SSSD 2024-2025 EOY District Data Snapshot

DIBELS DATA	2022-23 BOY to EOY Progress Well Below Benchmark - All Grades			2023-24 BOY to EOY Progress Well Below Benchmark - All Grades		
	BOY %	EOY %	Early Literacy Grant Ranking	BOY %	EOY %	Early Literacy Grant Ranking
SCE Grades K-3	31%	15%	Well Above Average Progress	29%	9%	Well Above Average Progress
SGS Grades K-3	27%	20%	Average Progress	40%	15%	Well Above Average Progress
SPE Grades K-3	28%	23%	Below Average Progress	34%	11%	Well Above Average Progress

This goal is intended to measure **accelerated growth** for students who scored in the well below benchmark category on the beginning of year (BOY) assessment

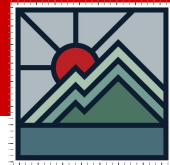# ELEMENTARY: ELG Initiative K-3 Goal 1: *Students in the well below benchmark category make above average progress or well above average progress in reading each year.* **(CURRENT)**

DIBELS DATA	2023-24 BOY to EOY Progress Well Below Benchmark - All Grades			2024-25 BOY to EOY Progress Well Below Benchmark - All Grades		
	BOY %	EOY %	Early Literacy Grant Ranking	BOY %	EOY %	Early Literacy Grant Ranking
SCE Grades K-3	29%	9%	Well Above Average Progress	31%	12%	Well Above Average Progress
SGS Grades K-3	40%	15%	Well Above Average Progress	30%	9%	Well Above Average Progress
SPE Grades K-3	34%	11%	Well Above Average Progress	29%	11%	Well Above Average Progress

+ All schools MET this goal

ELEMENTARY: K-5 Reading Well Below Benchmark (baseline) Data

(ELG Goal 1: *Students in the well below benchmark category make **above average progress** or well above average progress achieving grade-level reading proficiency*)

DIBELS DATA	2024-25 BOY to EOY Progress **Well Below Benchmark** - All Grades	
	BOY %	**EOY %**
Grades K-5	27%	14%

ELEMENTARY: ELG Initiative K-3 Goal 2: *Students make **above average progress** or well above average progress achieving grade-level reading proficiency* **(HISTORICAL)**

DIBELS DATA	2022-23 BOY to EOY Progress AT/Above Benchmark - All Grades			2023-24 BOY to EOY Progress AT/Above Benchmark - All Grades		
	BOY %	EOY %	Early Literacy Grant Ranking	BOY %	EOY %	Early Literacy Grant Ranking
SCE Grades K-3	69%	78%	Above Average Progress	51%	77%	Well Above Average Progress
SGS Grades K-3	58%	65%	Average Progress	34%	69%	Well Above Average Progress
SPE Grades K-3	59%	65%	Average Progress	44%	71%	Well Above Average Progress

This goal is intended to measure **student proficiency** demonstrated by students who scored well below or below benchmark at BOY moving into at or above benchmark by EOY

ELEMENTARY: ELG Initiative K-3 Goal 2: *Students make above-average progress, achieving grade-level reading proficiency. (CURRENT)*

DIBELS DATA	2023-24 BOY to EOY Progress AT/Above Benchmark - All Grades			2024-25 BOY to EOY Progress AT/Above Benchmark - All Grades		
	BOY %	EOY %	Early Literacy Grant Ranking	BOY %	EOY %	Early Literacy Grant Ranking
SCE Grades K-3	51%	77%	Above Average Progress	49%	77%	Well Above Average Progress
SGS Grades K-3	34%	69%	Average Progress	50%	74%	Well Above Average Progress
SPE Grades K-3	44%	71%	Average Progress	53%	84%	Well Above Average Progress

+ All schools MET this goal

ELEMENTARY: K-5 Reading AT/Above Benchmark Data

(ELG Goal 2: *Students make **above average progress** or well above average progress achieving grade-level reading proficiency*)

DIBELS DATA	2024-25 BOY to EOY Progress AT/Above Benchmark - All Grades	
	BOY %	EOY %
Grades K-5	55%	74%

ELEMENTARY: ELG Initiative K-3 Goal 3: *50% of students scoring below benchmark move up at least one performance category.* **(CURRENT)**

DIBELS DATA	2024-25 BOY to EOY Progress **TIER 3**	
	BOY %	**EOY %**
SCE Grades K-3	59%	62%
SGS Grades K-3	30%	9%
SPE Grades K-3	59%	78%

This goal is intended to measure **growth of performance band** of students who began the year scoring below benchmark or well below benchmark on mCLASS DIBELS 8 or Lectura.

+ All schools MET this goal

ELEMENTARY: DIBELS Overall Results

Grade K
Reference Data (Compare these results against a wider population)

Steamboat Springs School District RE-2
- 24-25 BOY: 64(49%), 24(18%), 25(19%), 18(14%) — 131
- 24-25 EOY: 13(10%), 5(4%), 38(30%), 72(56%) — 128

Grade 1
Reference Data (Compare these results against a wider population)

Steamboat Springs School District RE-2
- 24-25 BOY: 44(33%), 31(23%), 45(34%), 14(10%) — 134
- 24-25 EOY: 12(9%), 11(9%), 53(41%), 52(41%) — 128

Grade 2
Reference Data (Compare these results against a wider population)

Steamboat Springs School District RE-2
- 24-25 BOY: 57(31%), 24(14%), 56(32%), 40(23%) — 177
- 24-25 EOY: 27(16%), 19(11%), 62(36%), 64(37%) — 172

