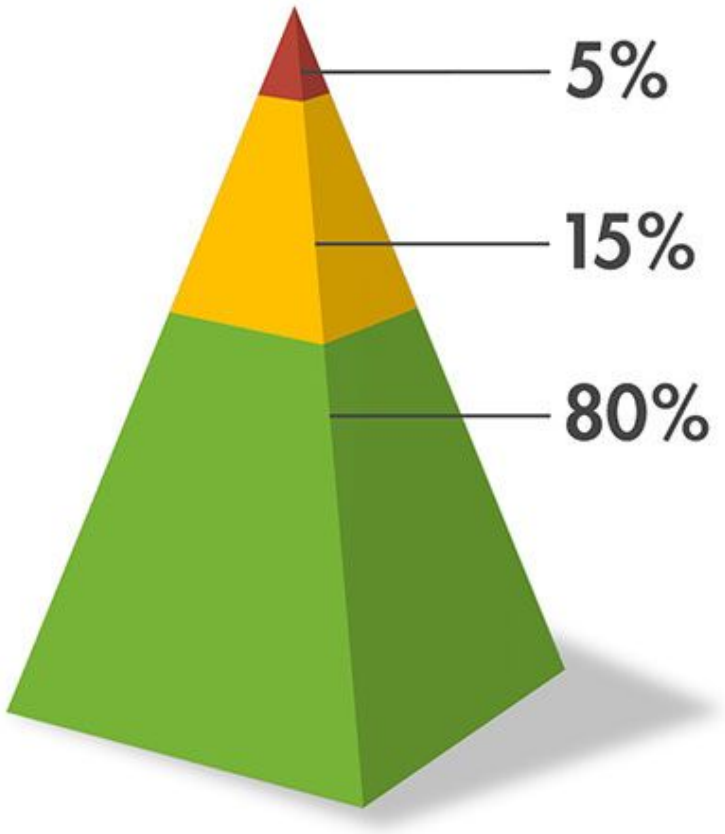
aimswebPlus Data
IEC

2026-2027 School Year

Tina Rodriguez, Principal
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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



Updated Norms

Norms are statistical benchmarks that show how an individual student's test scores and academic growth rank relative to a representative national sample of peers

Aimsweb has recently updated their norms for both Reading (25-26 school year) and Math (26-27 school year). It is important to note that norms shift naturally over time because student populations, curricula, and educational environments evolve.

There was a more pronounced shift in Reading norms. Changes in Math norms have been less pronounced, more closely aligning with the natural shift of norms throughout the years.

Navigating the Transition

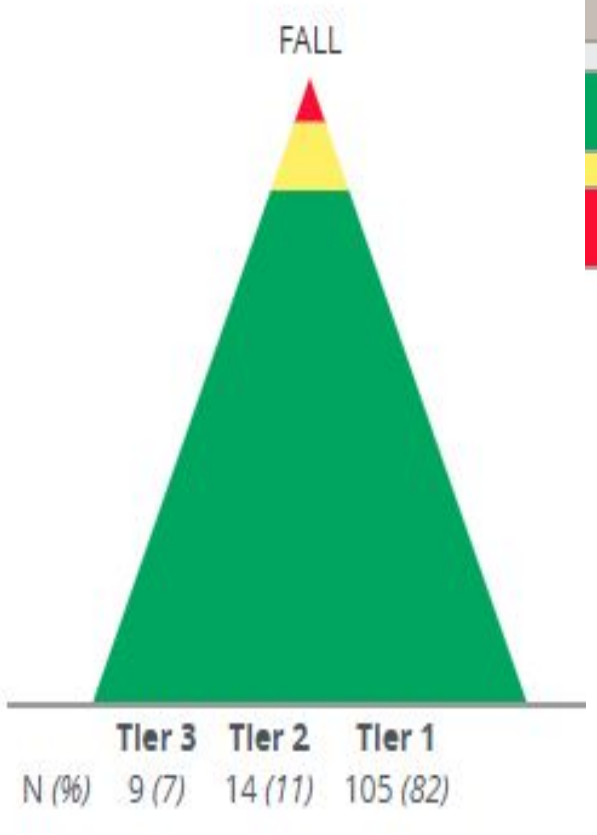
- **Expect Shifts:**
  We may see percentile ranks change for some students, even if their raw scores stay the same.

- **Focus on Growth:** For students already receiving intervention services, it is important that the Data Analysis Team (DAT) prioritize looking at **rate of improvement (ROI)** over time rather than just a single percentile snapshot.

