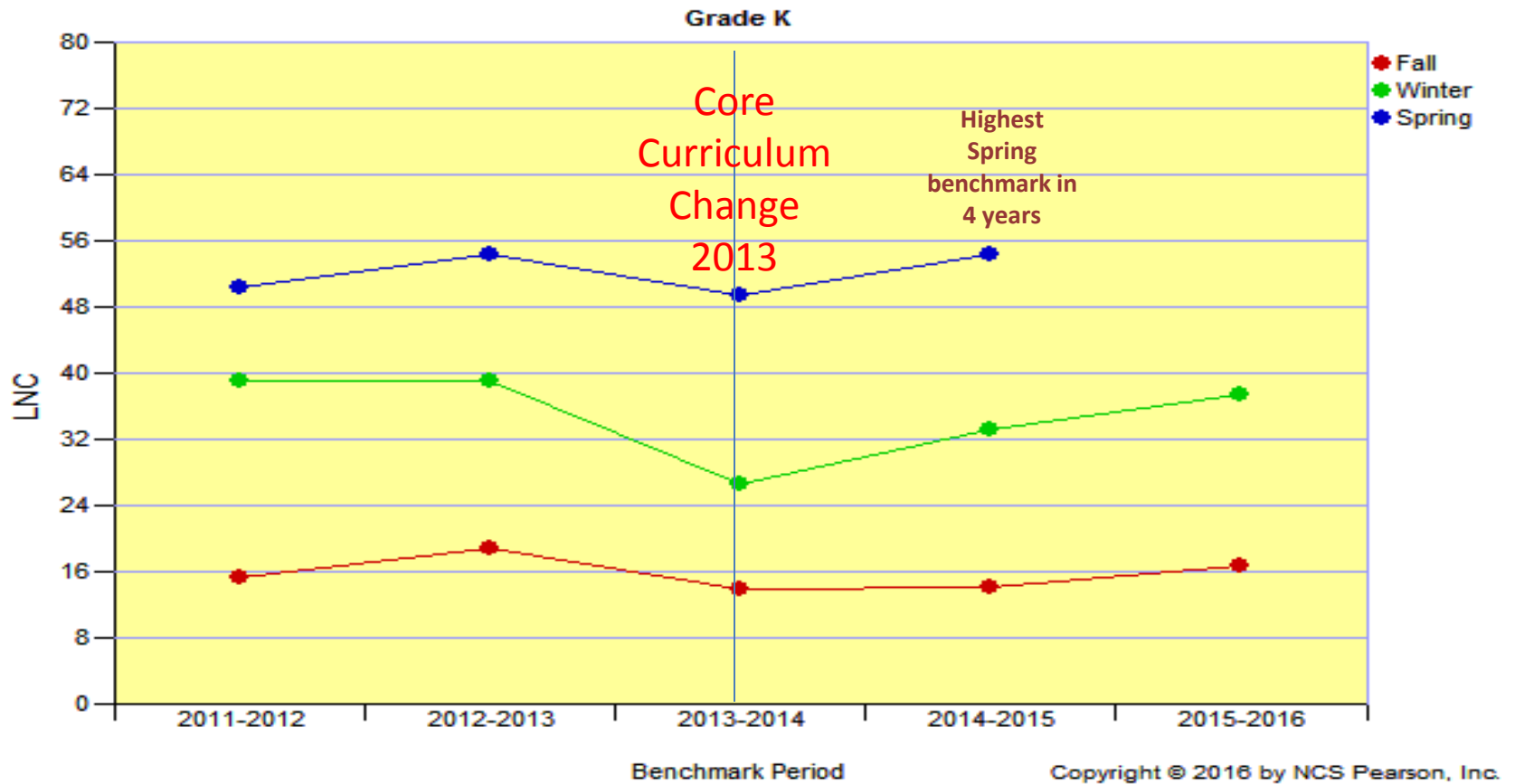


Homer Elementary School

5 Year Data Trends in Language Arts
and Mathematics: Fall to Winter

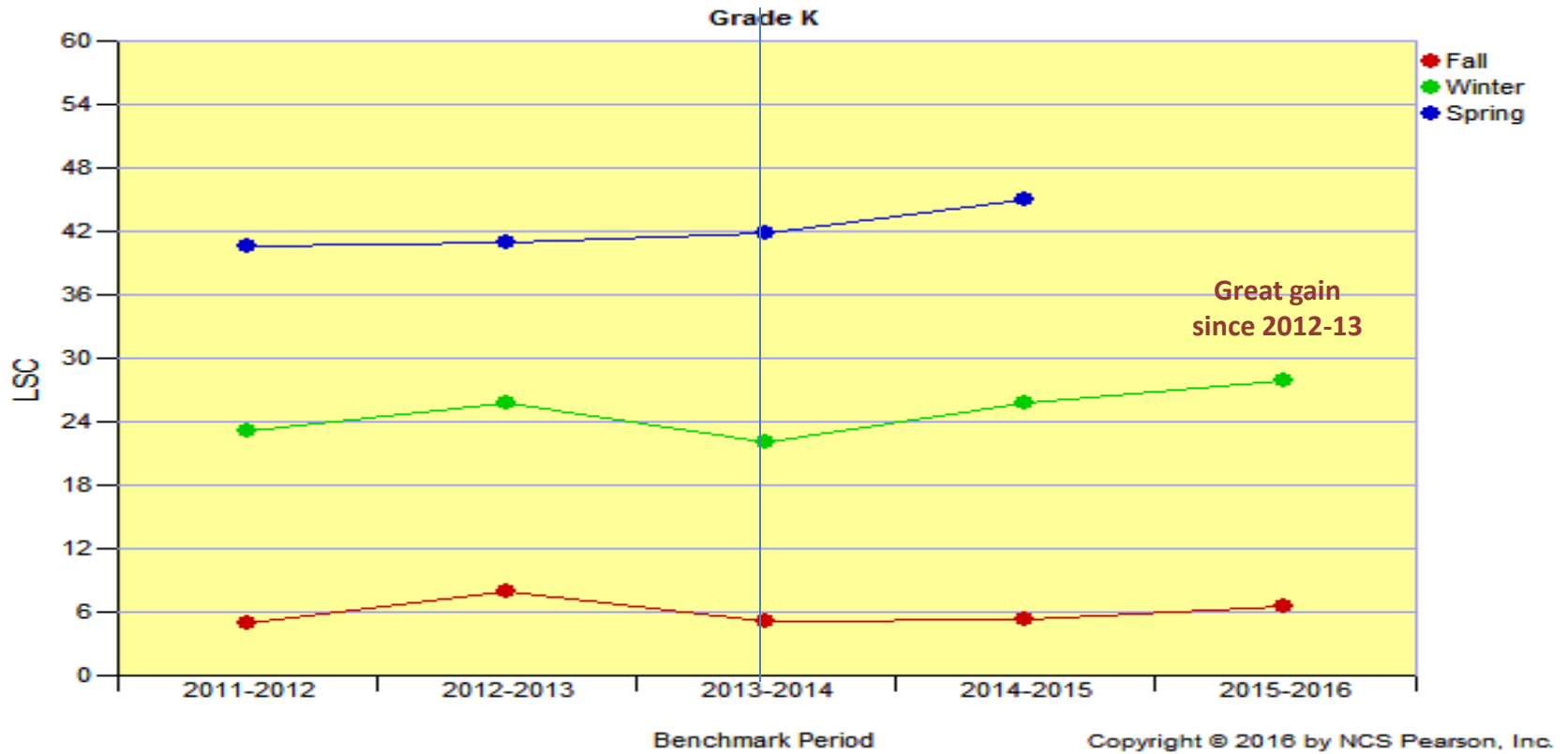
“Making Progress”