Grade 3
Reference Data (Compare these results against a wider population)

Steamboat Springs School District RE-2
- 24-25 BOY: 32(17%), 41(22%), 57(32%), 54(29%) — 184
- 24-25 EOY: 14(8%), 29(16%), 49(27%), 90(49%) — 182

Grade 4
Reference Data (Compare these results against a wider population)

Steamboat Springs School District RE-2
- 24-25 BOY: 26(16%), 29(18%), 69(43%), 37(23%) — 161
- 24-25 EOY: 27(17%), 35(22%), 40(25%), 56(36%) — 158

Grade 5
Reference Data (Compare these results against a wider population)

Steamboat Springs School District RE-2
- 24-25 BOY: 34(19%), 24(14%), 58(33%), 60(34%) — 176
- 24-25 EOY: 37(21%), 14(8%), 33(19%), 91(52%) — 175

Legend: ■ Well Below Benchmark ■ Below Benchmark ■ At Benchmark ■ Above Benchmark

+ Significant Growth in all grades in At and Above Benchmarks

+ Significant decrease in all grades in Well Below Benchmark

➢ Significant shifts in school systems and instructional supports focused on:
  - Data driven instruction and responsive interventions
    - Data meetings are held regularly to monitor, identify trends, adjust instructional practices.
    - Tier 2 instruction and intervention was the focus.
  - Enhanced collaboration between all stakeholders, teachers and interventionists
  - Focus on equity across all students and special populations

➢ Impact - increased student growth across benchmark assessments improved ability to target specific skills deficit

+ All schools MET all 3 goals

Historical District **TYPICAL GROWTH** Data I-Ready EOY Review
OVERALL PERCENTAGE STUDENTS MET or EXCEEDED GROWTH PROJECTION (National Aim for Typical Growth is 50%)

Typical Growth: **The average growth of students at each grade and placement level.** Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.

Elementary: iReady (% Met Typical Growth)	2021-2022	2022-2023	2023-2024	2024-2025
ELA	70%	74%	73%	72%
Math	69%	65%	69%	70%

Historical District **STRETCH GROWTH** Data I-Ready EOY Review
OVERALL PERCENTAGE STUDENTS MET or EXCEEDED GROWTH PROJECTION (National Aim for Stretch growth is 30%)

Stretch Growth: **The growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels.** Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

Elementary: iReady (% Met Stretch Growth)	2021-2022	2022-2023	2023-2024	2024-2025
ELA	47%	50%	51%	46%
Math	42%	39%	40%	44%

ELEMENTARY: I-Ready Criterion (Definitions for Reference only)

Understanding *i-Ready*'s Criterion Referenced Relative Placement Levels

i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five relative placement levels:

Mid or Above Grade Level	Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics, or above-grade level instruction.
Early On Grade Level	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
1 Grade Level Below	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
2 Grade Levels Below **3+ Grade Levels Below**	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

Understanding *i-Ready*'s Criterion Referenced Relative Placement Levels

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■ Early On Grade Level	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.	
■ 1 Grade Level Below	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.	
■ 2 Grade Levels Below ■ 3+ Grade Levels Below	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.	

Who is Included in the Analysis?

Cross-Sectional Analysis

A comparison of different students across years. For example, current Grade 3 students compared to last year's Grade 3 students. Students are included if they completed a Diagnostic in *any* of the testing windows examined.

Last Year   Current Year

Longitudinal Cohort Analysis

A view of the same students over time. For example, current students who participated in i-Ready from Grade 1 to Grade 2 and are now Grade 3. Students are included if they completed a Diagnostic in *all* testing windows examined across years.

Year 1   Year 2   Year 3

SSSD 2024-2025 Population

MATH

Fall Performance	872 students
Spring Performance	881 students
Growth	861 students

Reading

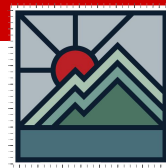|	
Fall Performance	630 students
Spring Performance	646 students
Growth	626 students

To be included in Growth Count:
- Grade K-8
- Student completed a baseline Diagnostic AND a Diagnostic in the Spring Window (most recent)
- There were >=25 weeks between the baseline Diagnostic and most recent in Spring

Who is Included in the Benchmark Data?

i-Ready National Norms Spring 22-23 (Natl. Norm)

The *i-Ready* national norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

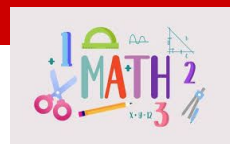### National Year-to-Date Spring 24-25 (Natl. YTD)

This population includes all students who completed a Diagnostic from March 2 to May 28. This data may not be representative of the student population.

