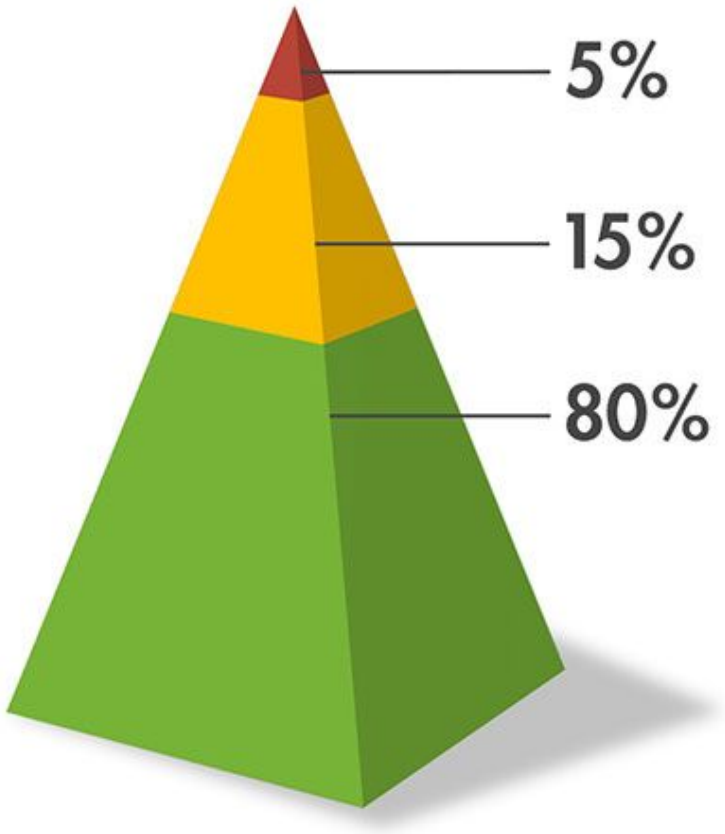
AimsWebPlus Data
MS

2026-2027 School Year

Thank you Amy Williams
Middle School Psychologist!

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 and Math. It is important to note that norms shift naturally over time because student populations, curricula, and educational environments evolve.

There has been 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, is important that the Data Analysis Team (DAT) prioritize looking at **rate of improvement (ROI)** over time rather than just a single percentile snapshot.
- **Important to Note:** A shift in percentile does not mean a student suddenly lost skills; it means the national baseline moved. Score shifts are often just a change in the **comparison group**.

Best Practices for Moving Forward

- **Review Data:** Identify any students whose risk tier changed purely due to the new norming system.

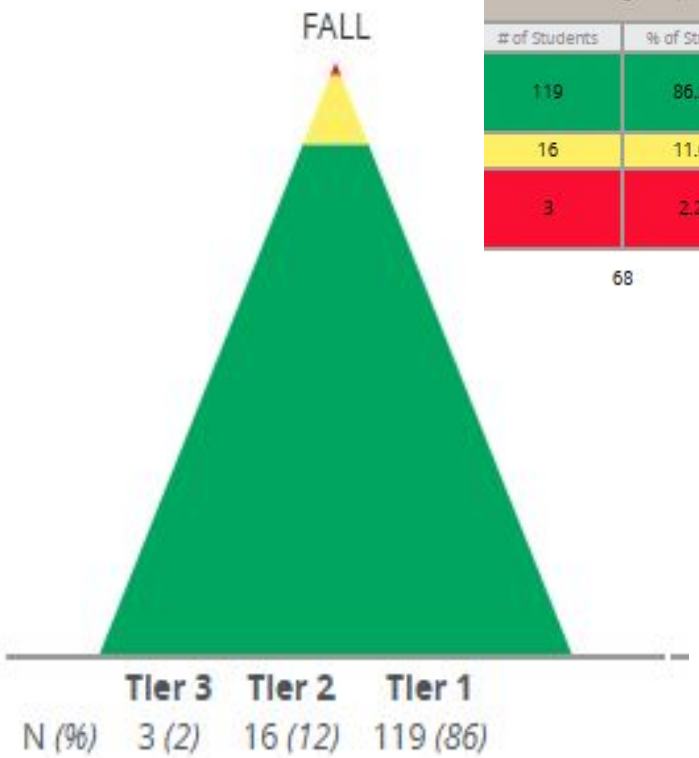
- **Triangulate Data:** Cross-reference aimswebPlus data with classroom performance and state assessments.

