

# SSSD 2025-2026 EOY District Data Snapshot



**STEAMBOAT SPRINGS**  
**SCHOOL DISTRICT**

# Instructions



1. Sharing Historical and Current Data to tell the whole story. Definition slides are included for reference.
2. Board Presentation
  - a. Board reviews slides for grounding before presentation
  - b. Slides with current data will be emphasized and discussed at board presentation.

# ELEMENTARY: ELG Initiative K-3 Goal 1: *Students in the well below benchmark category make above average progress or well above average progress achieving grade-level reading proficiency (HISTORICAL)*




DIBELS DATA	2022-23 BOY to EOY Progress Well Below Benchmark - All Grades			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	BOY %	EOY %	Early Literacy Grant Ranking
SCE Grades K-3	31%	15%	Well Above Average Progress	29%	9%	Well Above Average Progress	31%	12%	Well Above Average Progress
SGS Grades K-3	27%	20%	Average Progress	40%	15%	Well Above Average Progress	30%	9%	Well Above Average Progress
SPE Grades K-3	28%	23%	Below Average Progress	34%	11%	Well Above Average Progress	29%	11%	Well Above Average Progress

**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	2025-26 BOY to EOY Progress Well Below Benchmark - All Grades		
	BOY %	EOY %	Early Literacy Grant Ranking
SCE Grades K-3	28%	11%	Well Above Average Progress
SGS Grades K-3	26%	14%	Above Average Progress
SPE Grades K-3	24%	11%	Above Average Progress



**GOAL ATTAINED**  
All schools met the 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		2025-26 BOY to EOY Progress Well Below Benchmark - All Grades	
	BOY %	EOY %	BOY %	EOY %
Grades K-5	27%	14%	23%	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 <i>AT/Above Benchmark</i> - All Grades			2023-24 BOY to EOY Progress <i>AT/Above Benchmark</i> - All Grades			2024-25 BOY to EOY Progress <i>AT/Above Benchmark</i> - All Grades		
	BOY %	EOY %	Early Literacy Grant Ranking	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	49%	77%	Well Above Average Progress
SGS Grades K-3	58%	65%	Average Progress	34%	69%	Well Above Average Progress	50%	74%	Well Above Average Progress
SPE Grades K-3	59%	65%	Average Progress	44%	71%	Well Above Average Progress	53%	84%	Well Above Average Progress

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



DIBELS DATA	2025-26 BOY to EOY Progress AT/Above Benchmark - All Grades		
	BOY %	EOY %	Early Literacy Grant Ranking
SCE Grades K-3	49%	77%	Well Above Average Progress
SGS Grades K-3	52%	73%	Above Average Progress
SPE Grades K-3	61%	80%	Above Average Progress



**GOAL ATTAINED**  
All schools met the goal

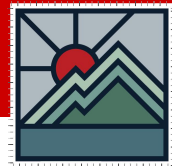
# ELEMENTARY: K-5 Reading AT/Above Benchmark Data

(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		2025-26 BOY to EOY Progress AT/Above Benchmark - All Grades	
	BOY %	EOY %	BOY %	EOY %
Grades K-5	55%	74%	59%	72%

# 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 Movement	2025-26 BOY to EOY Movement
	TIER 2 or TIER 3 Movement up at least one level (%)	TIER 2 or TIER 3 Movement up at least one level (%)
SCE Grades K-3	68% Met	63% Met
SGS Grades K-3	71% Met	62% Met
SPE Grades K-3	71% Met	67% Met



## GOAL ATTAINED

All schools met the 50% movement target

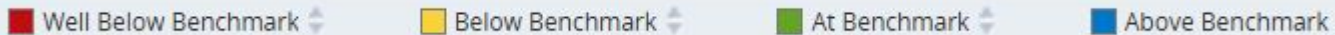
### KEY INSIGHTS

- All schools exceeded the 50% target in both cycles
- Consistent tier movement across all elementary sites

# ELEMENTARY: DIBELS Overall Results (HISTORICAL)



Grade	Reference Data (Compare these results against a wider population)
Grade K	<p>24-25 BOY: 64(49%) Well Below Benchmark, 24(18%) Below Benchmark, 25(19%) At Benchmark, 18(14%) Above Benchmark. Total: 131</p> <p>24-25 EOY: 13(10%) Well Below Benchmark, 5(4%) Below Benchmark, 38(30%) At Benchmark, 72(56%) Above Benchmark. Total: 128</p>
Grade 1	<p>24-25 BOY: 44(33%) Well Below Benchmark, 31(23%) Below Benchmark, 45(34%) At Benchmark, 14(10%) Above Benchmark. Total: 134</p> <p>24-25 EOY: 12(9%) Well Below Benchmark, 11(9%) Below Benchmark, 53(41%) At Benchmark, 52(41%) Above Benchmark. Total: 128</p>
Grade 2	<p>24-25 BOY: 57(31%) Well Below Benchmark, 24(14%) Below Benchmark, 56(32%) At Benchmark, 40(23%) Above Benchmark. Total: 177</p> <p>24-25 EOY: 27(16%) Well Below Benchmark, 19(11%) Below Benchmark, 62(36%) At Benchmark, 64(37%) Above Benchmark. Total: 172</p>
Grade 3	<p>24-25 BOY: 32(17%) Well Below Benchmark, 41(22%) Below Benchmark, 57(32%) At Benchmark, 54(29%) Above Benchmark. Total: 184</p> <p>24-25 EOY: 14(8%) Well Below Benchmark, 29(16%) Below Benchmark, 49(27%) At Benchmark, 90(49%) Above Benchmark. Total: 182</p>
Grade 4	<p>24-25 BOY: 26(16%) Well Below Benchmark, 29(18%) Below Benchmark, 69(43%) At Benchmark, 37(23%) Above Benchmark. Total: 161</p> <p>24-25 EOY: 27(17%) Well Below Benchmark, 35(22%) Below Benchmark, 40(25%) At Benchmark, 56(36%) Above Benchmark. Total: 158</p>
Grade 5	<p>24-25 BOY: 34(19%) Well Below Benchmark, 24(14%) Below Benchmark, 58(33%) At Benchmark, 60(34%) Above Benchmark. Total: 176</p> <p>24-25 EOY: 37(21%) Well Below Benchmark, 14(8%) Below Benchmark, 33(19%) At Benchmark, 91(52%) Above Benchmark. Total: 175</p>