Letter Naming Fluency - Kindergarten

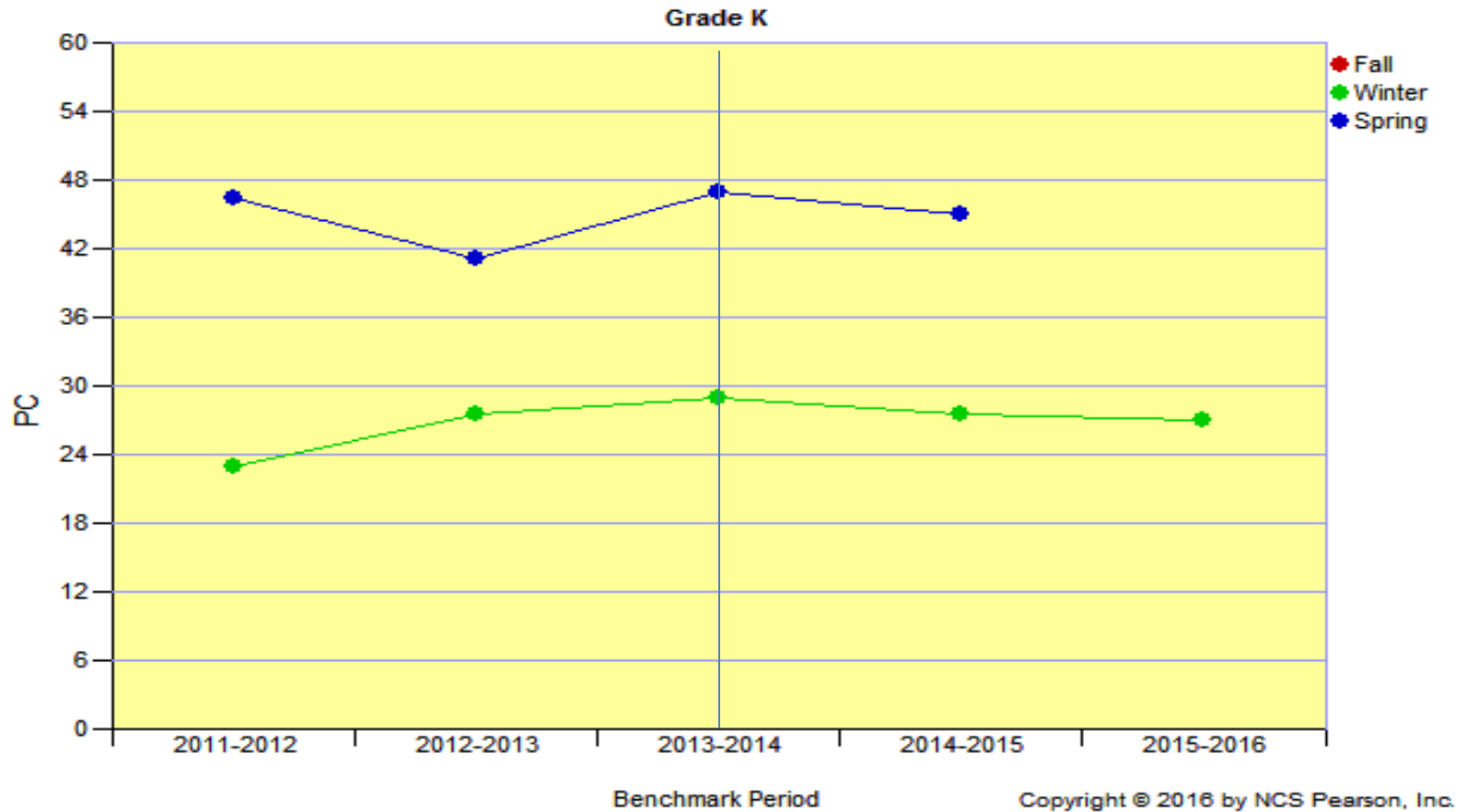


Performing above national norm and 50th percentile

Letter Sound Fluency - Kindergarten