Fall ‘26 aimsweb Data Reading

Grades 3 to 5

3rd Grade Results - Reading



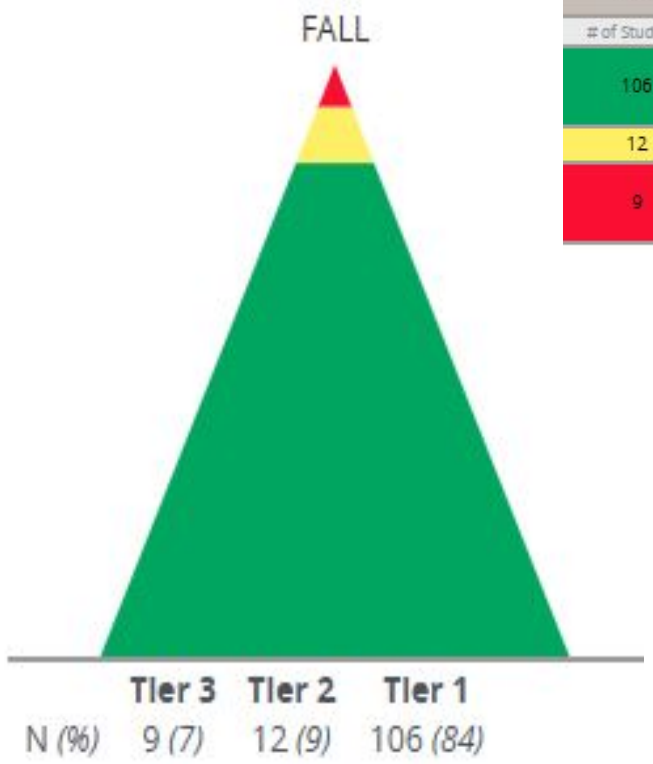
Total Reading Composite		
# of Students	% of Students	Risk
105	82%	Low
14	10.9%	Moderate
9	7%	High
61		School Median %ile

Based on Fall '26 benchmark data, the number of 3rd grade students considered Low risk for reading is aligned with the RTI model (82%; the RTI model holds that approximately 80% of students should be at this level-Tier 1).

The percentage of students at the Moderate risk level for reading is at 11%, which is slightly lower than the RTI model projection, which holds that approximately 15% of students should be at this level-Tier 2).

Finally, 7% of 3rd grade students are in the High risk level for reading, which is slightly higher than the RTI model projection at 5% (Tier 3).

4th Grade Results - Reading



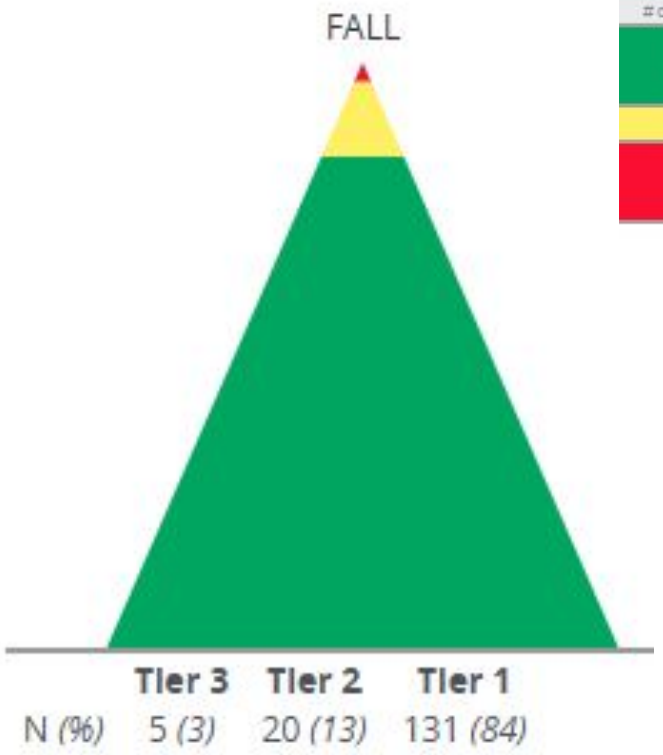
Total Reading Composite		
# of Students	% of Students	Risk
106	83.5%	Low
12	9.4%	Moderate
9	7.1%	High
63		School Median %ile

Based on Fall '26 benchmark data, 84% of 4th grade students are considered Low risk for reading (this is only slightly higher than the RTI model projection of 80% at Tier 1).

The percentage of 4th grade students at the Moderate risk level for reading is at 9% (this is lower than the RTI model projection of 15% at Tier 2).

7% of 4th grade students are in the High risk level for reading, which is only slightly higher than the RTI model Tier 3 projection (5%).