  ***Classroom teacher input should be something we consider, even if it is a rubric we create for them to fill out

Fall ‘26 aimsweb Data Reading

Grades 6 to 8

6th Grade Results - Reading



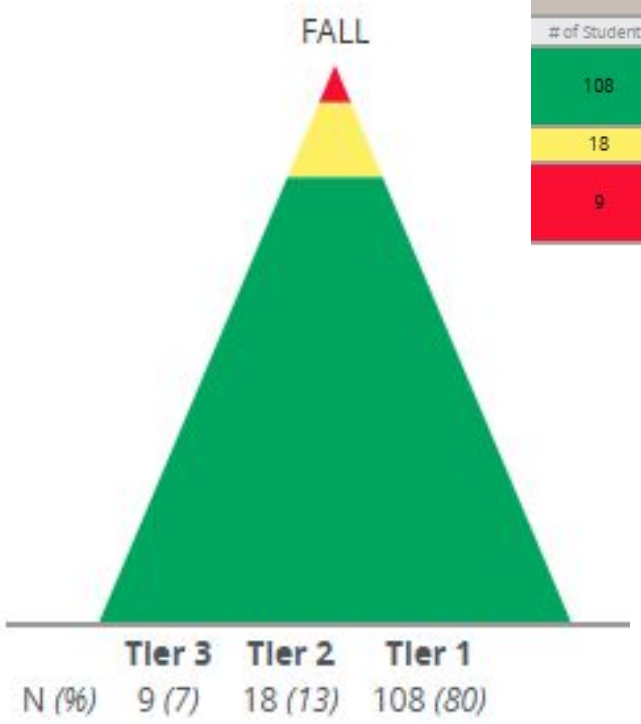
Total Reading Composite		
# of Students	% of Students	Risk
119	86.2%	Low
16	11.6%	Moderate
3	2.2%	High
68		School Median %ile

Based on Fall '26 benchmark data, 86% of 6th grade students are considered low risk for reading (this higher than the RTI model projection of 80% at Tier 1).

The number of 6th grade students at the moderate risk level for reading is at 12% (this is slightly lower than the RTI model projection of 15% at Tier 2).

2% of 6th grade students are in the high risk level for reading, which is lower than the RTI model Tier 3 projection (5%).

8th Grade Results - Reading



Total Reading Composite		
# of Students	% of Students	Risk
108	80%	Low
18	13.3%	Moderate
9	6.7%	High
64		School Median %ile

Based on Fall '26 benchmark data, 80% of 8th grade students are considered low risk for reading (this aligned with the RTI model projection of 80% at Tier 1).

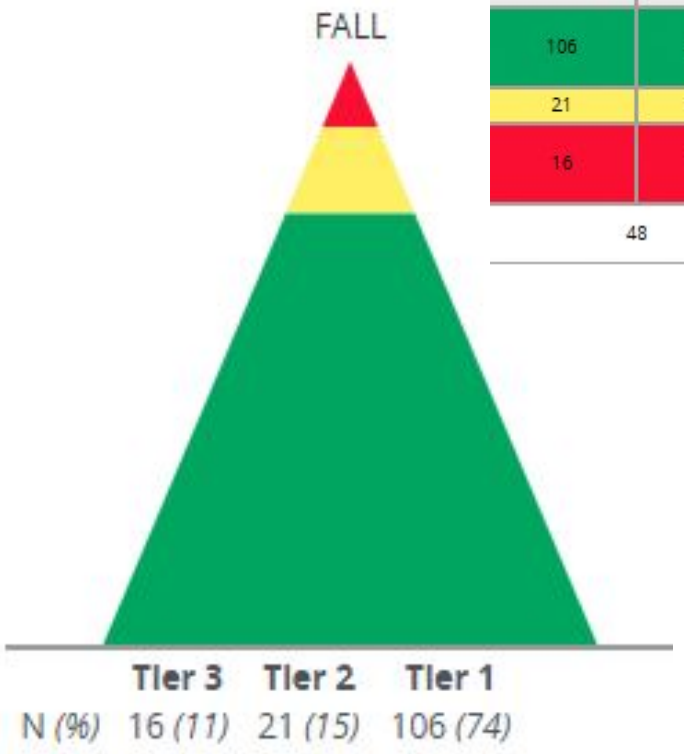
The number of 8th grade students at the moderate risk level for reading is 13% (this is only slightly lower than the RTI model projection of 15% at Tier 2).