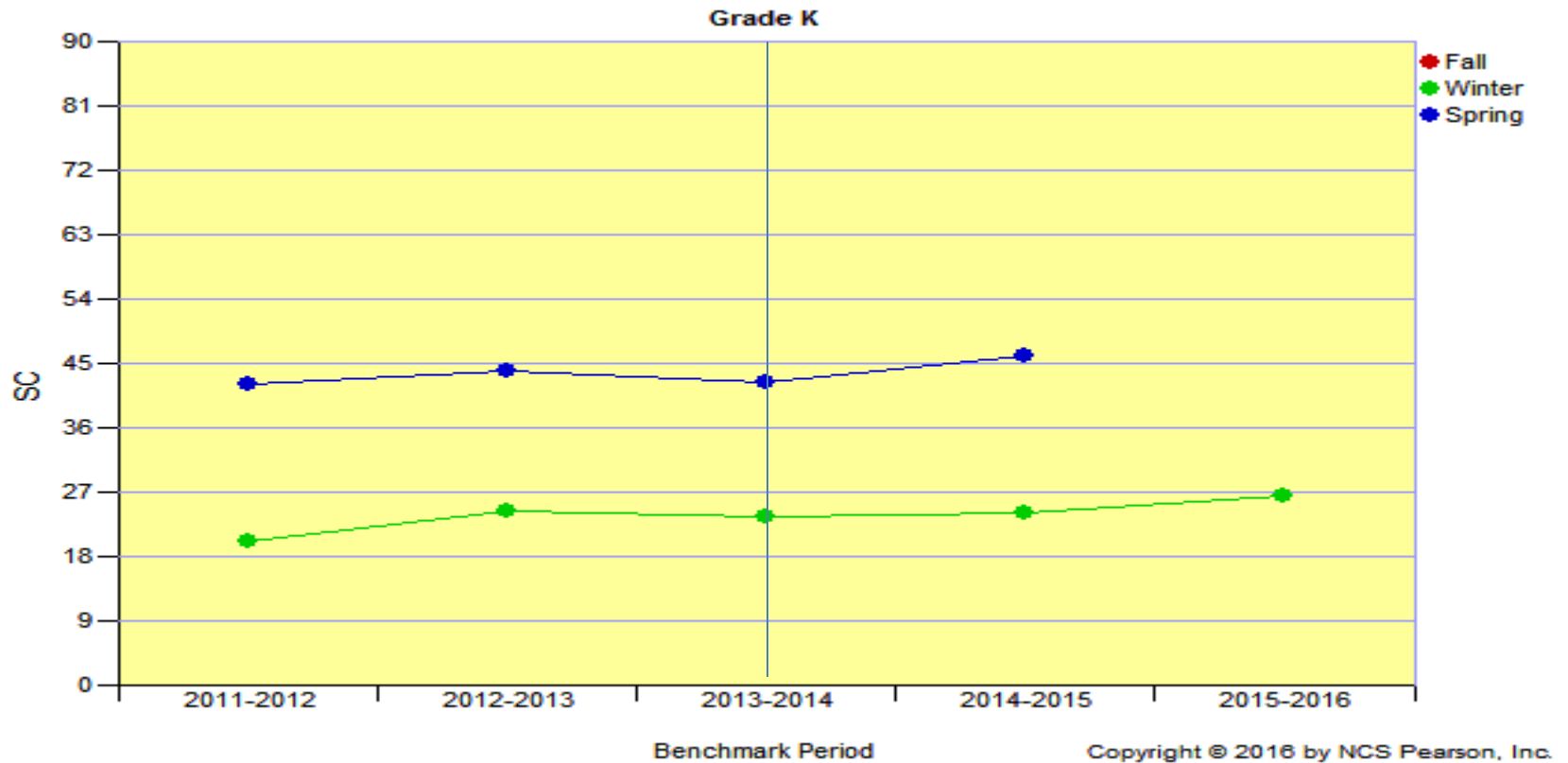


Phonemic Segmentation Fluency - Kindergarten

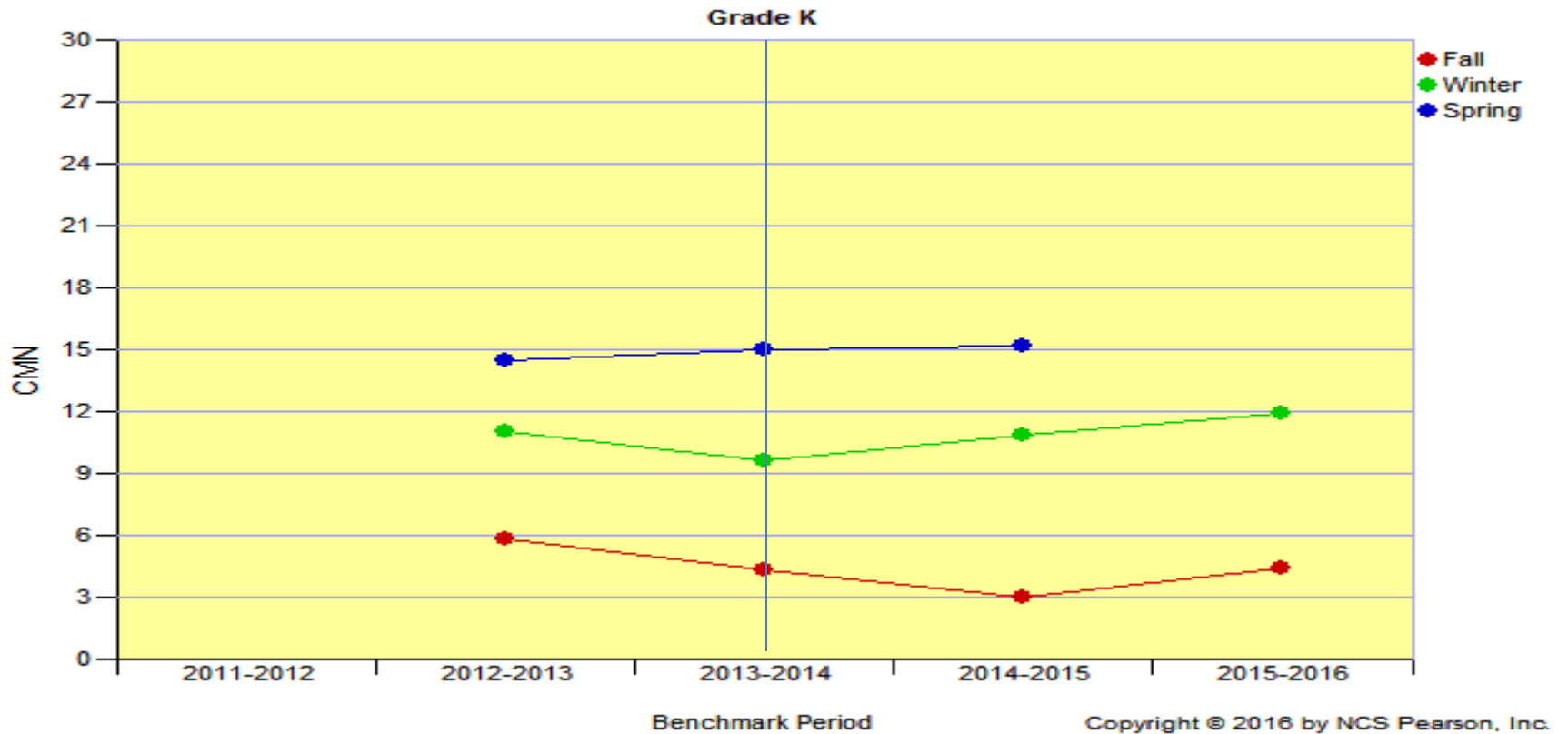


How strong or present is phonemic awareness and segmenting in our core?