## Benchmark Growth

Significant growth in all grades within the At and Above Benchmark categories.

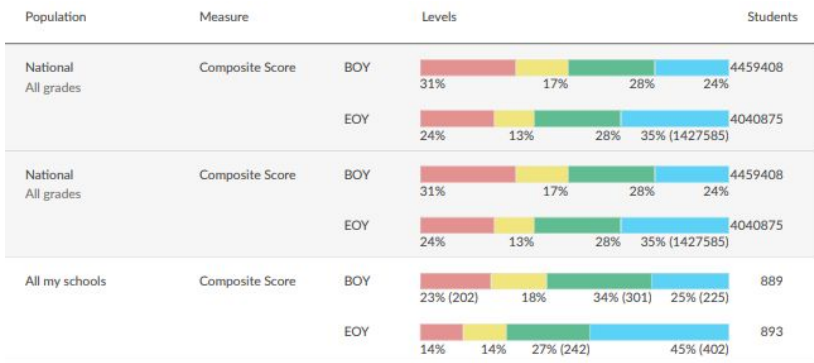


## Risk Reduction

Significant decrease in all grades for students in the Well Below Benchmark tier.



# ELEMENTARY: K-5 Reading Proficiency DIBELS Overall Results



**Benchmark Growth:** Significant growth across all grades in "At" and "Above" benchmarks.

**Risk Reduction:** Dramatic decrease in students scoring "Well Below Benchmark" in all grade levels.

**National Performance:** SSSD started with a stronger baseline and significantly outperformed national EOY trends.

**The "Blue Wave":** A distinct pattern of rapid expansion in the "Above Benchmark" category by year-end.

All schools MET all 3 goals



## 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 25-26 (Natl. YTD)**

This population includes all students who completed a Diagnostic from March 2 to May 16. This data may not be representative of the student population.

### **Colorado Year-to-Date Spring 25-26 (CO YTD)**

This population includes all students who completed a Diagnostic from March 2 to May 16. This data may not be representative of the student population.



## Historical District **TYPICAL GROWTH** EOY Trends I-Ready **OVERALL % STUDENTS MET/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: % Met Typical Growth	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
ELA	70%	74%	73%	72%	74%
Math	69%	65%	69%	70%	70%

**Key Insight:** District performance remains consistently 20%+ above national typical growth targets.



## Historical District **STRETCH GROWTH** Trends I-Ready EOY **OVERALL % STUDENTS MET/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: % Met Stretch Growth	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
ELA	47%	50%	51%	46%	45%
Math	42%	39%	40%	44%	43%

**Key Insight:** District continues to exceed the 30% National Aim for Stretch Growth in both subjects.

# 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:

<span style="color: green;">■</span> <b>Mid or Above Grade Level</b>	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.
<span style="color: lightgreen;">■</span> <b>Early On Grade Level</b>	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
<span style="color: yellow;">■</span> <b>1 Grade Level Below</b>	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
<span style="color: pink;">■</span> <b>2 Grade Levels Below</b> <span style="color: red;">■</span> <b>3+ Grade Levels Below</b>	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.



### 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.

MATH



**Fall Performance**

24-25

872 students

25-26

831 students

**Spring Performance**

881 students

848 students



**Growth**

861 students

831 students

Reading



**Fall Performance**

630 students

547 students

**Spring Performance**

646 students

561 students



**Growth**

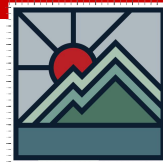
626 students

547 students

### To Be Calculated in Growth:






- Student completed a baseline Diagnostic AND a Diagnostic in the Spring (most recent).
- There were  $\geq 25$  weeks between the baseline Diagnostic and most recent in Spring (this rule is specific to this data set; it is not required in *i-Ready*).

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

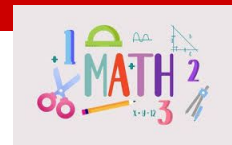


## Understanding *i-Ready's* Criterion Referenced Relative Placement Levels

*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:

 <b>Mid or Above Grade Level</b>	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.
 <b>Early On Grade Level</b>	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
 <b>1 Grade Level Below</b>	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
 <b>2 Grade Levels Below</b>  <b>3+ Grade Levels Below</b>	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.