7% of 8th grade students are in the high risk level for reading, which is slightly higher than the RTI model Tier 3 projection (5%).

Fall ‘26 aimsweb Data Math

Grades 6 to 8

6th Grade Results - Math



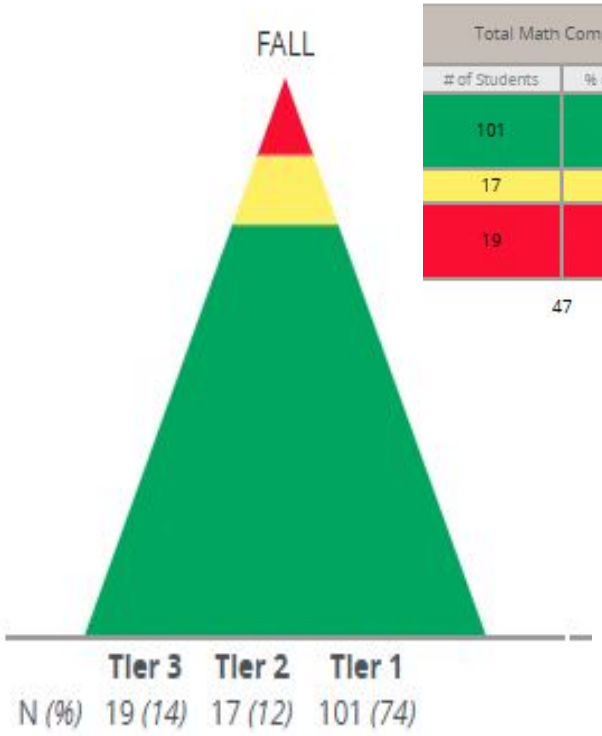
Total Math Composite		
# of Students	% of Students	Risk
106	74.1%	Low
21	14.7%	Moderate
16	11.2%	High
48		School Median %ile

Based on Fall '26 benchmark data, 74% of 6th grade students are considered low risk for math (this is slightly lower than the RTI model projection of 80% at Tier 1).

The number of 6th grade students at the moderate risk level for math is at 15% (this is exactly aligned with the RTI model projection of 15% at Tier 2).

11% of 6th grade students are in the high risk level for math, which is higher than the RTI model projection at 5% for Tier 3.

7th Grade Results - Math



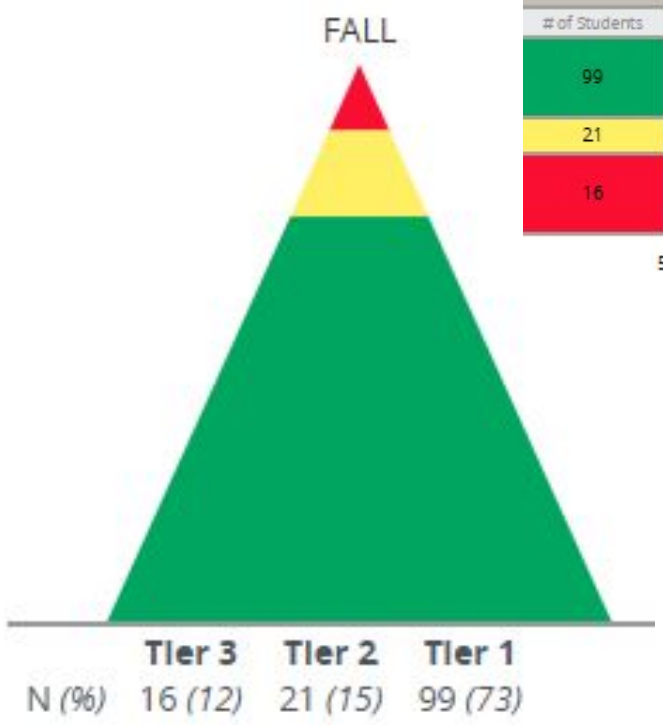
Total Math Composite		
# of Students	% of Students	Risk
101	73.7%	Low
17	12.4%	Moderate
19	13.9%	High
47		School Median %ile

Based on Fall '26 benchmark data, 74% of 7th grade students are considered low risk for math (this is lower than the RTI model projection of 80% at Tier 1).

The number of 7th grade students at the moderate risk level for math is at 12% (this is slightly lower than the RTI model projection of 15% at Tier 2).

14% of 7th grade students are in the high risk level for math, which is higher than the RTI model projection at 5% for Tier 3.

