

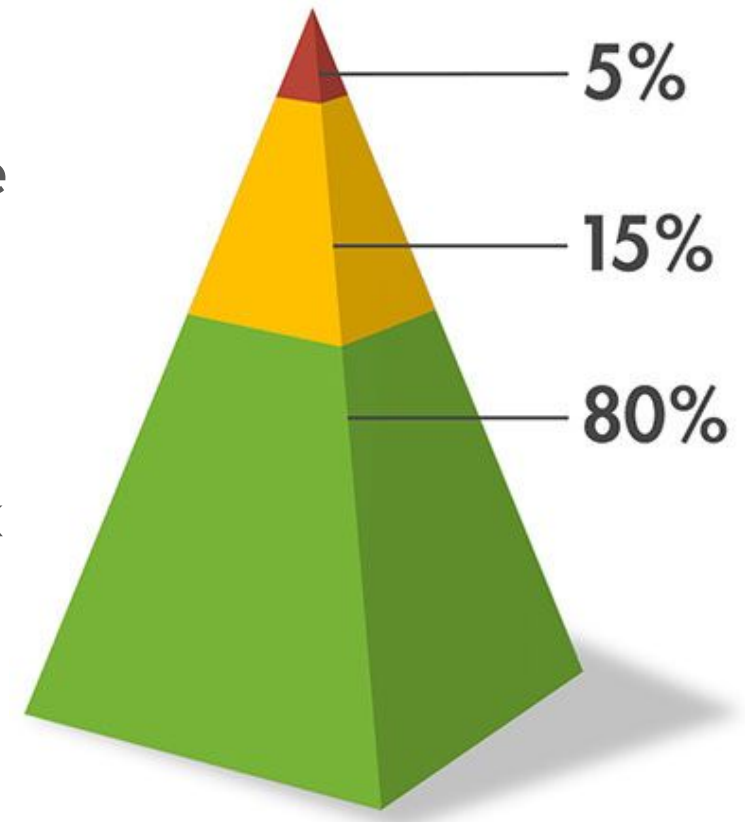
AIMSweb Plus Data Kindergarten - Grade 8



2025-2026 School Year

Things to Consider

- Student performance is compared to the national normative sample
- With an RTI program, about 20% of students may be identified as “at-risk” and require additional intervention at the T2 or T3 level
- The goal is for about 80% of students to be at low risk
- The aimswebPlus “risk” categories describe the likelihood that students will achieve end of the year performance goals based on their current scores



Primary Education Center AIMSweb Results

Important to Note



AimswEB has updated their norms for Early Literacy and Reading. Although norms naturally shift up and down throughout the years, these norms have drastically changed. These new norms are showing that students across the country have decreased literacy rates. Therefore, many students who would have previously been identified as Tier 2, are now showing on Aimsweb to be average.

These new norms no longer align with the high standards we have set at Lewiston-Porter. As a result, students may appear to fall within the average range according to these new norms, but are not meeting our district's expectations. We will continue to provide targeted reading support with the same expectations as we have had in the past. The new pick up criteria will be listed on each respective slide.

Norm Comparisons

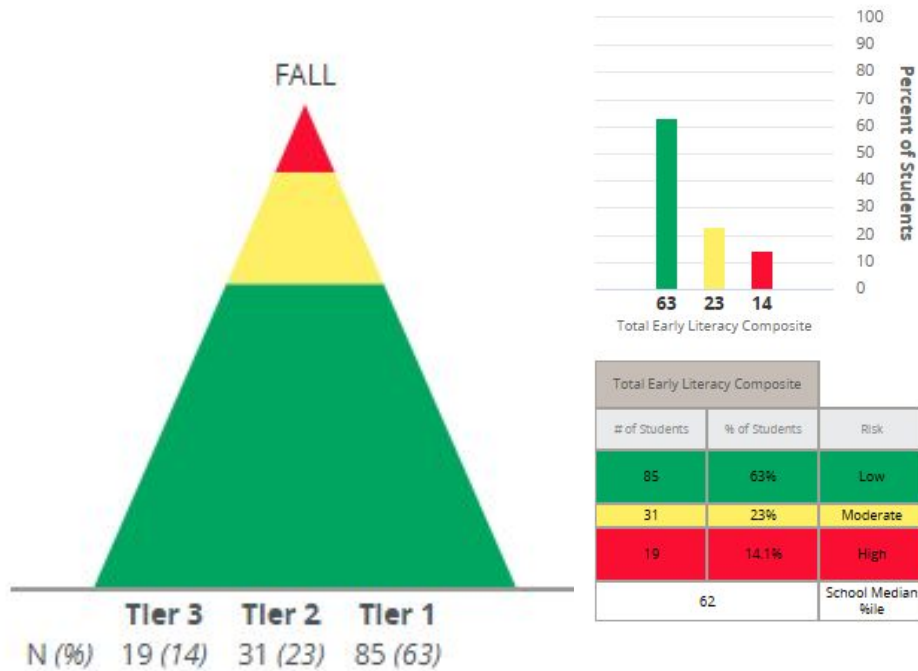
Previous Norms

Grade	Measure	Norm/Cut (25th percentile)
Kindergarten	Letter Word Sound Fluency	1 sound
First Grade	Oral Reading Fluency	18 words/minute
Second Grade	Oral Reading Fluency	45 words/minute

