Lyon County School District

Middle of theYear 2025/2026 School Year Report

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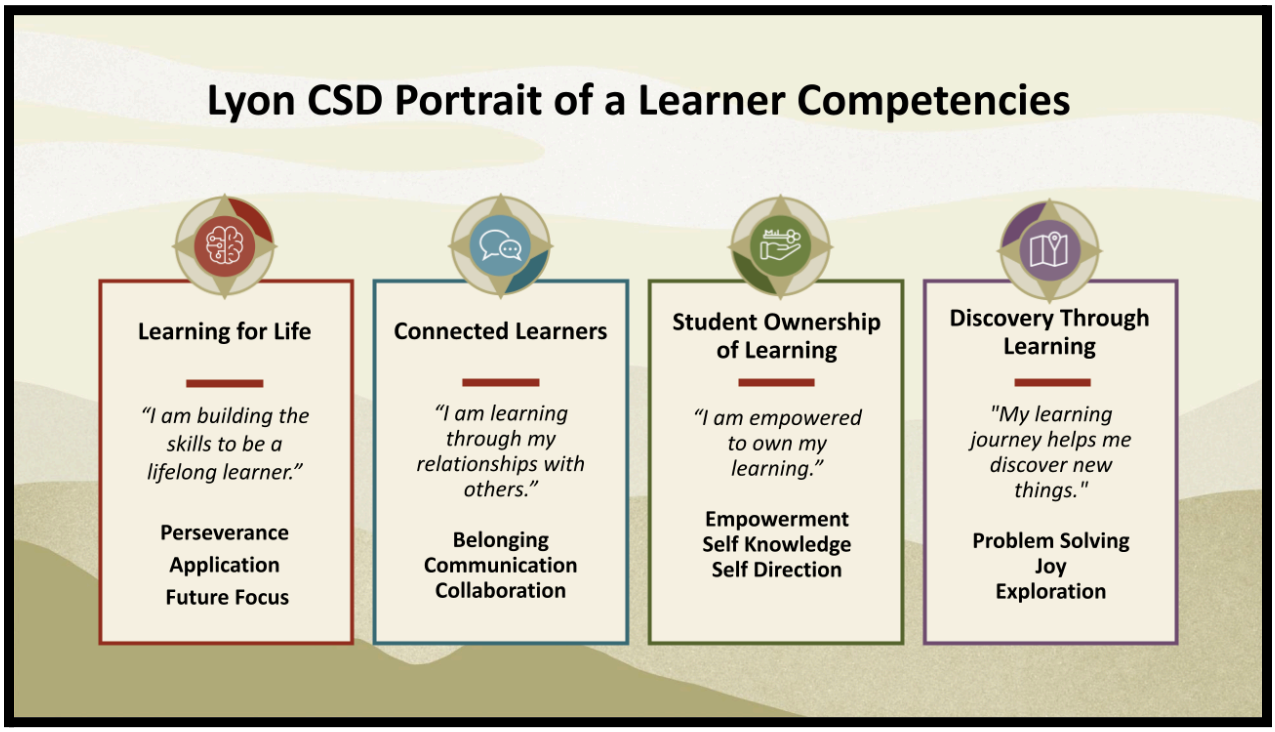
Mission & Vision

Mission:

The Mission Of Lyon County School District Is To Graduate All Students To Be Career And Life Successful.

Vision:

Lyon County School District fosters learning for life, empowers connected learners, promotes ownership of learning, and encourages discovery learning for success in a rapidly evolving world.



Philosophy of Assessment

Assessment <u>FOR</u> Learning

- Assessment for learning should fundamentally change how students perceive evaluation; terms like "assessment," "evaluation," or "grading" should not provoke feelings of anxiety, vulnerability, or frustration. Traditionally, assessment *of* learning methods—often summative—have been used in education primarily to hold students accountable for mastering content by a fixed deadline (Stiggins, 2005). These summative assessments force a proficient/not proficient dichotomy (Dufour, 2016). This narrow pass/fail outcome can actively discourage continued learning and cement a limiting cognitive belief system of either success or failure.

- In sharp contrast to traditional methods, Lyon County School District mandates that assessment be used FOR learning, directly aligning with our guiding domain: “Student Ownership of Learning.” This approach eliminates proficiency deadlines, allowing students continuous opportunities to improve. It functions as a diagnostic tool, providing both the teacher and student with the precise information needed to determine the appropriate next steps in the learning process (Dufour, 2016). Assessment, therefore, should be utilized as a confidence builder, a motivator for sustained learning, and a celebration of unprecedented achievement gains (Stiggins, 2005).

  To accomplish this, educators must employ assessment to help students understand (Dufour, 2016):

  1. The achievement targets they are striving for.
  2. Their current standing relative to that expectation and the progress they have already made.
  3. How to effectively close the gap between their current performance and the target.
  4. Celebrate gains made over time.

Portrait of a Learner and Assessments

Lyon County School District views assessments as tools to empower students and foster ownership of their learning. The purpose of assessment is not accountability, but to provide students with meaningful opportunities to reflect on their progress.

