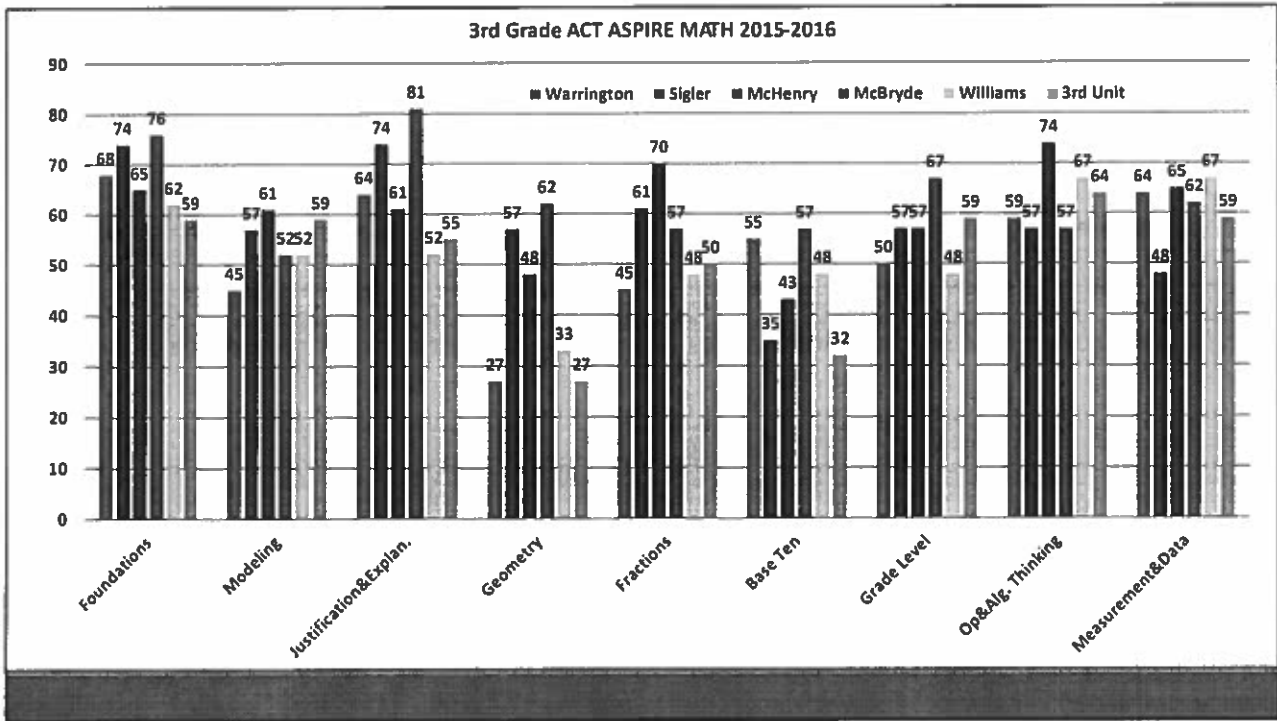
# JE/PST Third Grade

SEPTEMBER 19, 2016

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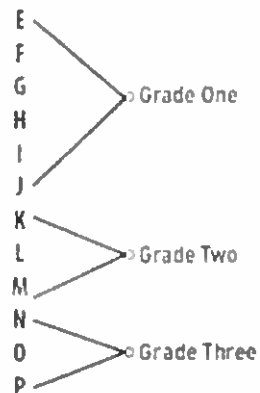






3<sup>rd</sup> Grade Reading Levels for Reading Intervention Students

Student Name	Reading Level	Homeroom Teacher
Kiara Fowler	H	Walker
Dajaion Lee	G	Earnest
Bryeson Robinson	G	McBryde
Jordan Young	G	Earnest

