Pine Tree Primary

"Greatest School on the Land and Sea"
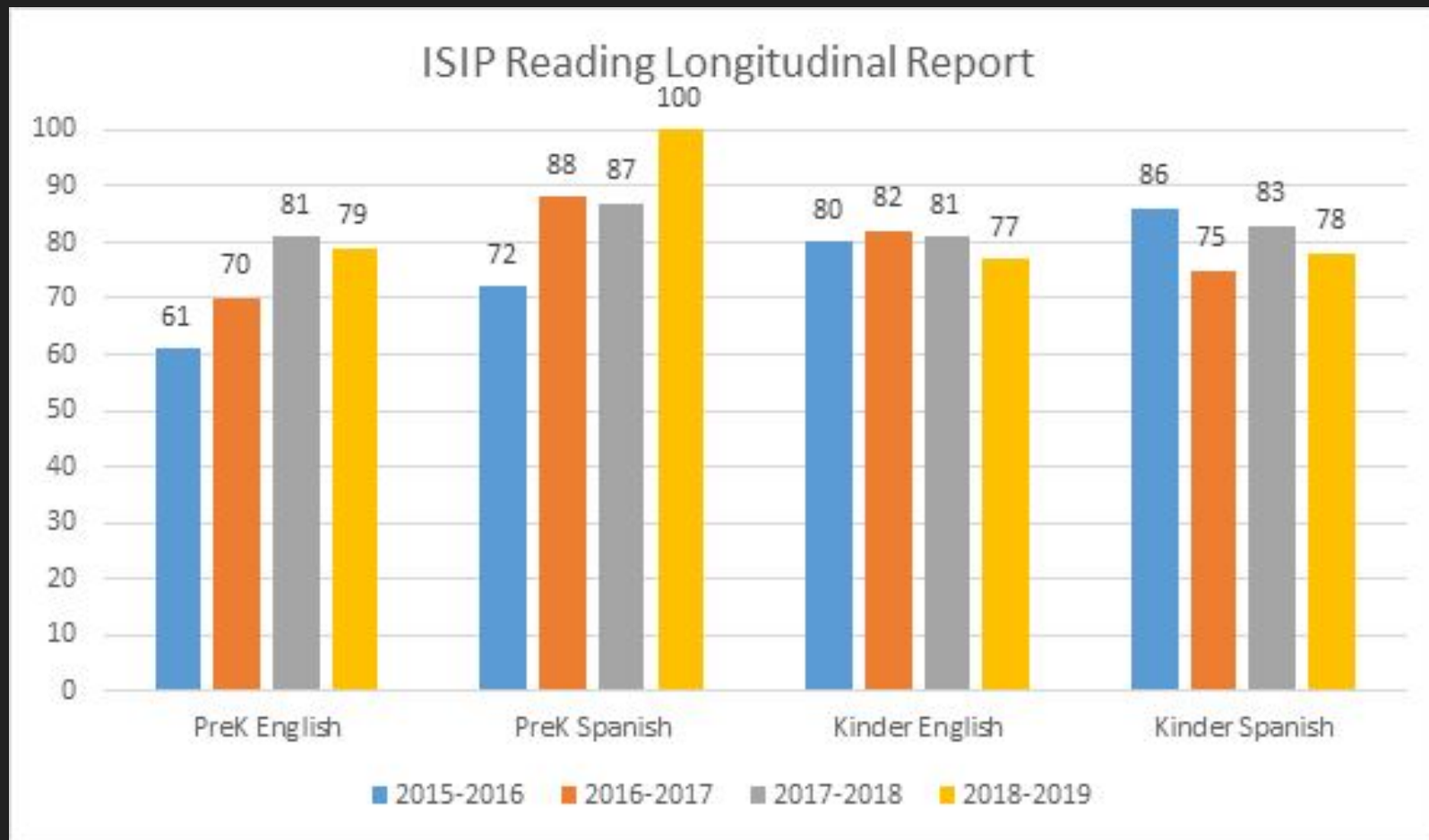
Ruthie Walker, Principal

Kerry Van Cleave, Assistant Principal
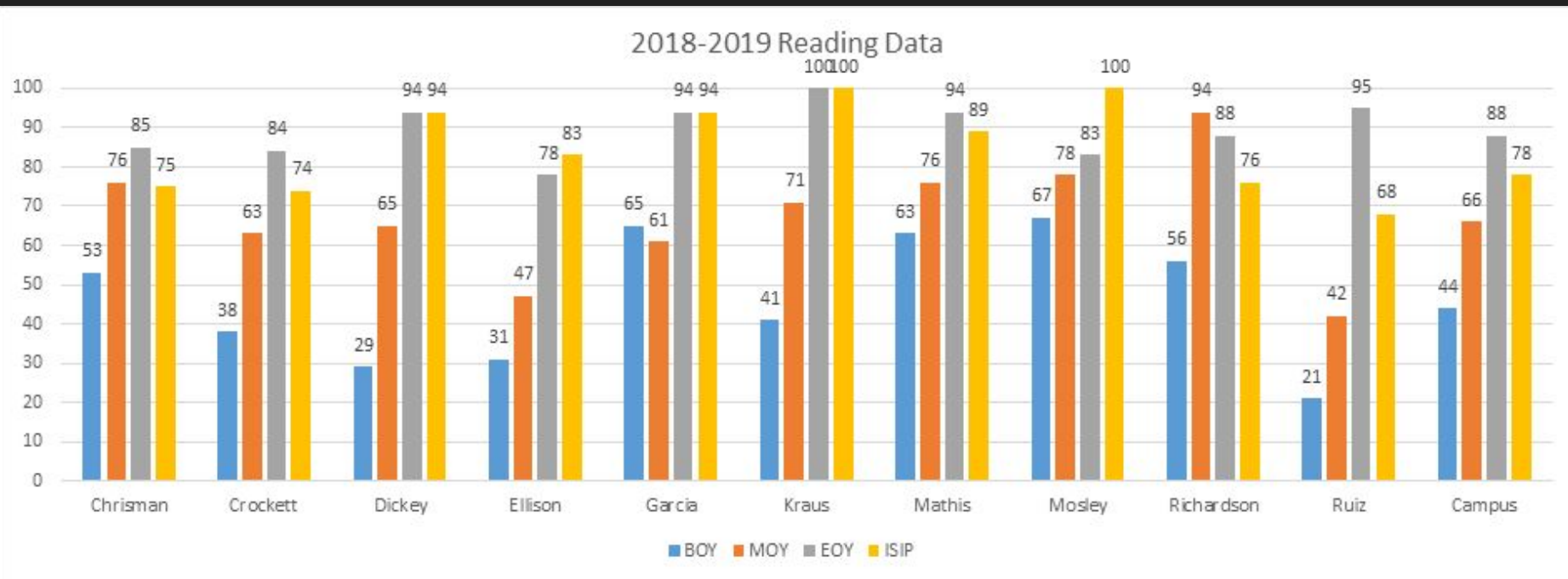
End of Year Data 2018-2019
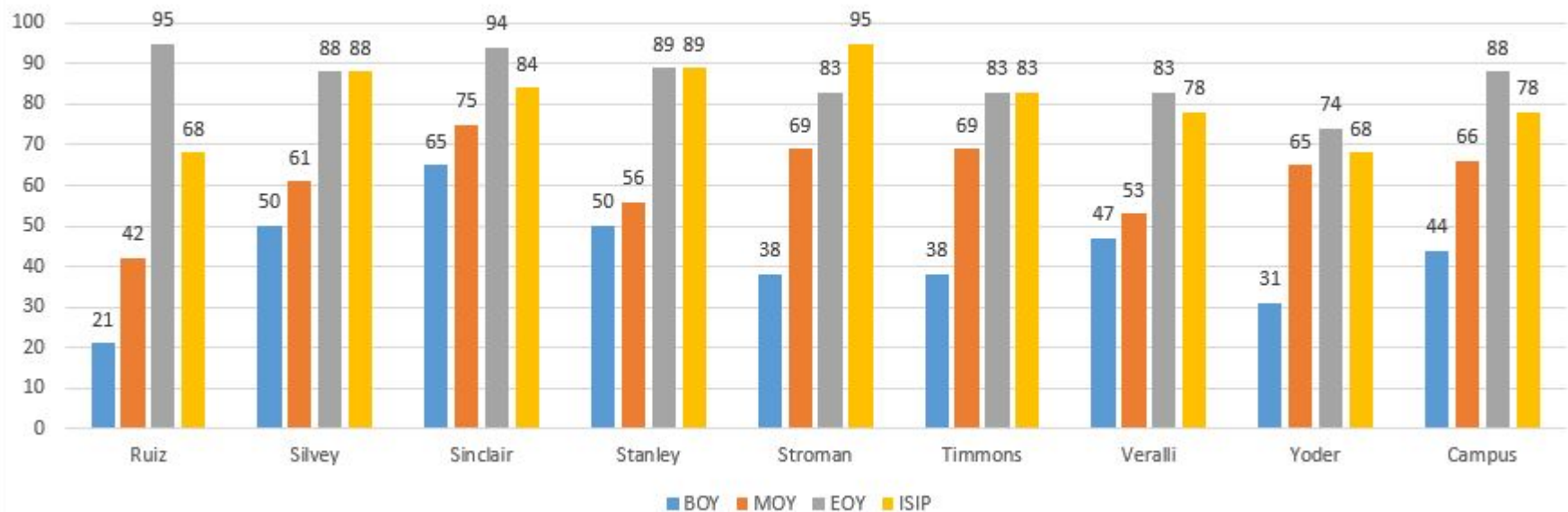
PreKindergarten Reading Data

ISIP Reading Longitudinal Report

Kindergarten Reading Data
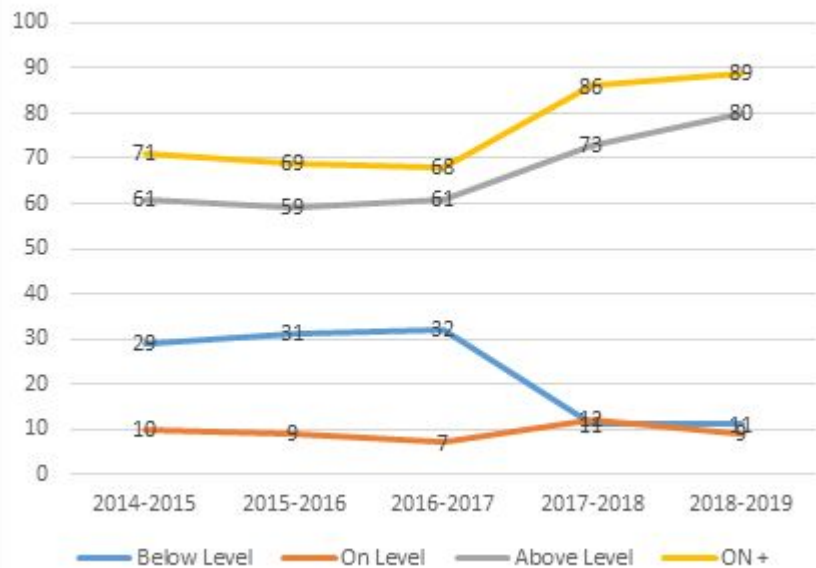

2018-2019 Reading Data

BOY, MOY, and EOY Data using Fountas & Pinnell BAS
ISIP is IStation report

2018-2019 Reading Data

	Fountas & Pinnell BAS				IStation ISIP				Notes
Teacher	2015 2016	2016-2017 1st Yr. PLC	2017-2018 2nd Yr. PLC	2018-2019 3rd Yr. PLC	2015 2016	2016-2017 1st Yr. PLC	2017-2018 2nd Yr. PLC	2018-2019 3rd Yr. PLC	
Chrisman	55%	NA	NA	85%		NA	NA	75%	Resigned for 2 Yrs
Kraus	84%	89%	100%	100%		79%	95%	100%	
Mosley	84%	89%	100%	83%		79%	90%	100%	
Richardson	68%	89%	86%	88%		68%	85%	76%	
Silvey	47%	74%	95%	88%		53%	72%	88%	
Sinclair	79%	76%	95%	94%		48%	91%	84%	
Stroman	72%	68%	86%	95%		74%	80%	83%	
Veralli	60%	60%	76%	83%		50%	71%	78%	
Yoder	70%	95%	95%	74%		79%	86%	68%	1st Yr. of Inclusion
CAMPUS	69%	68%	86%	89%	80%	82%	82%	78%	2018=2019 ISIP included bilingual English scores as a baseline year
Ellison		58%	83%	78%		53%	83%	83%	
Ruiz		56%	57%	95%		44%	55%	68%	
Timmons		50%	85%	83%		53%	73%	83%	
Garcia			70%	94%			96%	94%	
Stanley			95%	89%			90%	89%	
Crockett			85%	84%			76%	74%	
Dickey				94%				94%	1st Year Teacher
Mathis				94%				89%	Looped from 2018 students