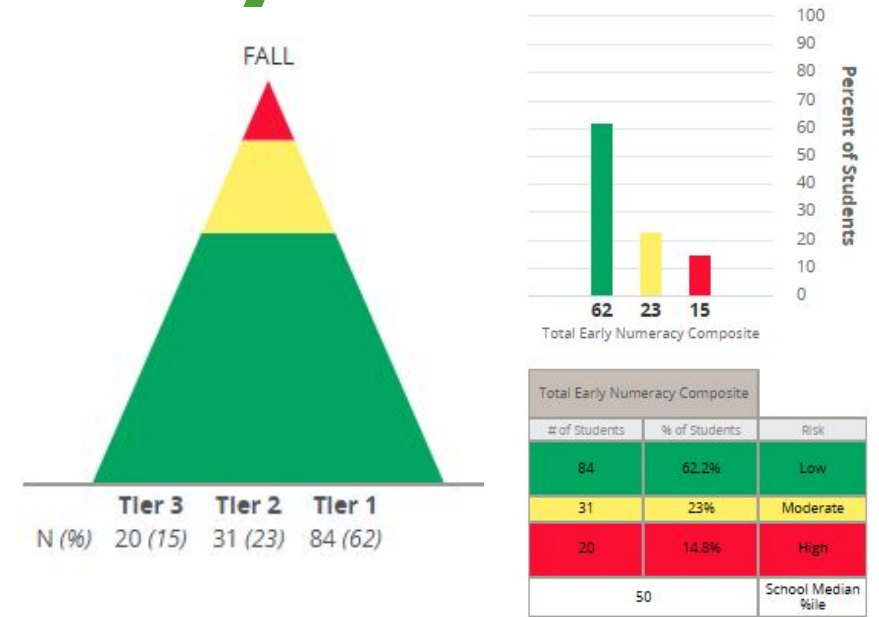
New Norms

Grade	Measure	Norm/Cut (25th percentile)
Kindergarten	Letter Word Sound Fluency	0 sounds
First Grade	Oral Reading Fluency	4-5 words/minute
Second Grade	Oral Reading Fluency	23 words/minute

Kindergarten Results - Early Literacy & Early Numeracy

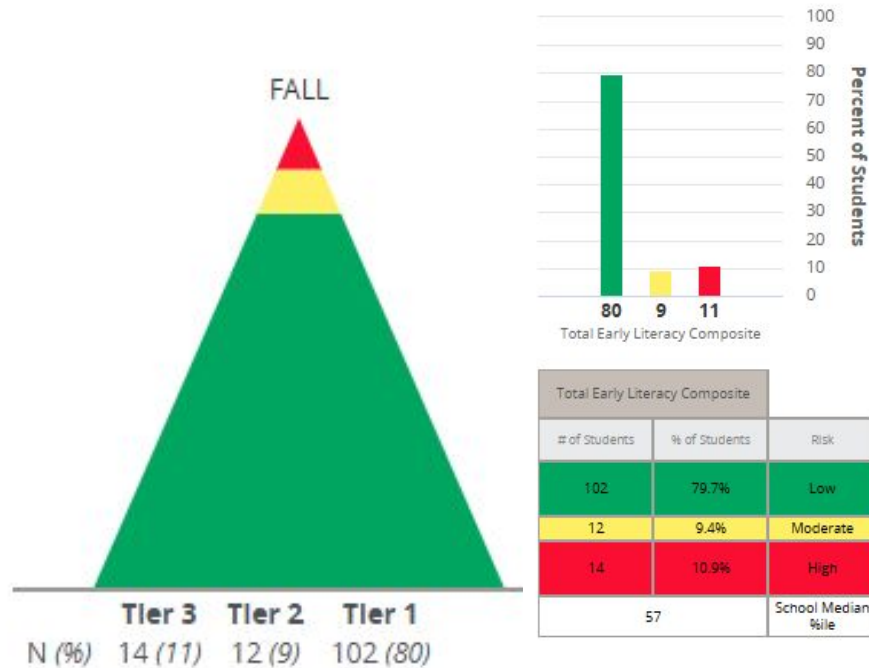


- 22 students scored at the 35th percentile and below
- More students remain at high/moderate risk than the RTI model ideally predicts, even with updated norms

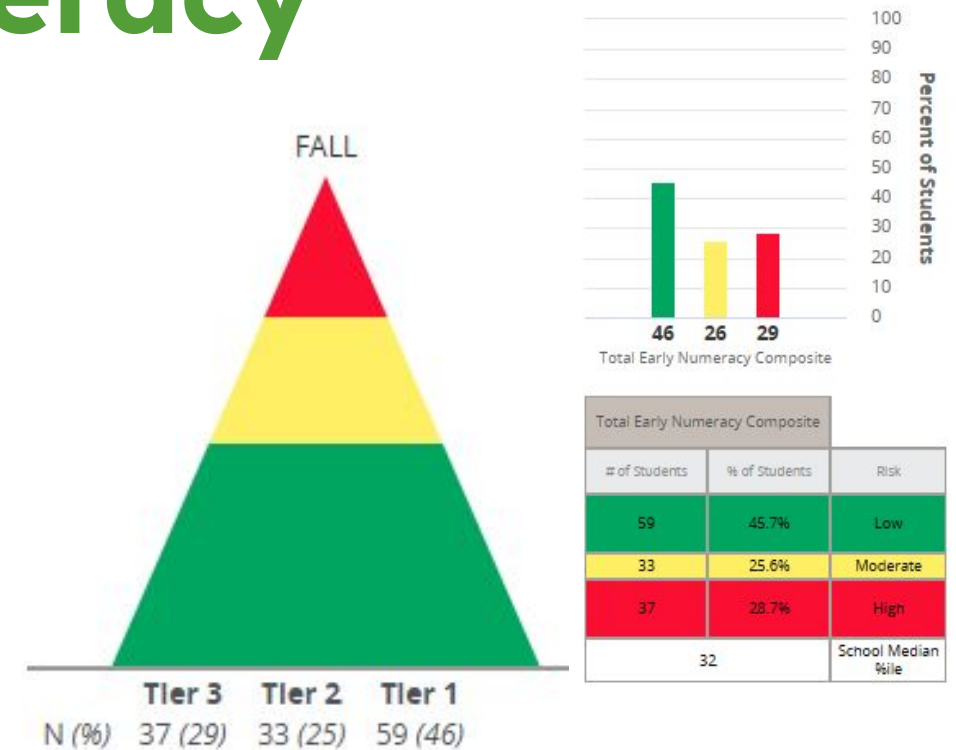


The median composite percentile is within the average range, but the distribution still shows more students at-risk than expected