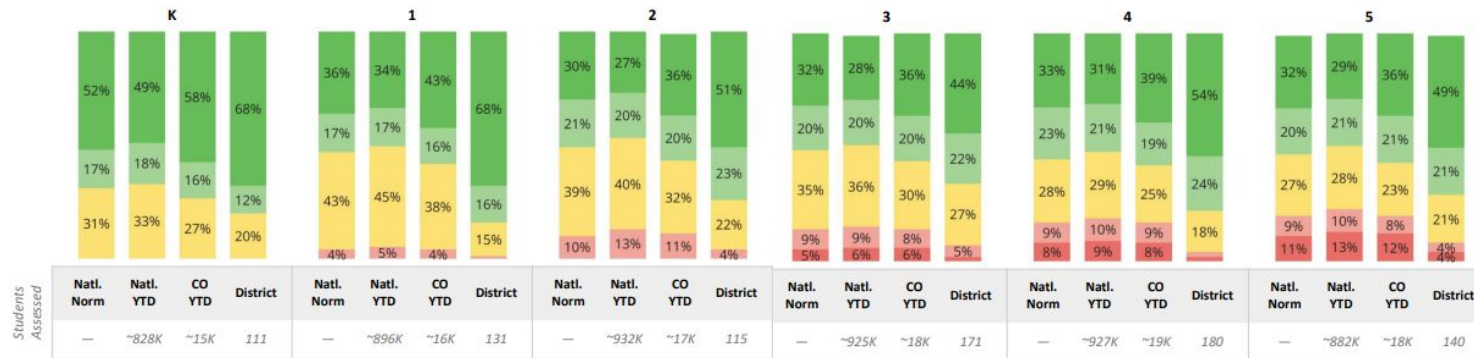
# ELEMENTARY: I-Ready District Mathematics



## Mathematics

### 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

Natl. Norm: *i-Ready* National Norms Spring 22-23

Natl. YTD: National Year-to-Date Spring 25-26

CO YTD: CO Year-to-Date Spring 25-26

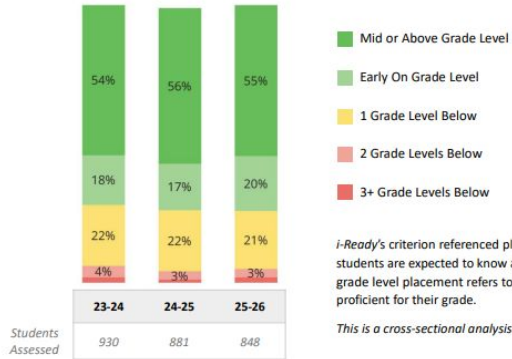
# ELEMENTARY: I-Ready Mathematics



Mathematics

## How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26



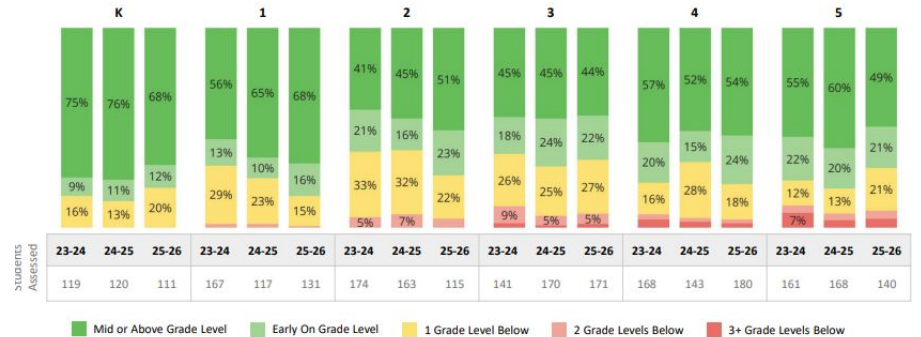
*i-Ready's* criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

*This is a cross-sectional analysis.*

Mathematics

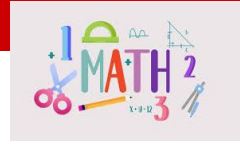
## How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26



*This is a cross-sectional analysis.*

# ELEMENTARY: I-Ready Mathematics



Mathematics

## How Does Spring Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Mid or Above Grade Level**, Spring 24-25 to Spring 25-26

	K		1		2		3		4		5	
	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current
Number and Operations	62%	55%	64%	67%	50%	48%	48%	51%	63%	64%	67%	56%
Algebra and Algebraic Thinking	69%	58%	72%	73%	42%	52%	60%	54%	58%	62%	58%	42%
Measurement and Data	63%	63%	57%	62%	52%	61%	61%	58%	60%	60%	71%	61%
Geometry	77%	77%	63%	76%	50%	68%	42%	47%	44%	52%	52%	44%
Students Assessed	120	111	117	131	163	115	170	171	143	180	168	140

■ **Increased** >5% pts Year over Year    
 ■ **Increased** 0-5% pts Year over Year    
 ■ **Decreased** 1-5% pts Year over Year    
 ■ **Decreased** >5% pts Year over Year

### Core Alignment & Growth

- All domains increased more than national average statistics.
- Solid alignment found across core standards in elementary.
- Balanced growth observed in Algebraic Thinking and Geometry.

Mathematics

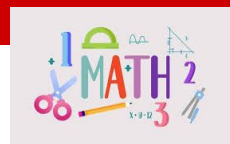
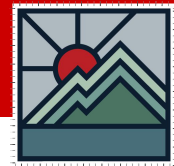
## How Does Domain-Level Performance Compare to National?

