

## Overall 1<sup>st</sup> Grade Data

Current Reading Levels	Number of Students (out of 158)	Percent of Students
E+	70	44%
E (Benchmark)	28	18%
<b>C-D</b>	<b>56</b>	<b>35%</b>
A-B	10	6%
Not Assessed	4	3%

**62% of first grade students are reading at or above the expected benchmark of Level E**

Growth in 1 <sup>st</sup> 9-Weeks Reading Levels			
Reading Level Declined	Reading Level Stayed the Same	Increased by 1 Reading Level	Increased by 2 or More Reading Levels
2%	9%	44%	41%
3 Students	15 Students	70 Students	64 Students

**85% of first grade students showed growth during the 1<sup>st</sup> 9-Weeks**

### **Reminders:**

- ALL students must receive Tier 1 whole group **and small group** instruction
- Phonics instruction should be done daily. It does not need to be lengthy but you need to do a little each day for students to have ample exposure and practice.
- When teaching sight words, teach them to say the word, spell the word, and say the word again when learning new words. This will help them to translate the spelling into writing as well as use this as a “decoding” strategy if they cannot figure out a sight word in text.
- Be mindful of spelling in writing. While we do not expect our children to spell every word correctly, they are expected to be able to generalize learned spelling patterns into writing. This is a part of our language standards.
- You must find every child’s **INDEPENDENT** reading level to report on the report card. This includes going lower **or higher** (if you go higher, please stay within a year-see table below).

	1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
Expected Level	<b>E</b>	<b>G</b>	<b>I</b>	<b>J</b>
Highest Level You Should Take a Child	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>



# 1<sup>st</sup> Grade November Data (Reading Levels)

1 <sup>st</sup> Grade by Class	Teacher1	Teacher2	Teacher3	Teacher4	Teacher5	Teacher6	Teacher7	Teacher8
<b>E+</b>	9	7	10	10	9	8	7	10
<b>E</b> (Benchmark)	2	2	6	3	3	6	2	4
<b>C-D</b>	8	5	3	4	4	5	11	6
<b>A-B</b>	0	5	1	1	1	1	0	1
<b>n/a</b>		1			3			
<b>Totals</b>	19	20	20	18	20	20	20	21

Class	Reading Level Declined	Reading Level Stayed the Same	Increased by 1 Reading Level	Increased by 2 or More Reading Levels
<b>Teacher1</b>	0	2 Houston (J) Tira (J)	4	14
<b>Teacher2</b>	0	2 Isaac (B) Andrew (F)	13	4
<b>Teacher3</b>	0	0	12	8
<b>Teacher4</b>	0	2 Corey (F) Larry (B)	10	6
<b>Teacher5</b>	1 Cole (J to H)	1 Maria (B-REM Referral)	12	3
<b>Teacher6</b>	0	2 Earnest (H) Joe (<A)	1	17
<b>Teacher7</b>	0	2 Anya (J) Gus (K)	10	7
<b>Teacher8</b>	2 Leana (I to G/H) Riley (F to D)	3 Molly (B) Noah (E) Michael (D)	8	5

## Overall 2<sup>nd</sup> Grade Data

Current Reading Levels	Number of Students (out of 171)	Percent of Students
K+	115	67%
K (Benchmark)	26	15%
I-J	14	8%
H↓	14	8%
Not Assessed		

**82% of second grade students are reading at or above the expected benchmark of Level K**

Growth in 1 <sup>st</sup> 9-Weeks Reading Levels			
Reading Level Declined	Reading Level Stayed the Same	Increased by 1 Reading Level	Increased by 2 or More Reading Levels
<1% 1 student	8% 14 Students	46% 79 Students	30% 52 Students

**76% of second grade students showed growth during the 1<sup>st</sup> 9-Weeks**

**Reminders:**

- ALL students must receive Tier 1 whole group **and small group** instruction
- Phonics instruction should be done daily. It does not need to be lengthy but you need to do a little each day for students to have ample exposure and practice.
- When teaching sight words, teach them to say the word, spell the word, and say the word again when learning new words. This will help them to translate the spelling into writing as well as use this as a “decoding” strategy if they cannot figure out a sight word in text.
- Be mindful of spelling in writing. While we do not expect our children to spell every word correctly, they are expected to be able to generalize learned spelling patterns into writing. This is a part of our language standards.
- You must find every child’s **INDEPENDENT** reading level to report on the report card. This includes going lower **or higher** (if you go higher, please stay within a year-see table below).