Nonsense Word Fluency - Kindergarten

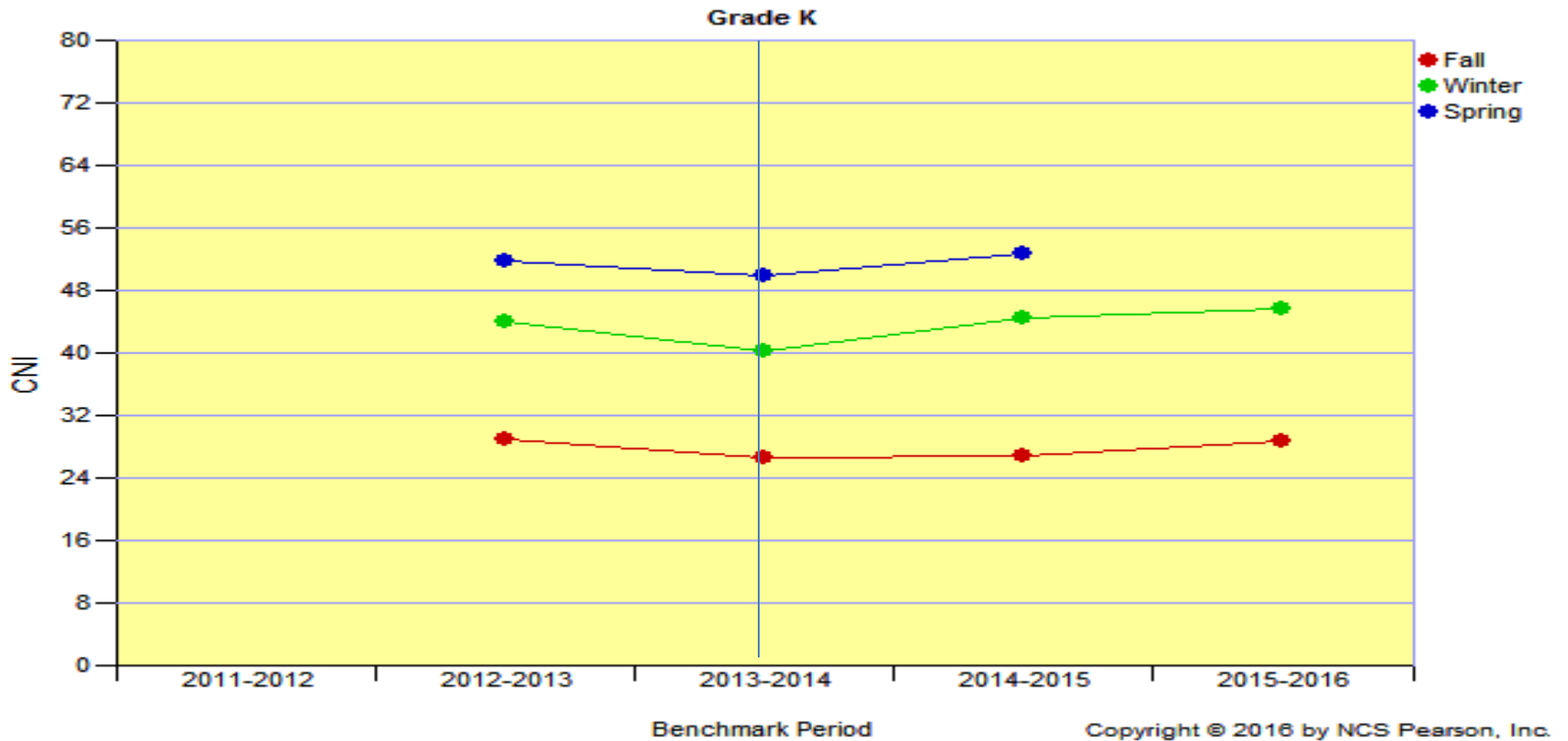


Missing Number Fluency - Kindergarten



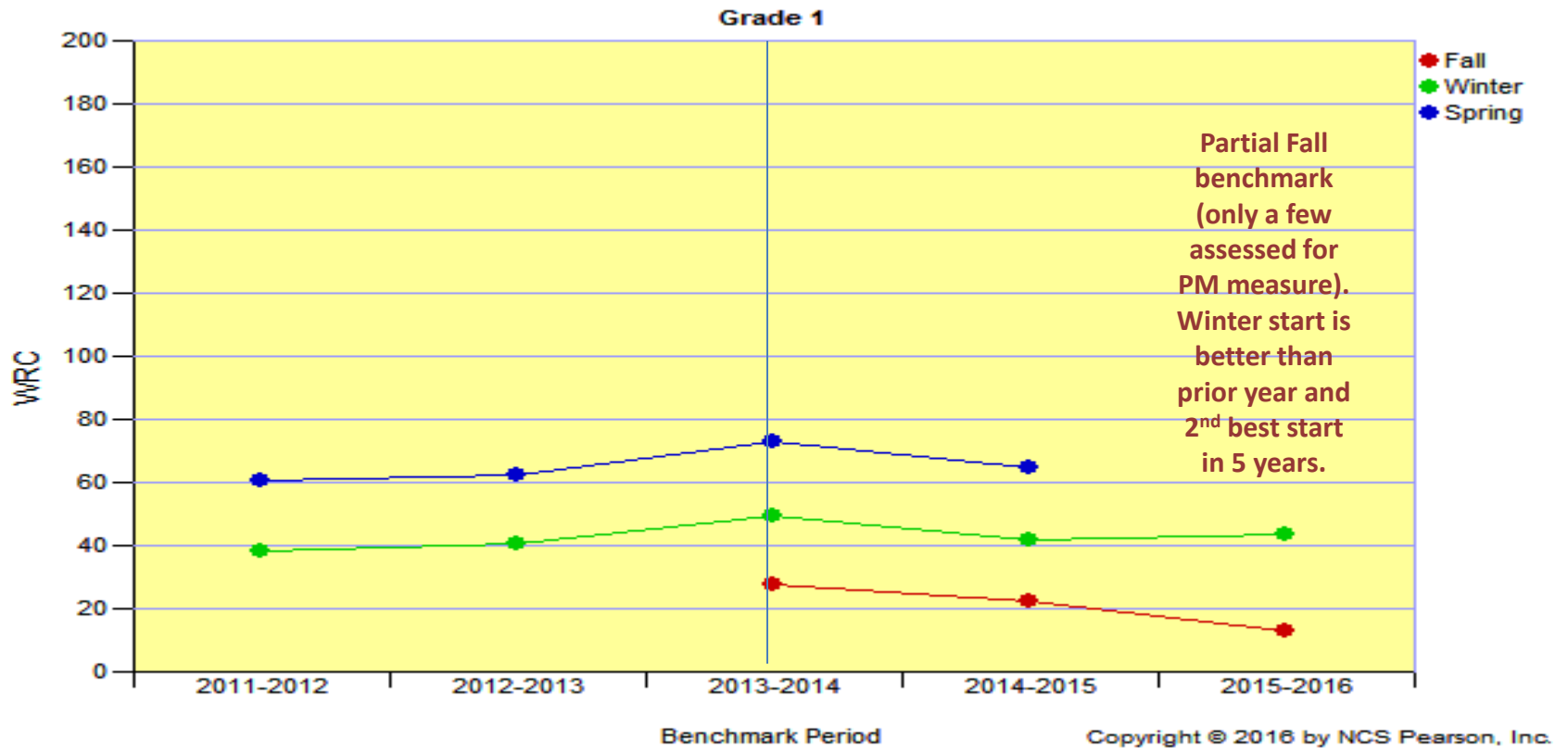
Keeping pace with the national norm

Number Identification - Kindergarten



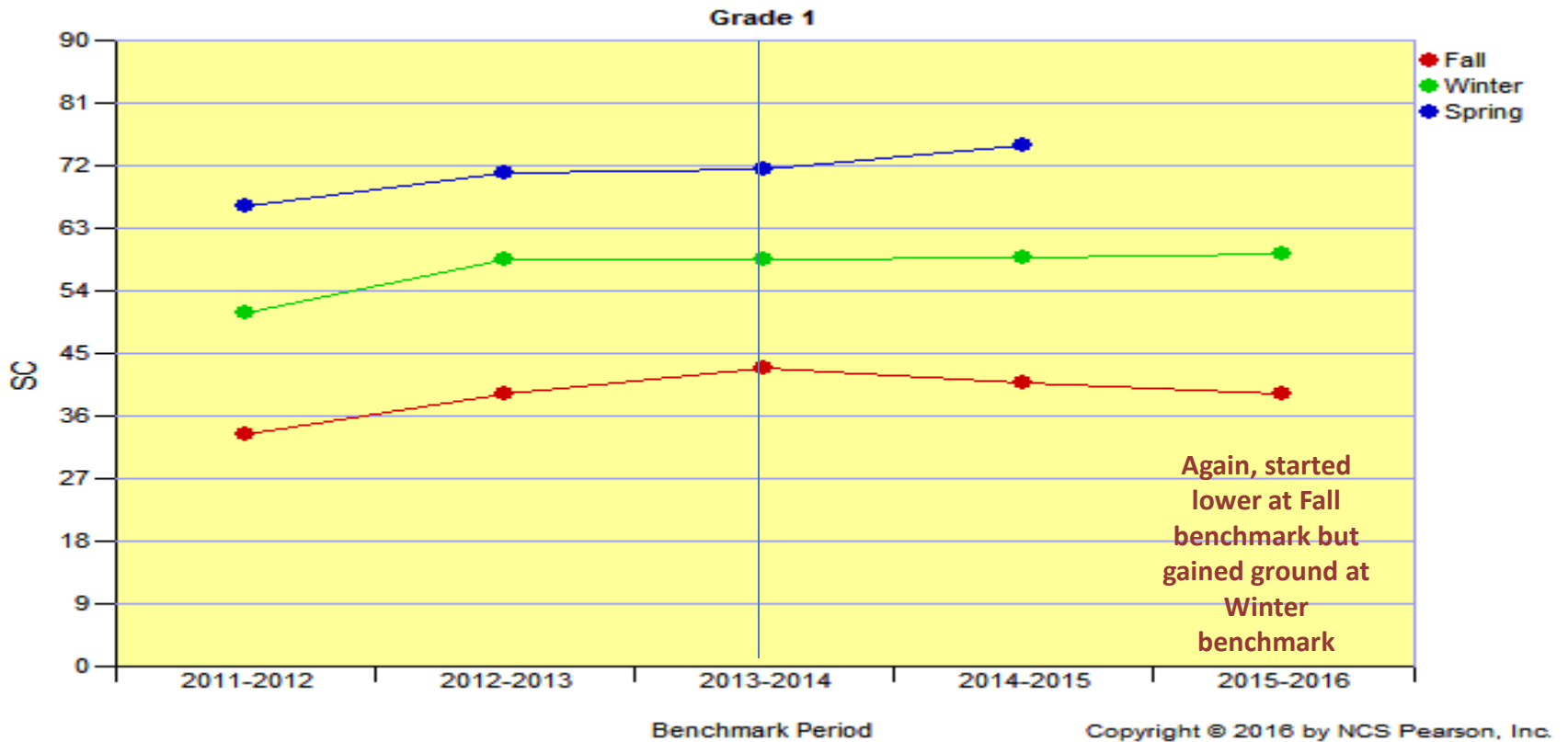
Kindergarten as a whole improved by an additional 20 numbers