5th Grade Results - Reading



Total Reading Composite		
# of Students	% of Students	Risk
131	84%	Low
20	12.8%	Moderate
5	3.2%	High
65		School Median %ile

Based on Fall '26 benchmark data, 84% of 5th grade students are considered Low risk for reading (this is only slightly higher than the RTI model projection of 80% at Tier 1).

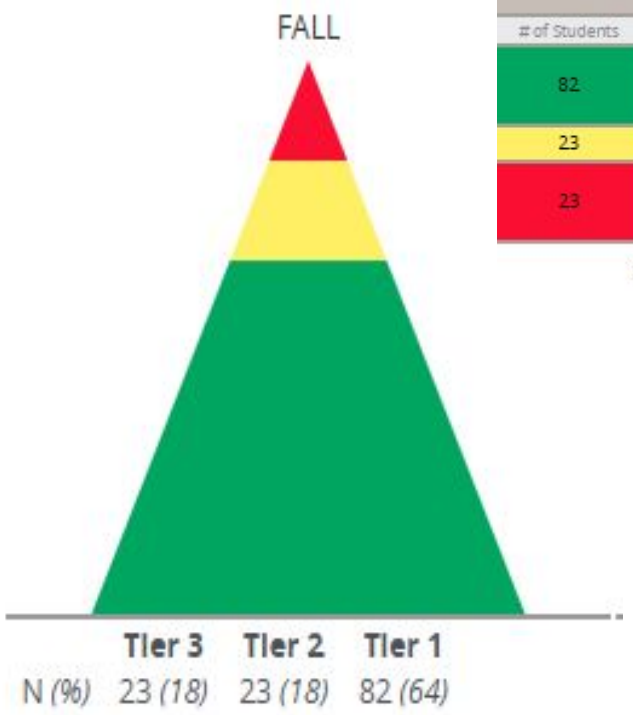
The percentage of 5th grade students at the Moderate risk level for reading is at 13% (this is only slightly lower than the RTI model projection of 15% at Tier 2).

3% of 5th grade students are in the High risk level for reading, which is slightly lower than the RTI model Tier 3 projection (5%).

Fall '26 aimsweb Data Math

Grades 3 to 5

3rd Grade Results - Math



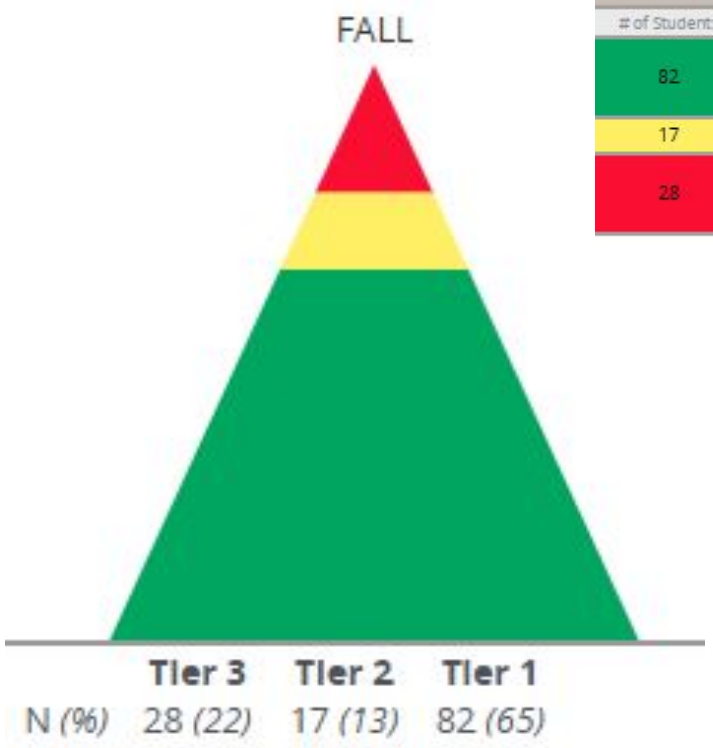
Total Math Composite		
# of Students	% of Students	Risk
82	64.1%	Low
23	18%	Moderate
23	18%	High
52		School Median %ile

Based on Fall '26 benchmark data, 64% of 3rd grade students are considered Low risk for math (this is lower than the RTI model projection of 80% at Tier 1).

The percentage of 3rd grade students at the Moderate risk level for math is 18% (this is slightly higher than the RTI model projection of 15%).

18% of 3rd grade students are in the High risk level for math , which is significantly higher than the RTI model projection of 5% at Tier 3.