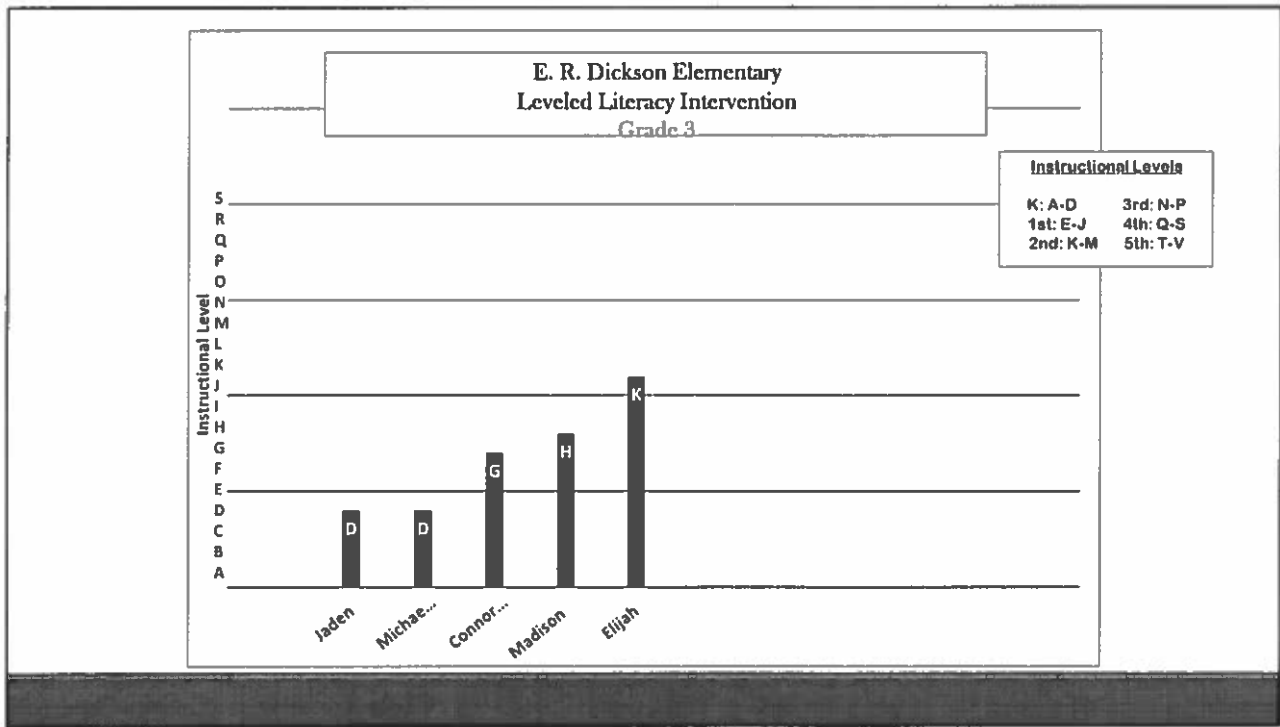
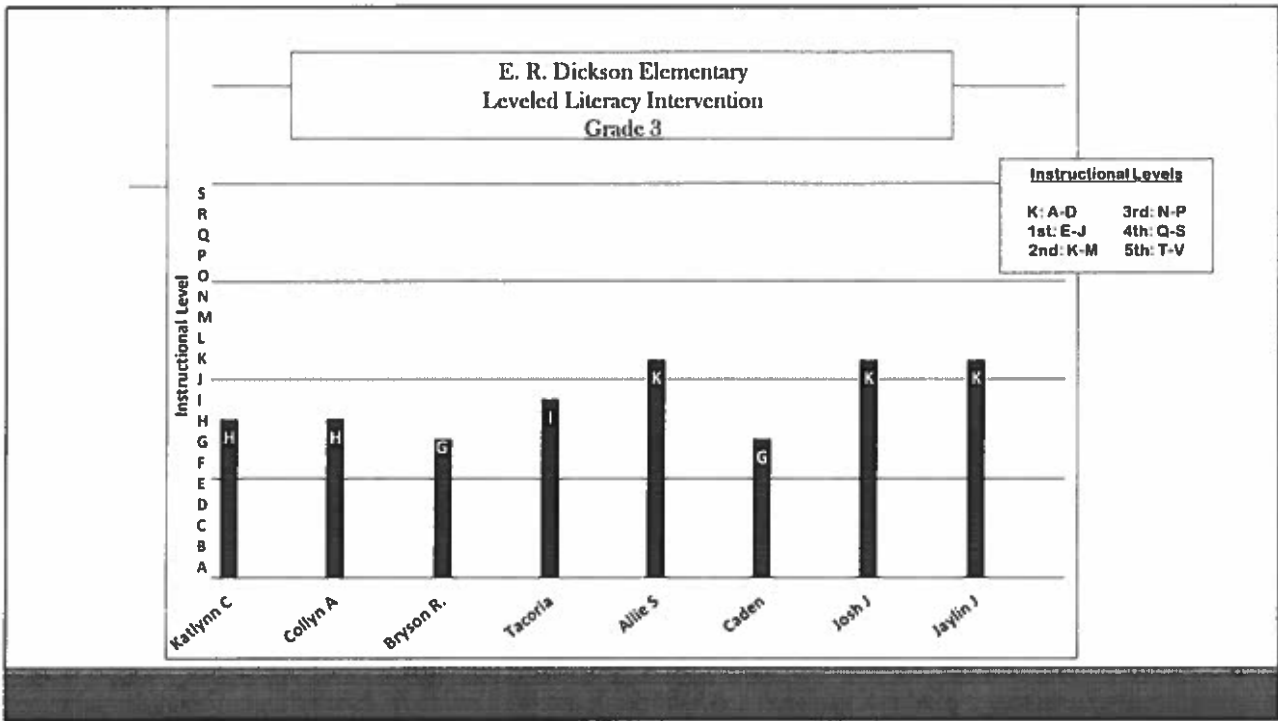


Third Grade Reading Intervention Students

Student	Teacher	STAR Scale/GE 9/6/16	STAR Scale/GE 10/14/16	STAR Scale/GE 11/17/16	STAR Scale/GE 12/9/16
Fowler, Kiara	Walker	167 NS/1.8			
Lee, Dajaion	Earnest	204 NS/2.0			
Robinson, Bryeson	McBryde	134 NS/1.6			
Young, Jordan	Earnest	98 NS/1.4			

	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Exceeding	419-429	422-431	425-434
Ready	415-418	417-421	420-424
Close	411-414	412-416	415-419
In Need of Support	400-410	400-411	400-414

3 <sup>rd</sup> Grade STAR Reading Benchmark At 9/6/16		3 <sup>rd</sup> Grade STAR Reading Benchmark At Time of State Test	
Exceeding	At/Above 512	Exceeding	At/Above 608
Ready	At/Above 398	Ready	At/Above 502
Close	Below 397	Close	Below 502
In Need of Support	Below 306	In Need of Support	Below 418



# Stride Data

## 3RD GRADE

A1

### All Stride Data as of 9/16/2016

Class Name	Total Students	Total Questions Answered (% Correct)	Mathematics Questions Answered (% Correct)	Reading Questions Answered (% Correct)	Total Minutes Worked	Total Minutes After School	Percent Usage After School
302 Earnest	20	4,508 49%	2,713 53%	1,541 45%	1,793	49	3%
307 Walker	20	4,012 53%	1,938 50%	1,490 55%	1,711	62	3%
309 McBryde	21	3,453 48%	1,785 47%	1,647 48%	1,497	0	0%
306 Sgler	22	2,781 66%	1,362 62%	1,119 72%	1,693	0	0%
304 McHenry	22	1,935 60%	1,109 58%	551 59%	1,034	100	9%
303 Williams	20	1,703 48%	1,000 52%	315 44%	657	170	15%
301 Warrington	21	1,427 51%	865 52%	530 49%	767	0	0%
Jenkins 3rd	14	1,236 37%	815 37%	319 38%	670	13	2%
<b>Total</b>	<b>160</b>	<b>21,155 52%</b>	<b>11,269 53%</b>	<b>7,321 52%</b>	<b>10,202</b>	<b>399</b>	<b>4%</b>