R-CBM Grade One



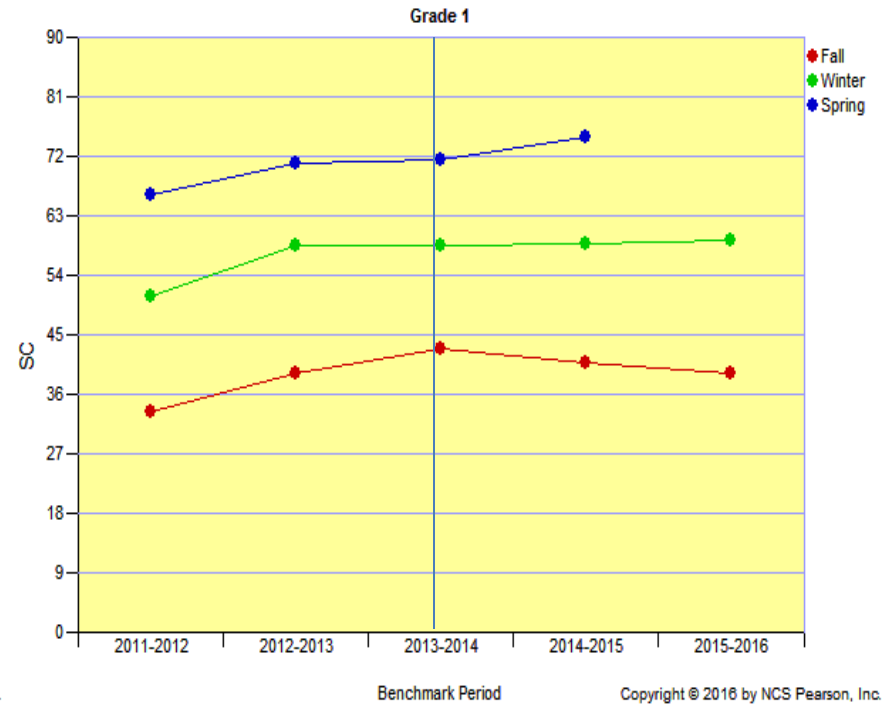
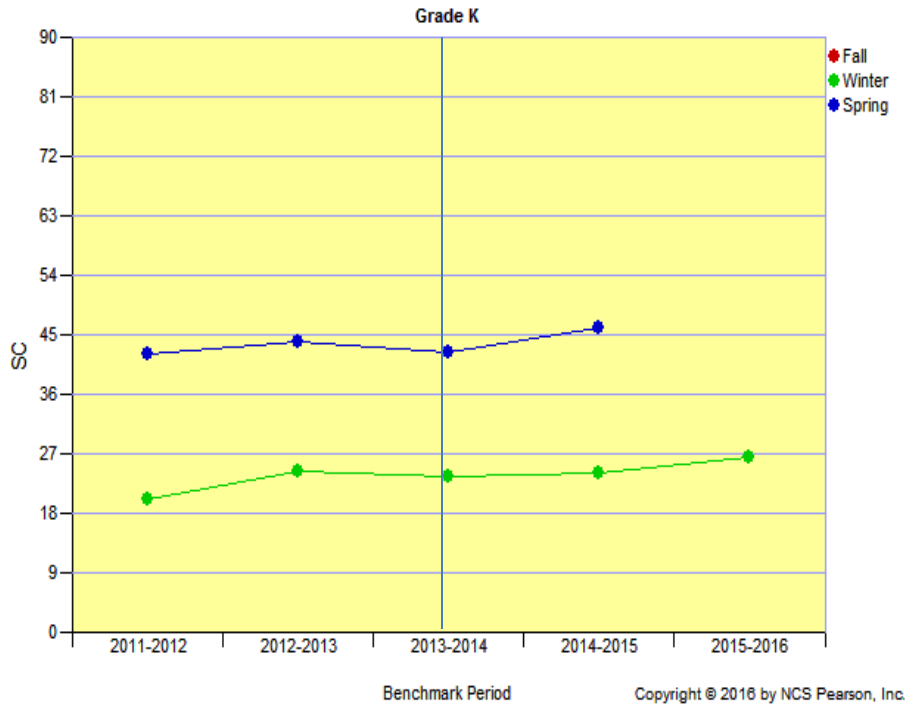
How do we continue to improve reading fluency?