1st Grade Results - Early Literacy & Early Numeracy

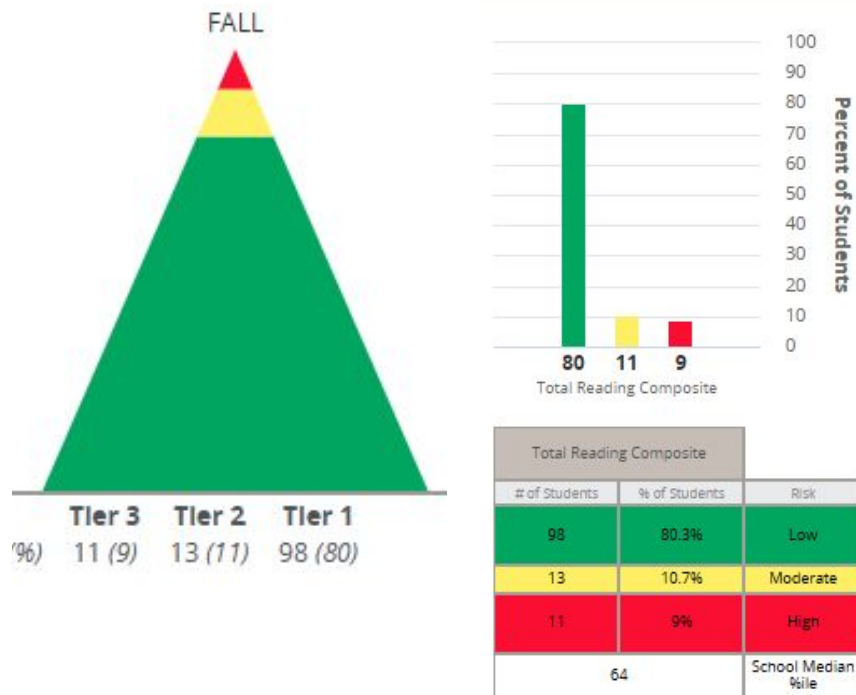


- 22 students scored below the 50th percentile in addition to 25 already receiving support. This reflects a large group requiring targeted small-group instruction
- Based on the new norms, the number of students at low risk and moderate risk fit within the “ideal” model of RTI

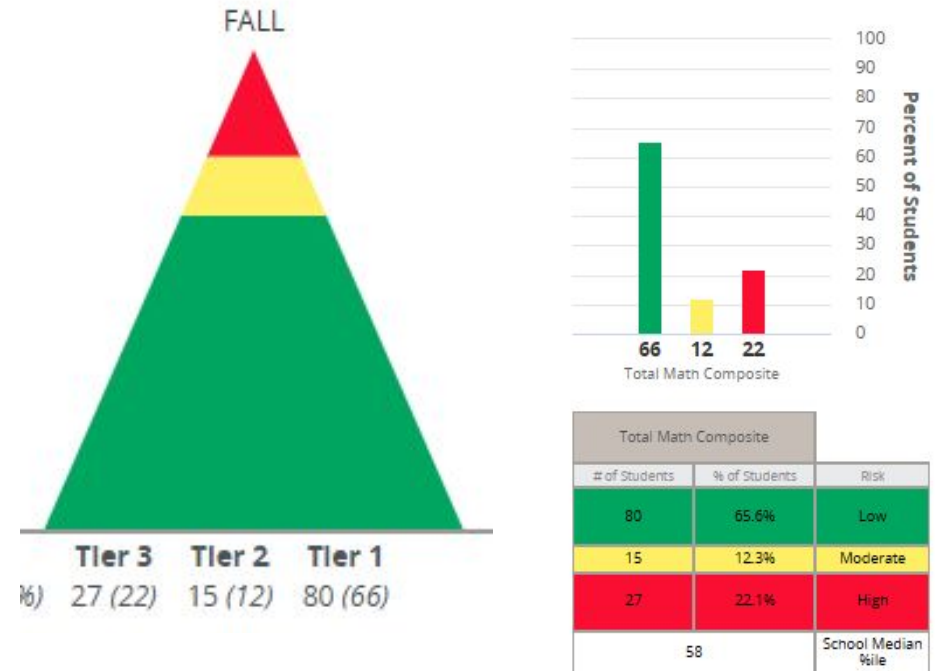


Median composite percentile is within the average range, though moderate/high risk levels are higher than ideal

2nd Grade Results - Reading & Math



- 5 newly identified students fell below the 35th percentile, with an additional 33 continuing from spring, showing persistent reading needs
- Based on the new norms, the number of students at low risk and moderate risk fit within the “ideal” model of RTI



Median composite percentile is within the average range, and moderate risk levels align more closely with the RTI model

Key Takeaways

- **Norm Changes vs District Standards:** While new aimsweb norms show more students as “average”, our district will continue to use higher expectations to ensure early literacy success
- **Literacy Needs Remain a Priority:** Across grades K-2, there are still more students in the high/moderate risk categories for literacy than the RTI model ideally predicts. Early reading support remains critical
- **Numeracy Strengths:** Median math composite scores are consistently within the average range, but monitoring of at-risk students should continue
- **Grade-Level Insights:**
 - Kindergarten: Higher-than-expected literacy risk indicates the need for intensive early intervention
 - First Grade- Larger group identified below the 50th percentile suggests targeted small-group support
 - Second Grade- Many students carried over from spring showing ongoing needs

Primary Education Center Intervention

- ★ 3 Reading Interventionists K-2
- ★ 1 Math Interventionist 1-2
- ★ Daily WINN Time (*What I Need Now*)- 30 minutes of intervention & enrichment for All Students
- ★ DAT (Data Analysis Team) post Universal Screening & SST (Student Support Team) Meetings Biweekly

Intermediate Education Center AIMSweb Results

3rd Grade Results - Reading & Math



Total Reading Composite		
# of Students	% of Students	Risk
108	87.8%	Low
7	5.7%	Moderate
8	6.5%	High
64		School Median %ile

3rd Grade students in the low risk is slightly higher than the RtI model projections (88%).

The low and moderate level RtI risk levels are lower than the RtI model projection. The high level RtI level is at 6.5% which is slightly higher than the RtI projection.