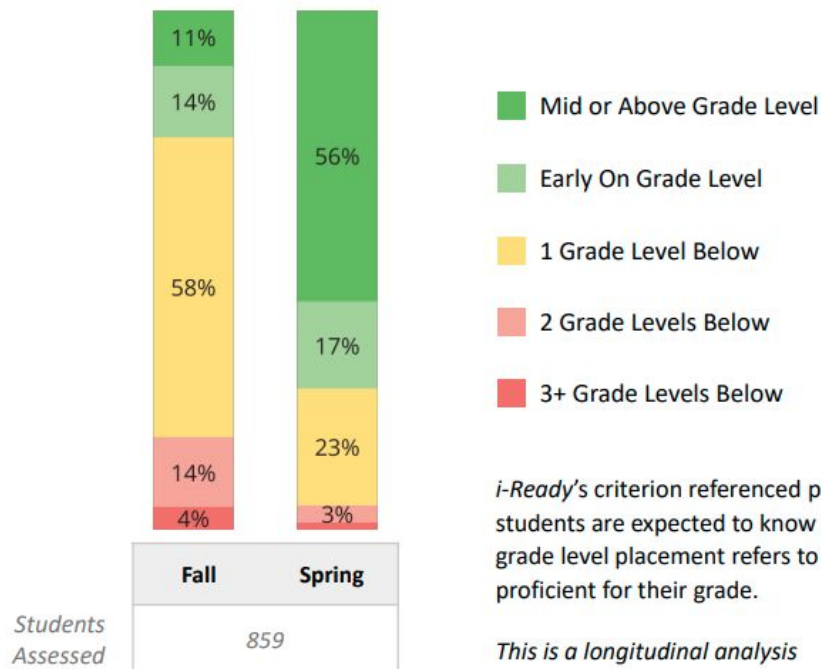### Colorado Year-to-Date Spring 24-25 (CO YTD)

This population includes all students who completed a Diagnostic from March 2 to May 28. This data may not be representative of the student population.

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25

Fall:
- 11%
- 14%
- 58%
- 14%
- 4%

Spring:
- 56%
- 17%
- 23%
- 3%

	Fall	Spring
Students Assessed	859	

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 24-25 to Spring 24-25

	Fall	Spring
	25%	52%
	20%	
	31%	22%
	17%	16%
	7%	7%
		3%

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

	Fall	Spring
Students Assessed	623	

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.
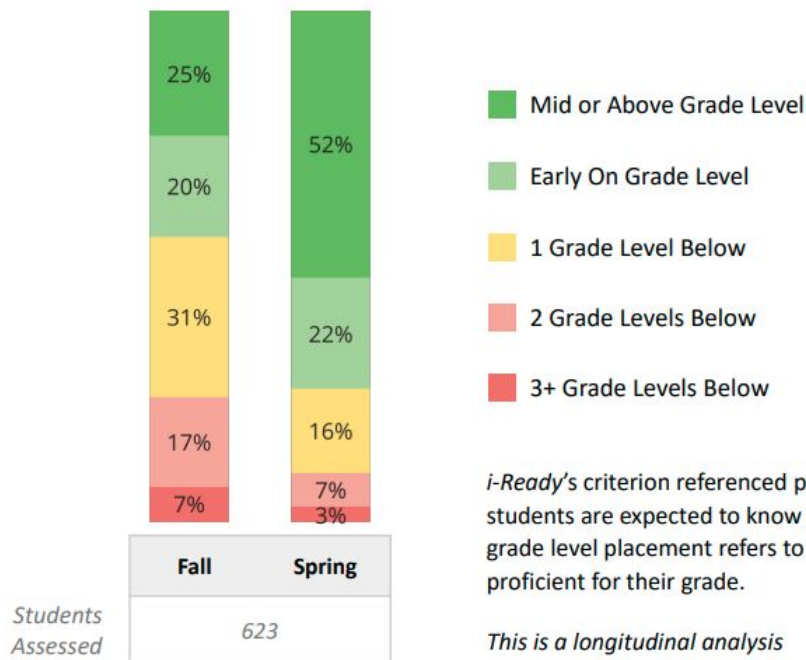
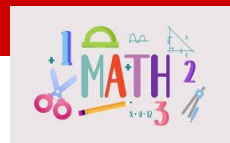*This is a longitudinal analysis*

ELEMENTARY: I-Ready Mathematics

Mathematics

How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 24-25 to Spring 24-25

	K		**1**		**2**		**3**		**4**		**5**	
	Fall	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
Number and Operations	3%	63%	8%	65%	9%	51%	9%	47%	22%	64%	23%	66%
Algebra and Algebraic Thinking	4%	70%	20%	72%	9%	42%	13%	60%	26%	58%	23%	58%
Measurement and Data	20%	62%	10%	57%	14%	52%	16%	61%	32%	60%	37%	71%
Geometry	28%	77%	15%	64%	15%	51%	15%	43%	14%	45%	21%	52%
Students Assessed	*116*		*115*		*158*		*167*		*139*		*164*	

■ Increased **More** than National Fall to Spring >5% pts
■ Increased **More** than National Fall to Spring 0-5% pts
▨ Increased **Less** than National Fall to Spring 1-5% pts
▨ Increased **Less** than National Fall to Spring >5% pts

+ All Domains increased more than the National

ELEMENTARY: I-Ready Mathematics

Mathematics

How Does Domain-Level Performance Compare to Fall?
Percent of Students Placing **Mid or Above Grade Level**, from Fall 24-25 to Spring 24-25

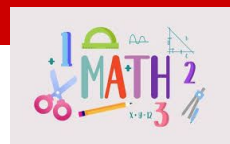|	K		1		2		3		4		5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Number and Operations	3%	63%	8%	65%	9%	51%	9%	47%	22%	64%	23%	66%
Algebra and Algebraic Thinking	4%	70%	20%	72%	9%	42%	13%	60%	26%	58%	23%	58%
Measurement and Data	20%	62%	10%	57%	14%	52%	16%	61%	32%	60%	37%	71%
Geometry	28%	77%	15%	64%	15%	51%	15%	43%	14%	45%	21%	52%
Students Assessed	116		115		158		167		139		164	

■ Increased **More** than National Fall to Spring >5% pts   ■ Increased **More** than National Fall to Spring 0-5% pts   ▨ Increased **Less** than National Fall to Spring 1-5% pts   ▨ Increased **Less** than National Fall to Spring >5% pts