ISIP Classroom Summary Reports are expunged
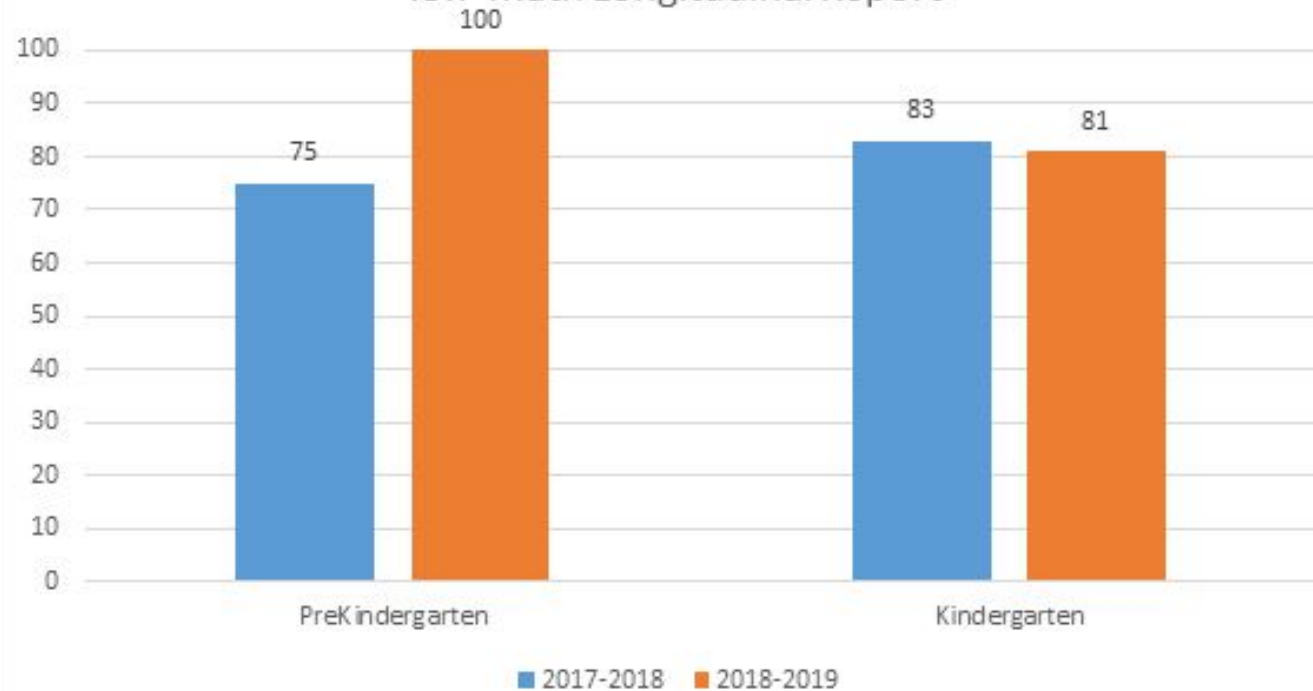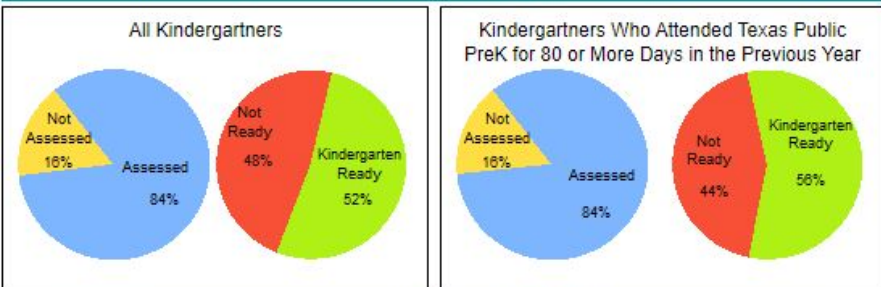
EOY Primary C+ Longitudinal Data

EOY Primary D+ Longitudinal Data
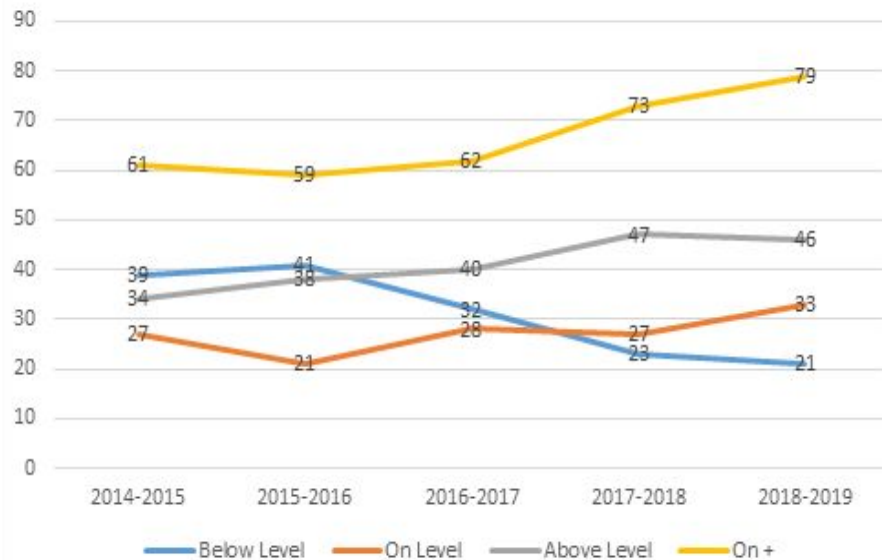
State of Texas Data

Kindergarten Readiness Data show that only 56% of students who attended a prekindergarten program similar to Pine Tree Primary were Kindergarten ready compared to Primary's score of 93.7%

Public Kindergarten Readiness Assessments and Results for 2018-19 School Year
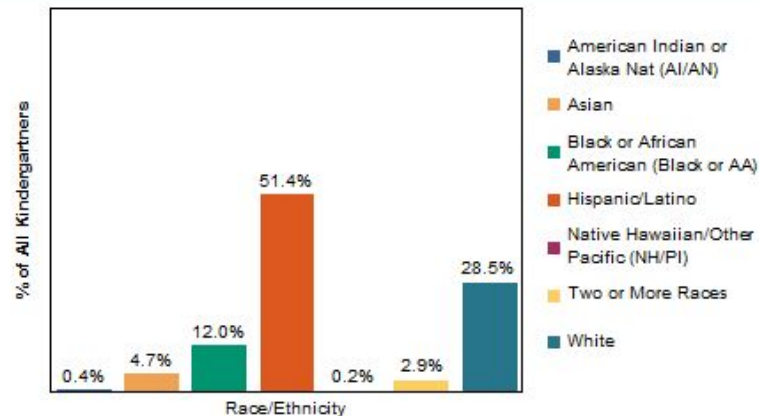
All Kindergartners: Not Assessed 16%, Assessed 84%; Not Ready 48%, Kindergarten Ready 52%

Kindergartners Who Attended Texas Public PreK for 80 or More Days in the Previous Year: Not Assessed 16%, Assessed 84%; Not Ready 44%, Kindergarten Ready 56%

Public Kindergarten Enrollment for 2018-19 School Year

- 373,996 Total Students Enrolled
- 233,686 (62%) Economically Disadvantaged
- 95,426 (26%) English Language Learner (ELL)
- 28,202 (8%) Special Education
- 6,578 (2%) Military Children
- 5,717 (2%) Homeless
- 1,552 (0.4%) Foster Care
- 182,362 (49%) Female
- 191,634 (51%) Male

190,835 (51%) Kindergartners Attended Texas Public PreK in 2017-18

- 139,297 (37%) Attended Texas Public PreK for 80 or More Days
- 163,770 (44%) Attended Texas Public PreK in Same District
- 117,639 (31%) Attended Texas Public PreK in Same School

Public Kindergarten Enrollment by Race/Ethnicity for 2018-19 School Year

- American Indian or Alaska Nat (AI/AN): 0.4%
- Asian: 4.7%
- Black or African American (Black or AA): 12.0%
- Hispanic/Latino: 51.4%
- Native Hawaiian/Other Pacific (NH/PI): 0.2%
- Two or More Races: 2.9%
- White: 28.5%

Public Kindergarten Enrollment for 2018-19 School Year

309 Total Students Enrolled	232 (75.1%) Economically Disadvantaged	56 (18.1%) English Language Learner (ELL)
22 (7.1%) Special Education	* Military Children	* Homeless
* Foster Care	146 (47.2%) Female	163 (52.8%) Male

186 (60.2%) Kindergartners Attended Texas Public PreK in 2017-18

166 (53.7%) Kindergartners Attended Texas Public PreK in Same District

166 (53.7%) Kindergartners Attended Texas Public PreK in Same School

114 (36.9%) Kindergartners Attended Texas Public PreK for 80 or More Days in 2017-18 School Year

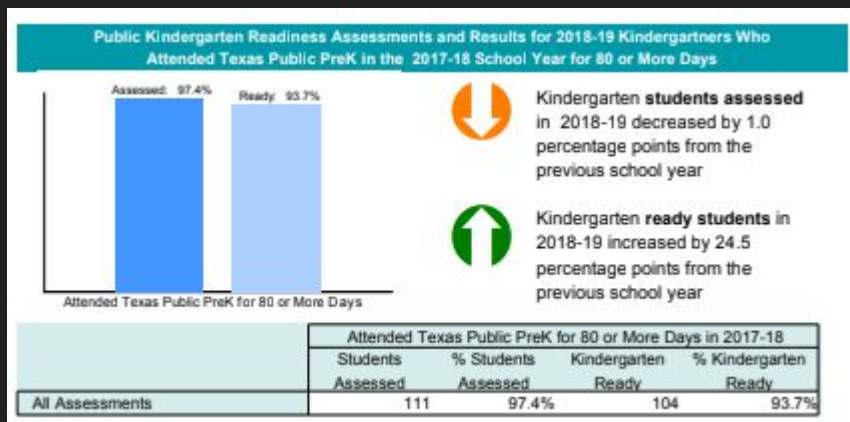**Public Kindergarten Enrollment by Race/Ethnicity for 2018-19 School Year**

- Black or African American: 23.9%
- Hispanic/Latino: 33.7%
- White: 34.0%
- Other: 8.4%
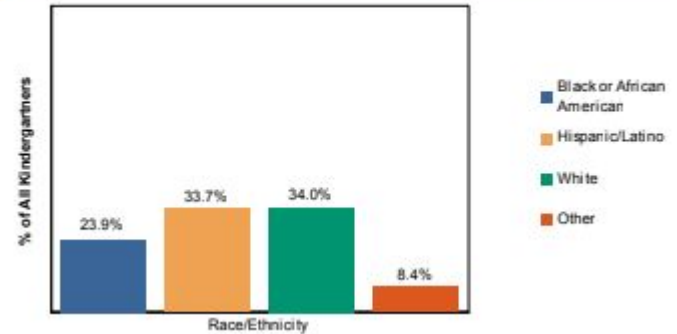
| | Attended Public PreK for 80 or More Days in the Previous School Year | | | | |
	Students Enrolled	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
2016-17	159	134	84.3%	86	64.2%
2017-18	188	185	98.4%	128	69.2%
2018-19	114	111	97.4%	104	93.7%

GROWTH!