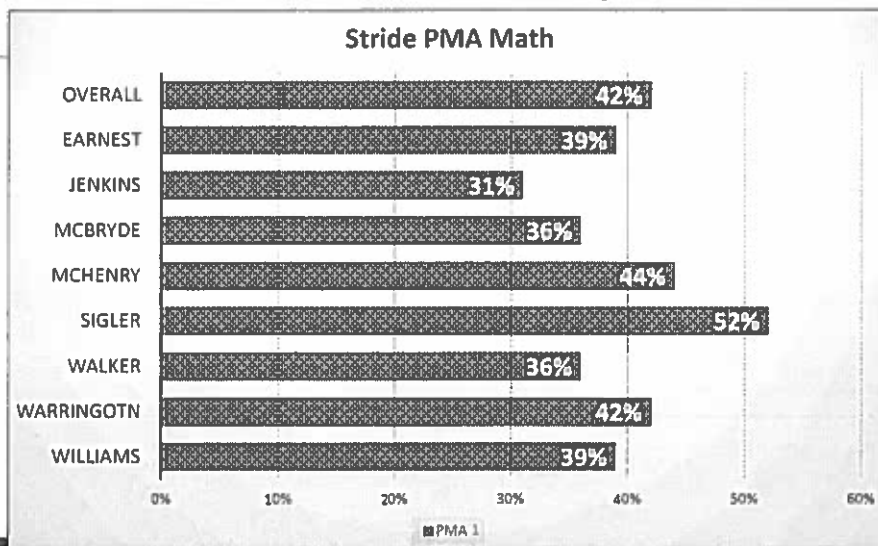
## Slide 12

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**A1** This is all Stride data not just the PMA.  
Author, 9/16/2016

A2

### Third Grade Stride Data All PMA results on enrolled grade level



A3

### Mathematics - By Class and Cluster

The following table lists each classroom's overall percentage of correct answers by cluster on PMA Assessments in Mathematics

Class Name	Students Assessed	Number & Operations in Base Ten	Operations and Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data
301 Warrington	20	66%	36%	62%	21%
302 Earnest	20	75%	30%	66%	26%
303 Williams	18	75%	29%	48%	26%
304 McHenry	19	68%	39%	61%	28%
305 McBryde	20	68%	32%	38%	27%
306 Sigler	21	86%	48%	69%	36%
307 Walker	20	61%	30%	52%	19%
Jenkins 3rd	14	57%	25%	44%	16%

### Slide 13

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- A2 PMA is only on grade level material. Once the PMA is complete it adjusts the curriculum to the student's instructional level and then scaffolds them up to grade level. These % are set to 59% failing 60% passing.  
Author, 9/16/2016

### Slide 14

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- A3 When looking at a report if it is a standard that you have not taught yet, don't worry about it, however you are getting data on what they may already know.  
Author, 9/16/2016

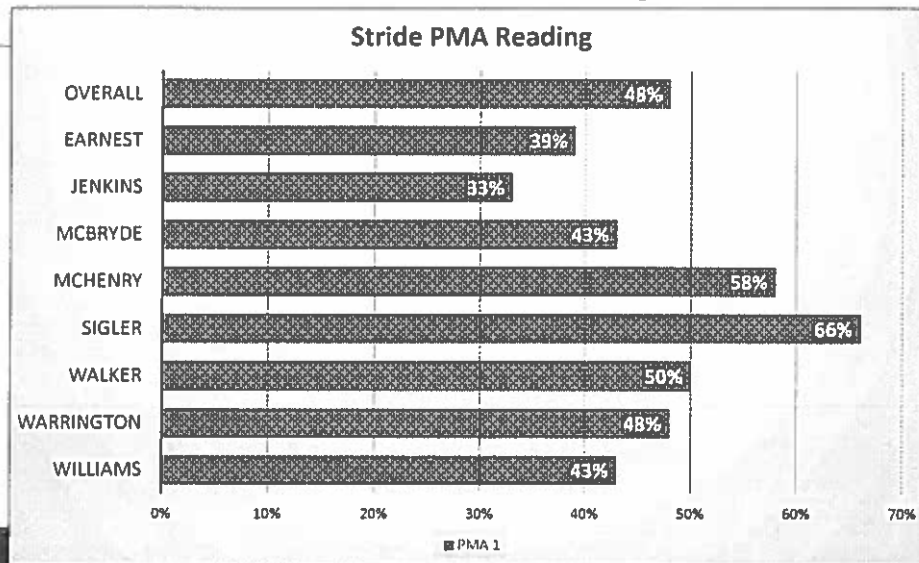
Class Name	Students Assessed	Geometry	Number & Operations-Fractions
301 Warrington	20	40%	62%
302 Earnest	20	15%	50%
303 Williams	18	22%	55%
304 McHenry	19	10%	64%
305 McBryde	20	25%	44%
306 Sigler	22	9%	65%
307 Walker	20	10%	65%
Jenkins 3rd	14	14%	45%

### Mathematics - By Lowest Scoring Standards

The following table lists the standard for each grade level in which students scored lowest on Progress Monitoring Assessments in mathematics.

Grade	Standard Code	Standard Description	Number Correct of Total	Percent (%) Correct
3rd Grade	3-NF3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$ , $\frac{4}{6} = \frac{2}{3}$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $\frac{3}{1}$ ; recognize that $\frac{6}{1} = 6$ ; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about the size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusion, e.g., by using a visual fraction model.	3 of 153	

### Third Grade Stride Data Shows All PMA results on enrolled grade level



### Reading - By Class and Cluster

The following table lists each classroom's overall percentage of correct answers by cluster on PMA Assessments in Reading.

Class Name	Students Assessed	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas
301 Warrington	18	50%	45%	35%
302 Earnest	20	41%	33%	22%
303 Williams	17	44%	43%	34%
304 Mcherry	18	60%	65%	28%
305 McBryde	20	44%	48%	30%
306 Sigler	21	66%	76%	43%
307 Walker	20	49%	40%	24%
Jenkins 3rd	13	34%	38%	17%



## Reading - By Lowest Scoring Standards

The following table lists the standard for each grade level in which students scored lowest on Progress Monitoring Assessments in reading.