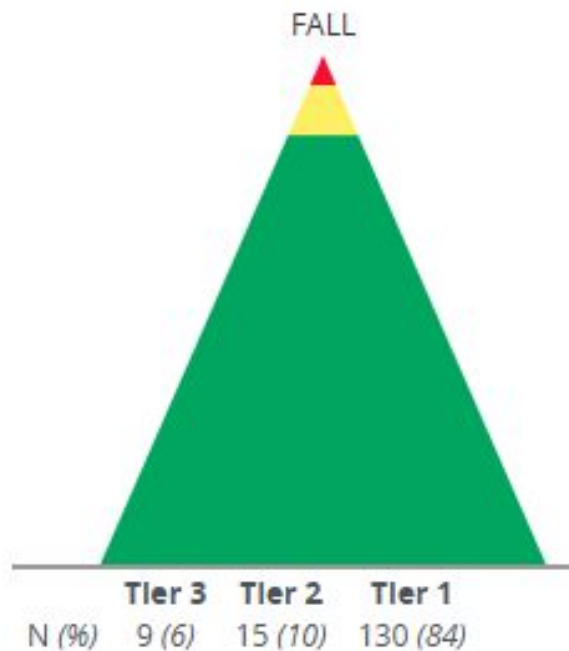


Total Math Composite		
# of Students	% of Students	Risk
76	61.8%	Low
22	17.9%	Moderate
25	20.3%	High
54		School Median %ile

3rd Grade students in the low risk is slightly lower than the RtI model projections.

The number of students at the moderate risk level for math is 18% which is slightly higher than the RtI model projections and the students at the high risk level is significantly higher than the RtI model projection at 20%.

4th Grade Results - Reading & Math

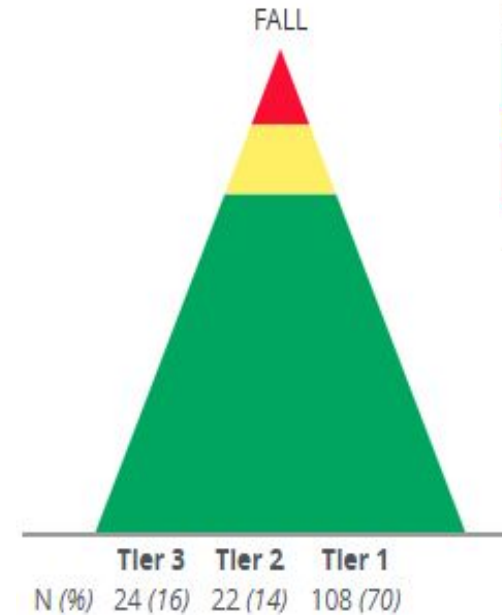


Total Reading Composite		
# of Students	% of Students	Risk
130	84.4%	Low
15	9.7%	Moderate
9	5.8%	High
61		School Median %ile

For Fall Reading AIMSweb testing, the 4th grade students have the following data:

84% of students are in the Low Risk, slightly higher than the projected RtI model.

The students at moderate risk is lower than the RtI model and the students at the high risk are slightly higher than the RtI model projections.

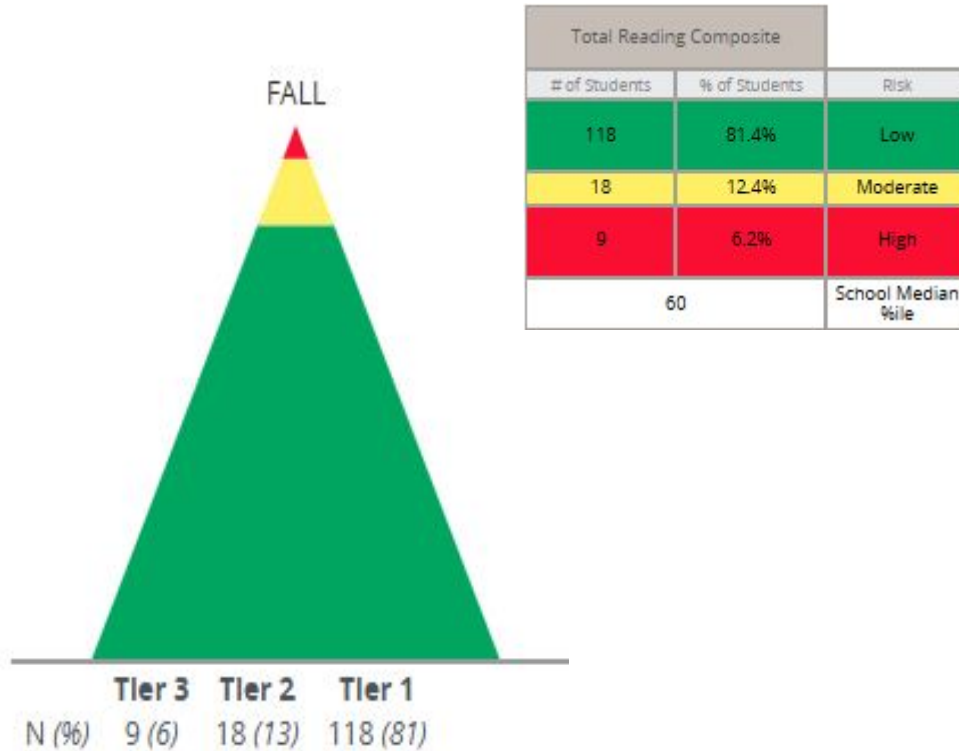


Total Math Composite		
# of Students	% of Students	Risk
108	70.1%	Low
22	14.3%	Moderate
24	15.6%	High
64		School Median %ile