	1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
Expected Level	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>
Highest Level You Should Take a Child	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>



## 2<sup>nd</sup> Grade November Data (Reading Levels)

2 <sup>nd</sup> Grade by Class	TeacherA	TeacherB	TeacherC	TeacherD	TeacherE	TeacherF	TeacherG	TeacherH
<b>K+</b>	16	19	4	12	16	17	14	17
<b>K</b> (Benchmark)	5	0	13	3	2	2	1	0
<b>I-J</b>	0	0	4	2	2	2	2	2
<b>H↓</b>	0	2	0	5	2	0	4	1
n/a								
<b>Totals</b>	21	21	21	22	22	22	21	21

Class	Reading Level Declined	Reading Level Stayed the Same	Increased by 1 Reading Level	Increased by 2 or More Reading Levels
<b>TeacherA</b>	0	1 Cayla (R) Clint (R)	15	3
<b>TeacherB</b>	n/a	n/a	n/a	n/a
<b>TeacherC</b>	0	0	11	10
<b>TeacherD</b>	0	0	7	14
<b>TeacherE</b>	0	1 Leo (<A)	15	6
<b>TeacherF</b>	1 Molly (R to P)	9 Blake (N) Jami (K) Avery (K) Eric (L) James (I) Adam (M) Megan (R) Sally (M) Carson (Q)	10	1
<b>TeacherG</b>	0	3 Gabe (L) Meredith (L) Lia (A)	10	8
<b>TeacherH</b>	0	0	11	10

## Overall 3<sup>rd</sup> Grade Data

Current Reading Levels	Number of Students (out of 153)	Percent of Students
O+	30	20%
O (Benchmark)	72	47%
M-N	29	19%
L↓	20	13%
Not Assessed	2	1%

**67% of third grade students are reading at or above the expected benchmark of Level O**

Growth in 1 <sup>st</sup> 9-Weeks Reading Levels			
Reading Level Declined	Reading Level Stayed the Same	Increased by 1 Reading Level	Increased by 2 or More Reading Levels
0% 0 students	<b>37%</b> <b>56 Students</b>	43% 66 Students	18% 28 Students

**61% of third grade students showed growth during the 1<sup>st</sup> 9-Weeks**

### Reminders:

- ALL students must receive Tier 1 whole group **and small group** instruction
- Phonics instruction should be done daily. It does not need to be lengthy but you need to do a little each day for students to have ample exposure and practice.
- When teaching sight words, teach them to say the word, spell the word, and say the word again when learning new words. This will help them to translate the spelling into writing as well as use this as a “decoding” strategy if they cannot figure out a sight word in text.
- Be mindful of spelling in writing. While we do not expect our children to spell every word correctly, they are expected to be able to generalize learned spelling patterns into writing. This is a part of our language standards.
- You must find every child’s **INDEPENDENT** reading level to report on the report card. This includes going lower **or higher** (if you go higher, please stay within a year-see table below).

	1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
Expected Level	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>
Highest Level You Should Take a Child	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>





### 3<sup>rd</sup> Grade November Data (Reading Levels)

3 <sup>rd</sup> Grade by Class	TeacherL	TeacherM	TeacherN	TeacherP	TeacherS	TeacherT	TeacherR
<b>O+</b>	0	6	5	4	0	7	8
<b>O</b> (Benchmark)	13	10	8	11	16	7	7
<b>M-N</b>	8	1	1	4	6	6	3
<b>L↓</b>	1	5	8	1	1	1	3
<b>n/a</b>				2			
<b>Totals</b>	22	22	22	22	23	21	21

Class	Reading Level Declined	Reading Level Stayed the Same	Increased by 1 Reading Level	Increased by 2 or More Reading Levels
<b>TeacherL</b>	0	5 Steph (M) Ryan (N) Audrey (K) Peyton P (M) May (M)	16	1
<b>TeacherM</b>	0	3 Angela (L) Matt (N) Tanya (L)	13	5
<b>TeacherN</b>	0	12 Trey (O) Mila (H) Isabelle (L) Diane (L) Ella Holt (O) Ethan (L) Kelly (M) Lea (H) Abby (O) Jacob (H) Alexa (H) Robert (O)	7	3
<b>TeacherP</b>	0	9	7	4

		Leah (O) Nick (O) Carol (P) James (O) Kevin (P) Ora (N) Jorge (N) Ashley (Q) Mira (O)		
<b>TeacherS</b>	0	18 **All that started at an O were not moved up** Danielle (N) Katie (M) Julia (N)	4	1
<b>TeacherT</b>	0	4 Ava (O) Murray (N) Leslie (O) Katy (O)	11	6
<b>TeacherR</b>	0	5 Lilly (O) Vickie (L) Katie (O) Alana (L) Andrea (M)	8	8