Percent of Students Placing **Mid or Above Grade Level**, District Spring 25-26 compared to 22-23 National Norms

	K		1		2		3		4		5	
	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.	Natl.	Dist.
Number and Operations	42%	55%	40%	67%	37%	48%	41%	51%	50%	64%	39%	56%
Algebra and Algebraic Thinking	47%	58%	50%	73%	32%	52%	42%	54%	40%	62%	28%	42%
Measurement and Data	53%	63%	41%	62%	40%	61%	43%	58%	41%	60%	44%	61%
Geometry	61%	77%	47%	76%	39%	68%	29%	47%	27%	52%	31%	44%
Students Assessed	111		131		115		171		180		140	

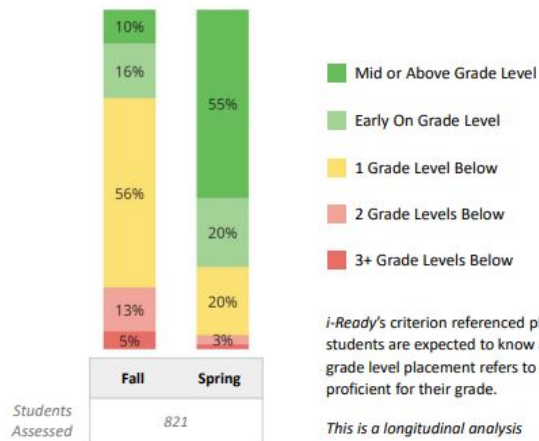
■ **Above National** >5% pts    
 ■ **Above National** 0-5% pts    
 ■ **Below National** 1-5% pts    
 ■ **Below National** >5% pts

# ELEMENTARY: I-Ready Mathematics



## How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 25-26 to Spring 25-26



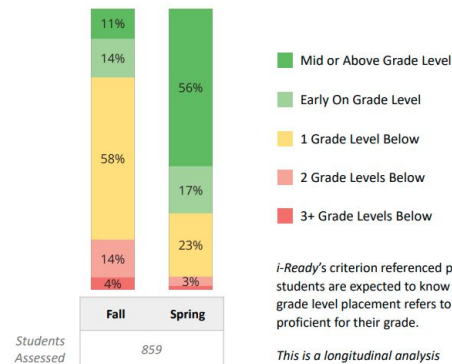
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

*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

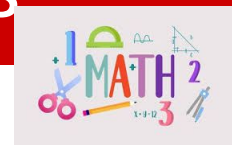


- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

*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*

# ELEMENTARY: I-Ready Mathematics



## Mathematics

### How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 25-26 to Spring 25-26

	K		1		2		3		4		5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Number and Operations	4%	58%	8%	68%	12%	48%	11%	52%	18%	64%	22%	57%
Algebra and Algebraic Thinking	5%	60%	14%	74%	14%	53%	16%	54%	23%	62%	21%	42%
Measurement and Data	11%	65%	9%	63%	16%	61%	24%	59%	28%	60%	37%	62%
Geometry	16%	79%	18%	78%	21%	68%	19%	48%	11%	51%	25%	45%

Students Assessed: K (104), 1 (125), 2 (111), 3 (169), 4 (173), 5 (139)

■ 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

### 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: K (116), 1 (115), 2 (158), 3 (167), 4 (139), 5 (164)

### 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: K (111), 1 (163), 2 (168), 3 (134), 4 (160), 5 (158)

# ELEMENTARY: I-Ready Math



2025-2026

Mathematics



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

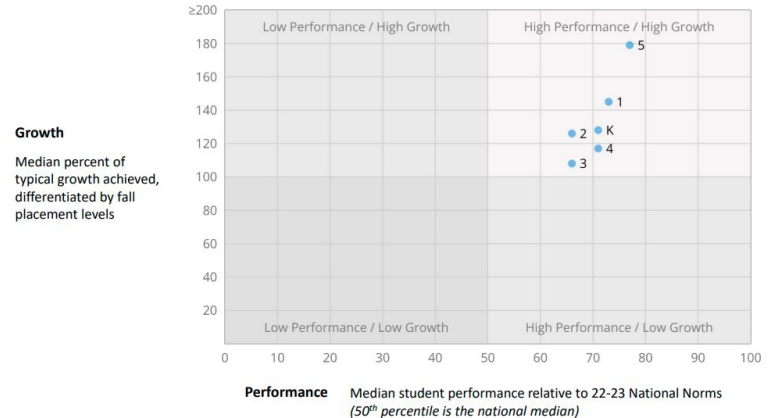
Comparison of Median Student Performance and Median Percent of Typical Growth



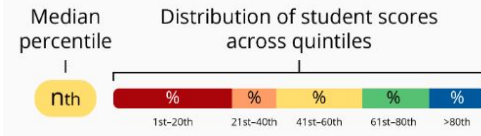
2024-2025

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

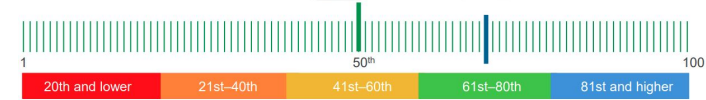
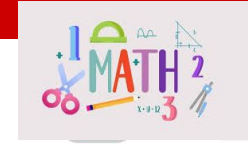
Comparison of Median Student Performance and Median Percent of Typical Growth



# MIDDLE SCHOOL: NWEA/MAPS Data

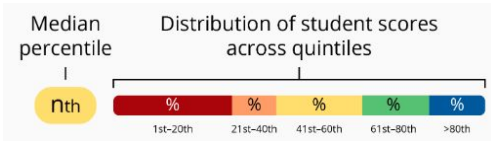
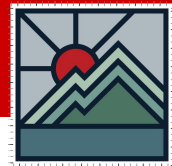