This is Pine Tree Primary's data taken from the TPEIR report on Kindergarten Readiness which assess the quality of prekindergarten programs in the state of Texas. Students are assessed for readiness in 5 domains: early literacy reading, early literacy writing, mathematics, social and emotional, and language.

Public Kindergarten Readiness Assessments and Results for 2018-19 Kindergartners Who Attended Texas Public PreK in the 2017-18 School Year for 80 or More Days

Assessed: 97.4% Ready: 93.7%

Attended Texas Public PreK for 80 or More Days

Kindergarten **students assessed** in 2018-19 decreased by 1.0 percentage points from the previous school year

Kindergarten **ready students** in 2018-19 increased by 24.5 percentage points from the previous school year

	Attended Texas Public PreK for 80 or More Days in 2017-18			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
All Assessments	111	97.4%	104	93.7%

The TPEIR report assesses Kindergarten Readiness by evaluating the quality of prekindergarten programs. In 2018-2019, Pine Tree Primary Prekindergarten students scored as 94% ready for kindergarten. This was the highest readiness score in Region 7 where the school is located and one of the highest scores in the state of Texas. This is over a 25% increase in readiness from the previous school year.

	Assessments and Results for Kindergartners Who Attended Texas Public PreK for 80 or More Days											
	2016-17				2017-18				2018-19			
	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready	Students Assessed	% Students Assessed	Kindergarten Ready	% Kindergarten Ready
Econ Disadv	116	83.5%	73	62.9%	165	98.2%	114	69.1%	98	97.0%	93	94.9%
ELL	49	90.7%	29	59.2%	65	100.0%	56	86.2%	36	94.7%	*	*
Foster Care	0	0.0%	0	0.0%	0	0.0%	0	0.0%	*	*	*	*
Homeless	*	*	*	*	*	*	*		0	0.0%	0	0.0%
Military Children	0	0.0%	0	0.0%	*	*	*		*	*	*	*
Special Education	8	66.7%	*		5	83.3%	*		7	87.5%	*	*
Female	73	90.1%	49	67.1%	89	97.8%	70	78.7%	58	100.0%	*	*
Male	61	78.2%	37	60.7%	96	99.0%	58	60.4%	53	94.6%	*	*

End of Year Data 2019-2020

Pine Tree Primary does not have end of year data for the 2019-2020 school year because the school shut down in March 2020.

1st Semester Data Meeting

The 1st Semester Data Meeting in January 2020 helped us to assess progress from August 2029-December 2020.

Kindergarten

PTP

Kindergarten: 1st 9 weeks Math CBA (Passing Standard)

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 70%	167	54%
No	< 70%	143	46%

* passing standard is 70%

STAAR Performance Standards

Kindergarten: 1st 9 weeks Math CBA (Item Analysis)

Subject: Mathematics Grade: 00 Language: English Version: 001 Date: 9/24/2020
Passing Standard: 70% Description: KG Math CBA October 2020

Students: 310 Passed: 167 (54%) Average Score: 62

#	Standards	Correct	A/F/0	B/G/1	C/H/2	D/J/3	E/K/4	Blank	Invalid
1	Math-K_K.2C: count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order Math-K_K.1A: apply mathematics to problems arising in everyday life, society, and the workplace	A 84%	259 84%	51 16%	0 0%	0 0%	0 0%	0 0%	0 0%
2	Math-K_K.2B: read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures Math-K_K.1G: display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	F 75%	234 75%	76 25%	0 0%	0 0%	0 0%	0 0%	0 0%
3	Math-K_K.2I: compose and decompose numbers up to 10 with objects and pictures Math-K_K.1C: select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	A 56%	175 56%	135 44%	0 0%	0 0%	0 0%	0 0%	0 0%
4	Math-K_K.2G: compare sets of objects up to at least 20 in each set using comparative language Math-K_K.1D: communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	F 44%	136 44%	174 56%	0 0%	0 0%	0 0%	0 0%	0 0%
5	Math-K_K.2H: use comparative language to describe two numbers up to 20 presented as written numerals Math-K_K.1F: analyze mathematical relationships to connect and communicate mathematical ideas	A 51%	157 51%	153 49%	0 0%	0 0%	0 0%	0 0%	0 0%
6	Math-K_K.3A: model the action of joining to represent addition and the action of separating to represent subtraction Math-K_K.3B: solve word problems using objects and drawings to find sums up to 10 and differences within 10	F 72%	223 72%	87 28%	0 0%	0 0%	0 0%	0 0%	0 0%
7	Math-K_K.2D: recognize instantly the quantity of a small group of objects in organized and random arrangements Math-K_K.2F: generate a number that is one more than or one less than another number up to at least 20	A 43%	132 43%	178 57%	0 0%	0 0%	0 0%	0 0%	0 0%
8	Math-K_K.3A: model the action of joining to represent addition and the action of separating to represent subtraction Math-K_K.3B: solve word problems using objects and drawings to find sums up to 10 and differences within 10	F 57%	178 57%	132 43%	0 0%	0 0%	0 0%	0 0%	0 0%
9	Math-K_K.5: recite numbers up to at least 100 by ones and tens beginning with any given number.	A 66%	205 66%	105 34%	0 0%	0 0%	0 0%	0 0%	0 0%

TEKS Standards: Readiness Supporting Process Readiness/Supporting Level of Concern: Challenging (<70) Moderate (70-79) Low Risk (80-100)

Kindergarten: 1st 9 weeks Math CBA (SE Performance)

Subject: Mathematics   Grade: 00   Language: English   Version: 001   Date: 9/24/2020
Passing Standard: 70%   Description: KG Math CBA October 2020

Students: 310   Passed: 167 (54%)   Average Score: 62

Item	Description	Tested	Weight	Mastery
Math-K_K.1A	apply mathematics to problems arising in everyday life, society, and the workplace	1	6%	84%
Math-K_K.1C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	1	6%	56%
Math-K_K.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	1	6%	44%
Math-K_K.1F	analyze mathematical relationships to connect and communicate mathematical ideas	1	6%	51%
Math-K_K.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	1	6%	75%
Math-K_K.2A	count forward and backward to at least 20 with and without objects	1	6%	77%
Math-K_K.2B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures	1	6%	75%
Math-K_K.2C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order	1	6%	84%
Math-K_K.2D	recognize instantly the quantity of a small group of objects in organized and random arrangements	1	6%	43%
Math-K_K.2F	generate a number that is one more than or one less than another number up to at least 20	1	6%	43%
Math-K_K.2G	compare sets of objects up to at least 20 in each set using comparative language	1	6%	44%
Math-K_K.2H	use comparative language to describe two numbers up to 20 presented as written numerals	1	6%	51%
Math-K_K.2I	compose and decompose numbers up to 10 with objects and pictures	1	6%	56%
Math-K_K.3A	model the action of joining to represent addition and the action of separating to represent subtraction	2	11%	65%
Math-K_K.3B	solve word problems using objects and drawings to find sums up to 10 and differences within 10	2	11%	65%
Math-K_K.5	recite numbers up to at least 100 by ones and tens beginning with any given number.	1	6%	66%

TEKS Standards: Readiness   Supporting   Process   Readiness/Supporting   Level of Concern: Challenging (<70)   Moderate (70-79)   Low Risk (80-100)

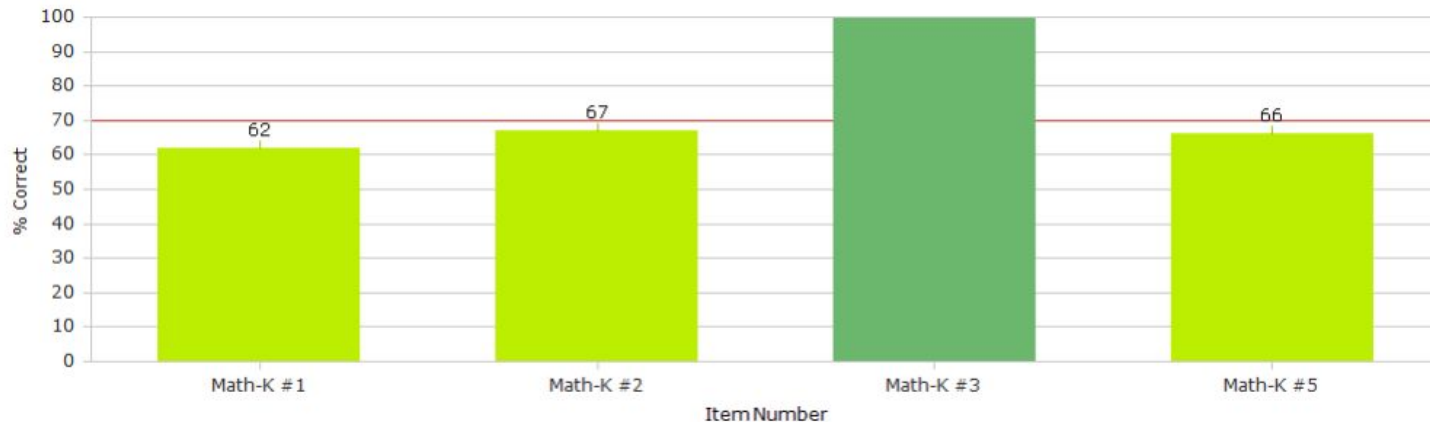# Kindergarten: 1st 9 weeks Math CBA (TEKS Performance)

Subject: Mathematics   Grade: 00   Language: English   Version: 001   Date: 9/24/2020
Passing Standard: 70%   Description: KG Math CBA October 2020

Students: 310   Passed: 167 (54%)   Average Score: 62

| Item	Description	Tested	Weight	Mastery
Math-K #1	The student uses mathematical processes to acquire and demonstrate mathematical understanding.	5	28%	62%
Math-K #2	The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.	7	39%	67%
Math-K #3	The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.	2	11%	129%
Math-K #5	The student applies mathematical process standards to identify the pattern in the number word list.	1	6%	66%

Level of Concern: Challenging (<70)   Moderate (70-79)   Low Risk (80-100)

Kindergarten: 1st 9 weeks Math CBA (Results by Demographic)

Subject: Mathematics   Grade: 00   Language: English   Version: 001   Date: 9/24/2020
Passing Standard: 70%   Description: KG Math CBA October 2020

Students: 310   Passed: 167 (54%)   Average Score: 62
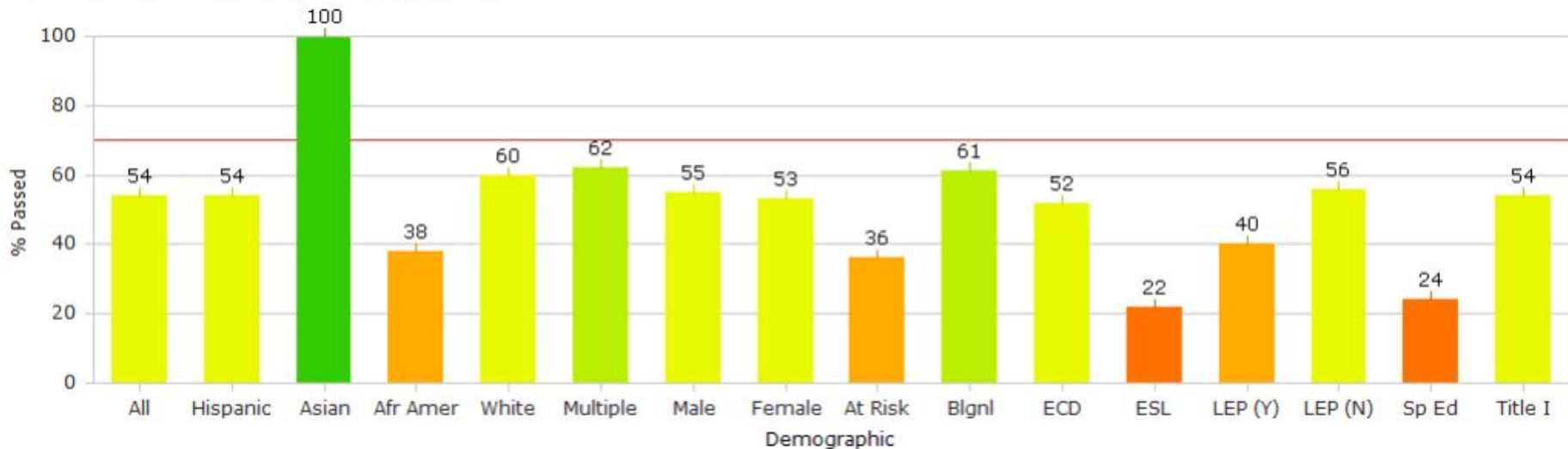
Kindergarten: 2nd 9 weeks Math CBA (Passing Standard)