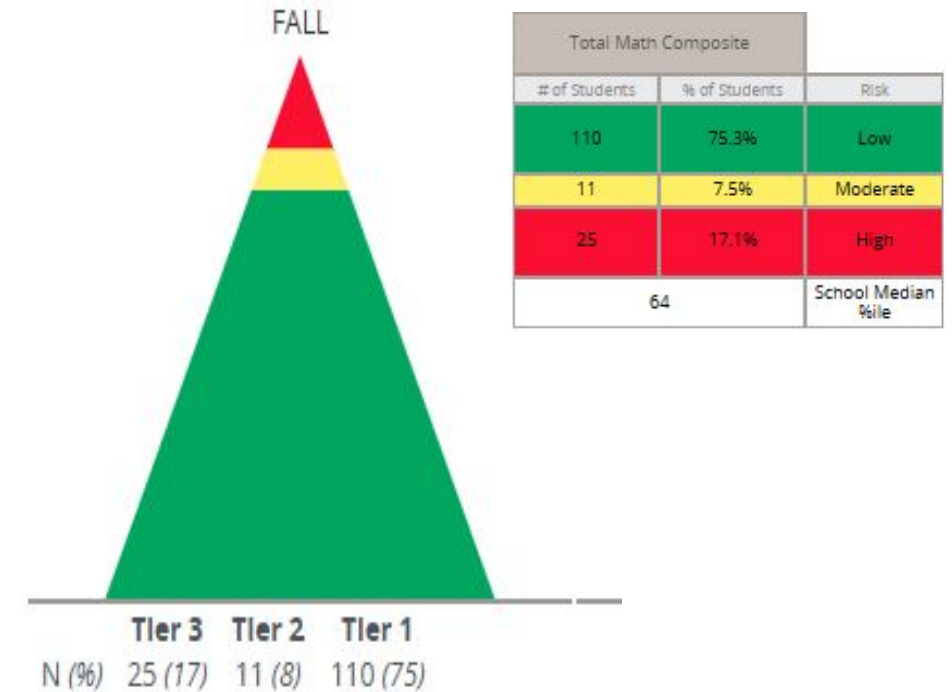
70% of the students in 4th Grade are considered low risk for math at Tier 1.

The students at the moderate risk level is 14% and is aligned with the RtI model projection, which is 15%. The students at the high risk level is significantly higher than the RtI model projection. The percentage of 4th grade students at the high risk level is 16%.

5th Grade Results - Reading & Math



81% of the 5th grade students are considered low risk for reading which is aligned to the RtI Model. The number of students at the moderate risk level is at 12% and is considered lower than the RtI model projection. 6% of the students are in high risk level for reading which is slightly higher than the RtI model projection.



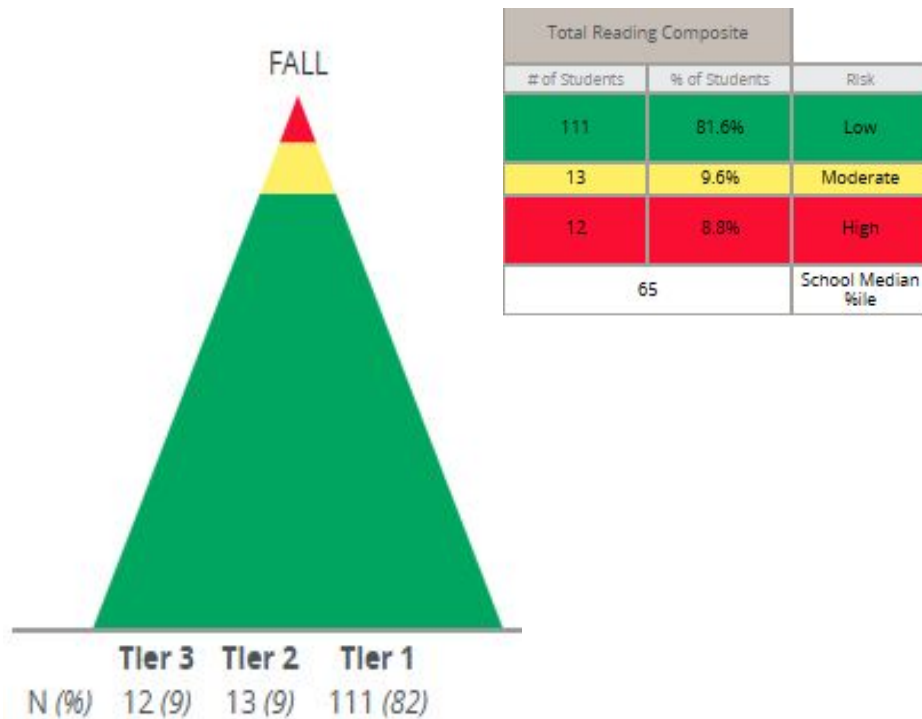
75% of the 5th grade are considered low risk for math (slightly lower than the RtI model projection than 80%). The students at the moderate risk level for math is at 7.5%, which is significantly lower than the projected RtI model. 17% of 5th grade students are in the high risk level for math, which is higher than the RtI model projection at 5% for Tier 3.

IEC Program Highlights

- ★ 1 ½ Reading Interventionists, 1 ½ Math Interventionists-Followed RTI % at 25%, however we will look at the winter dismissal % compared to last year with new norms
- ★ **Daily WINN Time-30 minutes-Core + More (Time for AIS and R. Services)**
- ★ Daily DEAL-Drop Everything and Lead (20 min): Direct Instruction-Mental Health, SEL, Health and Wellness, RP, LIM
- ★ **ELA- year 2 and Science- year 5 and NYS Investigations- year 3**
- ★ Enrichment (4th & 5th provided by Library Media Teacher and 3rd-Tech Teacher) for students scoring 90% or higher on ELA and Math AIMSWeb Plus
- ★ **DAT (Data Analysis Team) & SST (Student Support Team) to discuss student needs and supports**
- ★ PLC weekly team meeting to discuss the 4 questions
- ★ **Building WIG, classroom WIG-portfolio with individual student focus goals**
- ★ Attendance-Student Support Team meeting to discuss attendance