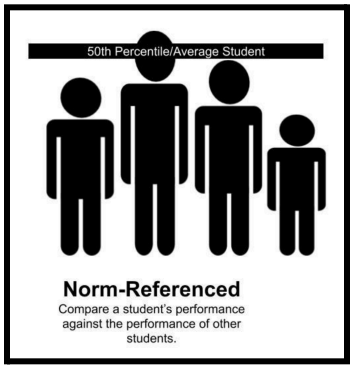
Students demonstrate ownership of their learning by:

- ***Independently monitoring*** *their progress and determining the most effective next steps.*
- ***Exploring and selecting*** *learning paths that align with their personal goals and interests.*
- ***Evaluating*** *their own understanding and taking purposeful action to meet their objectives.*
- ***Identifying*** *their learning needs and advocating for them by proactively seeking support.*
- ***Clearly articulating*** *what they are learning and why it matters in the context of their coursework.*
- ***Utilizing*** *their individual strengths and skills to advance their own education.*
- ***Applying mindfulness*** *and coping strategies when encountering stress or challenging situations.*
- ***Actively engaging*** *and participating in lessons and projects.*
- ***Promptly identifying*** *challenging areas in their learning and seeking timely support.*
- ***Independently pursuing*** *learning options that are optimally challenging for their current knowledge and skill level.*
- ***Using evidence*** *of their learning to set specific, timely, and appropriate goals.*
- ***Demonstrating*** *enthusiasm and a genuine desire to learn.*

Systems of Assessment

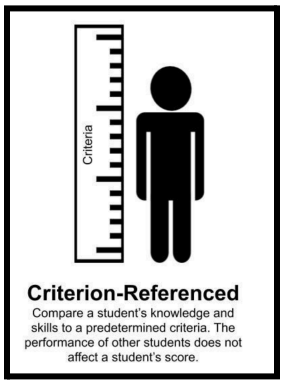
Overview of assessment types.

Norm-Referenced Assessment



- A norm-referenced assessment allows a view to compare a student's performance against the performance of other students on a state or national level. To complete this task, the assessment will assess students on a skill level above and below grade level. A norm-referenced assessment allows the view to compare a student to another student of the same age and to another student in a different city, state, and/or country.
    - Types of Lyon County School District norm-referenced assessments
        - *Measure of Academic Progress* (MAP)

Criterion-Referenced Assessment



- A criterion-referenced assessment compares a student's knowledge and skill to identified criteria. The predetermined criteria could be based on required grade-level skills. The student performance is not compared to students in other cities, states, and/or countries. A criterion-referenced assessment allows the view to see what skills a student has developed and where they have grown over time.
    - Types of Lyon County School District criterion-referenced assessments
        - Smarter Balanced Assessment Criterion (SBAC)
        - American College Testing (ACT)
        - Career and Technical Education (CTE)
        - World-class Instructional Design and Assessment (WIDA)
        - iReady

Lyon County Assessment

List of Yearly Assessments:

Source	Assessment	#/Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Federal	National Assessment Of Educational Progress (NAEP)	1														
State	Smarter Balanced Assessment Consortium (SBAC)	1														
State	Kindergarten Entrance Assessment (KEA)	1														
State	Nevada Science Assessment	1														
State	College And Career Readiness Assessment *(American College Test (ACT) + Writing)*	1														
State	English Language Proficiency Assessment (WIDA) *Based On English Language Learner (ELL) Status*	1														
State	Career And Technical Education Assessment (CTE) *Based On CTE Enrollment/NCRC*	2														
LCSD	Advanced Placement (AP) *AP Course Enrollment*	1														
LCSD	Measure Of Academic Progress (MAP) In Reading & Math	3														
LCSD	iReady Diagnostic Assessment *(Reading & Math)*	3														
LCSD	High School Final Exams	2														
LCSD	School Site Common Assessments	Unknown	**As Utilized By Schools And Departments**													
LCSD	Formative Interim Assessments *Identified By The Site MTSS Team.*	Unknown														

- List of standardized assessments by state

Measure of Academic Progress - Overview:

- Measure of Academic Progress is an adaptive, computerized assessment system used to monitor student progress in key academic areas, such as reading, math, and science. It adjusts the difficulty of questions based on a student's response to previous questions. The results from MAP tests provide educators with valuable data about a student's knowledge, skills, and areas for improvement. This information can help teachers personalize learning, set goals, and track student growth over time.

- Measure of Academic Progress assessments are unique in that they adapt to your students' level of learning. If a student answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers, without overwhelming students whose skills are below grade level. The MAP tests are aligned with Common Core standards, which makes it a helpful tool in preparing students for state-level tests. They are also used to measure growth over time, providing detailed insight into where students are excelling and where they may need extra help. MAP tests are typically administered three times per school year: fall, winter, and spring. This allows teachers to monitor progress and make data-informed decisions to improve teaching and learning. Lastly, MAP results are norm-referenced, which means they compare a student's scores with other students across the nation.

Measure of Academic Progress - Comprehending the Data:

- Practice Assessment

- Example of an individual student profile report with longitudinal data graph

iReady

iReady - Diagnostic

- iReady Diagnostic is an adaptive assessment tool designed to provide teachers with insights into a student's academic skills, identify areas where they're struggling, and measure growth throughout the school year.
    - Here's a quick summary:
        - **Adaptive**: The test adjusts its difficulty based on the student's performance, making it personalized.
        - **Insights**: It provides detailed reports on students' skills in reading and math, identifying both strengths and weaknesses.
        - **Progress Monitoring**: It allows teachers to track student growth over time, helping in evaluating the effectiveness of teaching strategies.
        - **Personalized Instruction**: Based on the diagnostic results, iReady offers personalized learning paths for each student to address their skill gaps.