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 69%	203	69%
No	< 69%	91	31%

* passing standard is 69%

STAAR Performance Standards

Kindergarten: 2nd 9 weeks Math CBA (Item Analysis)

Subject: Mathematics   Grade: 00   Language: English   Version: 002   Date: 11/12/2020
Passing Standard: 69%   Description: KG Math CBA December 2020

Students: 294   Passed: 203 (69%)   Average Score: 73

#	Standards	Correct	A/F/0	B/G/1	C/H/2	D/J/3	E/K/4	Blank	Invalid
1	Math-K_K.2B: read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures Math-K_K.3A: model the action of joining to represent addition and the action of separating to represent subtraction	A 54%	160 54%	134 46%	0 0%	0 0%	0 0%	0 0%	0 0%
2	Math-K_K.2F: generate a number that is one more than or one less than another number up to at least 20	G 65%	71 24%	190 65%	33 11%	0 0%	0 0%	0 0%	0 0%
3	Math-K_K.2C: count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order	B 88%	6 2%	260 88%	28 10%	0 0%	0 0%	0 0%	0 0%
4	Math-K_K.2G: compare sets of objects up to at least 20 in each set using comparative language Math-K_K.1D: communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	F 72%	213 72%	81 28%	0 0%	0 0%	0 0%	0 0%	0 0%
5	Math-K_K.2H: use comparative language to describe two numbers up to 20 presented as written numerals Math-K_K.1F: analyze mathematical relationships to connect and communicate mathematical ideas	A 68%	201 68%	93 32%	0 0%	0 0%	0 0%	0 0%	0 0%
6	Math-K_K.2B: read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures	F 83%	244 83%	50 17%	0 0%	0 0%	0 0%	0 0%	0 0%
7	Math-K_K.8A: collect, sort, and organize data into two or three categories	B 69%	55 19%	203 69%	36 12%	0 0%	0 0%	0 0%	0 0%
8	Math-K_K.8C: draw conclusions from real-object and picture graphs	F 71%	209 71%	85 29%	0 0%	0 0%	0 0%	0 0%	0 0%
9	Math-K_K.2I: compose and decompose numbers up to 10 with objects and pictures	A 64%	189 64%	105 36%	0 0%	0 0%	0 0%	0 0%	0 0%
10	Math-K_K.6F: create two-dimensional shapes using a variety of materials and drawings	F 96%	281 96%	13 4%	0 0%	0 0%	0 0%	0 0%	0 0%
11	Math-K_K.6D: identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably	A 88%	259 88%	35 12%	0 0%	0 0%	0 0%	0 0%	0 0%
12	Math-K_K.5: recite numbers up to at least 100 by ones and tens beginning with any given number.	F 66%	195 66%	56 19%	43 15%	0 0%	0 0%	0 0%	0 0%
13	Math-K_K.2A: count forward and backward to at least 20 with and without objects	A 71%	209 71%	85 29%	0 0%	0 0%	0 0%	0 0%	0 0%

TEKS Standards: Readiness   Supporting   Process   Readiness/Supporting

Level of Concern: Challenging (<70)   Moderate (70-79)   Low Risk (80-100)

Kindergarten: 2nd 9 weeks Math CBA (SE Performance)

Subject: Mathematics   Grade: 00   Language: English   Version: 002   Date: 11/12/2020
Passing Standard: 69%   Description: KG Math CBA December 2020

Students: 294   Passed: 203 (69%)   Average Score: 73

Item	Description	Tested	Weight	Mastery
Math-K_K.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	1	6%	72%
Math-K_K.1F	analyze mathematical relationships to connect and communicate mathematical ideas	1	6%	68%
Math-K_K.2A	count forward and backward to at least 20 with and without objects	1	6%	71%
Math-K_K.2B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures	2	12%	69%
Math-K_K.2C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order	1	6%	88%
Math-K_K.2F	generate a number that is one more than or one less than another number up to at least 20	1	6%	65%
Math-K_K.2G	compare sets of objects up to at least 20 in each set using comparative language	1	6%	72%
Math-K_K.2H	use comparative language to describe two numbers up to 20 presented as written numerals	1	6%	68%
Math-K_K.2I	compose and decompose numbers up to 10 with objects and pictures	1	6%	64%
Math-K_K.3A	model the action of joining to represent addition and the action of separating to represent subtraction	1	6%	54%
Math-K_K.5	recite numbers up to at least 100 by ones and tens beginning with any given number.	1	6%	66%
Math-K_K.6D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably	1	6%	88%
Math-K_K.6F	create two-dimensional shapes using a variety of materials and drawings	1	6%	96%
Math-K_K.8A	collect, sort, and organize data into two or three categories	1	6%	69%
Math-K_K.8C	draw conclusions from real-object and picture graphs	1	6%	71%

TEKS Standards: Readiness Supporting Process Readiness/Supporting   Level of Concern: Challenging (<70) Moderate (70-79) Low Risk (80-100)
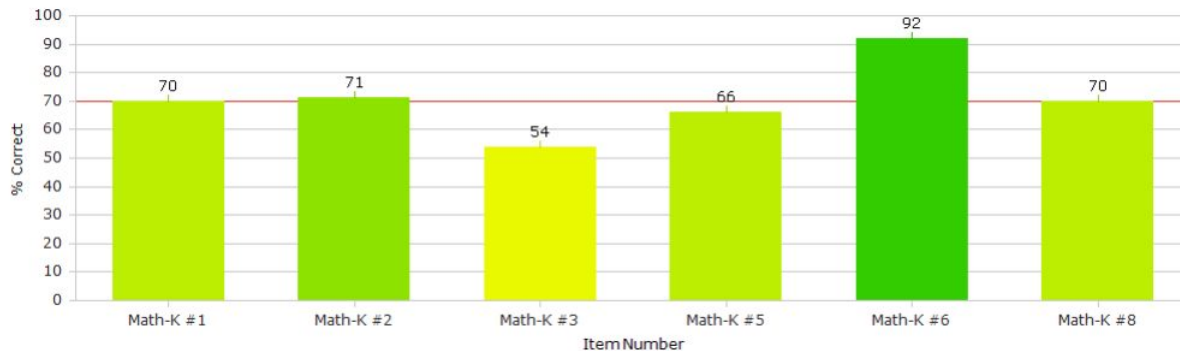
Kindergarten: 2nd 9 weeks Math CBA (TEKS Performance)

Subject: Mathematics   Grade: 00   Language: English   Version: 002   Date: 11/12/2020
Passing Standard: 69%   Description: KG Math CBA December 2020

Students: 294   Passed: 203 (69%)   Average Score: 73

| Item	Description	Tested	Weight	Mastery
Math-K #1	The student uses mathematical processes to acquire and demonstrate mathematical understanding.	2	12%	70%
Math-K #2	The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.	8	50%	71%
Math-K #3	The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.	1	6%	54%
Math-K #5	The student applies mathematical process standards to identify the pattern in the number word list.	1	6%	66%
Math-K #6	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.	2	12%	92%
Math-K #8	The student applies mathematical process standards to collect and organize data to make it useful for interpreting information.	2	12%	70%

Level of Concern: Challenging (<70)   Moderate (70-79)   Low Risk (80-100)
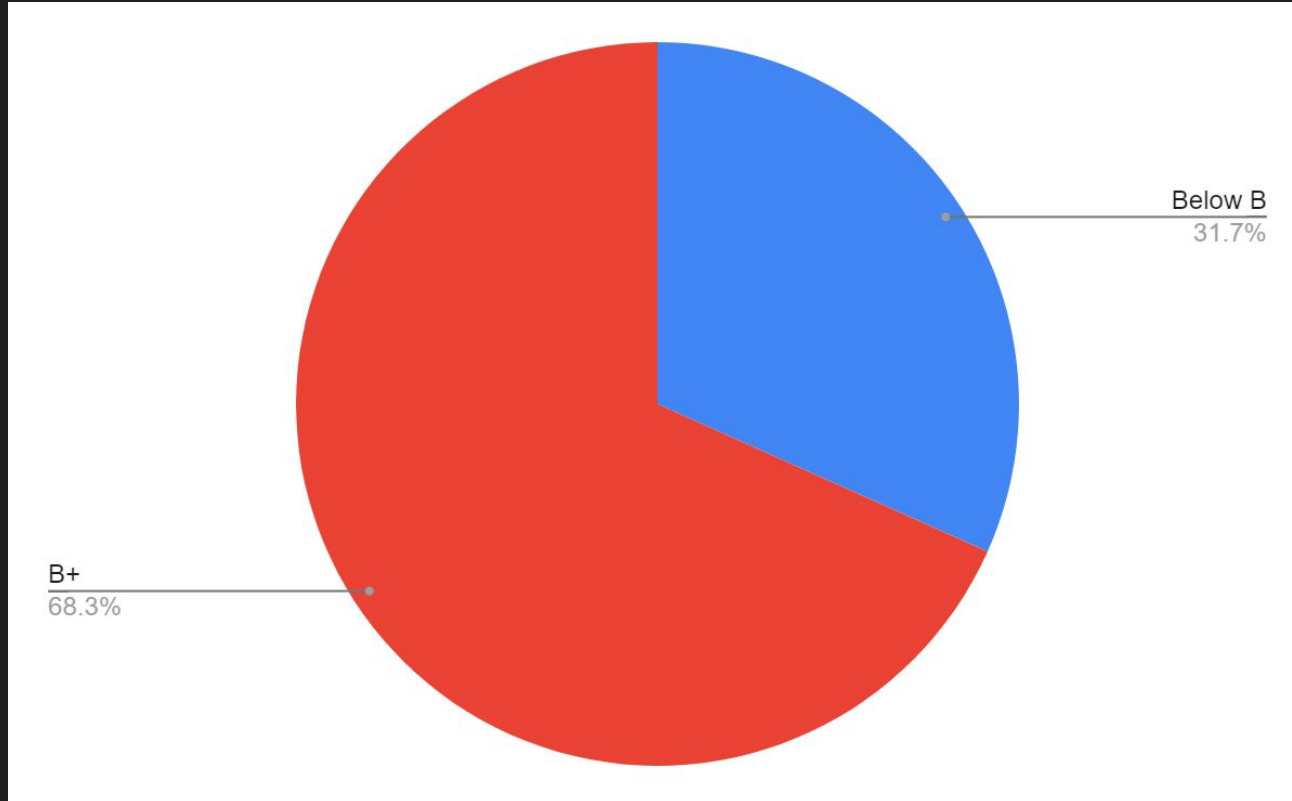
Kindergarten: 2nd 9 weeks Math CBA (Results by Demographic)