Lewiston-Porter Middle School AIMSweb Results

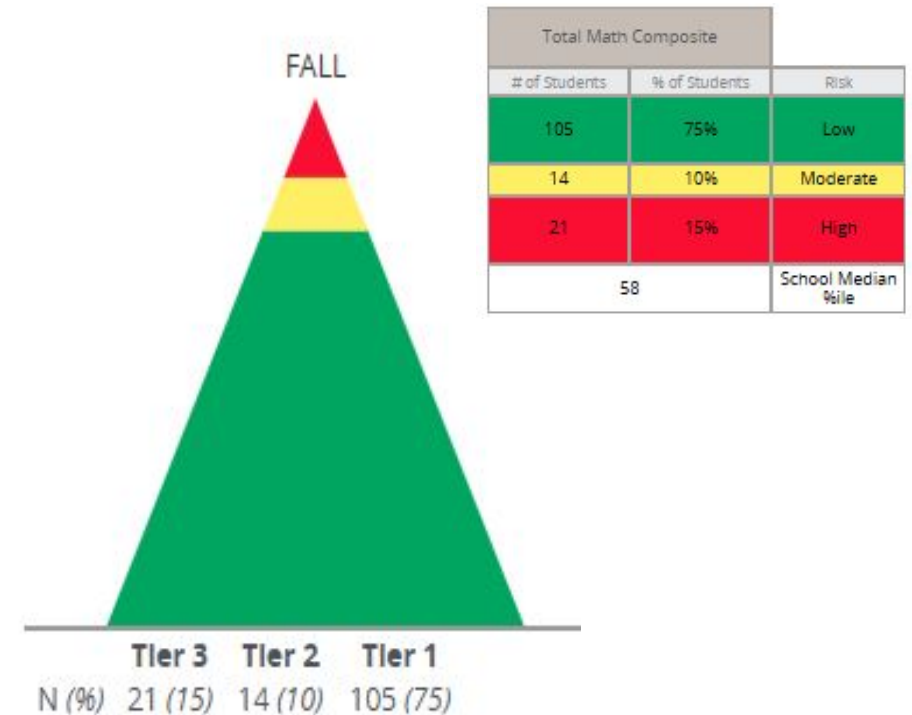
6th Grade Results - Reading & Math



82% of 6th grade students are considered low risk for reading, which is in alignment with the RtI model.

There are 10% of the 6th grade students in the RtI model at the moderate risk level for reading, which is lower than the projected level.

The high risk level of students for reading is at 9%.

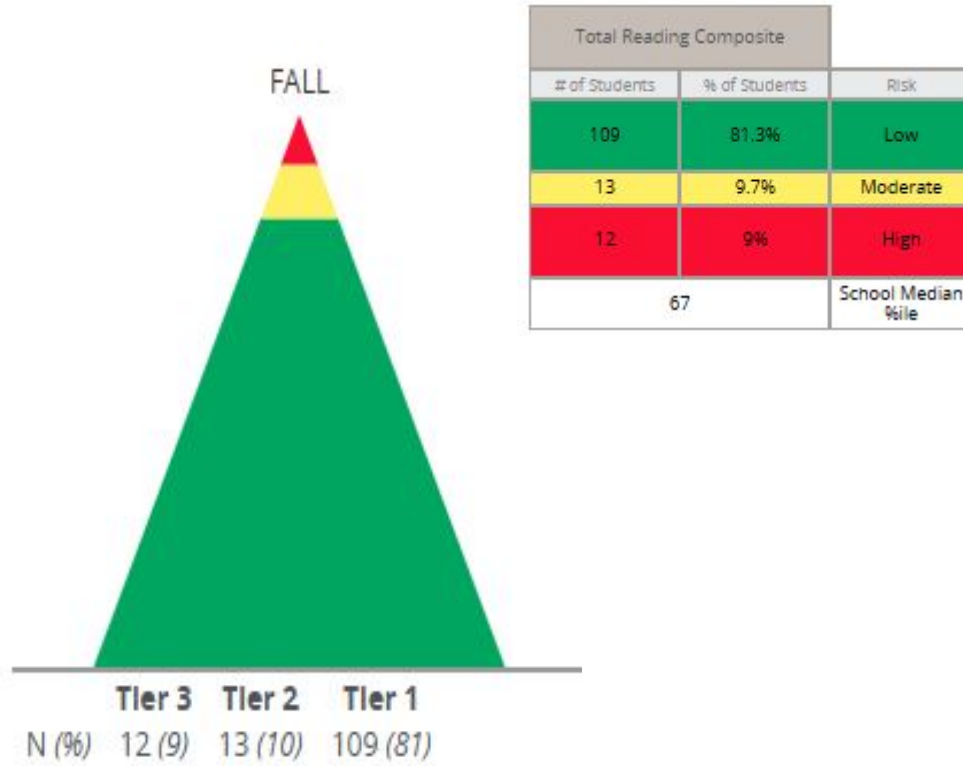


For Fall Math AIMSweb testing, the 6th grade students have the following data:

75% of students are in the Low Risk, slightly lower than the projected RtI model, which is 80%

The students at moderate risk is lower than the RtI model at 10% and the students at the high risk are significantly higher than the RtI model projections at 15%.

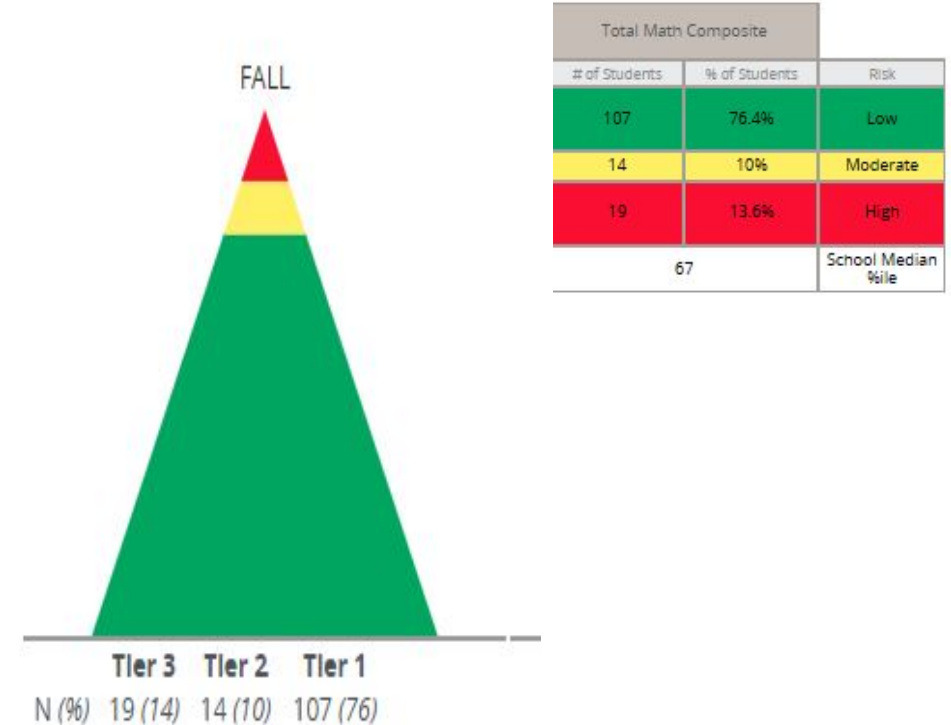
7th Grade Results - Reading & Math



81% of the 7th grade students are considered low risk for reading, which aligns with the RtI Model projections.