    - What is iReady?
    - iReady Diagnostic Report Explanation
    - Reviewing Diagnostic Data
    - Practice Diagnostic

Current Data

District Improvement Goals

Inquiry Area 3: Goal 1:

- In grades 9-10, at least 55% of students in Lyon County School District will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

Inquiry Area 3: Goal 2:

- In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Inquiry Area 2: Goal 1:

- Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Measure of Academic Progress

Fall to Winter Math & Reading Growth Results

Student Growth Summary Report

Aggregate by District

Term: Winter 2025-2026
District: Lyon

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2025 - Winter 2026
Weeks of Instruction: Start - 5 (Fall 2025) ^
End - 20 (Winter 2026) ^
Grouping: None
Small Group Display: No

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2025			Winter 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2026)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	0	**			**			**					**			
6	0	**			**			**					**			
7	2	*			*			*					*			
8	13	243.3	8.9	99	248.3	8.9	99	5	2.1	1.0	0.78	78	13	7	54	56
9	541	225.5	17.6	55	228.1	18.3	57	3	0.5	1.8	0.12	55	541	264	49	49
10	452	229.2	17.0	63	232.4	19.4	66	3	0.5	1.4	0.24	60	452	235	52	52
11	239	228.5	17.4	55	232.0	20.2	60	4	0.8	1.4	0.27	61	239	131	55	52
12	114	223.4	20.4	46	225.1	23.1	46	2	1.2	1.9	-0.03	49	114	47	41	47
13	1	*			*			*					*			

Explanatory Notes
^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

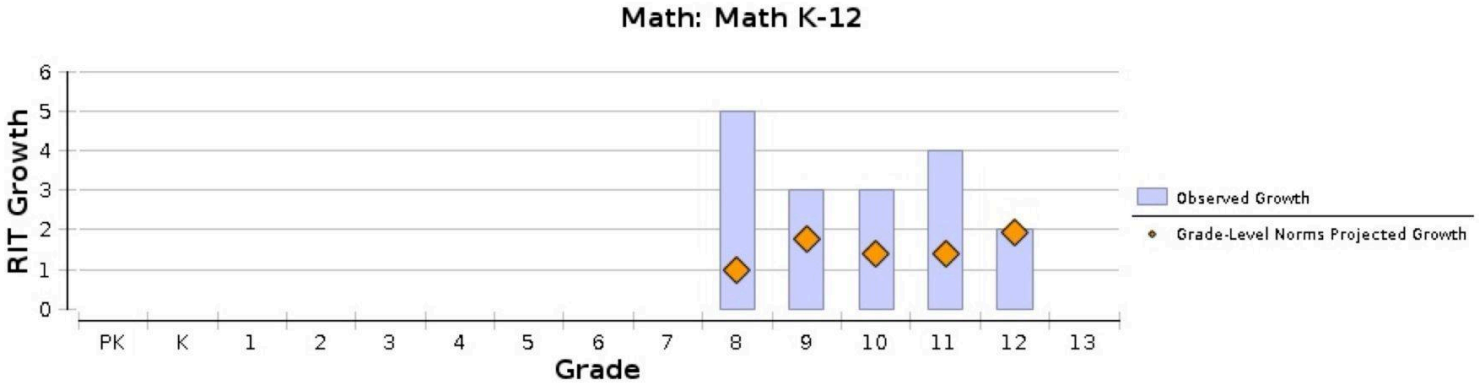
Aggregate by District

Term: Winter 2025-2026
District: Lyon

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2025 - Winter 2026
Weeks of Instruction: Start - 5 (Fall 2025) ^
End - 20 (Winter 2026) ^
Grouping: None
Small Group Display: No

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2025			Winter 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2026)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile



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Student Growth Summary Report

Aggregate by District

Term: Winter 2025-2026
District: Lyon

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2025 - Winter 2026
Weeks of Instruction: Start - 5 (Fall 2025) ^
End - 20 (Winter 2026) ^
Grouping: None
Small Group Display: No

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2025			Winter 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2026)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	**0**	**			**			**					**			
K	**0**	**			**			**					**			
1	**0**	**			**			**					**			
2	**0**	**			**			**					**			
3	**0**	**			**			**					**			
4	**0**	**			**			**					**			
5	**0**	**			**			**					**			
6	**0**	**			**			**					**			
7	**0**	**			**			**					**			
8	**0**	**			**			**					**			
9	**587**	**217.7**	**14.2**	**58**	**220.0**	**15.1**	**66**	**2**	**0.4**	**1.0**	**0.39**	**65**	**587**	**322**	**55**	**57**
10	**486**	**219.4**	**14.4**	**61**	**220.9**	**15.4**	**66**	**2**	**0.5**	**1.0**	**0.31**	**62**	**486**	**250**	**51**	**57**
11	**194**	**220.1**	**14.3**	**65**	**220.9**	**15.4**	**68**	**1**	**0.8**	**1.0**	**0.30**	**62**	**194**	**92**	**47**	**55**
12	**117**	**215.6**	**16.7**	**53**	**216.8**	**17.2**	**60**	**1**	**1.2**	**1.0**	**0.28**	**61**	**117**	**58**	**50**	**54**
13	**1**	*			*			*					*			

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Student Growth Summary Report