Subject: Mathematics   Grade: 00   Language: English   Version: 002   Date: 11/12/2020
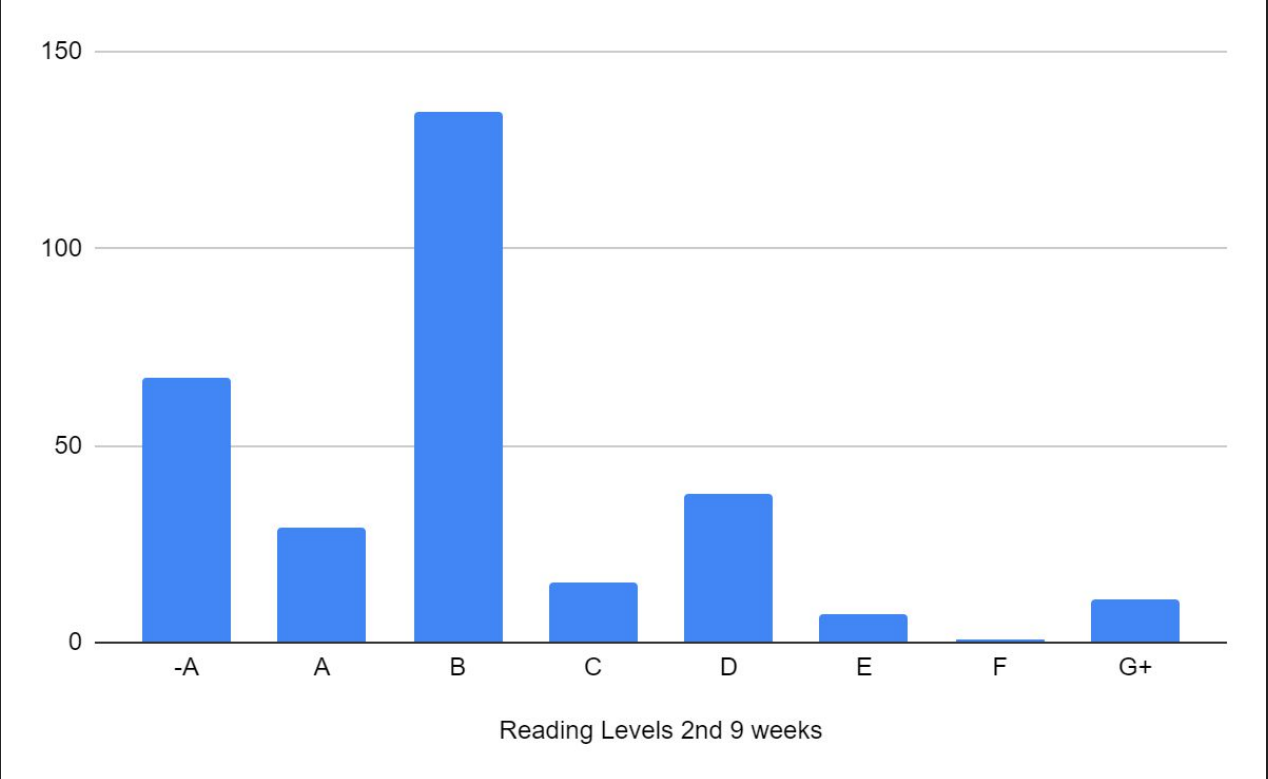Passing Standard: 69%   Description: KG Math CBA December 2020

Students: 294   Passed: 203 (69%)   Average Score: 73
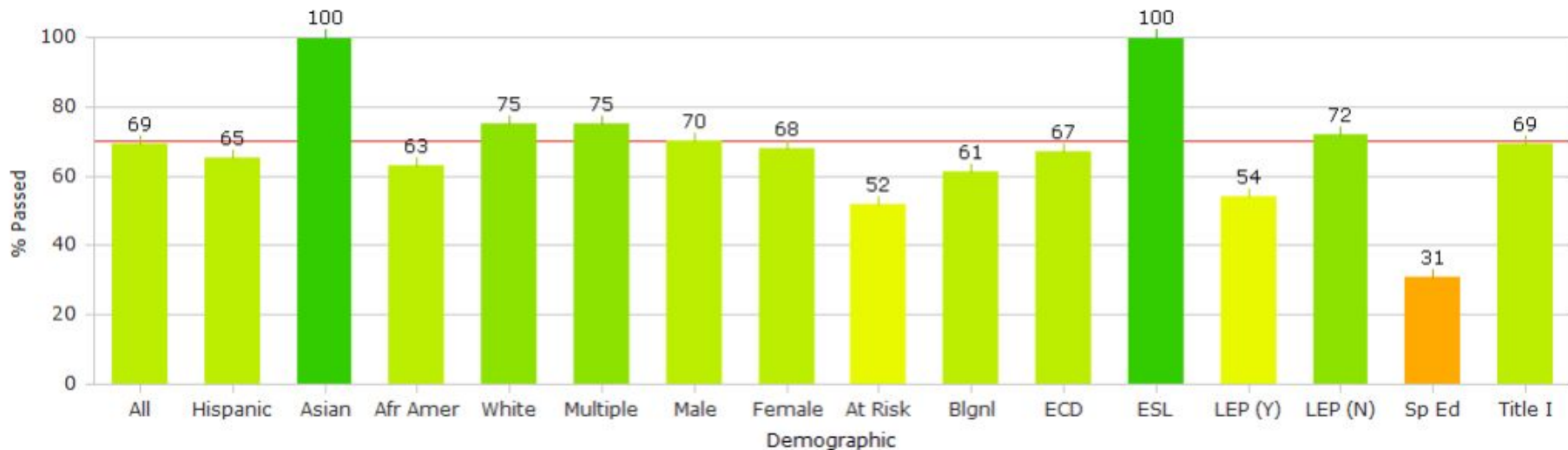
Kindergarten: F&P 2nd 9 weeks

Kindergarten F&P 2nd 9 weeks

Reading Levels 2nd 9 weeks

Kindergarten F&P 2nd 9 weeks

Teacher	-A	A	B	C	D	E	F	G+	Total number of students	Students Reading on B+	% Students Reading Below Level B	% Students Reading B+	Istation Tier 1 % December
2020 % Per Level	22	10	45	5	13	2	0	4					
2019-2020	27.00%	12.60%	34%	7.30%	10.20%	0.80%	3.00%	4.80%	353	224		60.4	55
2018-2019	23%	11%	36%	29.00%	14.00%	16%	29%	19.00%	308	202		65.58	
2017-2018	22%	14%	32%	6%	16%	2.92%	2.63%	3.80%	342	217		63.45	
2016-2017	42%	13%	31%	5.00%	6%	3.00%	E percentage is for E+		320	146		45	

Kindergarten F&P Errors

Commonly missed words from 3 classes (high, medium and lower scoring on 2nd 9 weeks F&P Benchmark)

Pre-Reader Words	Open syllable	Heart Words	VC	CVC	CCVC	CVCC	CVCe
I	the	she	in	got	what	catch	some
a	me	said	at	get	them	tall	like
my	he			not	then	doll	dance
	so			can	this	with	time
				mom		full	love
				dog		want	plane
				run		chests	wake
				rug		and	ride
				had		with	hide
				him		rest	likes
				put		truck	name
				was		lunch	slide
						went	write
						socks	
						jump	
						help	
						helps	

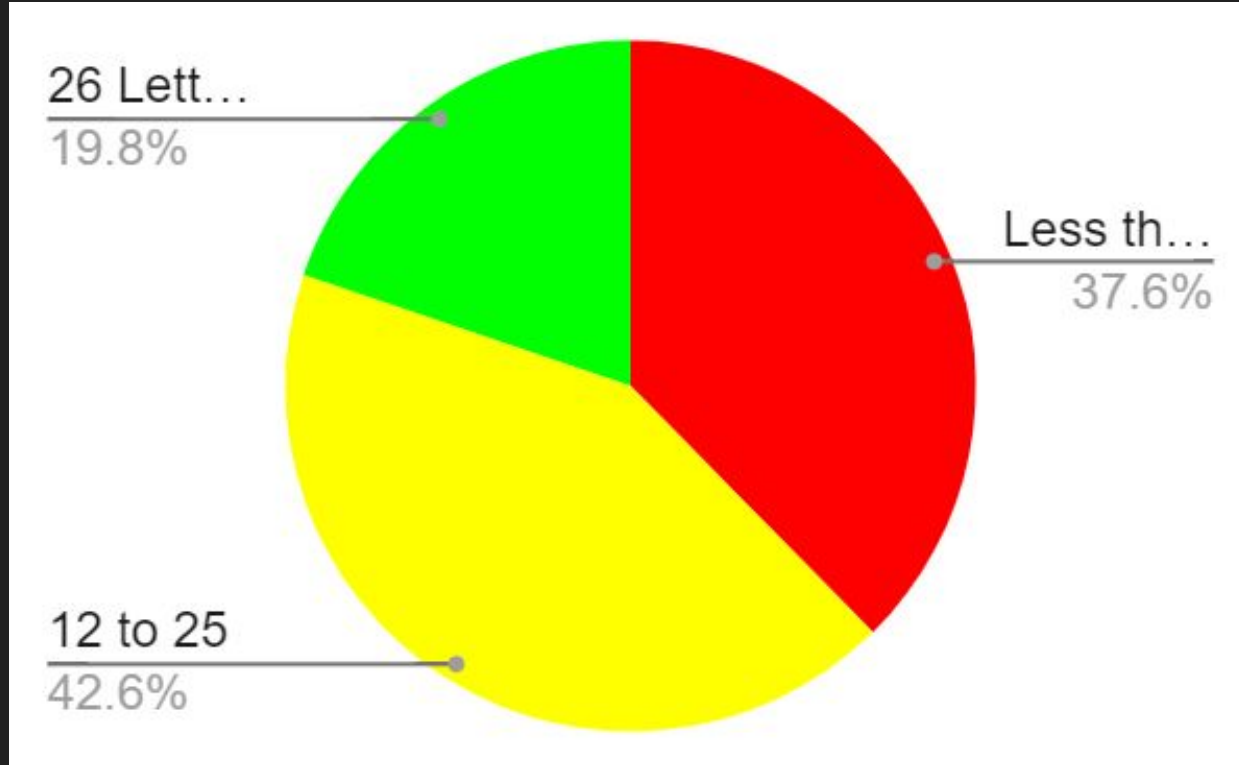Continuum: Characteristics of Text (A–F)
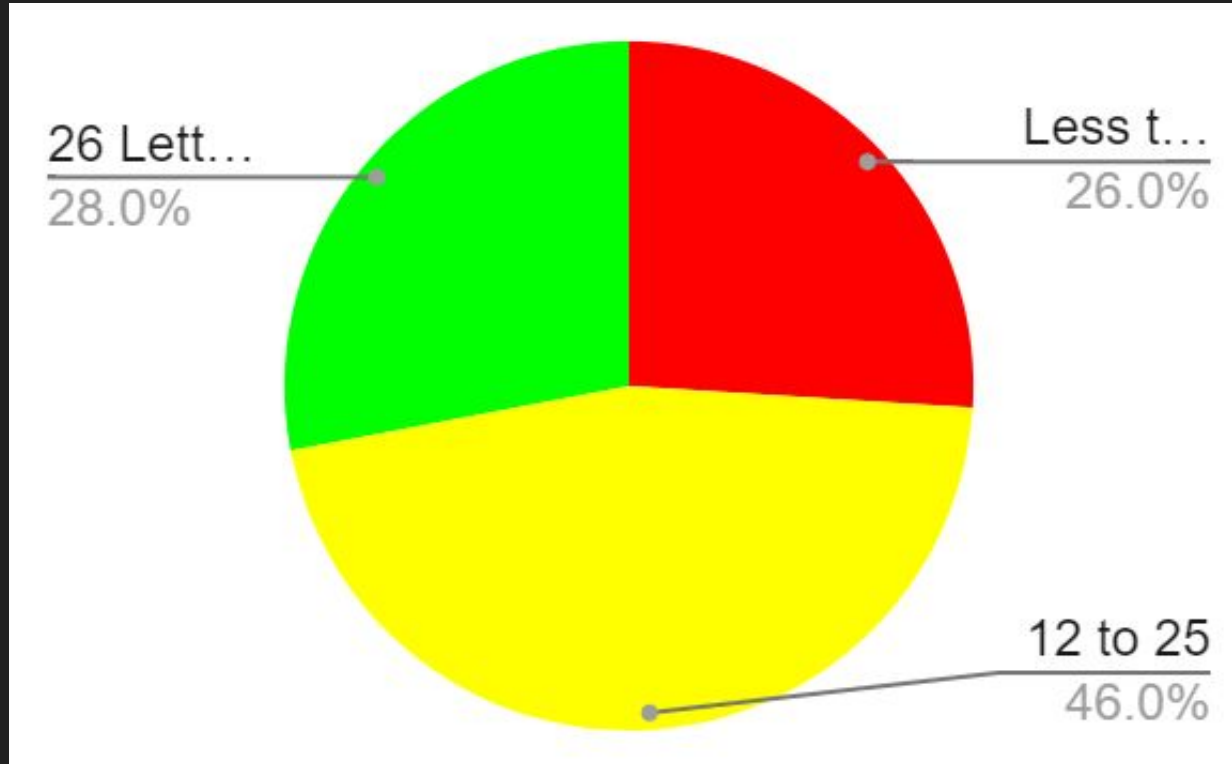
Pre-Kindergarten
PTP