Grade	Standard Code	Standard Description	Number Correct of Total	Percent (%) Correct
3rd Grade	RI.3.1B	Compare and contrast the most important points and key details presented in two texts on the same topic.	26 of 132	20%

## New to Stride

[New Dashboard](#)  
[Stride Xchange](#)  
[Student Shopping](#)  
[Contest](#)  
[Resources](#)

# Stride Reports

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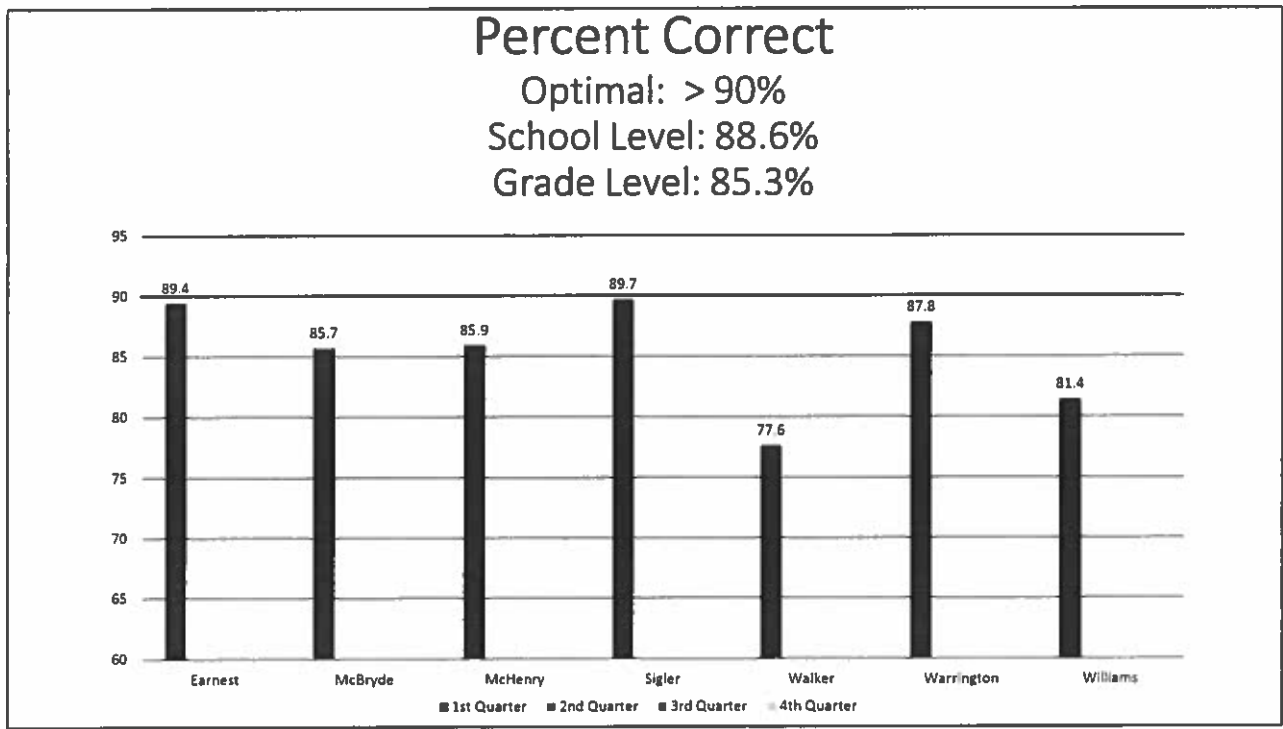
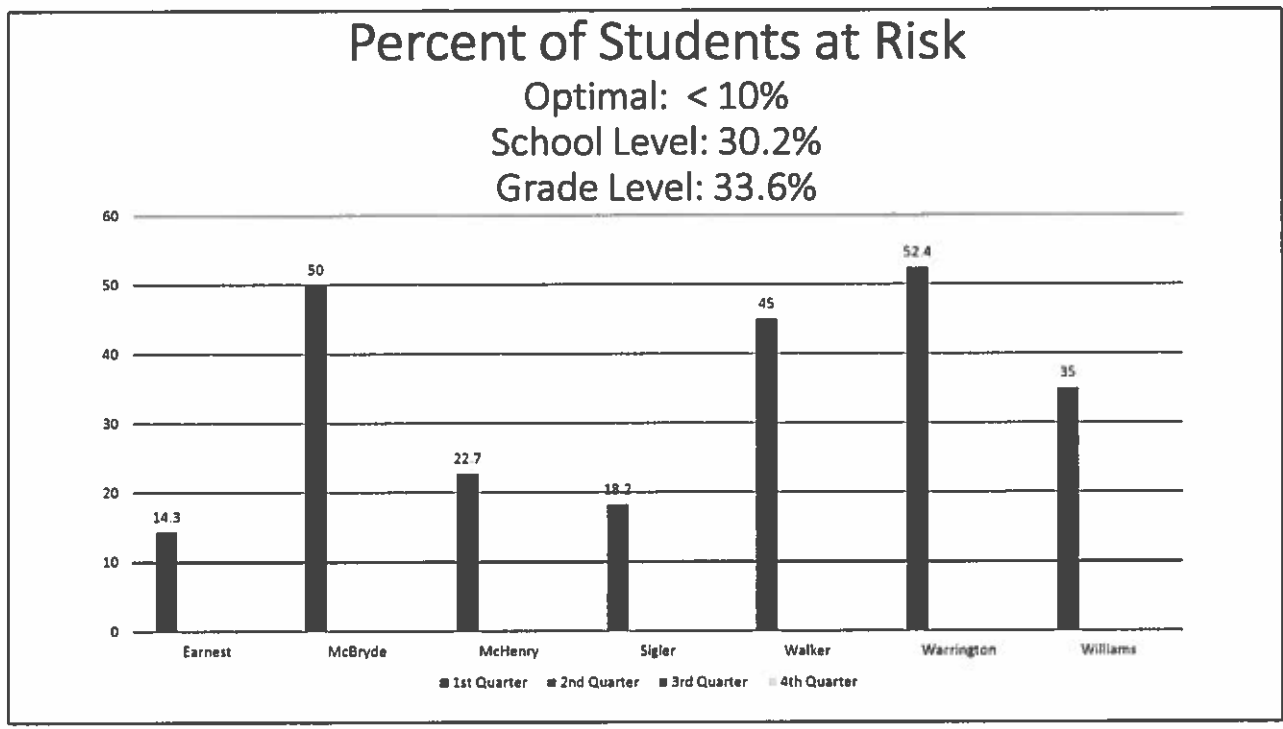
Class Summary