Aggregate by District

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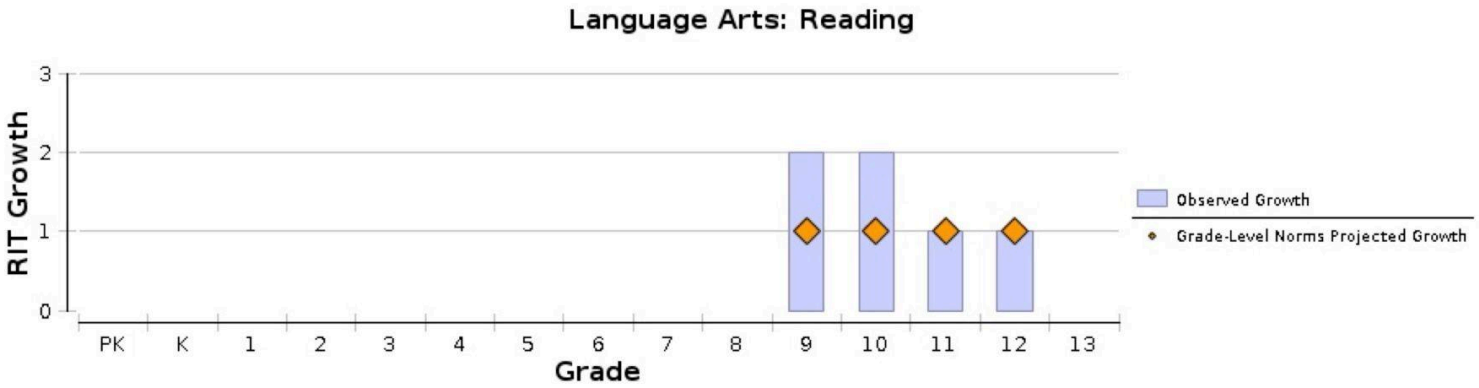
Growth Comparison Period: Fall 2025 - Winter 2026
Weeks of Instruction: Start - 5 (Fall 2025) ^
End - 20 (Winter 2026) ^
Grouping: None
Small Group Display: No

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2025			Winter 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2026)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile



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Fall to Winter Reading & Math Achievement Results

District Profile

Achievement by Grade

Lyon | Reading

Grade	Achievement Winter 2025-2026 Median and Distribution					Average RIT	Number of Students
Grade 9	61st	11%	18%	21%	30%	20%	220	633
Grade 10	58th	12%	14%	24%	31%	19%	221	523

District Profile

Achievement by Grade

Lyon | Math K-12

Grade	Achievement Winter 2025-2026 Median and Distribution					Average RIT	Number of Students
Grade 9	52nd	17%	19%	25%	19%	20%	228	577
Grade 10	55th	14%	19%	25%	20%	22%	232	487

Fall to Winter Math & Reading Achievement and Growth Results

District Profile

Growth And Achievement by Grade

Lyon | Math K-12

Grade ↑	Sort by -- select an option --	Number of Students
Grade 9	Growth Median and Distribution: 49th — 11% / 25% / 31% / 22% / 11% Achievement Fall 2025-2026 Median and Distribution: 52nd — 20% / 16% / 20% / 24% / 20% Achievement Winter 2025-2026 Median and Distribution: 52nd — 17% / 19% / 25% / 19% / 20%	541
Grade 10	Growth Median and Distribution: 52nd — 11% / 21% / 33% / 24% / 11% Achievement Fall 2025-2026 Median and Distribution: 54th — 12% / 22% / 25% / 20% / 21% Achievement Winter 2025-2026 Median and Distribution: 55th — 14% / 18% / 25% / 21% / 22%	452

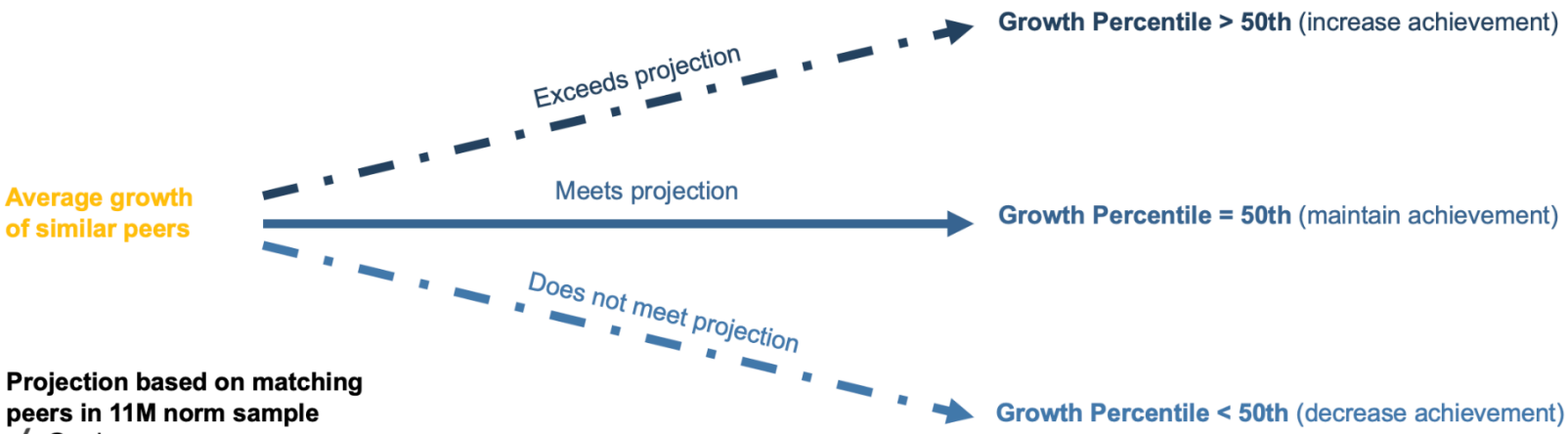
District Profile

Growth And Achievement by Grade

Lyon | Reading

Grade ↑	Sort by -- select an option --	Number of Students
Grade 9	Growth Median and Distribution: 57th — 14% / 16% / 25% / 25% / 20% Achievement Fall 2025-2026 Median and Distribution: 56th — 13% / 17% / 28% / 25% / 17% Achievement Winter 2025-2026 Median and Distribution: 61st — 12% / 18% / 20% / 30% / 20%	587
Grade 10	Growth Median and Distribution: 57th — 14% / 18% / 24% / 25% / 19% Achievement Fall 2025-2026 Median and Distribution: 57th — 12% / 19% / 25% / 29% / 15% Achievement Winter 2025-2026 Median and Distribution: 58th — 13% / 14% / 24% / 30% / 19%	486

How Are Achievement and Growth Related?