PK: Capital Letters
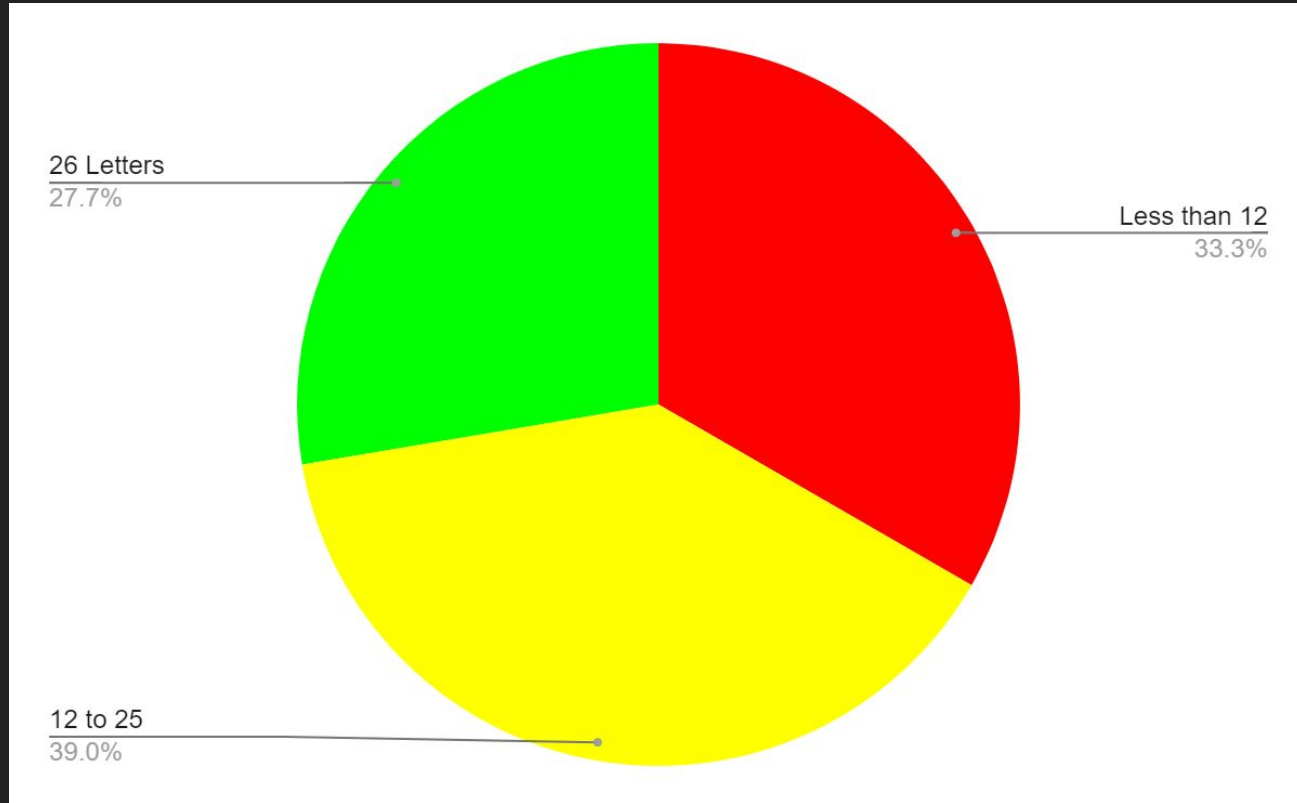
PK: Lowercase Letters

PK: Letter Sounds

End of 3rd 9 Weeks Progress

The COVID-19 School Shutdown occurred during our Spring Break in March 2020. We did not come back for the 4th 9 weeks.

Teacher	% Students Reading Instructional D+	% Students C+	% Students Reading on B+	% Students Reading Ind D+ (EOY Expectation)
Crockett	80	80	95	70
Dickey	68	68	91	68
Ferguson	52	29	95	29
Hood	35	35	80	25
Kraus	77	73	91	64
Melton	37	37	74	37
Mosley	65	60	75	45
Nelson	71	67	100	33
Pickett	48	6	90	38
Ramirez	24	3	59	6
Richardson	65	60	100	35
Semlear	55	40	75	30
Stanley	65	50	95	45
Stroman	60	35	75	50
Thompson	58	42	95	37
Timmons	33	..	67	19
Veralli	55	50	95	45
Yoder	77	59	86	55
Totals %	58	52	86	41
2018-2019 %		71		
2017-2018 %		74		
2016-2017		39		

When our percentage of students who were an independent C was lower than the previous year, our team decided to dig further into the data. By looking at the percentage of students who were reading an Instructional D, we could see that most students would be able to read the end of year goal and were getting EOY level books at the guided reading table.

At Home Learning

Primary Staff developed a robust at home learning program within a week of the shutdown to support our families at home. By using our essential standards as our guides, we provided families with activities which would support them using materials at home.

Essential Standards for ELAR and Mathematics

K.2B	read, write, and represent whole numbers from 0 to at least 20 with and without objects and pictures	I can read, write and represent numbers.
K.2F	generate a number that is one more than or one less than another number up to at least 20;	I can generate a number that is one more or one less.
K.2G	compare sets of objects up to at least 20 in each set using comparative language;	I can compare objects using comparative language.
K.3C	(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.	I can tell how we solved addition/subtraction problems.
K.8A	collect, sort, and organize data into two or three categories;	I can collect, sort and organize data.
K.8C	draw conclusions from real-object and picture graphs.	I can draw conclusions from a graph.
V.A.2	Child uses words to rote count from 1 to 30	I can count from 1 to 30.
V.A.3	Child counts 1-10 items, with one count per item	I can count up to 10 objects.
V.A.9	Child recognizes one-digit numerals, 0-9	I can tell the numeral.
V.A.4	Child demonstrates that the order of the counting sequence is always the same regardless of what is counted	I can count objects.

PK III.C.3	Child produces at least 20 distinct-letter sound correspondences in the language of instruction	I can make the sounds of the letters.
PK III.D.1	Child retells or re-enacts a story after it is read aloud	I can retell/act out a story.
PK III.D.2	Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	I can describe, relate, categorize, compare and contrast information that I have learned from a book.
PK III.D.3	Child asks and responds to questions relevant to the text read aloud	I can ask and answer questions about a book.
PK.D.4	Child will make inferences and predictions about text.	I can predict and make inferences from a book.
PK IV.A.1	Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	I can write with meaning.
PK IV.A.2	Child independently writes to communicate his/her ideas for a variety of purposes.	I can write for different reasons.
PK IV.B.1	Child discusses and contributes ideas for drafts composed in whole/small group writing activities	I can work with my class to write.
PK IV.B.2	Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts	I can revise and edit my writing.
K.1A	Listen actively and ask questions to understand information and answer questions using multi-world responses.	I can listen and ask questions to better understand.
K.1D	Work collaboratively with others by following agreed-upon rules for discussion, including taking turns	I can work with a group following rules and taking turns.
K.2Bi	Identifying and matching the common sounds that letters represent.	I can match a letter to its sounds.
K.2Bii	Using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.	I can read different words.

Teacher developed short, daily activities to practice the Essential Standards. Activities were developed to use little tech and many had videos attached made by the teachers.

Friday, May 1

Reading:

What Do I Hear?
**What can you hear? inside? outside?

Heggerty
**Practice Phonics with Mrs. Bozarth!

I Station
*If you have access, do this everyday! Today is TEST DAY! Last Test!

Math:

Problem of the Day:
Baylee made 3 pictures. Kynlee made 3 pictures. They made a book with all of their pictures. How many pictures are in their book?

Counting Down from 20
** Practice counting backwards from 20.

Writing:

Number Writing 9
Practice writing with Ms. D!

Handwriting X
**Write your W with Mrs. Pearce!

Writer's Workshop
Yesterday, you wrote about your plant.

Today: Make your finishing touches! Give your book a cover and a title! Read your book to your teacher on SeeSaw!

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

Essential Learnings
SlideShow

Week of March 16-20
Work Pick up Wednesdays 4:00-6:00
*Bag Pick Up with books

Teachers post to SeeSaw Daily - DO NOT post the whole week. Only one day at a time!

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	IStation Login info Pre-K - count to 30, 100	Coin Rap Pre-K - count to 30, 100	Count 1-120 *IStation Math	Math Review *IStation Math	Math Facts
Reading *Read a book every day	IStation Login info *IStation Reading Landforms and Water Pre-K read a book	Spalding Phonogram (Go ahead and input this daily.) The Amazing Alliteration *iStation Reading Prek- review letters/ sounds Jack Hartmann- See it, Say it, Sign it (every day)	Heggerty video Heggerty pages School Sillies *Review Sight Words	Little Things *Review Sight Words	Where is he? *Review Sight Words
Writing	Writing Ideas: *Write about a time you felt excited. Pre-K Same as K for each day	Writing Ideas: *Write about a time you felt hurt. Pre-K Same as K	Writing Ideas: *Write about a time you felt worried. Pre-K Same as K	Writing Ideas: *Write about a time you felt helpful. Pre-K Same as K	Writing Ideas: *Write about a time you felt angry. Pre-K Same as K

Reading

Teacher Name	Number of students in your class needing this level instructionally				
	AA/A	A/B	B/C	C/D	E+
Melton	0	4	3	6	7
Kraus	1	0	0	5	16
Dickey	1	1	0	4	16
Veralli	0	1	4	7	9
Timmons	4	2	6	6	4
Pearce	3	12	2	0	0
Nelson	0	0	5	10	7
Ellison	9	7	2	0	1
Ramirez	0	5	0	9	5
McSley	1	0	2	5	14
Hewitt	5	6	0	0	0
Garcia	13	4	0	0	0
Pickett	2	1	4	4	10
Stroman	2	0	0	12	5
Crockett	0	1	2	1	16
Allen	8	4	8	1	0
Yoder	0	2	3	5	12
Hood	0	2	3	9	8
Abrams	10	9	0	0	0
Storms	6	9	4	1	0
Malloy	7	9	1	1	0
Bozarth	9	6	3	2	0
	81	88	59	124	169

Total Number of Books Needed	Level A *Book one	81		236
	Level A *Book two	169		
	Level B	147		
	Level C	183		
	Level D	124		
	Level E	169		
	Level F	169		

Teacher then identified students by levels using these essential standards.

Math

Teacher Name	Number of students in your class needing this level instructionally				
	Below PK	On PK	Below K	On K / Above PK	Above K
Richardson			5	10	6
Stanley			2	9	10
Kraus			5	2	15
Ferguson			9	7	5
Dickey			3	4	15
Veralli			6	5	10
Thompson			6	6	10
Timmons			7	6	7
Pearce	2	15			
Ramirez			3	4	12
McSley			4	6	12
Ellison	4	12		3	
Nelson			1	5	16
Hewitt	5	4		10	
Garcia	4	13	3		
Stroman			3	10	6
Crockett			4	6	11
Allen		21			
Yoder			3	9	12
Hood			9	6	6
Abrams	5	4		10	
Pickett		5		9	8
Malloy	2	8		8	
Melton			8	7	5
Storms	3	17			
Bozarth	6	14			
	31	108	86	142	166

Activities for a Weekly Drive Thru pick up time were developed for each level. These activities were also posted online and through Seesaw Learning Journal.