6-8 MATH  
Fall to Spring

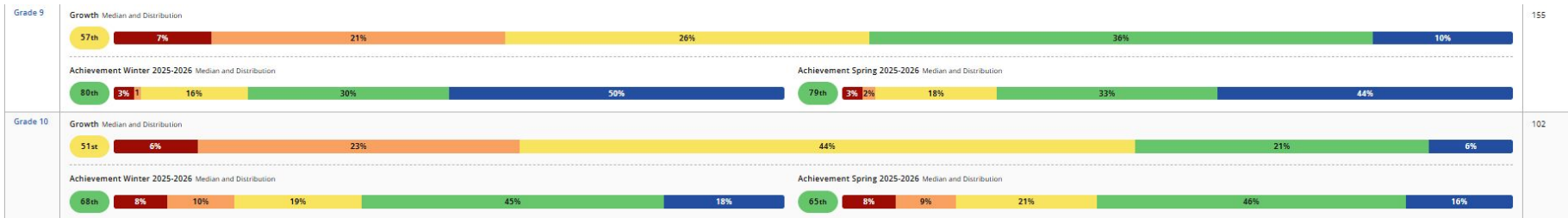
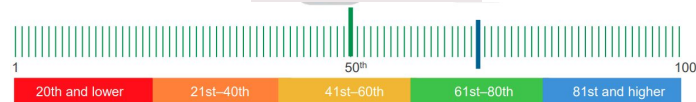
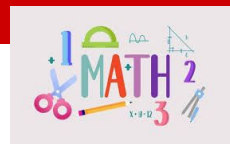


Grade	Measure	Median	1st-20th	21st-40th	41st-60th	61st-80th	>80th
Grade 6	Growth Median and Distribution	60th	12%	11%	28%	25%	24%
	Achievement Fall 2025-2026 Median and Distribution	69th	10%	17%	14%	26%	33%
	Achievement Spring 2025-2026 Median and Distribution	70th	11%	9%	14%	29%	37%
	Count						175
Grade 7	Growth Median and Distribution	67th	7%	14%	23%	25%	31%
	Achievement Fall 2025-2026 Median and Distribution	71st	11%	10%	13%	26%	40%
	Achievement Spring 2025-2026 Median and Distribution	77th	10%	7%	13%	24%	46%
	Count						182
Grade 8	Growth Median and Distribution	67th	7%	18%	17%	30%	28%
	Achievement Fall 2025-2026 Median and Distribution	71st	7%	9%	17%	33%	34%
	Achievement Spring 2025-2026 Median and Distribution	77th	7%	8%	18%	23%	44%
	Count						199