Projection based on matching peers in 11M norm sample

- ✓ Grade
- ✓ Test
- ✓ Instructional week
- ✓ Starting RIT score

iReady - Reading and Math

Fall to Winter Math Diagnostic Results

Diagnostic Results

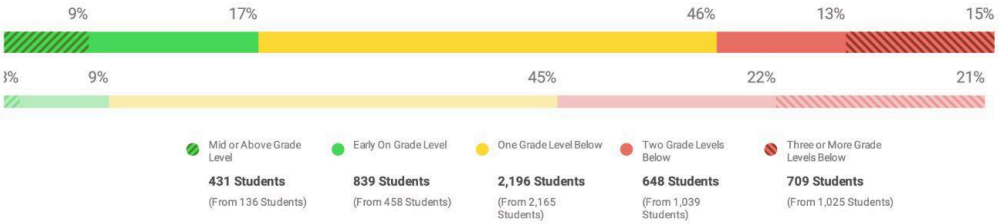
i-Ready

School	All Schools
Subject	Math
Academic Year	2025 - 2026
Diagnostic	Winter
Prior Diagnostic	Fall

Criterion Referenced

Overall Placement

Students Assessed/Total: **4,823/5,804**



Placement by Domain

Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 9 of 9

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Winter		0%	0%	100%	0%	0%	2/612
	Fall		0%	0%	100%	0%	0%	
Grade 1	Winter		15%	11%	70%	4%	0%	532/570
	Fall		2%	2%	78%	18%	0%	

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Diagnostic Results

i-Ready

School	All Schools
Subject	Math
Academic Year	2025 - 2026
Diagnostic	Winter
Prior Diagnostic	Fall

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Winter		9%	16%	60%	15%	0%	545/587
	Fall		1%	6%	58%	35%	0%	
Grade 3	Winter		5%	19%	56%	15%	6%	618/649
	Fall		1%	6%	49%	30%	15%	
Grade 4	Winter		9%	18%	46%	17%	9%	616/657
	Fall		2%	9%	46%	22%	21%	
Grade 5	Winter		7%	18%	44%	15%	16%	674/703
	Fall		3%	12%	41%	19%	25%	
Grade 6	Winter		10%	25%	32%	14%	20%	660/694
	Fall		2%	13%	35%	20%	30%	
Grade 7	Winter		9%	16%	32%	13%	30%	632/700
	Fall		4%	15%	31%	15%	35%	
Grade 8	Winter		10%	14%	28%	13%	35%	544/632
	Fall		8%	11%	27%	14%	40%	

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Fall to Winter Reading Diagnostic Results

Diagnostic Results

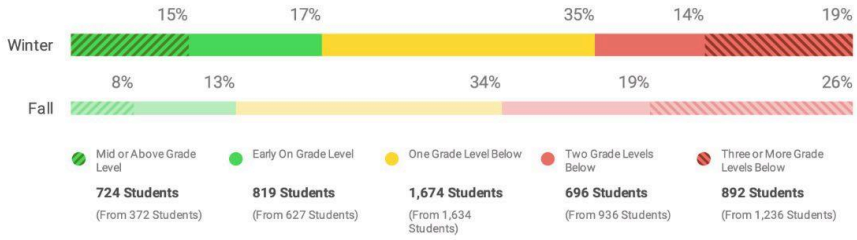
i-Ready

School	All Schools
Subject	Reading
Academic Year	2025 - 2026
Diagnostic	Winter
Prior Diagnostic	Fall

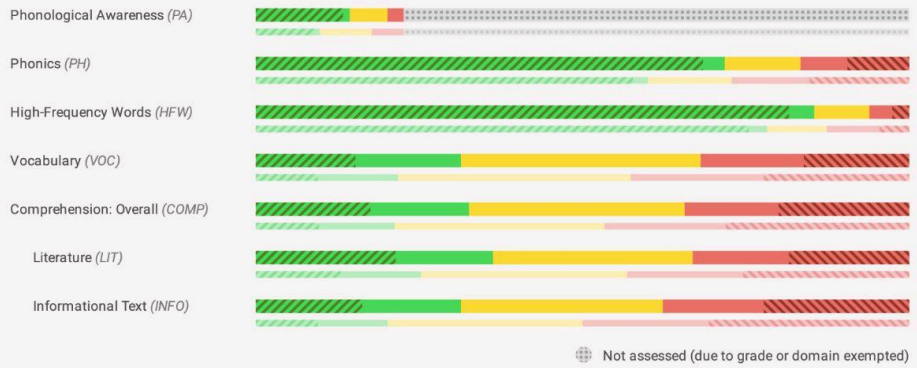
Criterion Referenced

Overall Placement

Students Assessed/Total: **4,805/6,172**



Placement by Domain



Switch Table View	Choose to Show Results By
Placement Summary	Grade

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Diagnostic Results

i-Ready

School	All Schools
Subject	Reading
Academic Year	2025 - 2026
Diagnostic	Winter
Prior Diagnostic	Fall

Showing 13 of 13

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Winter		25%	13%	63%	0%	0%	8/612
	Fall		0%	13%	88%	0%	0%	
Grade 1	Winter		17%	12%	69%	3%	0%	531/570
	Fall		5%	4%	81%	10%	0%	
Grade 2	Winter		18%	21%	41%	20%	0%	548/587
	Fall		5%	14%	43%	38%	0%	
Grade 3	Winter		18%	31%	23%	20%	9%	618/649
	Fall		9%	22%	24%	27%	18%	
Grade 4	Winter		17%	16%	48%	8%	11%	616/657
	Fall		8%	10%	44%	13%	24%	
Grade 5	Winter		10%	17%	31%	29%	13%	675/703
	Fall		5%	14%	27%	31%	24%	
Grade 6	Winter		15%	13%	30%	14%	28%	658/694
	Fall		8%	10%	25%	15%	41%	