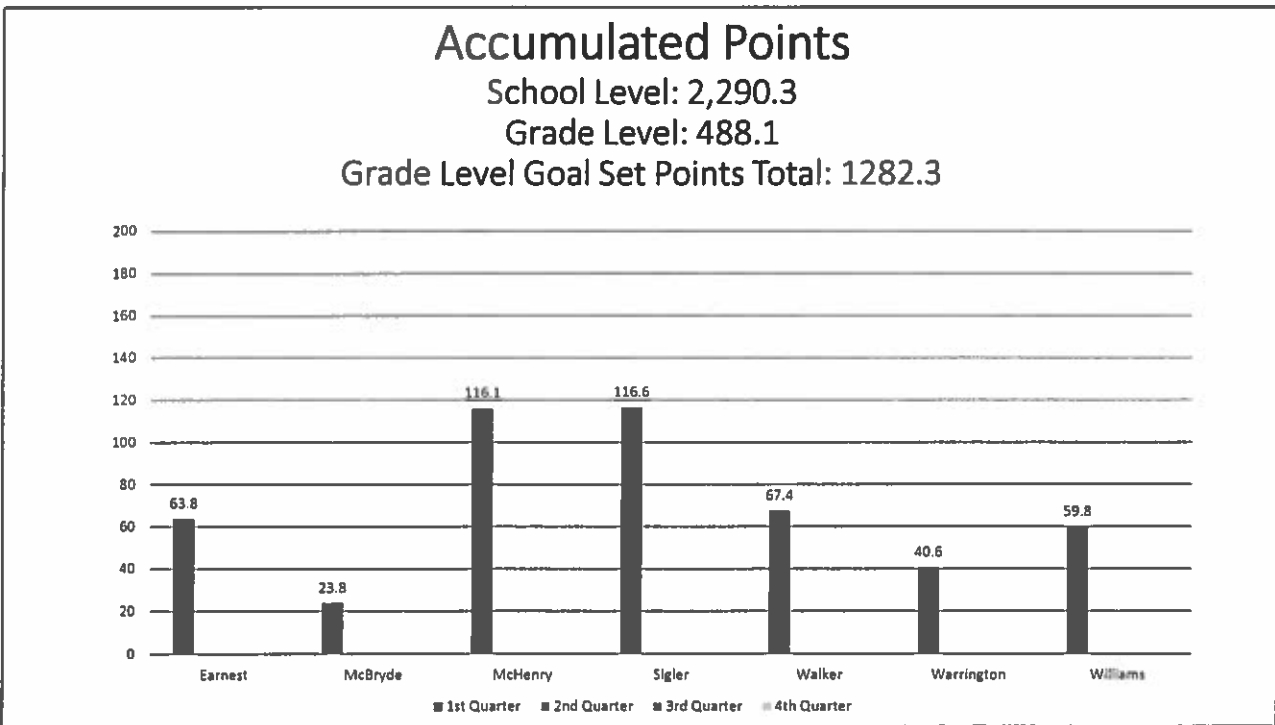
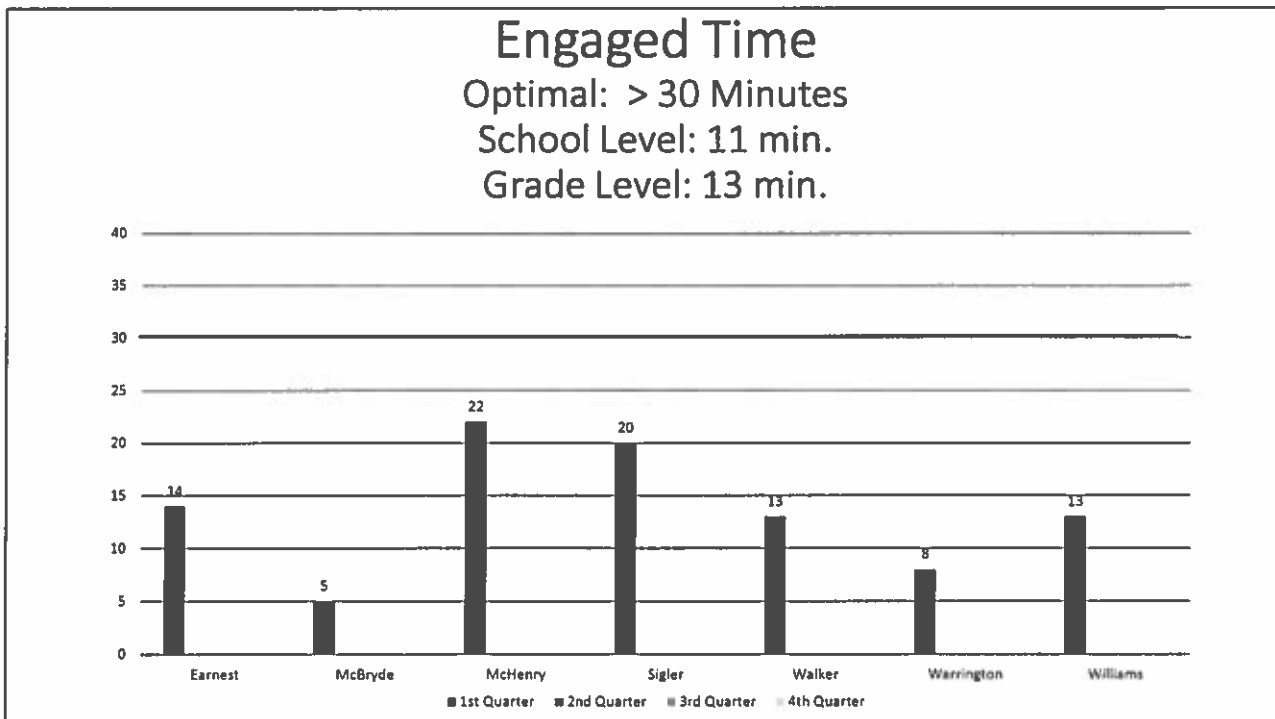
Student Progress Report