		Week of April 8	Week of April 15	Week of April 22	Week of April 29	
Theme		Easter				
Station 1	Week 1 Work	Any Work people need more of	Any Work people need more of	Any Work people need more of	Any Work people need more of	
Station 2	Sight Words	Sight Word Addons	Sight Word Addons	Sight Word Addons	Sight Word Addons	
Station 3	Math		Sorting and Graphing	Number Order Counting Comparing Numbers	Number Order Counting Comparing Numbers	
Circle	Below Level PK	PK Game	Count and Tally Graph	Salt Box Numerals	Counting with Dough-homemade playdough recipe	
Square	On Level PK	PK Game	Which Bug Will Win?	Counting with Dough-homemade playdough recipe	Bugs Bingo	
Triangle	Below Level K	Dice and Card Games Addons	Which Bug Will Win?	Double It	Bears in the Woods	
Rectangle	On Level K/Above PK	Dice and Card Games Addons	Bar Graph Fill Up	Make 10	Count and Compare Butterflies	
Pentagon	Above Level K	Dice and Card Games Addons	Which Bug Will Win?	Make 20	Ten and More Bingo	
Station 4		Reading/Writing				
Blue	AA/A	2 Leveled Books and Lessons	2 Leveled Books and Lessons	2 Leveled Books and Lessons	2 Leveled Books and Lessons	
Yellow	A/B	2 Leveled Books and Lessons	2 Leveled Books and Lessons	2 Leveled Books and Lessons	2 Leveled Books and Lessons	
Green	B/C	2 Leveled Books and Lessons	2 Leveled Books and Lessons	2 Leveled Books and Lessons	2 Leveled Books and Lessons	
Purple	C/D	2 Leveled Books and Lessons	2 Leveled Books and Lessons	2 Leveled Books and Lessons	2 Leveled Books and Lessons	
Orange	E +	2 Leveled Books and Lessons	2 Leveled Books and Lessons	2 Leveled Books and Lessons	2 Leveled Books and Lessons	
Station 5	STEAM	Easter Basket	Tangrams Food Coupons	STEAM Bags with directions Suckers	STEAM Bags with directions Chalk?	
Turn In Boxes			Boxes to Turn in Leveled Readers and Library Books	Boxes to Turn in Leveled Readers and Library Books	Boxes to Turn in Leveled Readers and Library Books	

End of Year Data 2020-2021

Pine Tree Primary School held school everyday during the 2020-2021 school year with students in-person and online. Students who worked online did so in an asynchronous method. By May 2021, 95% of students returned to on campus learning. However, only about 75% were at school in-person on a regular basis during the 2020-2021 school year.

Campus iStation Reading May 2021
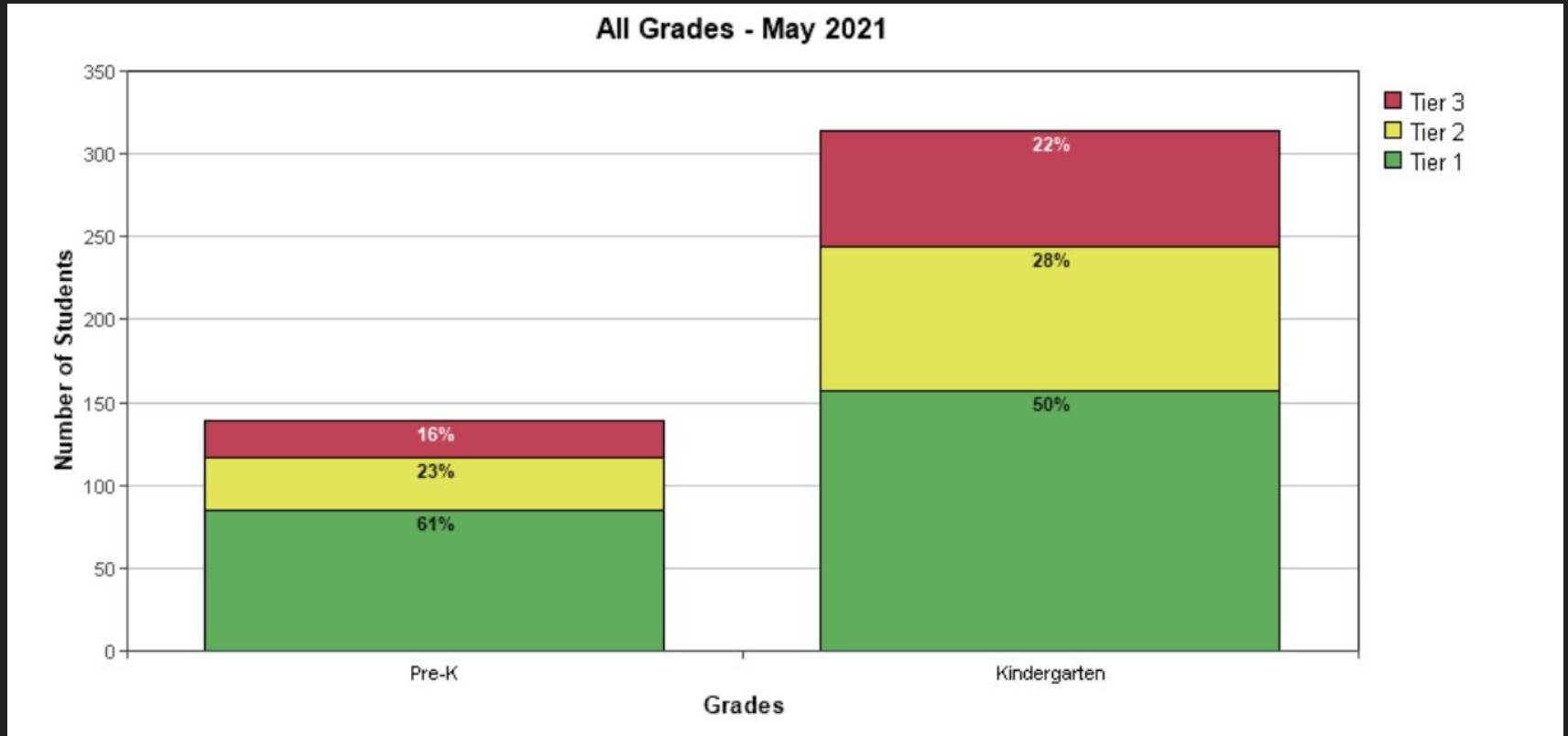
Comparison to District and State for May iStation Reading May 2021

Comparison for May

Tier 3 ▮ Tier 2 ▮ Tier 1 ▮

Name	Students Assessed	Performance by Tier ⓘ
State Average	N/A	
District Average	N/A	
Pine Tree Primary School	454	

percentages may not total 100 due to rounding

K F&P on level compared to Reading iStation Tier 1 May 2021

% Students Reading D+ and Istation Tier 1 % April
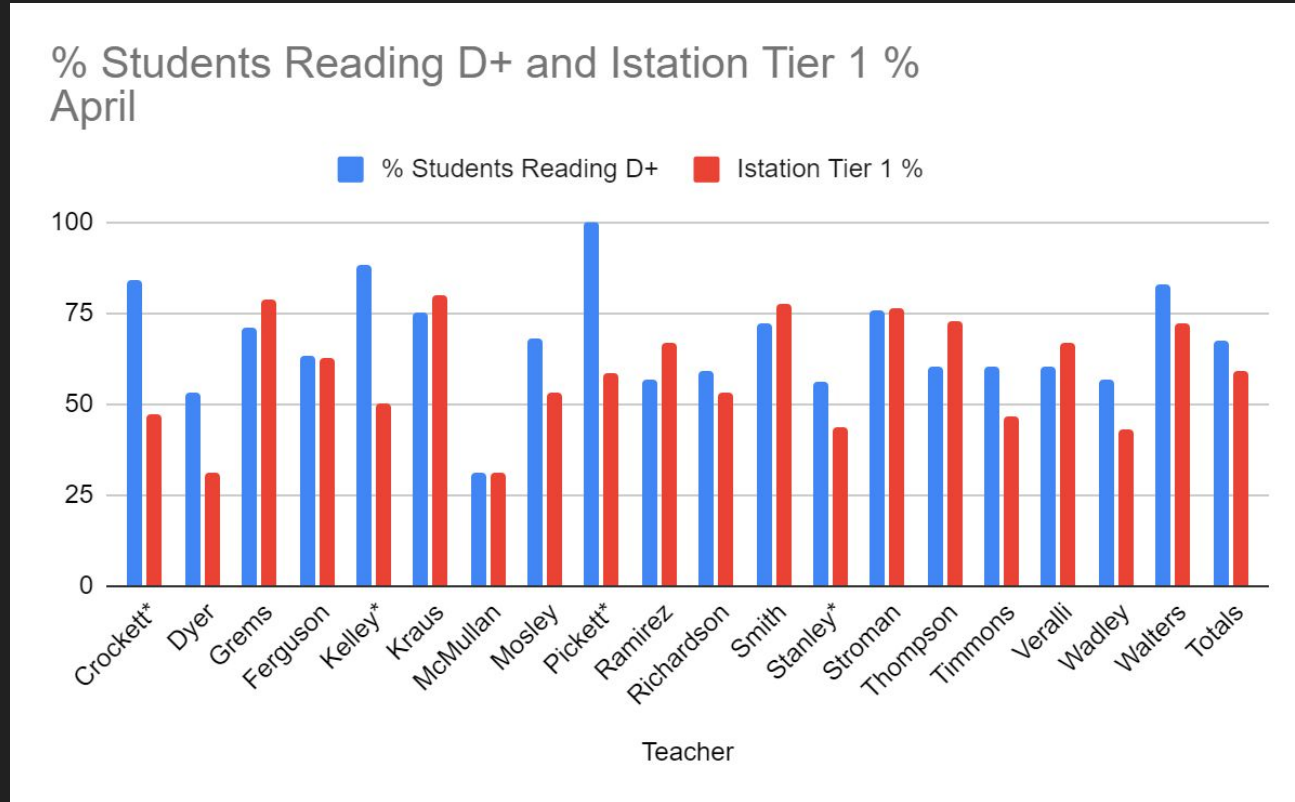
Campus iStation Math May 2021

All Grades - May 2021
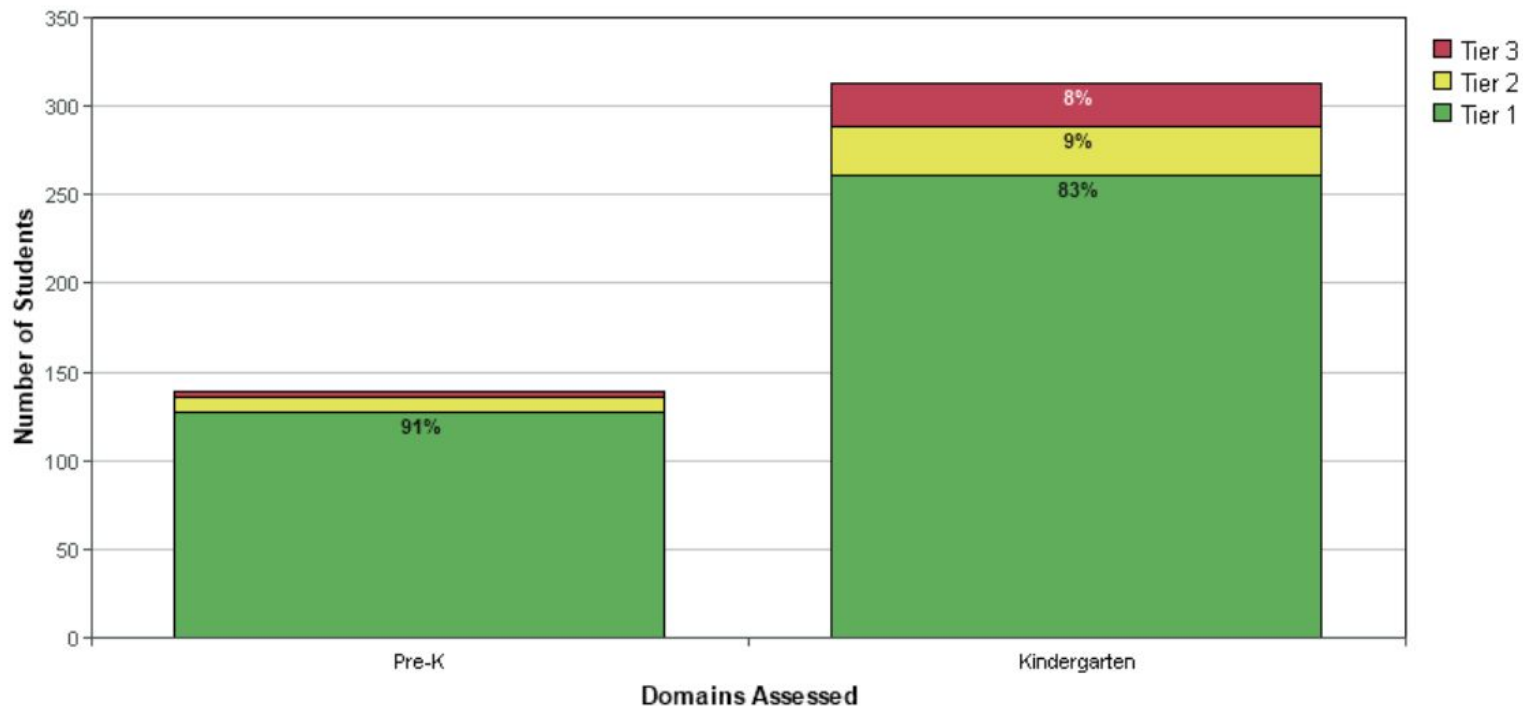
Comparison to District and State for May iStation Math May 2021