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Diagnostic Results

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School	All Schools
Subject	Reading
Academic Year	2025 - 2026
Diagnostic	Winter
Prior Diagnostic	Fall

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 7	Winter		14%	12%	21%	12%	41%	617/698

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Diagnostic Results

i-Ready

School	All Schools
Subject	Reading
Academic Year	2025 - 2026
Diagnostic	Winter
Prior Diagnostic	Fall

Grade		Overall Grade-Level Placement						Students Assessed/Total
	Fall		11%	15%	16%	13%	45%	
Grade 8	Winter		13%	13%	20%	8%	45%	534/631
	Fall		12%	13%	18%	8%	50%	
Grade 9	Winter	–	–	–	–	–	–	0/36
	Fall	–	–	–	–	–	–	
Grade 10	Winter	–	–	–	–	–	–	0/62
	Fall	–	–	–	–	–	–	
Grade 11	Winter	–	–	–	–	–	–	0/117
	Fall	–	–	–	–	–	–	
Grade 12	Winter	–	–	–	–	–	–	0/156
	Fall	–	–	–	–	–	–	

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Winter to Fall Math Growth Results

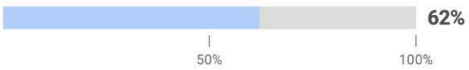
Diagnostic Growth

i-Ready

School	All Schools
Subject	Math
Academic Year	2025 - 2026
Comparison Diagnostic	Winter

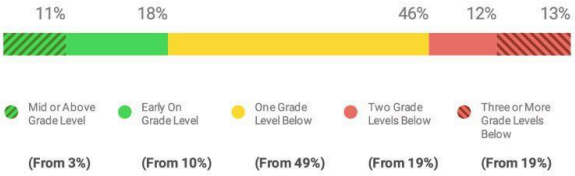
Students Assessed/Total: **5,554/5,804**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 62%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



Distribution of Progress to Annual

Typical Growth

Distribution of Progress to Annual

Stretch Growth®

Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	63%	22%	49%	10%	44%	575/612
Grade 1	72%	30%	54%	12%	38%	548/570
Grade 2	59%	22%	40%	6%	44%	563/587
Grade 3	57%	22%	40%	3%	50%	635/649
Grade 4	57%	23%	35%	6%	50%	635/657

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Diagnostic Growth

i-Ready

School	All Schools
Subject	Math
Academic Year	2025 - 2026
Comparison Diagnostic	Winter

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	50%	26%	28%	4%	42%	688/703
Grade 6	93%	48%	43%	16%	56%	672/694
Grade 7	50%	35%	25%	9%	38%	662/700
Grade 8	56%	40%	23%	11%	39%	576/632

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Winter to Fall Reading Growth Results

Diagnostic Growth

i-Ready

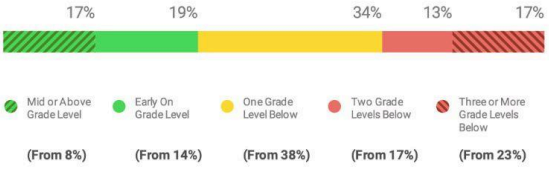
School	All Schools
Subject	Reading
Academic Year	2025 - 2026
Comparison Diagnostic	Winter

Students Assessed/Total: **5,546/5,801**

Progress to Annual Typical Growth (Median)

The median percent progress towards Typical Growth for this school is 71%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



Distribution of Progress to Annual
Typical Growth

Distribution of Progress to Annual
Stretch Growth®

Choose to Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	61%	21%	45%	7%	60%	578/612
Grade 1	51%	20%	36%	7%	35%	550/570
Grade 2	67%	33%	44%	10%	49%	562/587
Grade 3	79%	41%	46%	13%	52%	635/649
Grade 4	104%	52%	53%	24%	50%	633/657

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Diagnostic Growth

i-Ready

School	All Schools
Subject	Reading
Academic Year	2025 - 2026
Comparison Diagnostic	Winter

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	90%	48%	40%	15%	47%	687/703
Grade 6	121%	55%	46%	23%	51%	675/694
Grade 7	53%	41%	18%	12%	37%	657/698
Grade 8	44%	40%	16%	14%	38%	569/631

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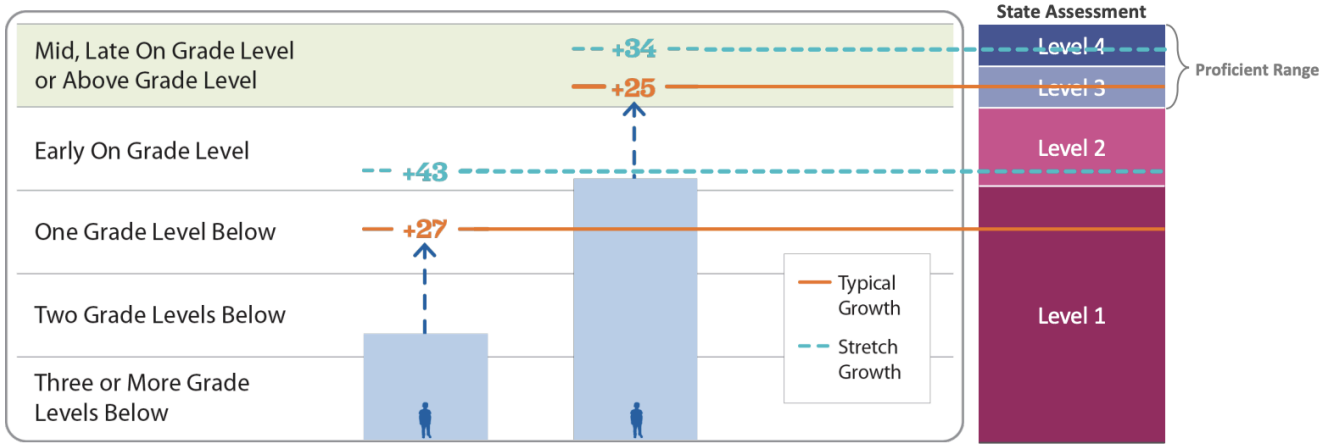
STATE TEST PROFICIENCY