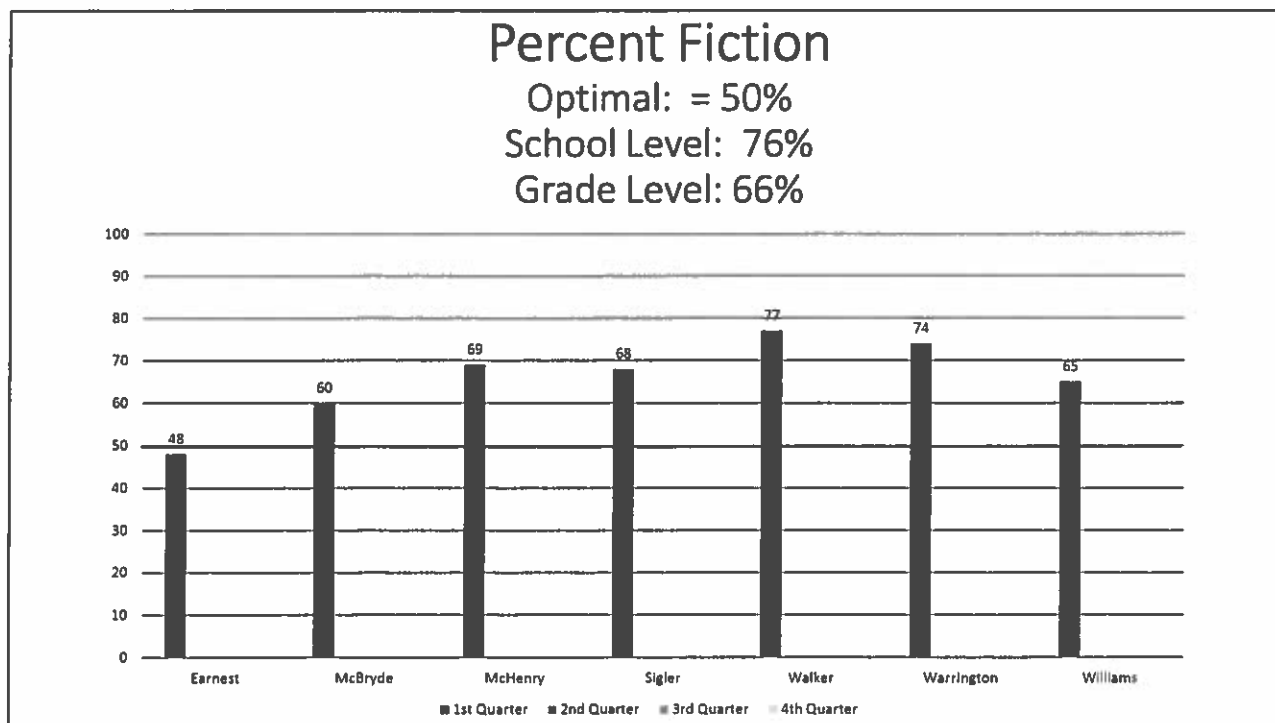
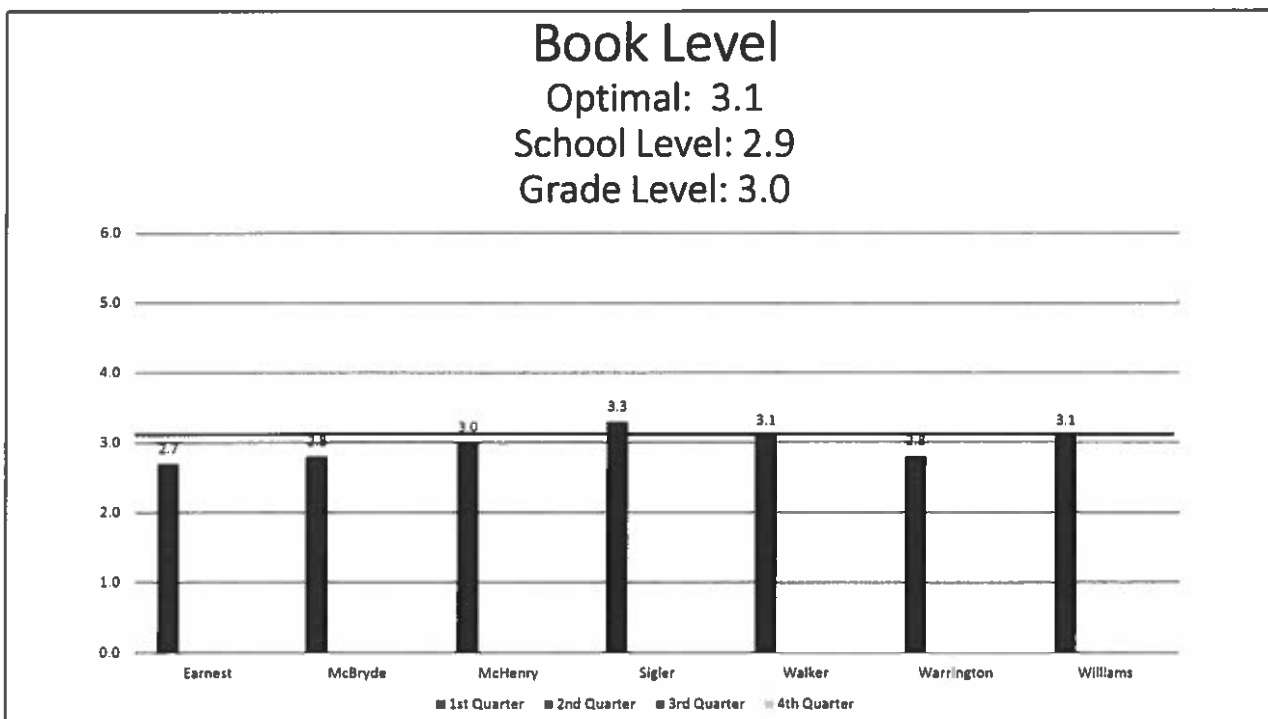
Student Grouping Report

Parent Report

E.R. Dickson  
Media Center and AR  
Statistics  
3<sup>rd</sup> Grade  
Data Date: 9/15/2016