4th Grade Results - Math



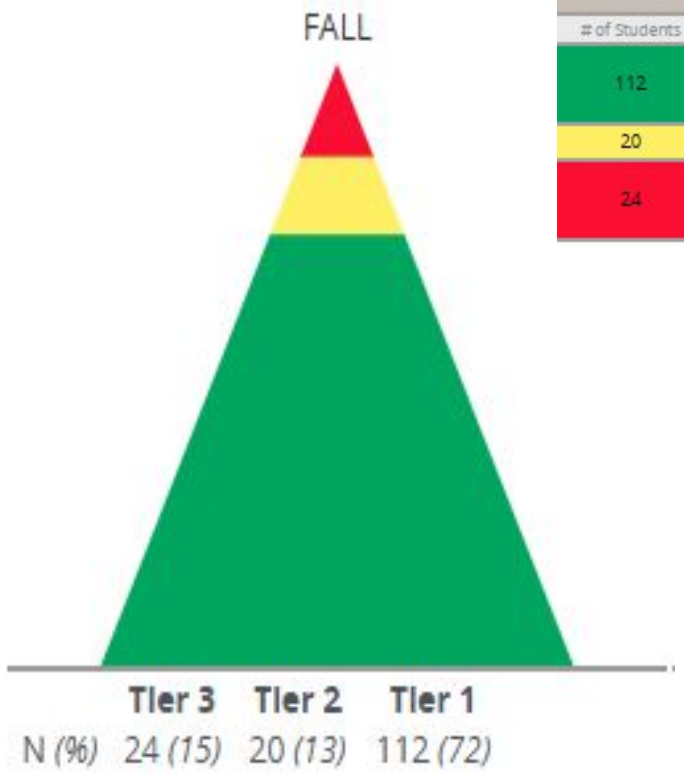
Total Math Composite		
# of Students	% of Students	Risk
82	64.6%	Low
17	13.4%	Moderate
28	22%	High
47		School Median %ile

Based on Fall '26 benchmark data, 65% of 4th grade students are considered Low risk for math (this is lower than the RTI model projection of 80% at Tier 1).

The percentage of 4th grade students at the Moderate risk level for math is at 13% (this is only slightly lower than the RTI model projection of 15%).

22% of 4th grade students are in the High risk level for math, which is higher than the RTI model projection (Tier 3) at 5%.

5th Grade Results - Math



Total Math Composite		
# of Students	% of Students	Risk
112	71.8%	Low
20	12.8%	Moderate
24	15.4%	High
49		School Median %ile

Based on Fall '26 benchmark data, 72% of 5th grade students are considered Low risk for math (this is lower than the RTI model projection of 80% at Tier 1).

The percentage of 5th grade students at the Moderate risk level for math is at 13% (this is slightly lower than the RTI model projection of 15% at Tier 2).

15% 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.

Three-Year Longitudinal Data by Grade Level: Reading

(Fall Benchmark Data)

Reading - 3rd Grade

24-25

Total Reading Composite		
# of Students	% of Students	Risk
111	73%	Low
27	17.8%	Moderate
14	9.2%	High
49		School Median %ile

25-26

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

26-27

Total Reading Composite		
# of Students	% of Students	Risk
105	82%	Low
14	10.9%	Moderate
9	7%	High
61		School Median %ile

The percentage of students identified as Low Risk based on their Fall Reading benchmark performance has increased these past two school years (73% in 24-25 to 88% in 25-26 and 82% in 26-27). The percentage of students identified as Moderate Risk decreased from 18% in 24-25 to 6% in 25-26 and 11% in 26-27. The percentage of students identified as High Risk has decreased slightly since 24-25 (9% in 24-25 to 6% in 25-26 and 7% in 26-27). **The data shown for the current school year are more closely aligned with the RTI model.**

Reading - 4th Grade

24-25

Total Reading Composite		
# of Students	% of Students	Risk
105	74.5%	Low
16	11.3%	Moderate
20	14.2%	High
63		School Median %ile

25-26

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

26-27

Total Reading Composite		
# of Students	% of Students	Risk
106	83.5%	Low
12	9.4%	Moderate
9	7.1%	High
63		School Median %ile

The number of students identified as Low Risk based on their Fall Reading benchmark performance has increased these past two school years (75% in 24-25 to 84% in both 25-26 and 26-27). The percentage of students identified as Moderate Risk has remained relatively consistent over the past three school years (11%, 10%, and 9%, respectively). The percentage of students identified as High Risk has decreased (14% in 24-25 to 6% in 25-26 and 7% in 26-27). **Data for the 25-26 and 26-27 school years are more closely aligned with the RTI model.**

Reading - 5th Grade

24-25

Total Reading Composite		
# of Students	% of Students	Risk
115	87.1%	Low
9	6.8%	Moderate
8	6.1%	High
68		School Median %ile