Nonsense Word Fluency – Grade One



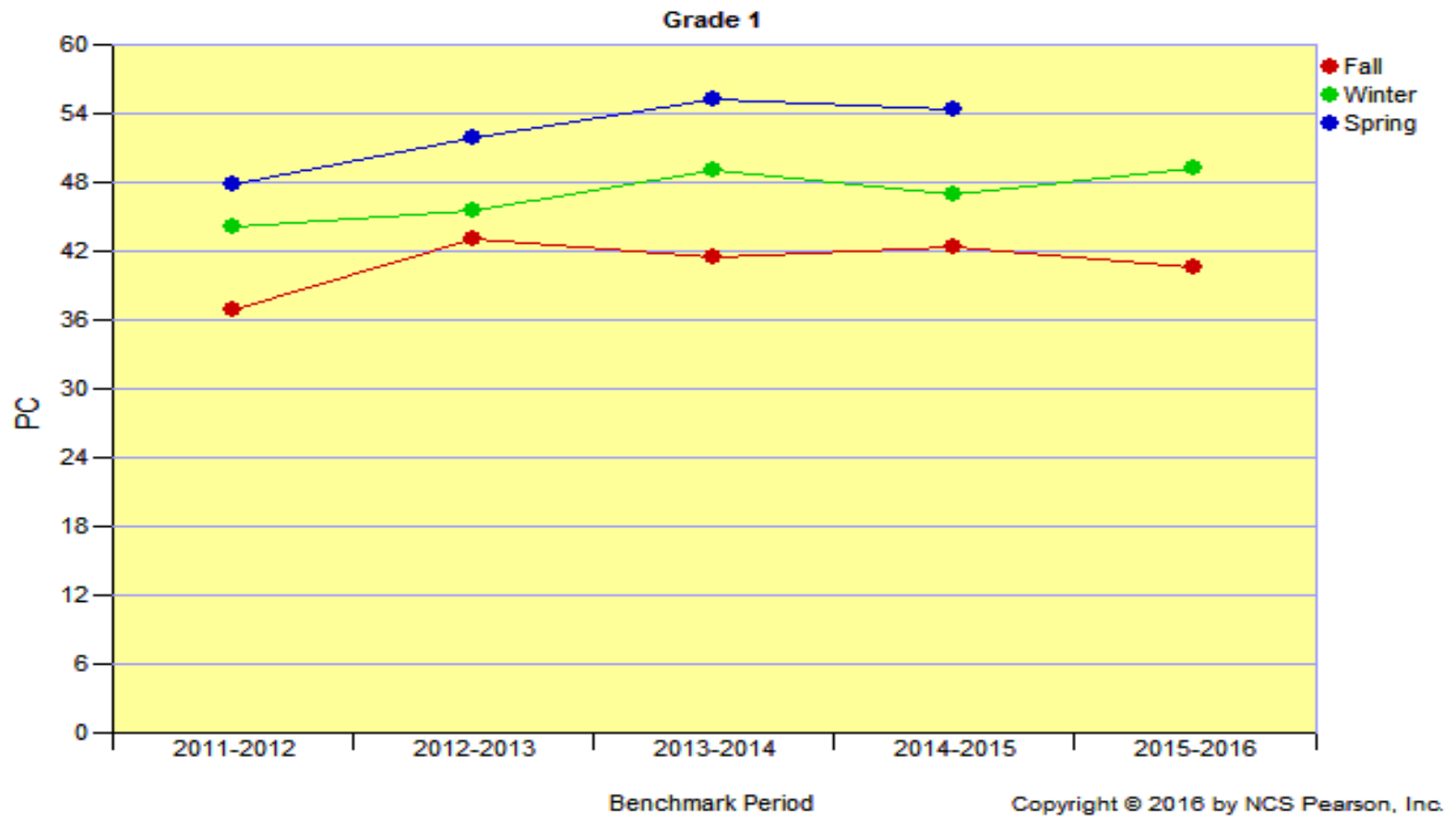
Grade level improved fluency with nonsense words

NWF Comparison K and 1

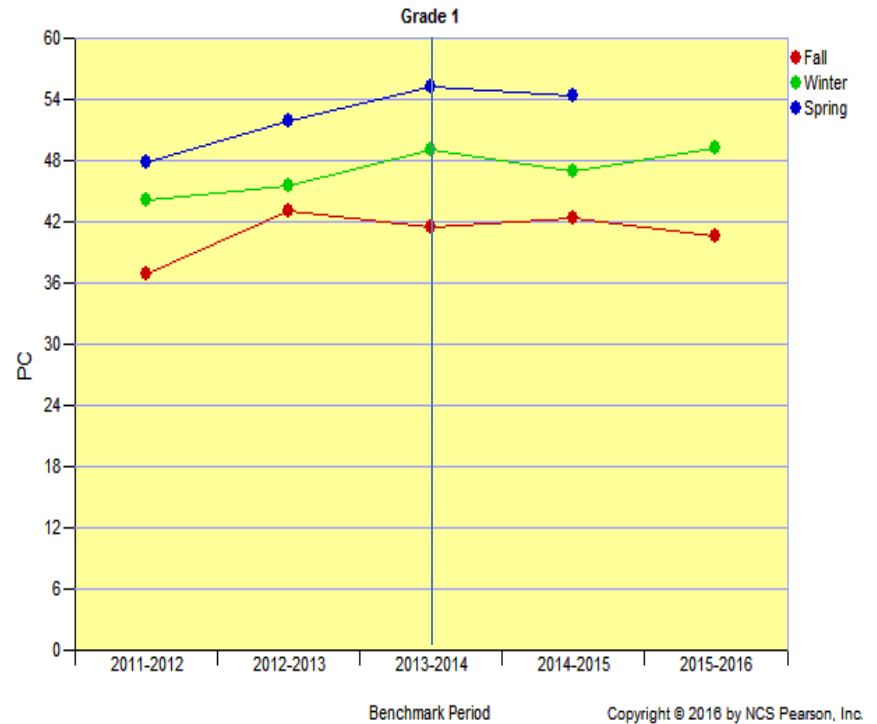
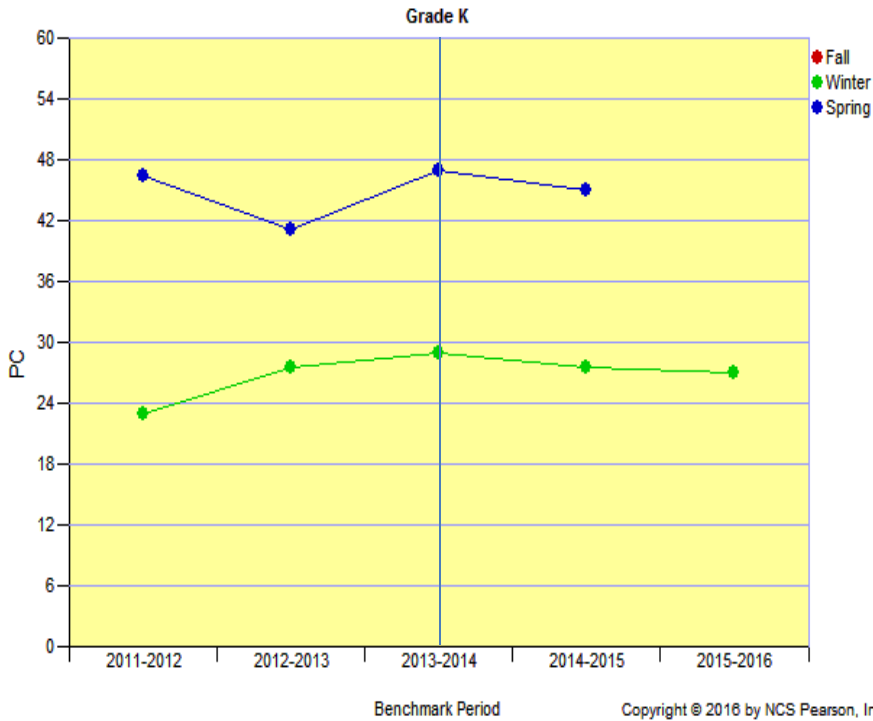


What trends are we seeing from K to grade 1? Are we regressing during the summer months? Is this assessment still valid and how does this drive our instruction?