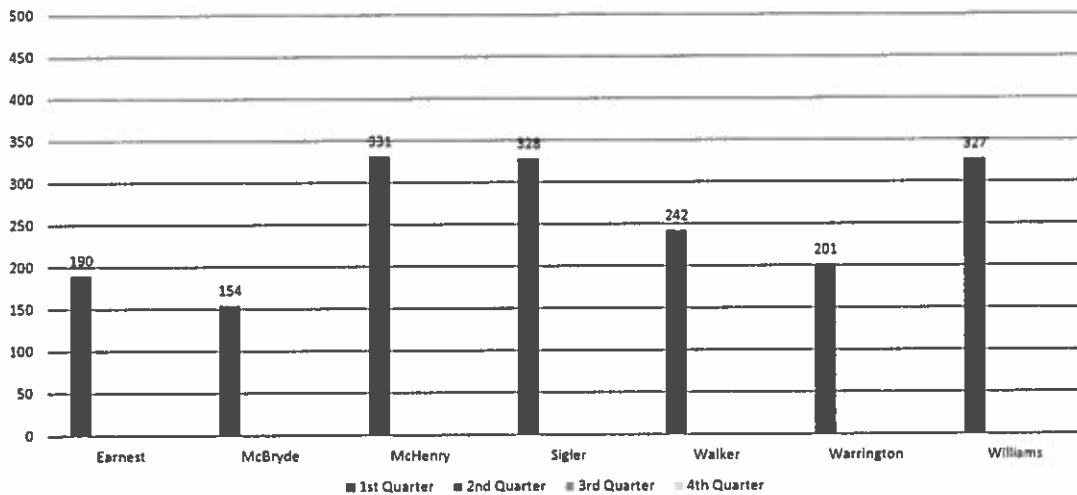




## Library Circulation

School Level: 5,971

Grade Level: 1,723



## 1st Quarter School AR Data Comparison

	2014 - 2015	2015 - 2016	2016 - 2017
% At Risk	32.1 %	24.8%	30.2%
% Correct	87.8%	88.7%	88.6%
Engaged Time	12 min.	17 min.	11 min.
Points	4,859.9	6,195.5	2,290.3
Book Level	2.7	2.8	2.9
% Fiction	78%	73%	76%
Circulation	9,425	13,944	5,971

## Big Universe Usage

	2016
Earnest	21
McBryde	22
McHenry	2
Sigler	182
Walker	0
Warrington	10
Williams	13

Total School Usage:  
1,467  
(Usage is only tracked by  
Calendar Year)

Includes: Read Books viewed  
by students and teacher

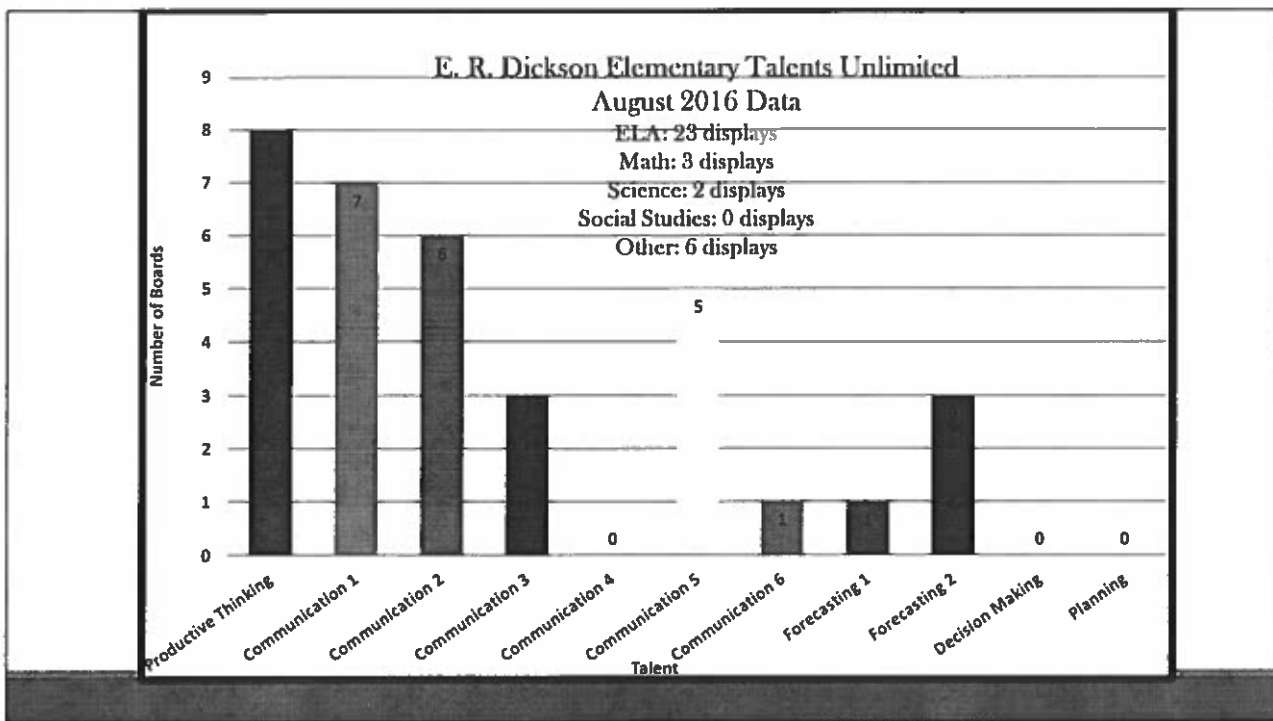
Ms. Pratt's next library lesson in October will be to  
instruct students in the use of Big Universe.  
Teachers are encouraged to stay to also learn the  
program.