The number of 7th grade students at the moderate risk level is at 10% which is lower than the RtI model projection.

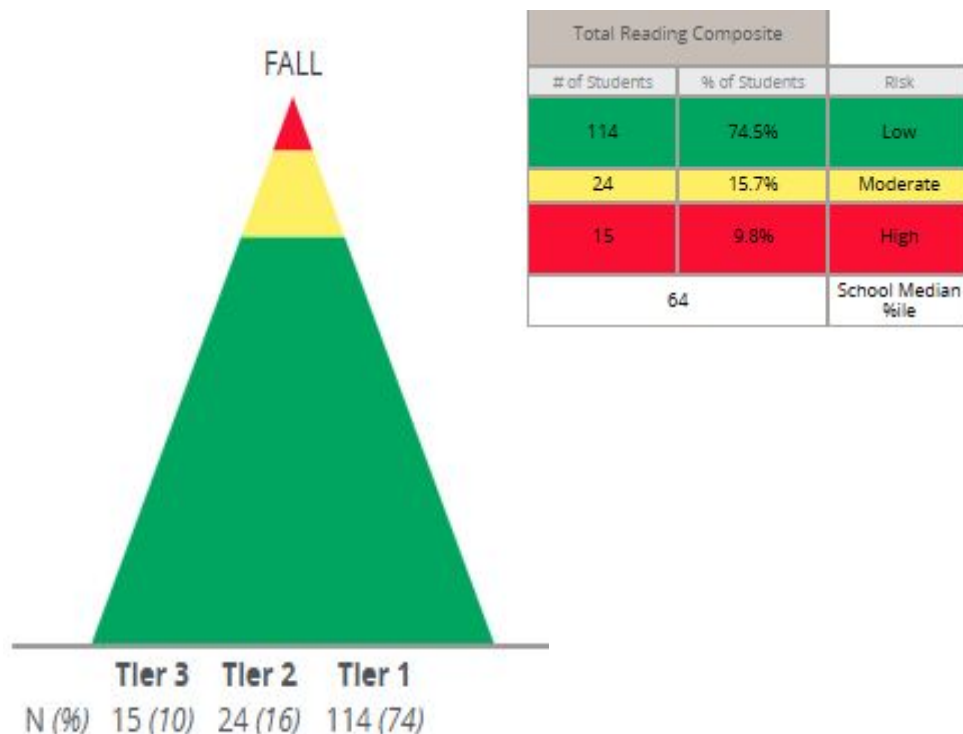
The students at the high risk level for reading are at 8% which is higher than the RtI model projection.



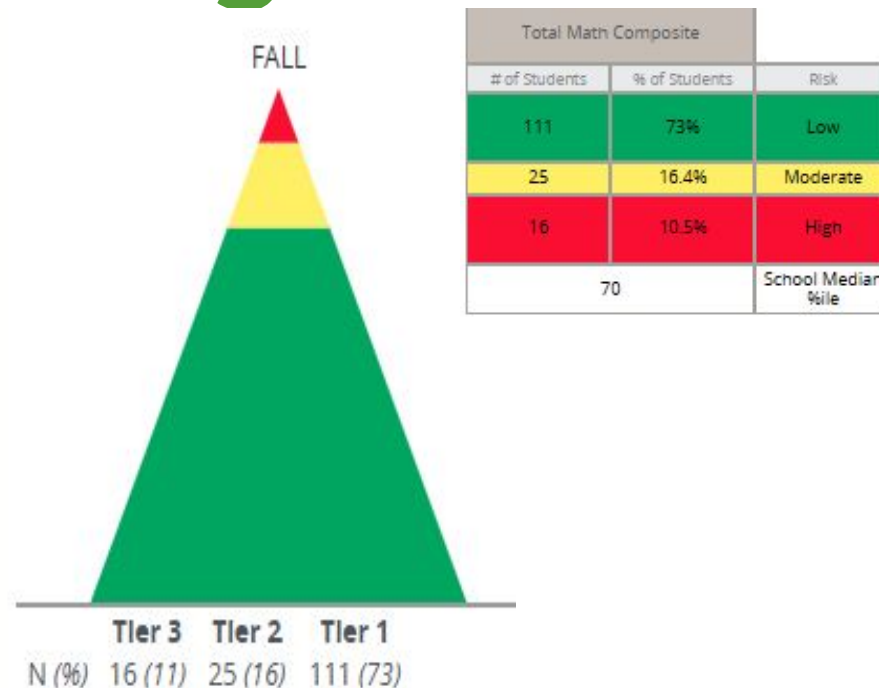
76% of the 7th grade students are considered low risk for math (mostly aligned with the RtI model projection). The 7th grade students at the moderate risk level for math is at 10% which is lower than the RtI model projection.

14% of 7th grade students are in the high risk level for math, which is higher than the RtI model projections..