25-26

Total Reading Composite		
# of Students	% of Students	Risk
118	81.4%	Low
18	12.4%	Moderate
9	6.2%	High
60		School Median %ile

26-27

Total Reading Composite		
# of Students	% of Students	Risk
131	84%	Low
20	12.8%	Moderate
5	3.2%	High
65		School Median %ile

The percentage of students identified as Low Risk based on their Fall Reading benchmark performance has remained relatively consistent over the past three school years **(data for the last two years being more closely aligned with the RTI model)**.. There has been an increase of 5 to 7 percentage points in students who have been identified as Moderate Risk (7% in 24-25 to 12% in 25-26 and 13% in 26-27). **Again, this is more closely aligned with the RTI model.** The percentage of students identified as High Risk remained the same in 24-25 and 25-26. This percentage dropped this school year to 3%.

Three-Year Longitudinal Data by Grade Level: Math

(Fall Benchmark Data)

Math - 3rd Grade

24-25

Total Math Composite		
# of Students	% of Students	Risk
99	65.1%	Low
24	15.8%	Moderate
29	19.1%	High
51		School Median %ile

25-26

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

26-27

Total Math Composite		
# of Students	% of Students	Risk
82	64.1%	Low
23	18%	Moderate
23	18%	High
52		School Median %ile

The percentage of students identified as Low Risk, Moderate Risk, and High Risk based on their Fall Math benchmark performance has remained relatively consistent over the past three school years.

Math - 4th Grade

24-25

Total Math Composite		
# of Students	% of Students	Risk
109	77.3%	Low
13	9.2%	Moderate
19	13.5%	High
68		School Median %ile

25-26

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

26-27

Total Math Composite		
# of Students	% of Students	Risk
82	64.6%	Low
17	13.4%	Moderate
28	22%	High
47		School Median %ile

The percentage of students identified as Low Risk based on their Fall Math benchmark performance has decreased over the last three school years (78% in 24-25 to 70% in 25-26 and 65% in 26-27). The percentage of students identified as Moderate Risk has increased (from 9% in 24-25 to 14% in 25-26 and 13% in 26-27). The percentage of students identified as High Risk has also increased (14% in 24-25 to 16% in 25-26 and 22% in 26-27).

Math - 5th Grade

24-25

Total Math Composite		
# of Students	% of Students	Risk
106	80.3%	Low
15	11.4%	Moderate
11	8.3%	High
72		School Median %ile

25-26

Total Math Composite		
# of Students	% of Students	Risk
110	75.3%	Low
11	7.5%	Moderate
25	17.1%	High
64		School Median %ile

26-27

Total Math Composite		
# of Students	% of Students	Risk
112	71.8%	Low
20	12.8%	Moderate
24	15.4%	High
49		School Median %ile

The percentage of students identified as Low Risk based on their Fall Math benchmark performance has decreased over the last three school years (80% in 24-25 to 75% in 25-26 and 72% in 26-27). The percentage of students identified as Moderate Risk has fluctuated (from 11% in 24-25 to 8% in 25-26 and 13% in 26-27). The percentage of students identified as High Risk has increased (8% in 24-25 to 17% in 25-26 and 15% in 26-27).

IEC Program Highlights

Curriculum & Content

What do we want our students to know?

- **PLC Meetings:** 1x a week with grade level team to discuss data, curriculum, and assessments
- **Curriculum Implementation:** ELA (Year 3) of MyView Implementation
- **Math (Into Math):** Year 1-teachers are asking for more training
- **Daily DEAL (20 min):** Drop Everything and Lead- Direct instruction in Mental Health, SEL, Health & Wellness, RP, LIM
- **WIG Goals:** Building WIG, classroom WIG-portfolio with individual goals (LIM)

RTI & Intervention

How do we assess & support all learners?

- **Support Teams:** DAT (Data Analysis Team), SST (Student Support Team), Green Team (SW, GC, SP, PC)
- **Dedicated Staffing:** 1 ½ Reading Interventionists, 1 1/2 Math Interventionist
- **Daily WINN Time (30 min):** "What I Need Now" - OT, PT, Speech, Reading, Vision (BOCES), Math, Counseling
- **Enrichment Opportunities:** Provided by Library Media Teacher for students scoring 90% or higher on ELA/Math in AIMSWeb Plus

Student Leadership

Assemblies & Key Events

- **Student Lead Assemblies:** Held three times a year
- **Lighthouse Leadership Day:** May 18 at the IEC
- **Culture of Leadership:** Integrating Leader in Me (LIM) principles across classroom and building-wide initiatives