Comparison for May

Tier 3   Tier 2   Tier 1

Name	Students Assessed	Performance by Tier ⓘ
State Average	N/A	
District Average	N/A	
Pine Tree Primary School	453	

percentages may not total 100 due to rounding

K Math CBA compared to Tier 1 Math iStation May 2021
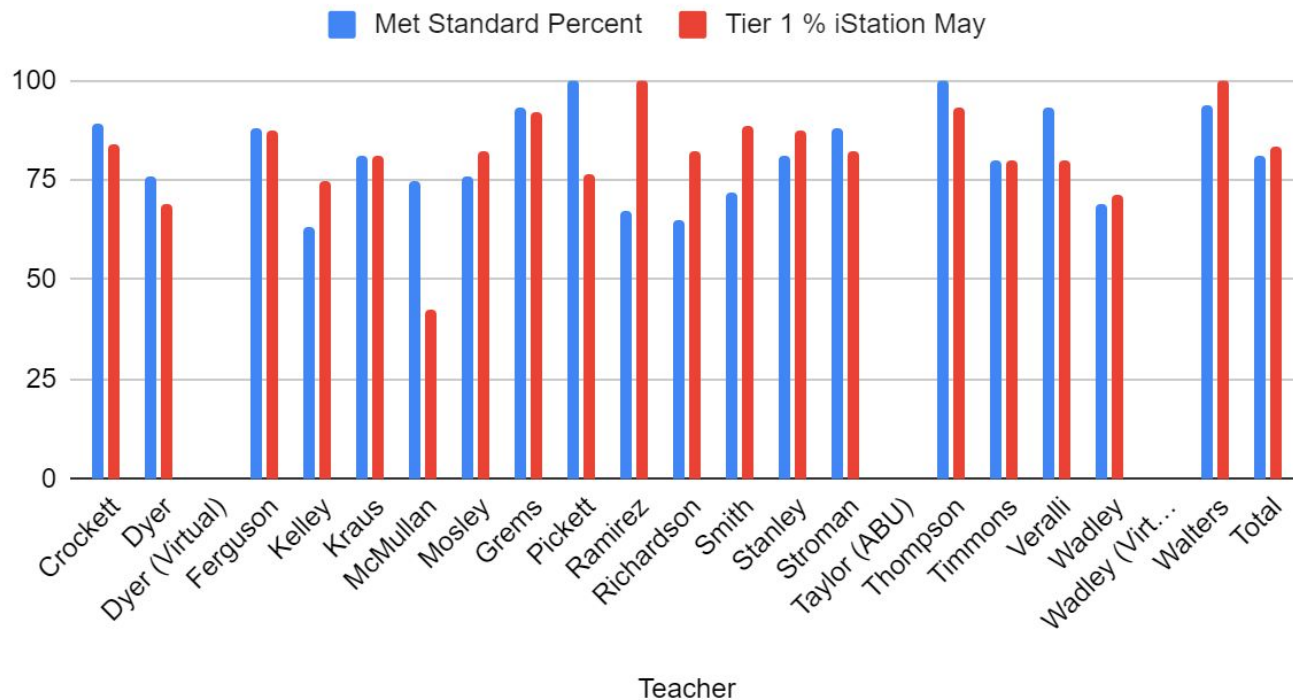
K Math CBA Campus May 2021

Subject: Mathematics   Grade: 00   Language: English   Version: 003   Date: 2/24/2021
Passing Standard: 70%   Description: KG Math CBA March 2021

Students: 306   Passed: 249 (81%)   Average Score: 82

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 70%	249	81%
No	< 70%	57	19%

* passing standard is 70%
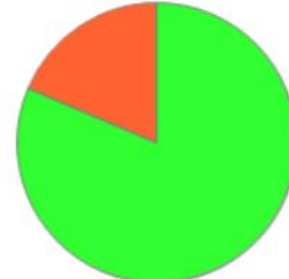
STAAR Performance Standards

K Iowa Campus Data May 2021

Grade Equivalent of Average SS

Tests	Average Standard Score	Grade Equivalent
Reading No. Included = 283	136.9	1.2
Language No. Included = 311	**133.8**	1.0
Vocabulary No. Included = 311	133.3	K.9
ELA TOTAL No. Included = 283	**134.8**	1.1
Word Analysis No. Included = 310	131.9	K.9
Listening No. Included = 311	136.8	1.1
EXTENDED ELA TOTAL No. Included = 282	**134.7**	1.0
Mathematics No. Included = 306	**136.1**	1.1
CORE COMPOSITE No. Included = 283	**135.4**	1.0

Grade equivalent scale: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13+

Iowa Data Compared to National Average May 2021

| | | Percent Correct for the Nation |
| | | Percent Correct for the Building |

Average Percent Correct

	No. of Items	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Reading No. Included = 283	34					47%					
BR Skills/ Phonics/ Words	17					50%					
BR Strategies/ Comprehension	17					45%					
Essential Competencies	15					50%					
Conceptual Understanding	17					46%					
Extended Reasoning	2					44%					
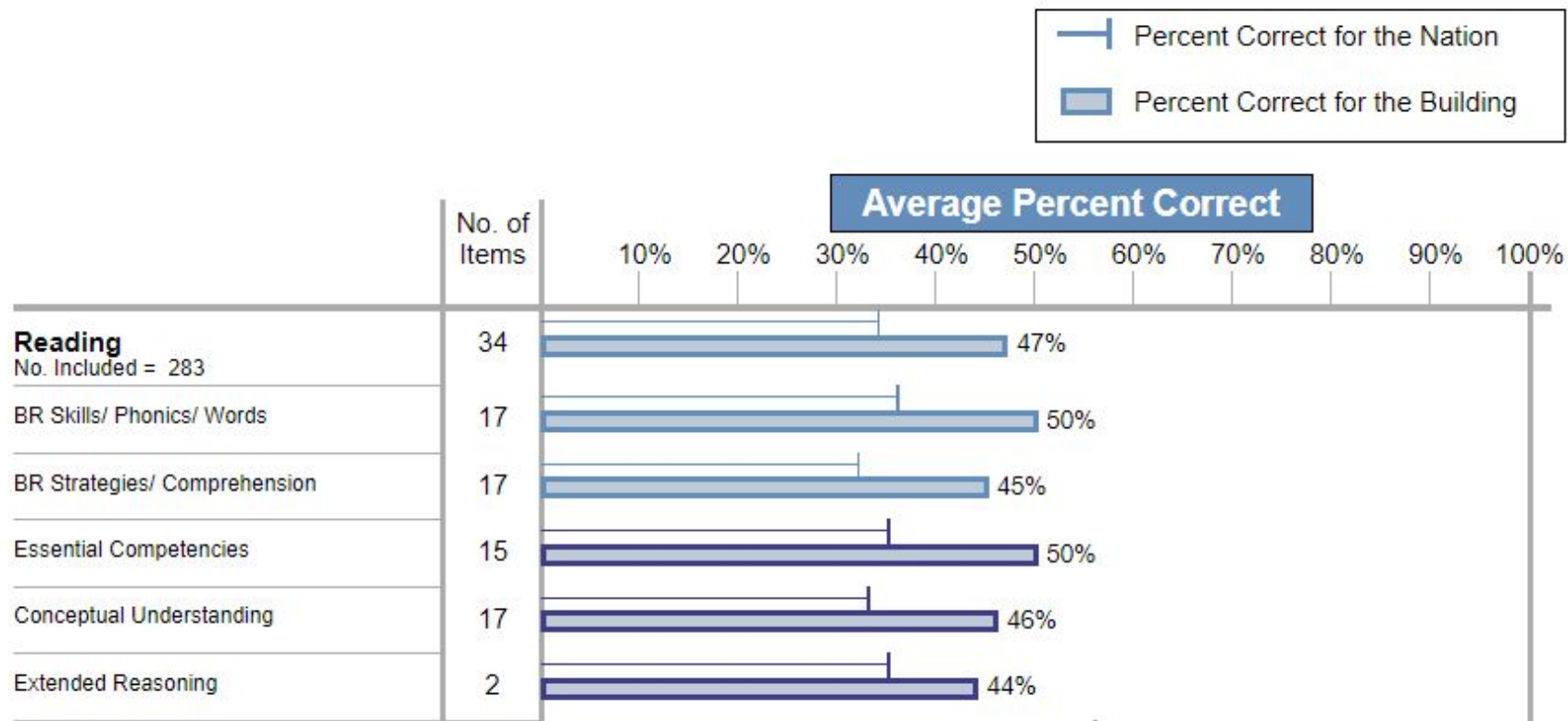
Iowa Data Compared to National Average (Contin.) May 2021

Language No. Included = 311	31	60%
O&W Conv/ Conv/ Verb Tense	4	42%
O&W Conv/ Conv/ Singular-Plural	4	71%
O&W Conv/ Conv/ Prepositions	4	71%
O&W Conv/ Conv/ Classification	5	57%
O&W Conv/ Conv/ Comparative & Superlative	5	74%
O&W Conv/ Conv/ Operational Lang	3	51%
O&W Conv/ Conv/ Spatial-Directional Lang	6	52%
Essential Competencies	6	64%
Conceptual Understanding	22	60%
Extended Reasoning	3	54%
Vocabulary No. Included = 311	27	61%
Vocabulary Development	27	61%

Iowa Data Compared to National Average (Contin.)

Word Analysis No. Included = 310	33	76%
BR Skills/ Phonological Awareness & Decoding	20	80%
BR Skills/ Phonics/ Word Parts	13	70%
Listening No. Included = 311	27	62%
L&S/ Listening/ Literal Comp	15	63%
L&S/ Listening/ Inferential Comp	12	60%
Mathematics No. Included = 306	35	61%
Numbers & Operations	10	52%
Algebraic Reasoning	5	64%
Geometry & Measurement	20	66%
Essential Competencies	5	83%
Conceptual Understanding	22	59%
Extended Reasoning	8	55%

PK CLI EOY Testing May 2021

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		85%	15%	0%	1%
Rapid Vocabulary	Rapid Vocabulary 3	49%	51%	0%	0%
	Overall Measure	49%	51%	0%	0%
Math	Rote Counting	83%	16%	0%	1%
	Shape Naming	89%	10%	0%	1%
	Number Discrimination	93%	6%	0%	1%
	Number Naming	85%	15%	0%	0%
	Shape Discrimination	93%	6%	0%	1%
	Counting Sets	79%	20%	0%	1%
	Operations	46%	52%	0%	1%
	Overall Measure	93%	6%	1%	0%
Social Emotional Behaviors	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*
	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*
	Approaches to Learning	*	*	*	*
	Overall Measure	82%	17%	1%	0%
Early Writing Skills		91%	9%	0%	0%

* Measure has no benchmarks.

PK CLI EOY Testing May 2021