# HIGH SCHOOL: NWEA/MAPS Data



## 9-10 MATH Winter to Spring



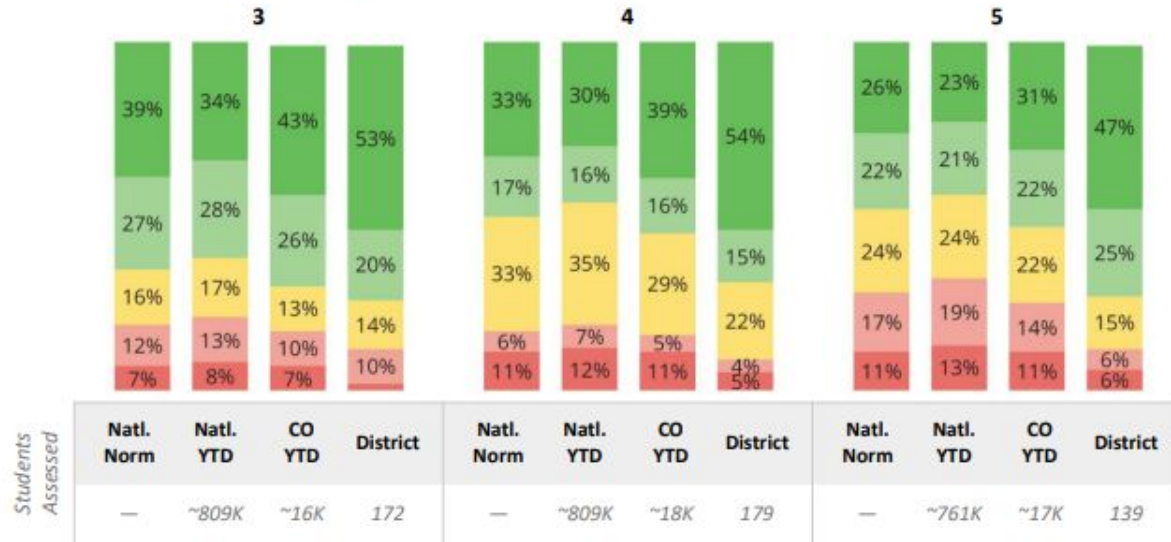
# ELEMENTARY: I-Ready District Reading



Reading

## 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

Natl. Norm: *i-Ready* National Norms Spring 22-23

Natl. YTD: National Year-to-Date Spring 25-26

CO YTD: CO Year-to-Date Spring 25-26

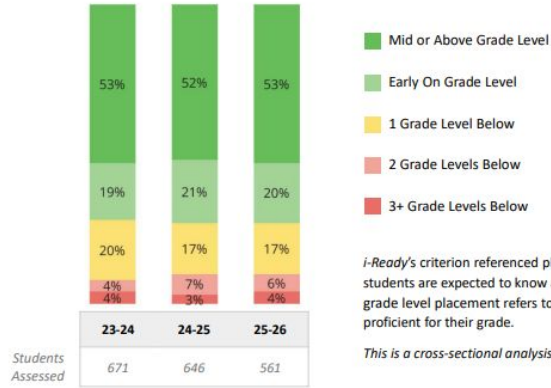
# ELEMENTARY: I-Ready District Reading



Reading

## How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 23-24 to Spring 25-26



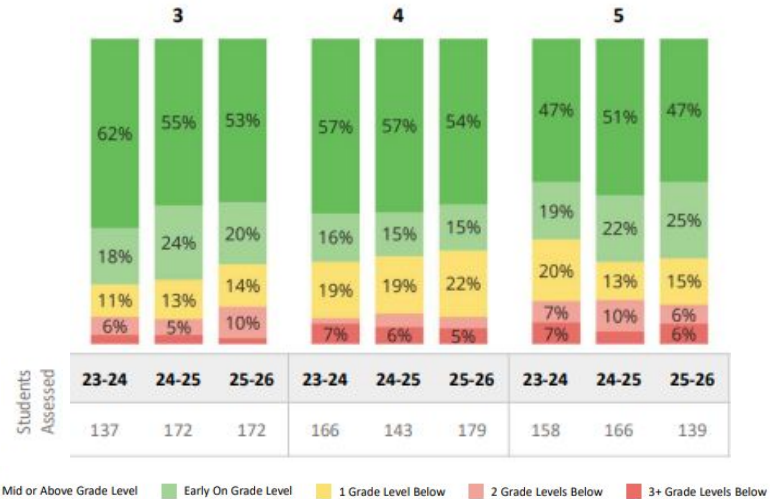
*i-Ready's* criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

*This is a cross-sectional analysis.*

## How Have Relative Placements Changed From Spring to Spring?

Reading

Placement Distribution, Spring 23-24 to Spring 25-26



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

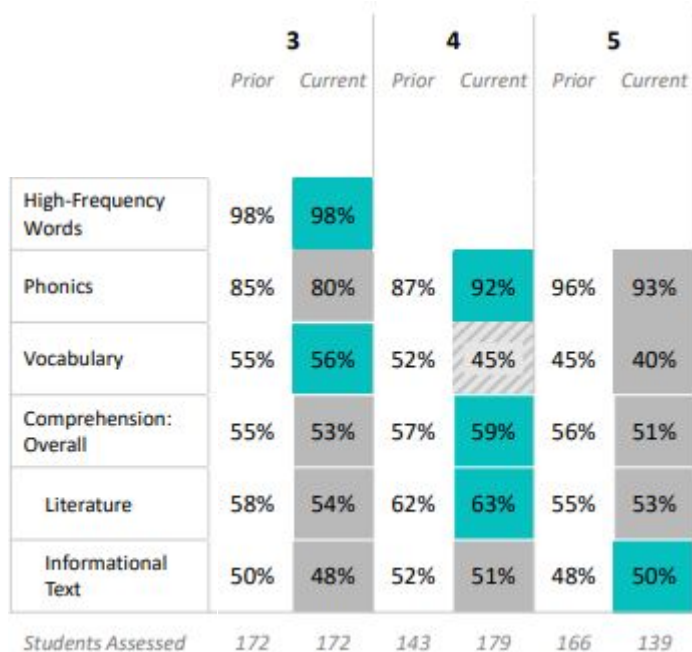
*This is a cross-sectional analysis.*

# ELEMENTARY: I-Ready Reading



## How Does Spring Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Mid or Above Grade Level**, Spring 24-25 to Spring 25-26

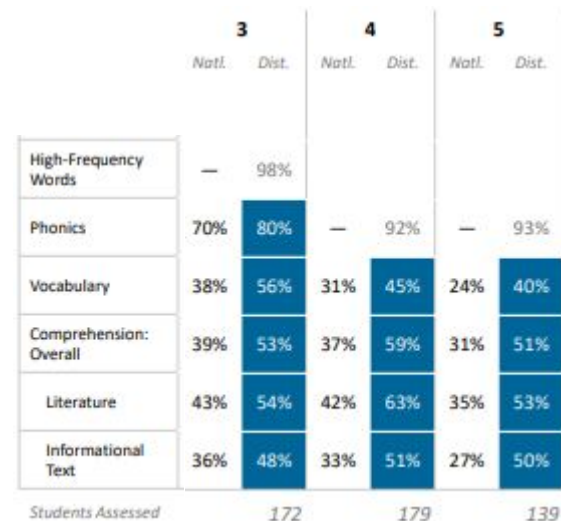


■ **Increased** >5% pts Year over Year    
 ■ **Increased** 0-5% pts Year over Year    
 ■ **Decreased** 1-5% pts Year over Year    
 ▨ **Decreased** >5% pts Year over Year

## How Does Domain-Level Performance Compare to National?

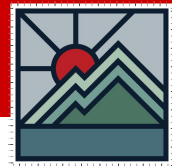
Percent of Students Placing **Mid or Above Grade Level**, District Spring 25-26 compared to 22-23 National Norms

Reading



■ **Above National** >5% pts    
 ■ **Above National** 0-5% pts    
 ■ **Below National** 1-5% pts    
 ▨ **Below National** >5% pts    
 xx% National Comparison Not Available