8th Grade Results - Reading & Math

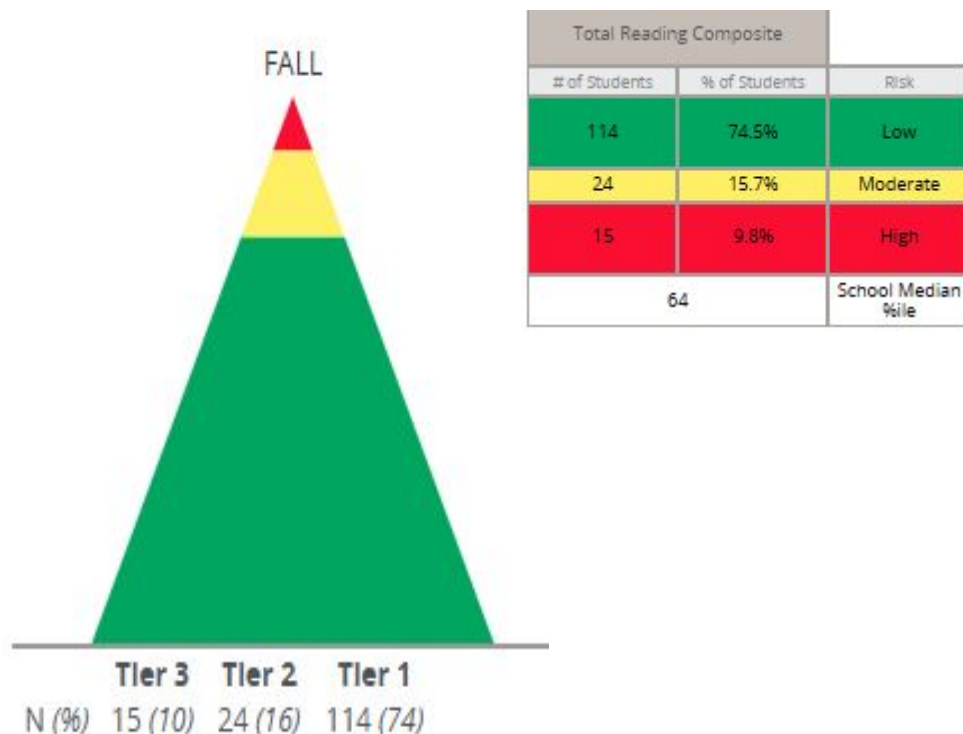


75% of the 8th grade students are considered low risk for reading, which is slightly lower than the RtI model projection. The 8th grade students at the moderate risk level for reading is 16% which is aligned with the RtI model. 10% of the students are in the high risk level for reading, which is higher than the RtI model projection.

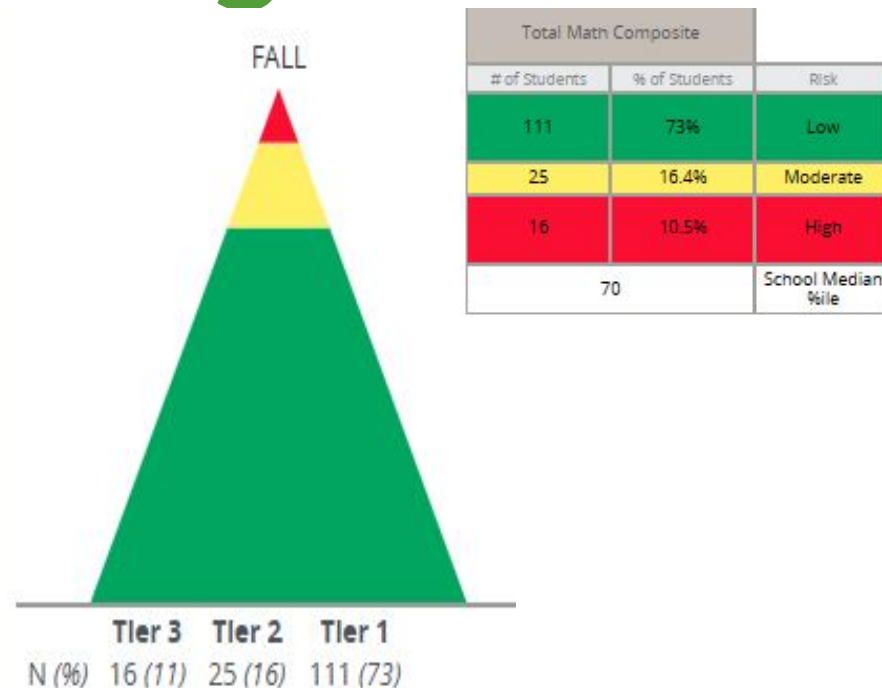


73% of the 8th grade students are considered low risk for reading, which is lower than the RtI model projection. The 8th grade students at the moderate risk level for reading is 16% which is aligned with the RtI model. 11% of the students are in the high risk level for reading, which is higher than the RtI model projection.

8th Grade Results - Reading & Math



75% of the 8th grade students are considered low risk for reading, which is slightly lower than the RtI model projection. The 8th grade students at the moderate risk level for reading is 16% which is aligned with the RtI model. 10% of the students are in the high risk level for reading, which is higher than the RtI model projection.



73% of the 8th grade students are considered low risk for reading, which is lower than the RtI model projection. The 8th grade students at the moderate risk level for reading is 16% which is aligned with the RtI model. 11% of the students are in the high risk level for reading, which is higher than the RtI model projection.

Lewiston-Porter Middle School

★ Curriculum and content(WHAT do we want students to KNOW?)

- ✓ Using eDoctrina data from 10 week assessment and mid term to make sure we are consistent with our instructional practices in terms of curriculum that is being taught within and between EACH grade level.
- ✓ Common planning time- **grade *and* content area used to dissect the data from eDoctrina assessments. Introduction of ThinkTech**
- ✓ PLCs - Grade Level and vertical content meetings regularly
- ✓ Updated Data notebook - Focusing on SED students and interventions.

★ RTI... (HOW do we know they KNOW it?) (WHAT do we do when students don't KNOW it?)

- ✓ **Monthly Data Analysis Team (DAT) meetings** - review student data/interventions and make necessary adjustments.
 - Meetings Include Reading and Math interventionist, School Psychologists, Service providers who develop interventions and schedule for Tier 3 and Tier 2 students based upon AIMSWeb data collected.
- ✓ **WINN Period 9th period** - Student schedules are adjusted and Tier 1 interventions provided by teachers of students in troublesome subject areas
- ✓ **Added a Literacy Lab/Math Support Period 8 in 6th grade**
- ✓ **After School Assistance Program (ASAP)** - 4 days per week - Students can stay

QUESTIONS



Thank you

Ms. Andrea Tamarazio
Director of Curriculum, Instruction, Technology & Data

Mr. Andrew Auer
Lewiston-Porter Middle School Principal

Mrs. Tina Rodriguez
Intermediate Education Center Principal

Ms. Tamara Lawson
Primary Education Center Principal