Phonemic Segmentation Fluency – Grade 1

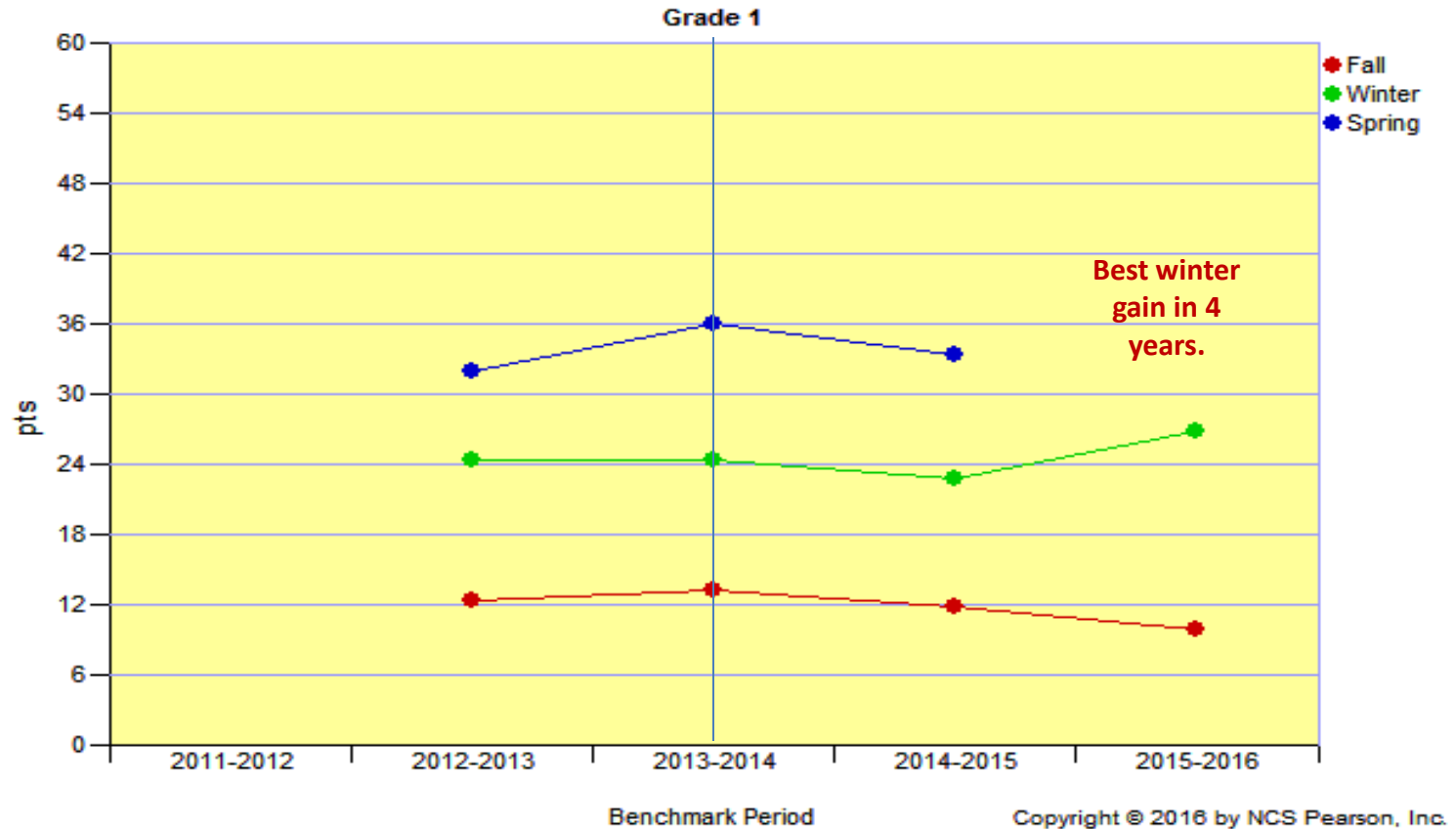


PSF Comparison K and Grade 1



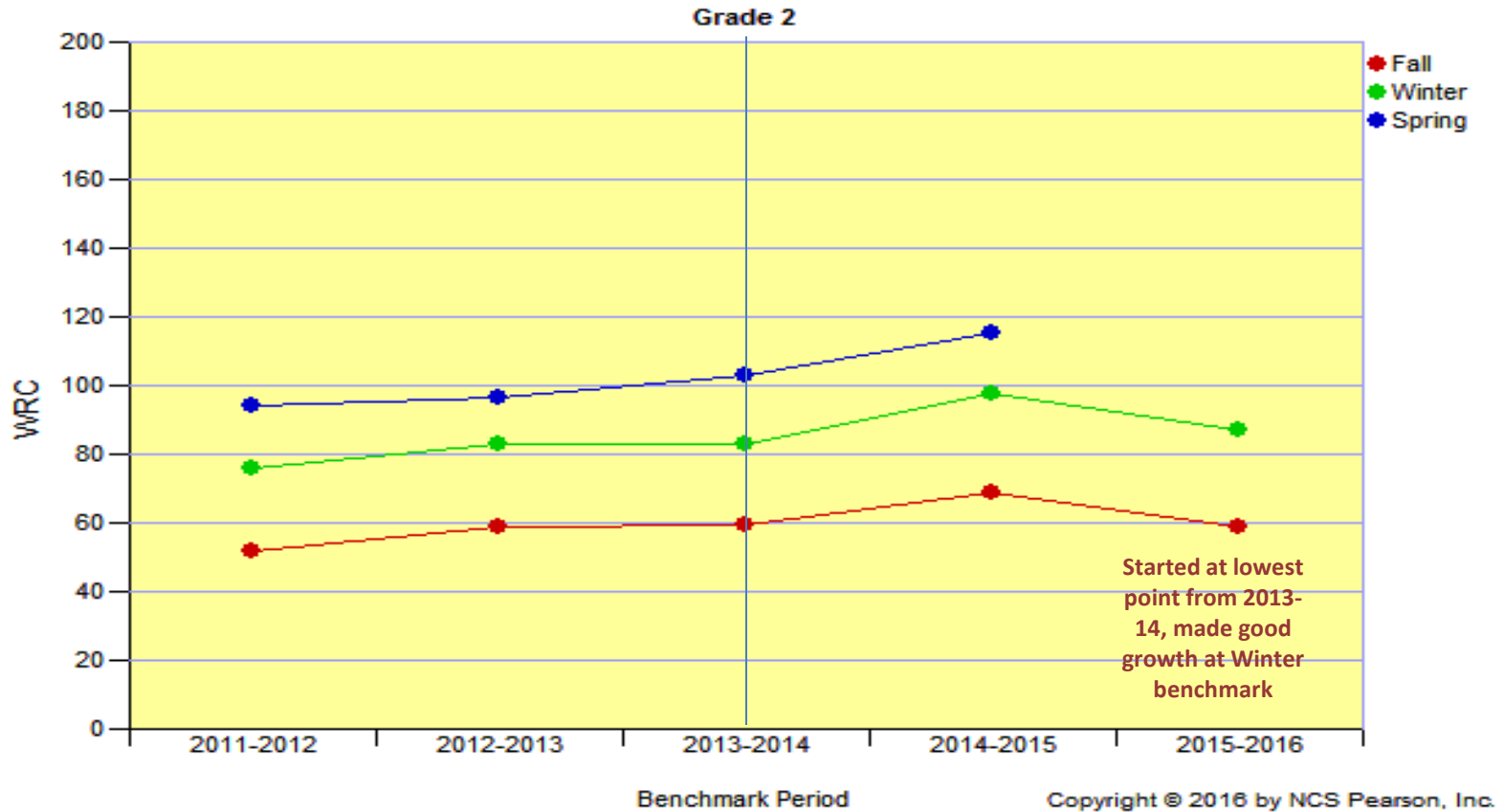
A slight regression from end of K to grade 1 fall. How do we build upon this during the summer months?