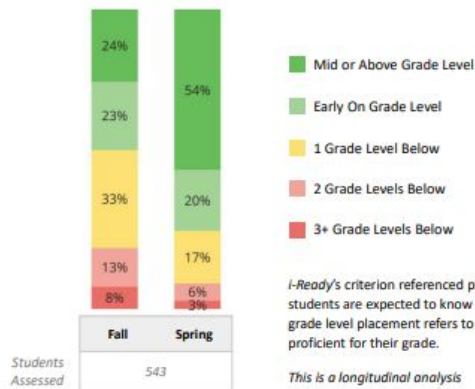
# ELEMENTARY: I-Ready Reading



Reading

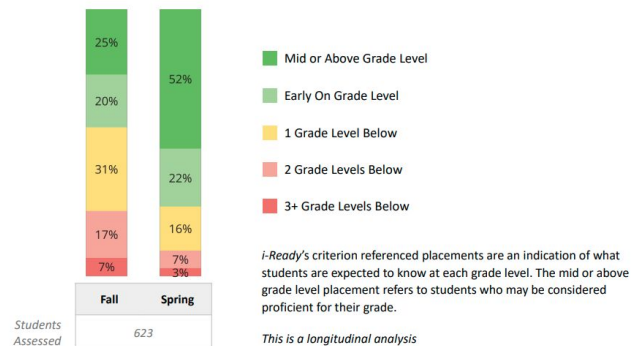
## How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 25-26 to Spring 25-26



## How Have Relative Placements Changed From Fall to Spring?

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

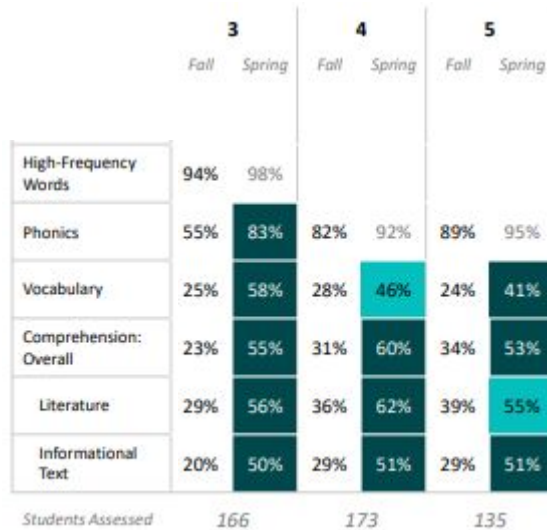


# ELEMENTARY: I-Ready Reading



## How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing **Mid or Above Grade Level**, from Fall 25-26 to Spring 25-26

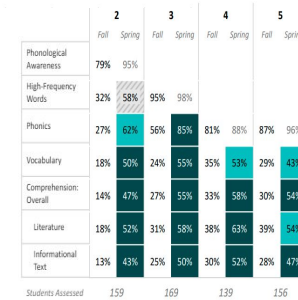


■ Increased **More** than National Fall to Spring >5% pts   
 ■ Increased **More** than National Fall to Spring 0-5% pts   
 ■ Increased **Less** than National Fall to Spring 1-5% pts   
 ■ Increased **Less** than National Fall to Spring >5% pts   
 xx% National Comparison Not Available

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



■ 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 23-24 to Spring 23-24



■ 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

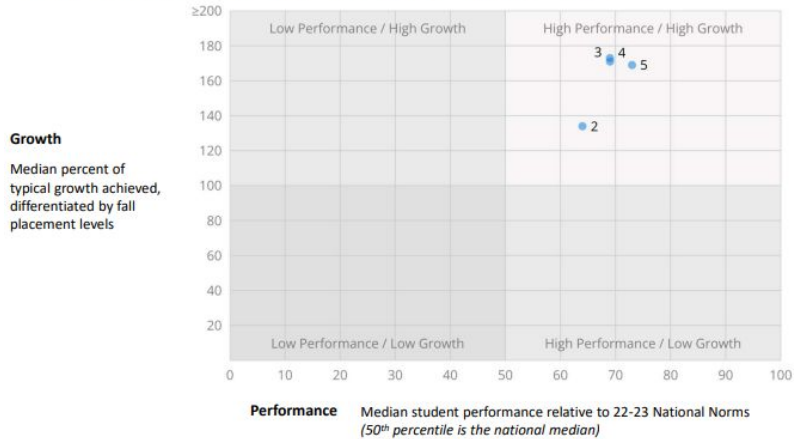


2025-2026

Reading

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

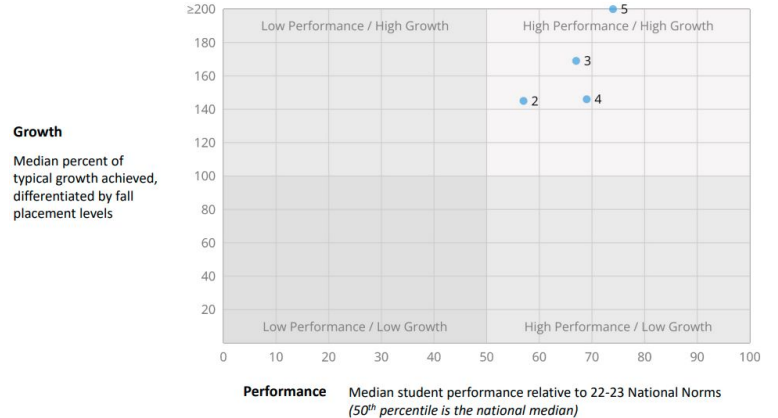
Comparison of Median Student Performance and Median Percent of Typical Growth