How Does Domain-Level Performance Compare to Fall?
Percent of Students Placing **Mid or Above Grade Level**, from Fall 23-24 to Spring 23-24

	K		1		2		3		4		5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Number and Operations	5%	63%	6%	54%	4%	43%	10%	52%	21%	70%	26%	65%
Algebra and Algebraic Thinking	5%	66%	16%	70%	14%	45%	16%	51%	22%	59%	23%	50%
Measurement and Data	18%	71%	12%	55%	14%	46%	28%	62%	28%	64%	34%	66%
Geometry	24%	70%	15%	57%	15%	50%	21%	36%	18%	54%	23%	56%
Students Assessed	111		163		168		134		160		158	

■ Increased **More** than National Fall to Spring >5% pts   ■ Increased **More** than National Fall to Spring 0-5% pts   ▨ Increased **Less** than National Fall to Spring 1-5% pts   ▨ Increased **Less** than National Fall to Spring >5% pts

+ Significant growth from previous year

ELEMENTARY: I-Ready Reading

How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 24-25 to Spring 24-25

	2		3		4		5	
	Fall	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
Phonological Awareness	79%	95%						
High-Frequency Words	32%	58%	95%	98%				
Phonics	27%	62%	56%	85%	81%	88%	87%	96%
Vocabulary	18%	50%	24%	55%	35%	53%	29%	43%
Comprehension: Overall	14%	47%	27%	55%	33%	58%	30%	54%
Literature	18%	52%	31%	58%	38%	63%	39%	54%
Informational Text	13%	43%	25%	50%	30%	52%	28%	47%
Students Assessed	*159*		*169*		*139*		*156*	

Increased **More** than National Fall to Spring >5% pts
Increased **More** than National Fall to Spring 0-5% pts
Increased **Less** than National Fall to Spring 1-5% pts
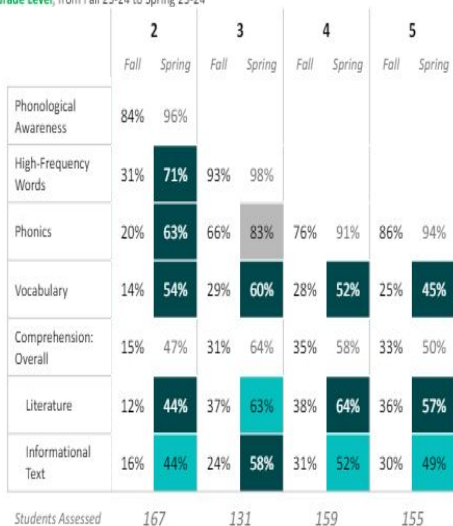Increased **Less** than National Fall to Spring >5% pts
xx% National Comparison Not Available

ELEMENTARY: I-Ready Reading

How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 23-24 to Spring 23-24

	2 Fall	2 Spring	3 Fall	3 Spring	4 Fall	4 Spring	5 Fall	5 Spring
Phonological Awareness	84%	96%						
High-Frequency Words	31%	71%	93%	98%				
Phonics	20%	63%	66%	83%	76%	91%	86%	94%
Vocabulary	14%	54%	29%	60%	28%	52%	25%	45%
Comprehension: Overall	15%	47%	31%	64%	35%	58%	33%	50%
Literature	12%	44%	37%	63%	38%	64%	36%	57%
Informational Text	16%	44%	24%	58%	31%	52%	30%	49%
Students Assessed	167		131		159		155	

Increased **More** than National Fall to Spring >5% pts
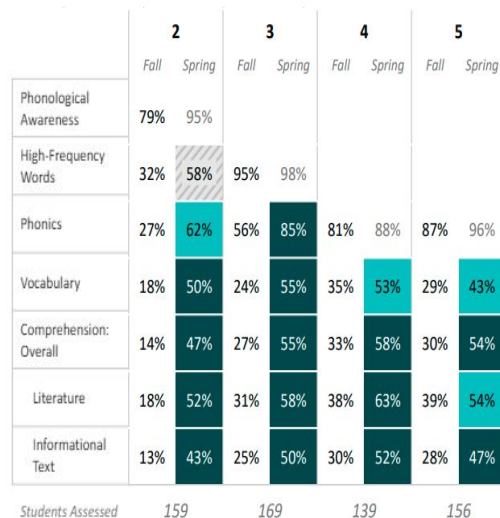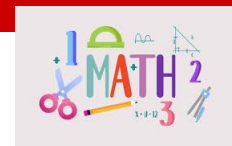Increased **More** than National Fall to Spring 0-5% pts
Increased **Less** than National Fall to Spring 1-5% pts
Increased **Less** than National Fall to Spring >5% pts
xx% National Comparison Not Available

How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 24-25 to Spring 24-25

	2 Fall	2 Spring	3 Fall	3 Spring	4 Fall	4 Spring	5 Fall	5 Spring
Phonological Awareness	79%	95%						
High-Frequency Words	32%	58%	95%	98%				
Phonics	27%	62%	56%	85%	81%	88%	87%	96%
Vocabulary	18%	50%	24%	55%	35%	53%	29%	43%
Comprehension: Overall	14%	47%	27%	55%	33%	58%	30%	54%
Literature	18%	52%	31%	58%	38%	63%	39%	54%
Informational Text	13%	43%	25%	50%	30%	52%	28%	47%
Students Assessed	159		169		139		156	