8th Grade Results - Math



Total Math Composite		
# of Students	% of Students	Risk
99	72.8%	Low
21	15.4%	Moderate
16	11.8%	High
50		School Median %ile

Based on Fall '26 benchmark data, 73% of 8th grade students are considered low risk for math (this is lower than the RTI model projection of 80% at Tier 1).

The number of 8th grade students at the moderate risk level for math is 15% (this is aligned with the RTI model projection of 15% at Tier 2).

12% of 8th 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 - 6th Grade

24-25

Total Reading Composite		
# of Students	% of Students	Risk
115	86.5%	Low
8	6%	Moderate
10	7.5%	High
71		School Median %ile

25-26

Total Reading Composite		
# of Students	% of Students	Risk
111	81.6%	Low
13	9.6%	Moderate
12	8.8%	High
65		School Median %ile

26-27

Total Reading Composite		
# of Students	% of Students	Risk
119	86.2%	Low
16	11.6%	Moderate
3	2.2%	High
68		School Median %ile

- The percentage of students identified as High Risk on the Fall Reading composite remained consistent from 24-25 (8%) to 25-26 (9%) but dropped significantly in 26-27 (2%).
- The percentage of students identified as Moderate Risk (Tier 2) increased from 6% in 24-25 to 10% in 25-26 and 12% in 26-27.
- The percentage of students identified as Low Risk (Tier 1) remained relatively consistent across the three school years.

Reading - 7th Grade

24-25

Total Reading Composite		
# of Students	% of Students	Risk
137	89%	Low
9	5.8%	Moderate
8	5.2%	High
73		School Median %ile

25-26

Total Reading Composite		
# of Students	% of Students	Risk
109	81.3%	Low
13	9.7%	Moderate
12	9%	High
67		School Median %ile

26-27

Total Reading Composite		
# of Students	% of Students	Risk
121	87.7%	Low
7	5.1%	Moderate
10	7.2%	High
68		School Median %ile

The percentage of students in the Low Risk bracket decreased slightly from 24-25 (89%) to 25-26 (80%) but then returned to a similar percentage in 26-27 (88%). In 25-26, the percentage of students in the Moderate Risk and High Risk categories increased slightly from 24-25 but then also returned to a similar percentage indicated for each of these categories in 24-25.

Reading - 8th Grade

24-25

Total Reading Composite		
# of Students	% of Students	Risk
139	92.1%	Low
7	4.6%	Moderate
5	3.3%	High
71		School Median %ile

25-26

Total Reading Composite		
# of Students	% of Students	Risk
114	74.5%	Low
24	15.7%	Moderate
15	9.8%	High
64		School Median %ile

26-27

Total Reading Composite		
# of Students	% of Students	Risk
108	80%	Low
18	13.3%	Moderate
9	6.7%	High
64		School Median %ile

- In Fall 24-25, 92% of students were identified as Low Risk (Tier 1) based on their benchmark performance in reading; this percentage decreased in the following two years (25-26-75%; 26-27-80%), becoming more aligned with the RTI model (Tier 1=80%).
- The percentage of students identified as Moderate and High Risk in reading increased from 24-25 to 26-27, **with the percentage of students within each risk category being more aligned with the RTI model in the current school year.**

Fall to Fall Reading Side-By-Side Comparison

	Needing Tier 1 Only - 4 year comparison			
	Fall 23/24	Fall 24/25	Fall 25/26	Fall 26/27
6	87%	86.5%	81.6%	(81.4% 5th) 86.2%
7	99%	89%	81.3%	87.7%
8	92%	92%	74.5% This year's (9 th)	80%

KEY

Green Cells=Within the theoretical range for RTI Tier 1

Red Cells=Below the theoretical range for RTI Tier 1

Green Numbers= Positive Growth

Red Numbers= Negative Growth

Three-Year Longitudinal Data by Grade Level: Math

(Fall Benchmark Data)

Math - 6th Grade

24-25

Total Math Composite		
# of Students	% of Students	Risk
96	71.6%	Low
24	17.9%	Moderate
14	10.4%	High
58		School Median %ile

25-26

Total Math Composite		
# of Students	% of Students	Risk
99	70.7%	Low
14	10%	Moderate
27	19.3%	High
55		School Median %ile

26-27

Total Math Composite		
# of Students	% of Students	Risk
106	74.1%	Low
21	14.7%	Moderate
16	11.2%	High
48		School Median %ile

- The percentage of students identified as Low Risk based on their Fall Math benchmark performance has remained relatively consistent over the past three school years.
- The percentage of students identified as Moderate Risk has fluctuated, with the most notable difference between 24-25 and 26-27 (an decrease in 8 percentage points).
- The percentage of students identified as High Risk has also fluctuated (10% in 24-25 to 19% in 25-26 but then back to 11% at the start of the current school year.