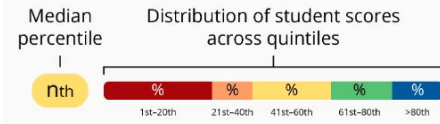
2024-2025

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

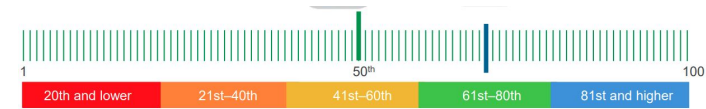
Comparison of Median Student Performance and Median Percent of Typical Growth



# MIDDLE SCHOOL: NWEA/MAPS Data



## READING Fall to Spring



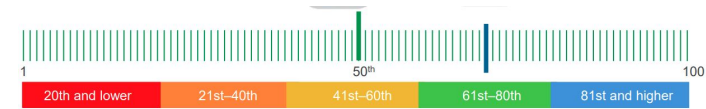
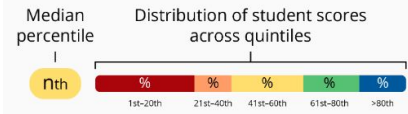
District Profile		Growth and Achievement Overview		Number of Students	
Steamboat Springs School District   Reading				594	
Grade	Growth Median and Distribution	Achievement Fall 2025-2026 Median and Distribution	Achievement Spring 2025-2026 Median and Distribution		
All Grades	<p>66th</p>	<p>73rd</p>	<p>77th</p>		
<p>Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● &gt;80th</p>					

Rollered Spring 2025-2026  
Tested Fall 2025-2026 - Spring 2025-2026

# MIDDLE SCHOOL: NWEA/MAPS Data

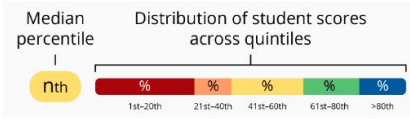


## READING Fall to Spring

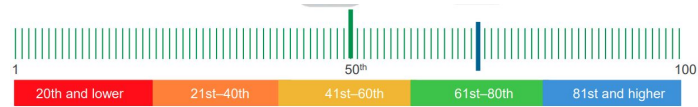


Grade	Measure	Median Percentile	1st-20th	21st-40th	41st-60th	61st-80th	>80th	Total Students
Grade 6	Growth Median and Distribution	67th	9%	11%	19%	32%	29%	174
	Achievement Fall 2025-2026 Median and Distribution	72nd	13%	8%	15%	30%	34%	
Grade 7	Growth Median and Distribution	69th	3%	12%	22%	32%	31%	184
	Achievement Fall 2025-2026 Median and Distribution	74th	11%	10%	15%	28%	36%	
Grade 8	Growth Median and Distribution	63rd	5%	14%	26%	32%	23%	200
	Achievement Fall 2025-2026 Median and Distribution	78th	8%	10%	12%	25%	45%	
Grade 6	Growth Median and Distribution	75th	10%	7%	14%	28%	41%	174
	Achievement Spring 2025-2026 Median and Distribution	75th	10%	7%	14%	28%	41%	
Grade 7	Growth Median and Distribution	79th	8%	6%	12%	28%	46%	184
	Achievement Spring 2025-2026 Median and Distribution	79th	8%	6%	12%	28%	46%	
Grade 8	Growth Median and Distribution	79th	5%	9%	10%	31%	45%	200
	Achievement Spring 2025-2026 Median and Distribution	79th	5%	9%	10%	31%	45%	

# High SCHOOL: NWEA/MAPS Baseline Data



## Language Usage Fall to Winter



District Profile		Growth and Achievement Overview	
Steamboat Springs School District   Language Usage			
Grade			Number of Students
All Grades	<p><b>Growth Median and Distribution</b></p> <p>92nd   9%   15%   25%   30%   25%</p> <p><b>Achievement Fall 2025-2026 Median and Distribution</b></p> <p>83rd   1%   4%   12%   20%   54%</p> <p><b>Achievement Winter 2025-2026 Median and Distribution</b></p> <p>81st   2%   5%   10%   30%   53%</p>		329
<p>Percentiles Key: 1st-20th (red), 21st-40th (orange), 41st-60th (yellow), 61st-80th (green), &gt;80th (blue)</p> <p>Registered Fall 2025-2026 Tessed Fall 2025-2026 - Winter 2025-2026</p>			

Grade 9	<p><b>Growth Median and Distribution</b></p> <p>61st   8%   14%   25%   35%   18%</p> <p><b>Achievement Fall 2025-2026 Median and Distribution</b></p> <p>83rd   1%   2%   15%   27%   55%</p> <p><b>Achievement Winter 2025-2026 Median and Distribution</b></p> <p>81st   1%   2%   12%   32%   53%</p>	150
Grade 10	<p><b>Growth Median and Distribution</b></p> <p>64th   4%   16%   25%   25%   30%</p> <p><b>Achievement Fall 2025-2026 Median and Distribution</b></p> <p>83rd   2%   6%   9%   29%   54%</p> <p><b>Achievement Winter 2025-2026 Median and Distribution</b></p> <p>83rd   2%   7%   8%   29%   54%</p>	178

# DISTRICT Next Steps



- **Release of 25-26 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**
  - Roll-out of site specific goals and plans
- **Curricular Resource Adoptions**
  - ELA 4-5 Curricular Implementation Year 1
  - ELA 6-8 Curricular Implementation Year 2
- **K-5 Writing Focus**
  - Continued Work with STRIVE