Increased **More** than National Fall to Spring >5% pts
Increased **More** than National Fall to Spring 0-5% pts
Increased **Less** than National Fall to Spring 1-5% pts
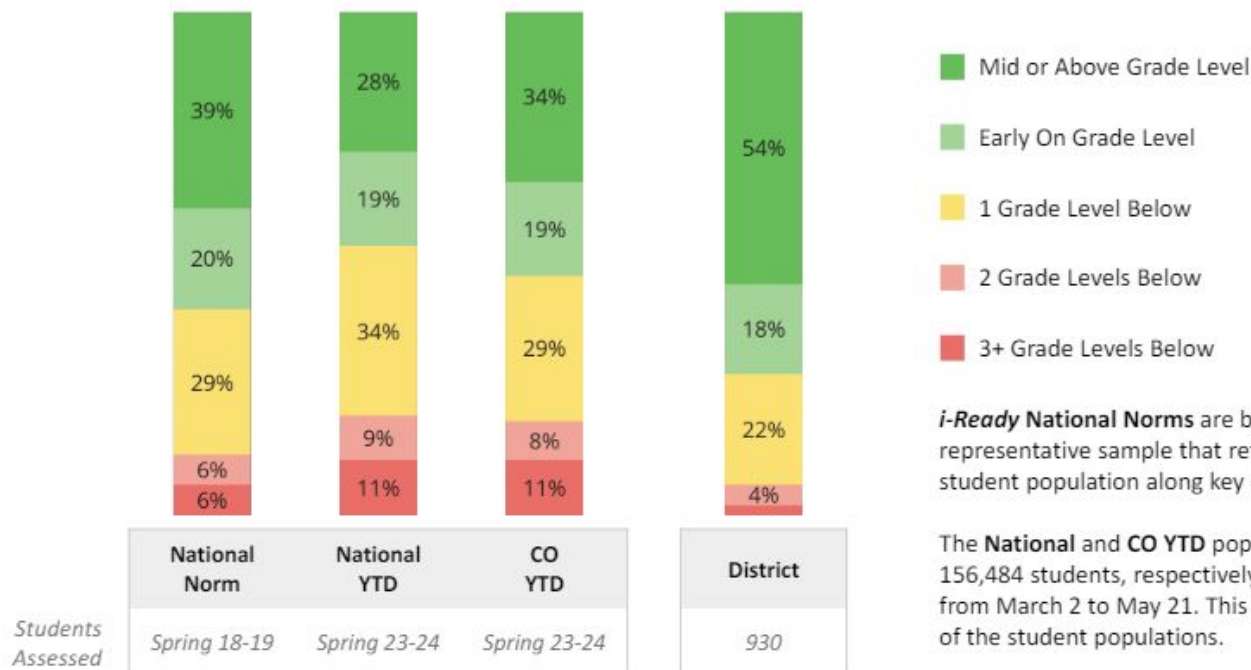Increased **Less** than National Fall to Spring >5% pts
xx% National Comparison Not Available

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
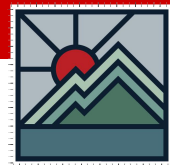- 3+ Grade Levels Below

Note:
National Norm and YTD samples include students in grades K-8. The district is not using with 6-8.

i-Ready **National Norms** are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.
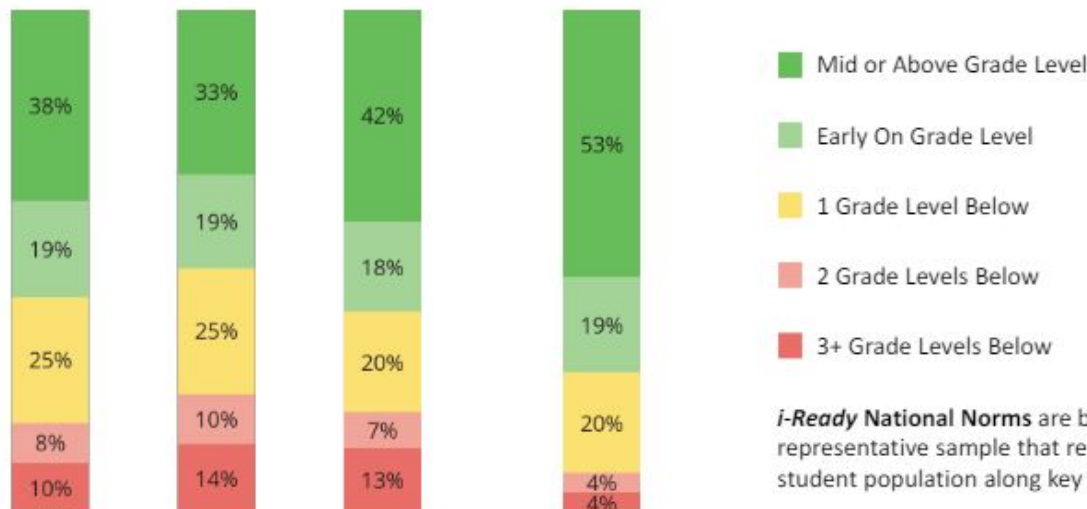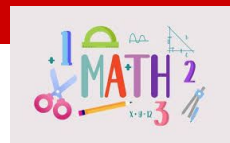
The **National** and **CO YTD** populations include 7,369,245 and 156,484 students, respectively, who completed a Diagnostic from March 2 to May 21. This data may not be representative of the student populations.