Math - 7th Grade

24-25

Total Math Composite		
# of Students	% of Students	Risk
118	76.1%	Low
22	14.2%	Moderate
15	9.7%	High
69		School Median %ile

25-26

Total Math Composite		
# of Students	% of Students	Risk
107	76.4%	Low
14	10%	Moderate
19	13.6%	High
67		School Median %ile

26-27

Total Math Composite		
# of Students	% of Students	Risk
101	73.7%	Low
17	12.4%	Moderate
19	13.9%	High
47		School Median %ile

- The percentage of students identified as Low Risk and Moderate Risk based on their Fall Math benchmark performance has remained relatively consistent over the past three school years.
- The percentage of students identified as High Risk has increased by from 10% in 24-25 to 14% (25-26 and 26-27) (considering the RTI model of 5% at Tier 3/High Risk).

Math - 8th Grade

24-25

Total Math Composite		
# of Students	% of Students	Risk
113	74.8%	Low
27	17.9%	Moderate
11	7.3%	High
68		School Median %ile

25-26

Total Math Composite		
# of Students	% of Students	Risk
111	73%	Low
25	16.4%	Moderate
16	10.5%	High
70		School Median %ile

26-27

Total Math Composite		
# of Students	% of Students	Risk
99	72.8%	Low
21	15.4%	Moderate
16	11.8%	High
50		School Median %ile

- The percentage of students identified as Low Risk and Moderate Risk based on their Fall Math benchmark performance has remained relatively consistent over the past three school years.
- The percentage of students identified as High Risk has increased slightly from 7% in 24-25 to 11% in 25-26 and 12% in 26-27.

Fall to Fall Math Side-By-Side Comparison

	Needing Tier 1 Only - 4 year comparison			
	Fall 23/24	Fall 24/25	Fall 25/26	Fall 26/27
6	78%	71.6%	75%	(75.3% 5th) 74.1%
7	88%	76.1%	76.4%	73.7%
8	83%	74.8%	73% This year's (9 th)	72.8%

KEY

Green Cells=Within the theoretical range for RTI Tier 1

Red Cells=Below the theoretical range for RTI Tier 1

Lewiston-Porter Middle School

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

- ✓ Using ThinkTech 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.
- ✓ Grade Level and Department time - **grade *and* content area dissect the data from ThinkTech assessments.**
  - Triangulation of data is difficult because of the high opt out rate of the State Assessment.
  - Higher emphasis on classroom grades and instruction - ThinkTech is a key component
  - PLCs - Grade Level and Departmental content meetings regularly
- ✓ 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 Periods** - Student schedules are adjusted and Tier 1 interventions provided by teachers of students in troublesome subject areas
- ✓ **After School Assistance Program (ASAP)** - 4 days per week - Students can stay for extra help
  - After 10 week mark, becomes mandatory

QUESTIONS



6th Grade - Reading

Comparison: Nat'l	2024-2025	2025-2026	2026-2027
90-99th %ile	25 (18.8%)	28 (20.6%)	27 (19.6%)
75-89th %ile	34 (25.6%)	22 (16.2%)	29 (21.0%)
26-74th %ile	60 (45.1%)	65 (47.8%)	75 (54.3%)
11-25th %ile	10 (7.5%)	16 (11.8%)	4 (2.9%)
1-10th %ile	4 (3.0%)	5 (3.7%)	3 (2.2%)
Total Students	133	136	138
Mean	516.0	519.1	521.8
Standard Deviation	52.47	55.32	52.00

The percentage of 6th students in each %ile bracket has remained relatively stable over the last three years, with the most fluctuation seen in the 11-25th %ile bracket (8% in 24-25, 12% in 25-26, and 3% this school year).

6th Grade - Math

Comparison: Nat'l	2024-2025	2025-2026	2026-2027
90-99th %ile	14 (10.4%)	22 (15.7%)	9 (6.3%)
75-89th %ile	22 (16.4%)	22 (15.7%)	20 (14.0%)
26-74th %ile	74 (55.2%)	66 (47.1%)	86 (60.1%)
11-25th %ile	14 (10.4%)	7 (5.0%)	17 (11.9%)
1-10th %ile	10 (7.5%)	17 (12.1%)	11 (7.7%)
Total Students	134	140	143
Mean	222.4	216.7	224.8
Standard Deviation	26.42	54.13	27.77

Fluctuation in the percentage of students performing within each %ile bracket exists between 24-25 and 25-26 (with the exception of the 75-89th %ile bracket). However, percentages in 26-27 are once again closely aligned with data from 24-25.