## Discovery Education Usage

	8/10 – 9/15
Earnest	1
McBryde	0
McHenry	2
Sigler	1
Walker	0
Warrington	0
Williams	4

Total School Usage:  
4,191

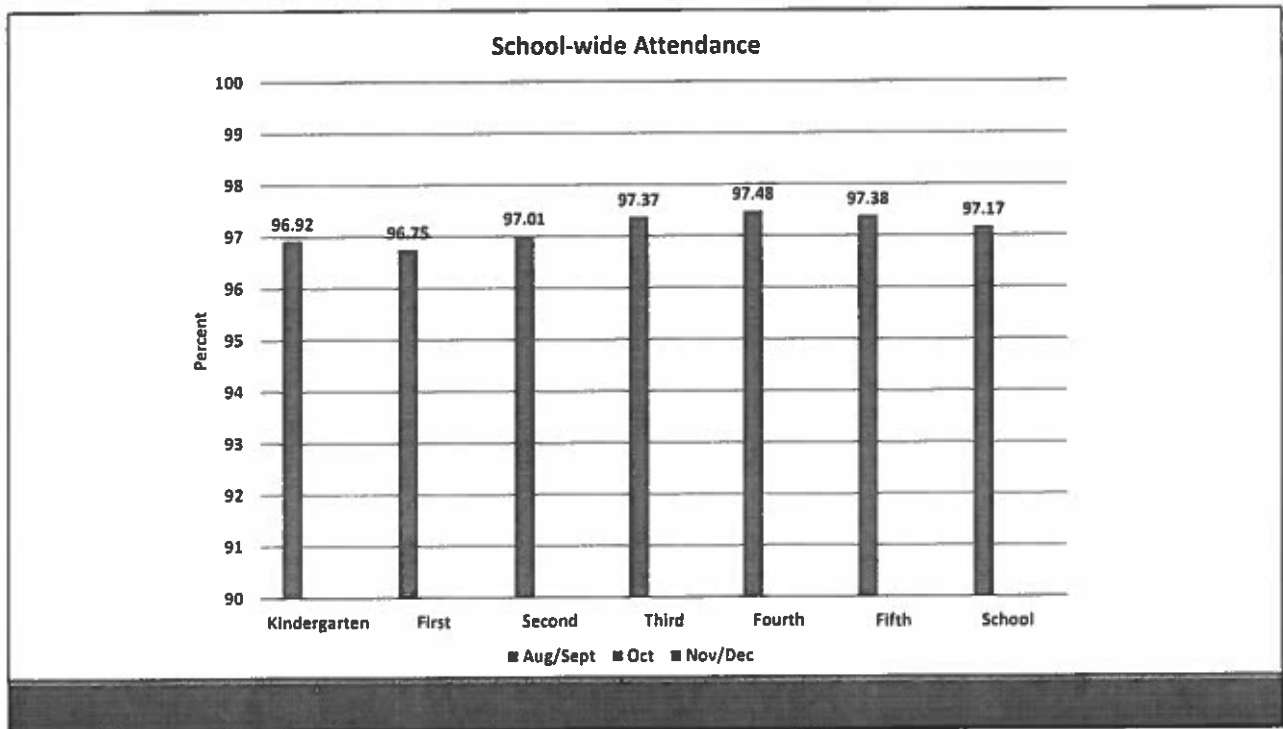
Includes: Downloaded,  
Streamed, and Viewed Items

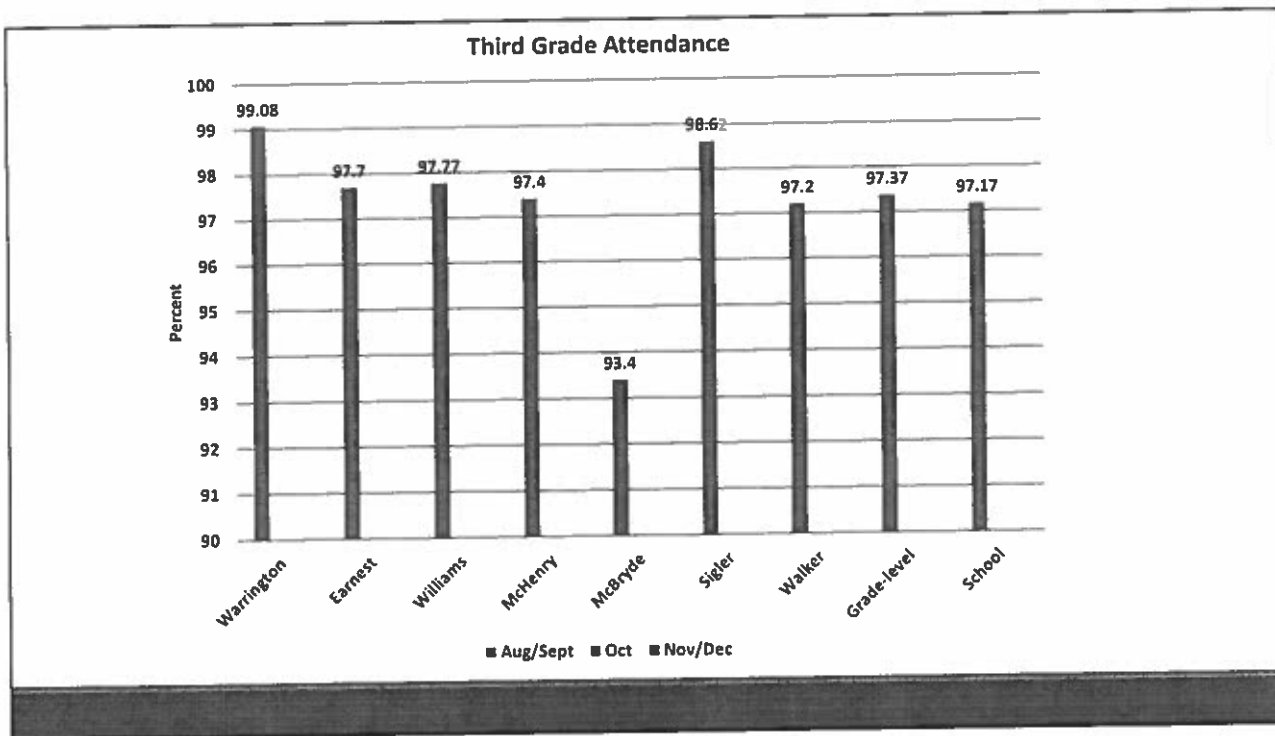


Suspensions and retract



Review 360 Data: Will review during PST strategies discussion





Third Grade three or more absences and/or tardies			
Teacher	Student	Absences	Tardies
Warrington	Patterson, Milaishia		6
Earnest	Pitt, Caydon	3	
Williams	Pettway, Nadia		3
	Wilson, Kaliyah		5
McBryde	Anderson, Dyneste		7
	Bishop, Breon		4
	Gomora, Amanda	4	
	White, Akellah	3	
	Wingo, Spencer	7	
McHenry	Young, Isabella	3	
	Nash, Deshawn	3	
	Russell, Santrell		4
Sigler	Arif, Neshawn		5