	National Norm	National YTD	CO YTD	District
Mid or Above Grade Level	39%	28%	34%	54%
Early On Grade Level	20%	19%	19%	18%
1 Grade Level Below	29%	34%	29%	22%
2 Grade Levels Below	6%	9%	8%	4%
3+ Grade Levels Below	6%	11%	11%	
Students Assessed	Spring 18-19	Spring 23-24	Spring 23-24	930

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks

Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

	National Norm	National YTD	CO YTD	District
Students Assessed	Spring 18-19	Spring 23-24	Spring 23-24	671

Note:
National Norm and YTD samples include students in grades K-8. The district is not using with 6-8.

i-Ready **National Norms** are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National** and **CO YTD** populations include 6,641,529 and 162,561 students, respectively, who completed a Diagnostic from March 2 to May 21. This data may not be representative of the student populations.
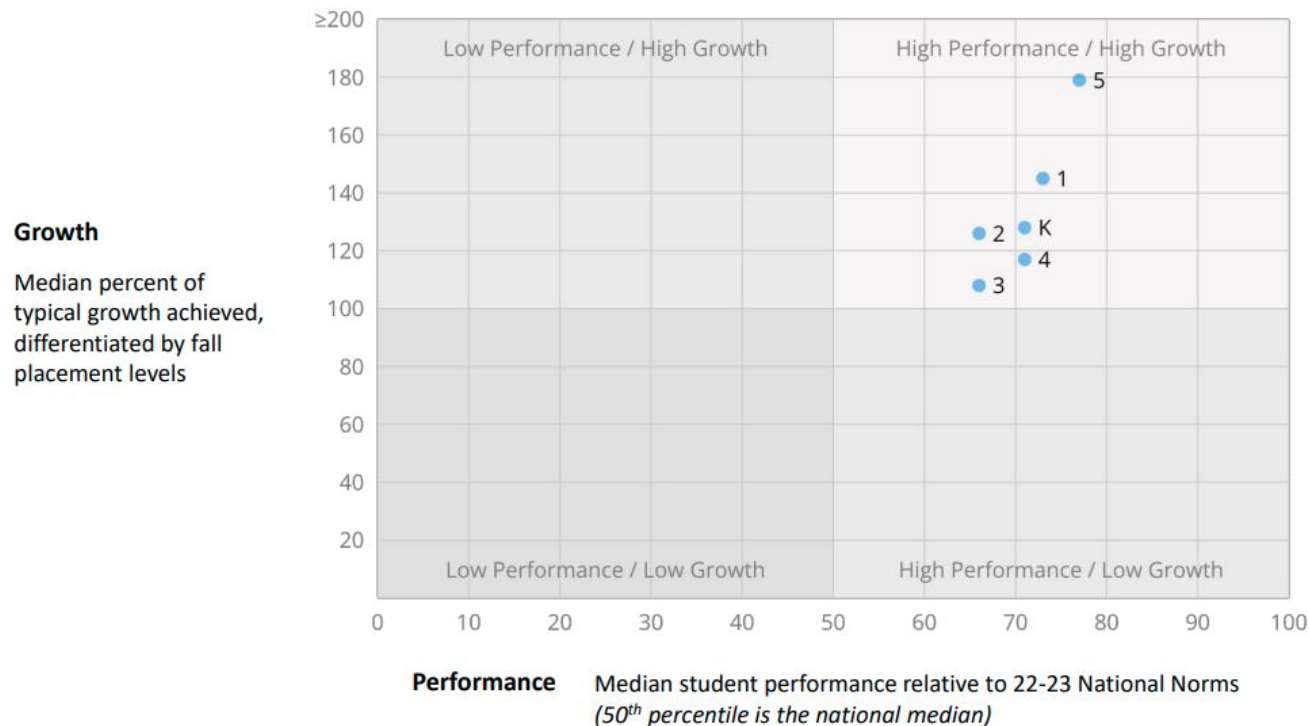
How Did Students Across the District Grow From Fall to Spring?

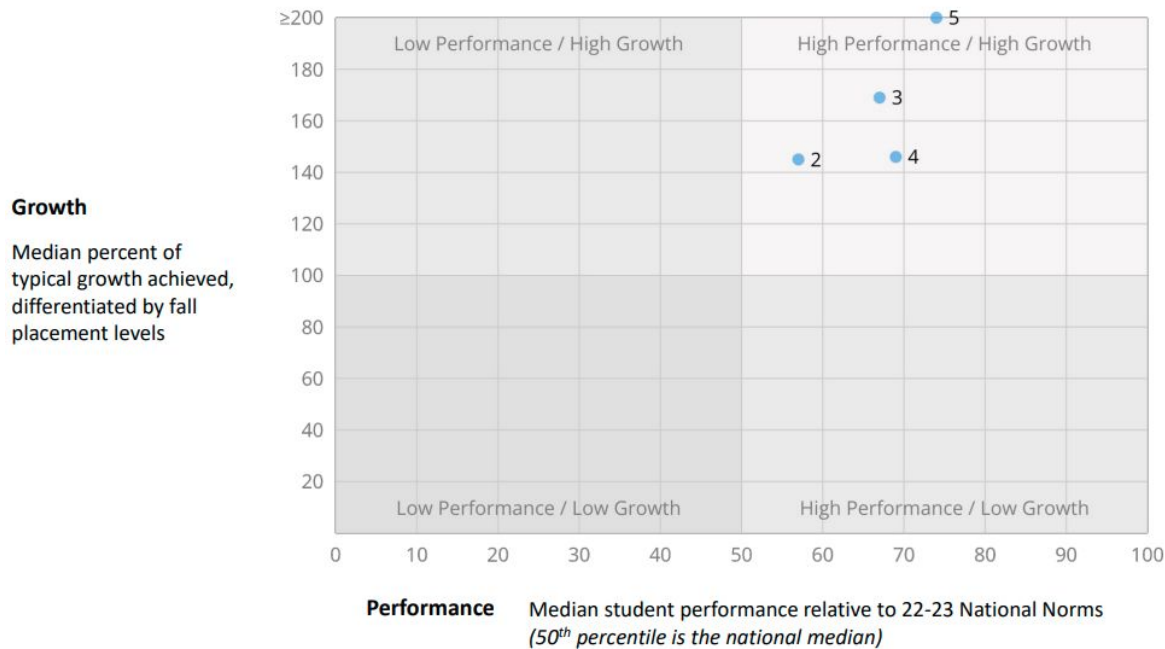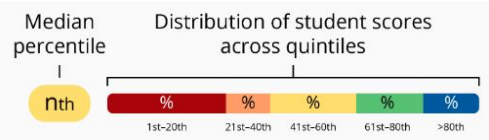Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels

Performance Median student performance relative to 22-23 National Norms (50th percentile is the national median)

How Did Students Across the District Grow From Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels

Low Performance / High Growth

High Performance / High Growth

Low Performance / Low Growth

High Performance / Low Growth

• 5
• 3
• 2   • 4

Performance   Median student performance relative to 22-23 National Norms
(50th percentile is the national median)

MIDDLE SCHOOL: NWEA/MAPS Data

MATH

Median percentile | **Distribution of student scores across quintiles**

Nth	%	%	%	%	%
	1st–20th	21st–40th	41st–60th	61st–80th	>80th

1	50th	100

| 20th and lower | 21st–40th | 41st–60th | 61st–80th | 81st and higher |

District Profile

Growth And Achievement by Grade
Steamboat Springs School District | Math K-12

Grade ↑		Sort by -- select an option --	Number of Students ⓘ

Grade 6 — 176

Growth Median and Distribution

| 63rd | 15% | 17% | 17% | 16% | 35% |

Achievement Fall 2024-2025 Median and Distribution

| 64th | 13% | 13% | 17% | 22% | 35% |

Achievement Spring 2024-2025 Median and Distribution

| 68th | 11% | 13% | 14% | 26% | 36% |

Grade 7 — 206

Growth Median and Distribution

| 62nd | 16% | 15% | 16% | 21% | 32% |

Achievement Fall 2024-2025 Median and Distribution

| 64th | 8% | 13% | 26% | 25% | 28% |

Achievement Spring 2024-2025 Median and Distribution

| 73rd | 8% | 10% | 21% | 25% | 36% |

Grade 8 — 178

Growth Median and Distribution

| 72nd | 6% | 14% | 16% | 22% | 42% |

Achievement Fall 2024-2025 Median and Distribution

| 68th | 6% | 11% | 25% | 29% | 29% |

Achievement Spring 2024-2025 Median and Distribution
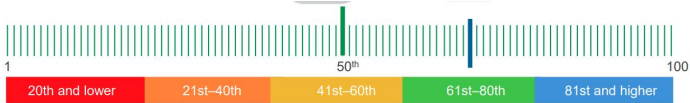
| 75th | 4% | 9% | 18% | 26% | 43% |

National Aim = 50%

+ ALL grades increased achievement

+All grades show overall above grade level expectations

MIDDLE SCHOOL: NWEA/MAPS Data
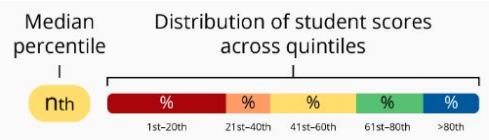
READING

Median percentile
Distribution of student scores across quintiles

nth

| % | % | % | % | % |
| 1st–20th | 21st–40th | 41st–60th | 61st–80th | >80th |

| 20th and lower | 21st–40th | 41st–60th | 61st–80th | 81st and higher |
| 1 | | | 50th | | 100 |

District Profile
Growth And Achievement by Grade
Steamboat Springs School District | Reading

Grade ↑		Sort by -- select an option --	Number of Students ⓘ

Grade 6

Growth Median and Distribution
57th | 18% | 16% | 20% | 22% | 24%

Number of Students: 176

Achievement Fall 2024-2025 Median and Distribution
72nd | 13% | 8% | 16% | 27% | 36%

Achievement Spring 2024-2025 Median and Distribution
71st | 11% | 8% | 16% | 32% | 33%

Grade 7

Growth Median and Distribution
60th | 10% | 18% | 23% | 21% | 28%

Number of Students: 204

Achievement Fall 2024-2025 Median and Distribution
75th | 9% | 6% | 17% | 33% | 35%

Achievement Spring 2024-2025 Median and Distribution
76th | 7% | 9% | 10% | 34% | 40%

Grade 8

Growth Median and Distribution
64th | 5% | 17% | 22% | 31% | 25%

Number of Students: 176

Achievement Fall 2024-2025 Median and Distribution
71st | 6% | 8% | 19% | 37% | 30%

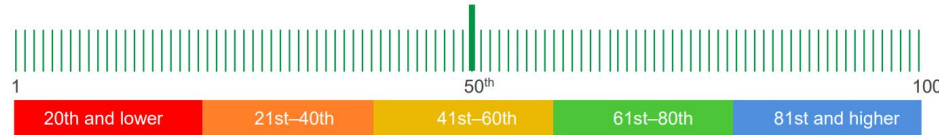**Achievement Spring 2024-2025** Median and Distribution
75th | 3% | 6% | 18% | 37% | 36%

National Aim = 50%

+All grades show overall at or above grade level expectations

National Norms

Colorado has some of the highest linkage correlations.