7th Grade - Reading

Comparison: Nat'l	2024-2025	2025-2026	2026-2027
90-99th %ile	43 (27.9%)	24 (17.9%)	28 (20.3%)
75-89th %ile	31 (20.1%)	32 (23.9%)	32 (23.2%)
26-74th %ile	69 (44.8%)	59 (44.0%)	66 (47.8%)
11-25th %ile	8 (5.2%)	11 (8.2%)	4 (2.9%)
1-10th %ile	3 (1.9%)	8 (6.0%)	8 (5.8%)
Total Students	154	134	138
Mean	540.7	536.4	542.7
Standard Deviation	58.10	58.59	57.76

The percentage of students performing between the 1-10th %ile has increased since 24-25 (2% in 24-25 to 6% in 25-26 and 26-27). There has also been a decrease in the percentage of students performing within the 90-99th %ile (28% in 24-25, 28% in 25-26, and 20% in 26-27). Fluctuation in percentages can be seen in the 11-15th %ile bracket, particularly between 25-26 and 26-27).

7th Grade - Math

Comparison: Nat'l	2024-2025	2025-2026	2026-2027
90-99th %ile	26 (16.8%)	19 (13.6%)	15 (10.9%)
75-89th %ile	38 (24.5%)	29 (20.7%)	18 (13.1%)
26-74th %ile	69 (44.5%)	70 (50.0%)	71 (51.8%)
11-25th %ile	14 (9.0%)	15 (10.7%)	24 (17.5%)
1-10th %ile	8 (5.2%)	7 (5.0%)	9 (6.6%)
Total Students	155	140	137
Mean	237.3	232.1	236.8
Standard Deviation	33.21	29.39	33.50

The most notable difference for 7th grade Math fall benchmark data is the increase in percentage of students performing within the 11-25%ile bracket (9% in 24-25, 11% in 25-26, 18% in 26-27) as well as the decrease in percentage of students performing within the 75th-89th %ile bracket (17% in 24-25, 14% in 25-26, and 11% in 26-27). Some fluctuation in percentages exists in the 90-99th %ile bracket. Percentage of students performing in all other %ile brackets has remained relative stable.

8th Grade - Reading

Comparison: Nat'l	2024-2025	2025-2026	2026-2027
90-99th %ile	28 (18.5%)	24 (15.7%)	18 (13.3%)
75-89th %ile	39 (25.8%)	30 (19.6%)	31 (23.0%)
26-74th %ile	75 (49.7%)	75 (49.0%)	70 (51.9%)
11-25th %ile	8 (5.3%)	15 (9.8%)	13 (9.6%)
1-10th %ile	1 (0.7%)	9 (5.9%)	3 (2.2%)
Total Students	151	153	135
Mean	556.6	551.2	554.6
Standard Deviation	52.55	56.76	48.39

The percentage of 8th grade students in each %ile bracket has remained relatively stable over the last three years, with the most fluctuation seen in the 11-25th % bracket (5% in 24-25, 10% in 25-26 & 26-27) and the 1-10th %ile bracket (1% in 24-25, 6% in 25-26, and 2% in 26-27).

8th Grade - Math

Comparison: Nat'l	2024-2025	2025-2026	2026-2027
90-99th %ile	23 (15.2%)	20 (13.2%)	11 (8.1%)
75-89th %ile	36 (23.8%)	42 (27.6%)	20 (14.7%)
26-74th %ile	73 (48.3%)	66 (43.4%)	75 (55.1%)
11-25th %ile	12 (7.9%)	11 (7.2%)	18 (13.2%)
1-10th %ile	7 (4.6%)	13 (8.6%)	12 (8.8%)
Total Students	151	152	136
Mean	240.3	239.8	234.4
Standard Deviation	34.33	34.13	29.56

The percentage of 8th grade students performing within all brackets (with the exception of the 1-10th %ile bracket) remained stable between 24-25 and 25-26. There is an increase in the percentage of students performing within the 26-74th%ile bracket and 11-25th %ile brackets in 26-27. There is a decrease in the percentage of students performing within the top two %ile brackets in 26-27.