M-COMP Grade One

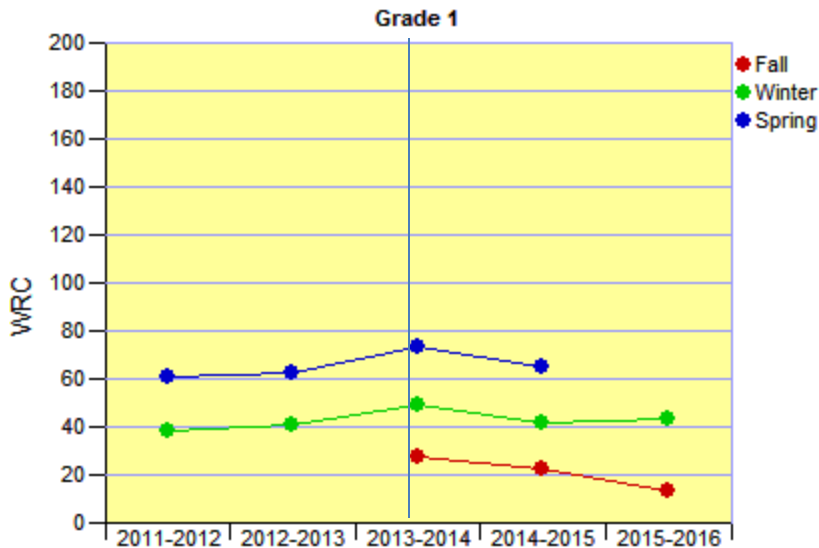


On average students correctly answered 19 more questions correctly. How do we build upon this growth?

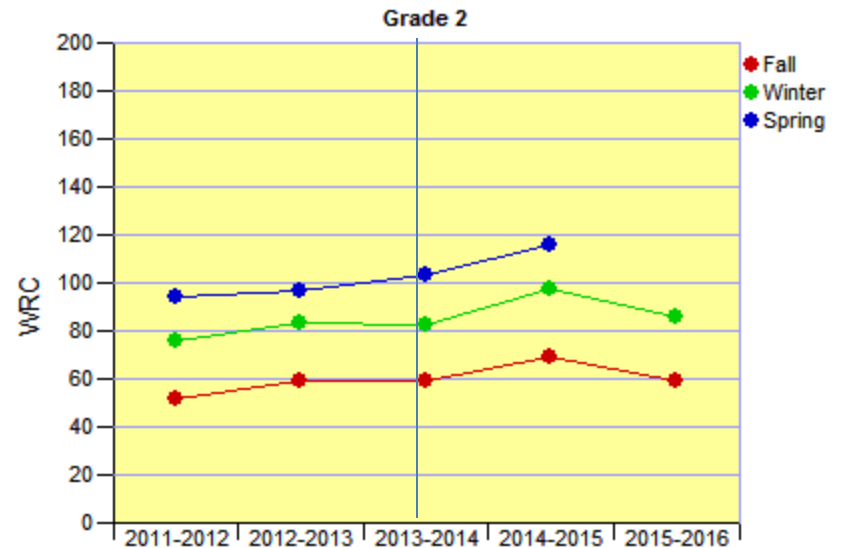
R-CBM Grade Two



RCBM Comparison Grade 1 and 2



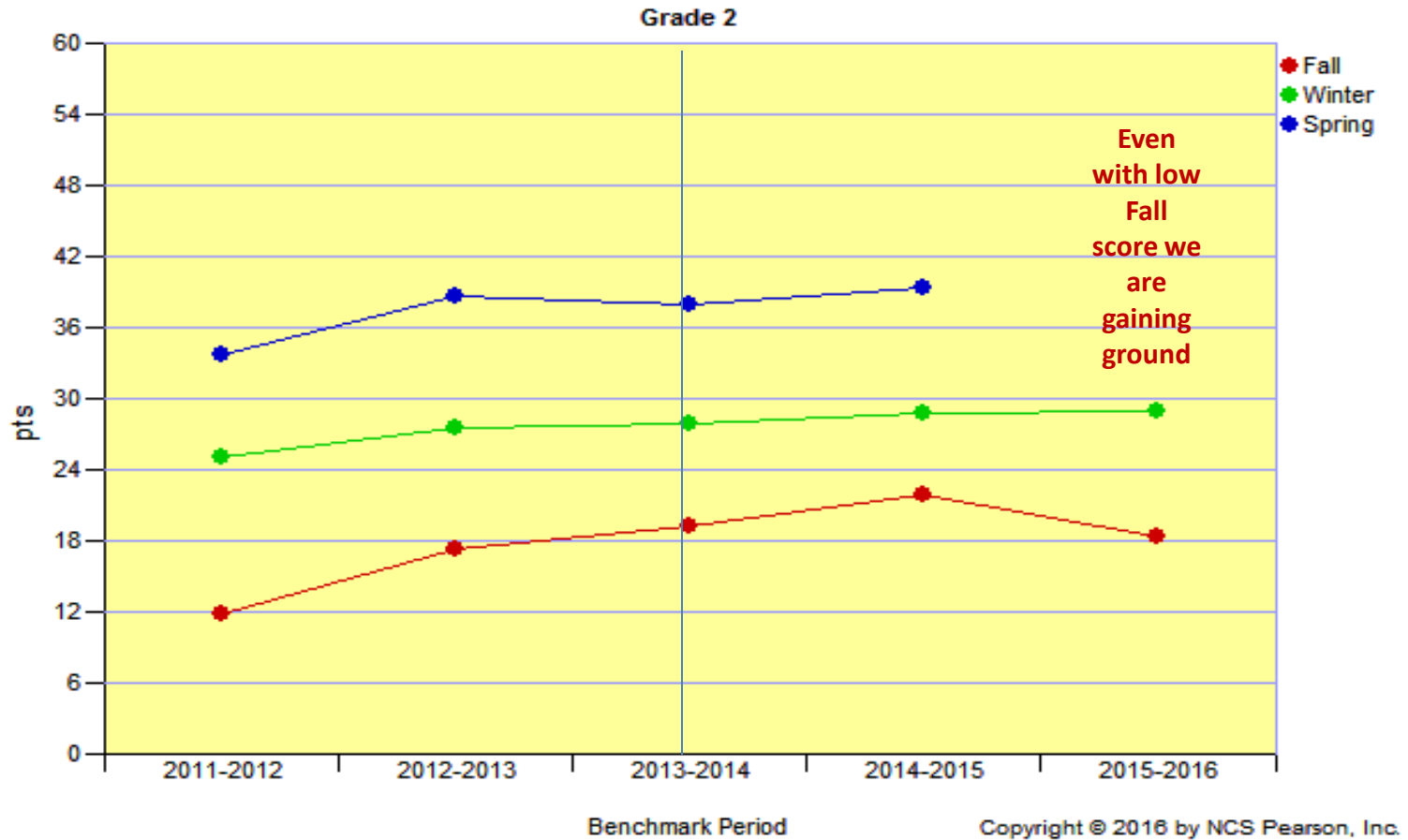
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Grade 1 students leave in the spring and enter at grade 2 with no regression and actually improved. How do we build upon our spring grade 1 results over the summer?

M-COMP Grade Two



Grade 2 students performed better than the national norm