1 ... 50th ... 100

| 20th and lower | 21st–40th | 41st–60th | 61st–80th | 81st and higher |

How does my student's score compare with others at the same grade level?

PERCENTILES				
LOW	LOW AVG	AVERAGE	HIGH AVG	HIGH
< 21st	21st–40th	41st–60th	61st–80th	> 80th

nwea   ≪ Back

MAP Growth Reading*

Grade	Did Not Yet Meet		Partially Met		Approached		Met		Exceeded	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Fall										
Spring										
2	100–170	1–16	171–182	17–42	183–193	43–70	**194**–216	71–97	217–350	98–99
3	100–184	1–22	185–194	23–44	195–203	45–65	**204**–222	66–93	223–350	94–99
4	100–186	1–13	187–198	14–35	199–209	36–61	**210**–223	62–87	224–350	88–99
5	100–191	1–11	192–203	12–32	204–214	33–59	**215**–232	60–91	233–350	92–99
6	100–195	1–10	196–208	11–34	209–219	35–60	**220**–235	61–89	236–350	90–99
7	100–203	1–18	204–212	19–36	213–221	37–58	**222**–236	59–86	237–350	87–99
8	100–205	1–17	206–216	18–38	217–225	39–59	**226**–241	60–88	242–350	89–99

MIDDLE SCHOOL: NWEA/MAPS Data

National Norms

Linkage correlations for Washington for comparison.

20th and lower	21st–40th	41st–60th	61st–80th	81st and higher

How does my student's score compare with others at the same grade level?

PERCENTILES				
LOW	LOW AVG	AVER AGE	HIGH AVG	HIGH
< 21st	21st – 40th	41st – 60th	61st – 80th	> 80th

nwea

MAP Growth Reading*								
	Level 1		Level 2		Level 3		Level 4	
Grade	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Spring								
2	100–173	1–22	174–187	23–55	188–199	56–81	200–350	82–99
3	100–186	1–26	187–198	27–54	199–208	55–76	209–350	77–99
4	100–197	1–33	198–206	34–54	207–214	55–72	215–350	73–99
5	100–201	1–28	202–209	29–47	210–221	48–74	222–350	75–99
6	100–203	1–23	204–215	24–51	216–227	52–77	228–350	78–99
7	100–207	1–25	208–218	26–51	219–231	52–79	232–350	80–99
8	100–210	1–25	211–222	26–52	223–236	53–81	237–350	82–99

Reading Projected Proficiency on CMAS
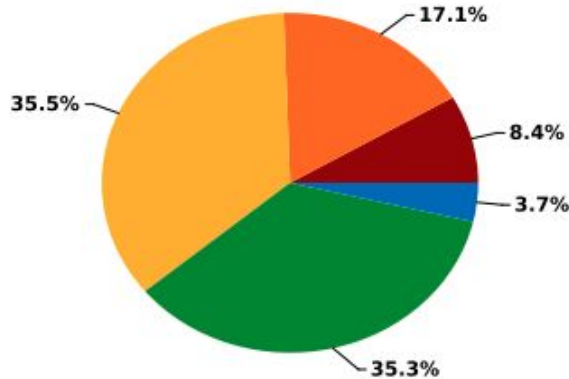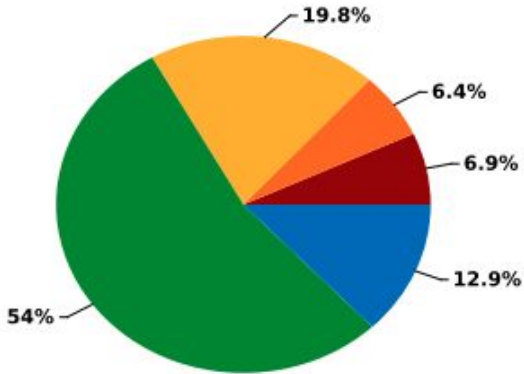
Fall (BOY)
Projection
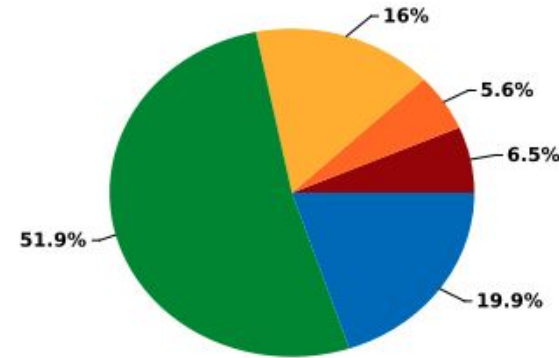
Spring (EOY)
Projection

| Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations |
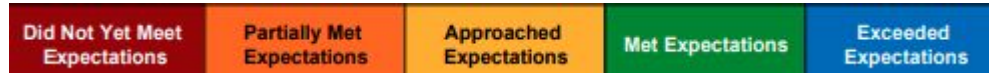
DISTRICT Next Steps

- ➤ 234-25 Benchmark and State Assessment Data in August
  - ○ PSAT/SAT + CMAS
  - ○ Disaggregated Demographic Data (including special populations)
    - ■ DIBELS, I-Ready, NWEA, PSAT/SAT, CMAS
- ➤ Data Driven Action Plan
  - ○ Shared in August
- ➤ Curricular Resource Adoptions
  - ○ ELA 4-5 Pilot
  - ○ ELA 6-8 Adoption