Growth Model Examples for Two Grade 3 Students

A projection of students' Diagnostic scores using Typical Growth or Stretch Growth is used.



Alex placed Two Grade Levels Below on his fall Diagnostic. He requires more than one year to reach Proficient on the state assessment. His Stretch Growth projection links to the bottom of Level 2.

Bianca placed Early On Grade Level on her fall Diagnostic. Her projections using either Typical Growth or Stretch Growth link to levels within the Proficient range.

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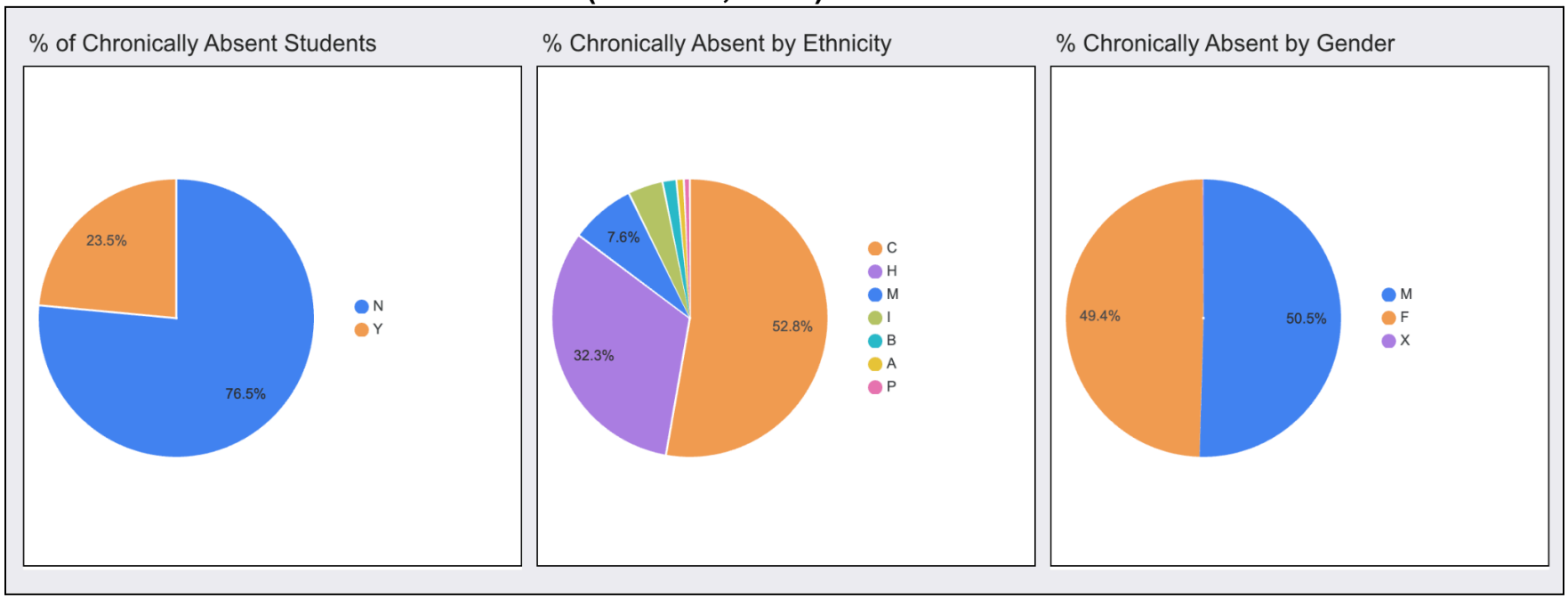
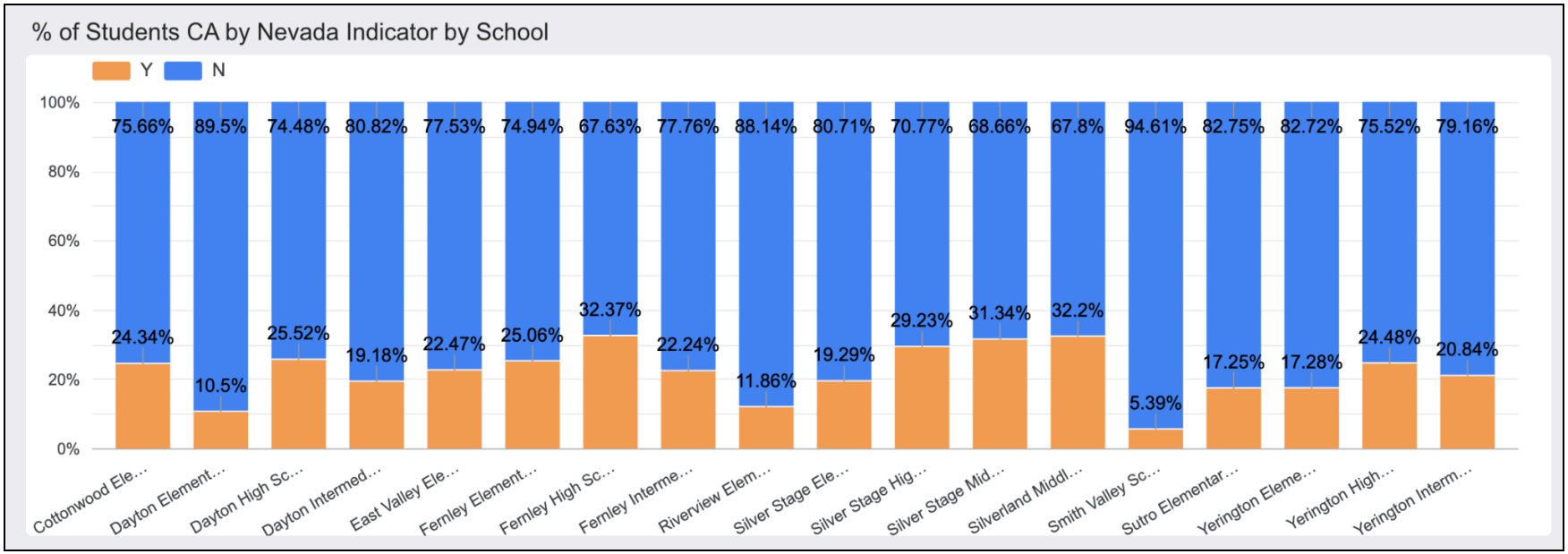
Chronic Absenteeism:

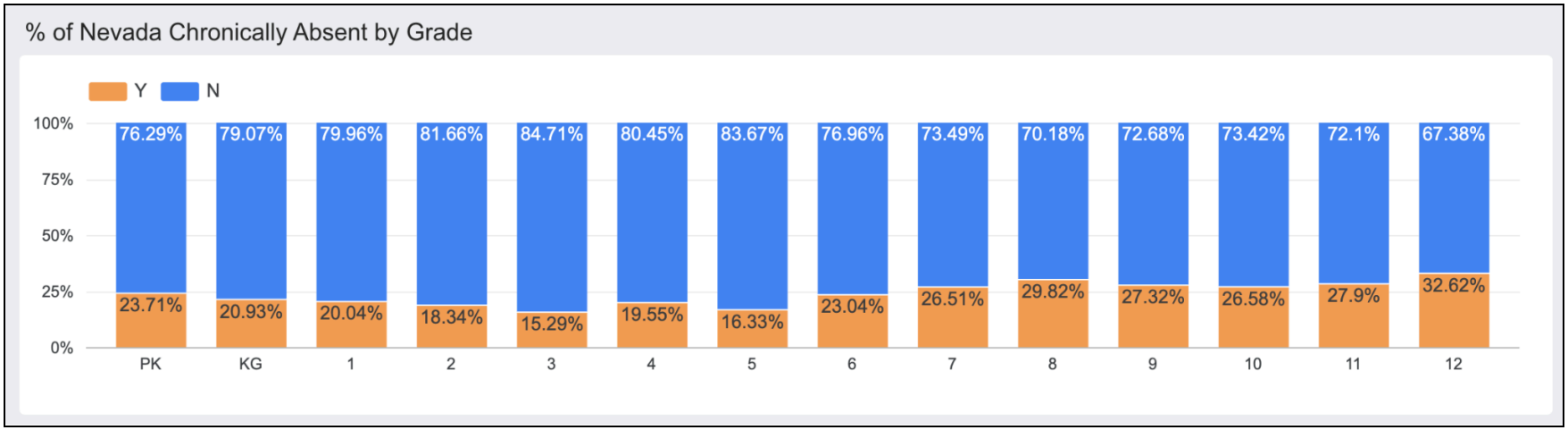
Past Chronic Absenteeism Data Checks

October 31, 2024	21.9%	**October 25, 2025**	24.8%
February 26, 2025	30.7%	**February 26, 2026**	25.5%

Current Chronic Absenteeism Data (March 2, 2026)




% of Students CA by Nevada Indicator by School
Y
N
100%
80%
60%
40%
20%
0%
75.66%
89.5%
74.48%
80.82%
77.53%
74.94%
67.63%
77.76%
88.14%
80.71%
70.77%
68.66%
67.8%
94.61%
82.75%
82.72%
75.52%
79.16%
24.34%
10.5%
25.52%
19.18%
22.47%
25.06%
32.37%
22.24%
11.86%
19.29%
29.23%
31.34%
32.2%
5.39%
17.25%
17.28%
24.48%
20.84%
Cottonwood Ele...
Dayton Element...
Dayton High Sc...
Dayton Intermed...
East Valley Ele...
Fernley Element...
Fernley High Sc...
Fernley Interme...
Riverview Elem...
Silver Stage Ele...
Silver Stage Hig...
Silver Stage Mid...
Silverland Middl...
Smith Valley Sc...
Sutro Elementar...
Yerington Eleme...
Yerington High...
Yerington Interm...


% of Nevada Chronically Absent by Grade
Y
N
100%
75%
50%
25%
0%
76.29%
79.07%
79.96%
81.66%
84.71%
80.45%
83.67%
76.96%
73.49%
70.18%
72.68%
73.42%
72.1%
67.38%
23.71%
20.93%
20.04%
18.34%
15.29%
19.55%
16.33%
23.04%
26.51%
29.82%
27.32%
26.58%
27.9%
32.62%
PK
KG
1
2
3
4
5
6
7
8
9
10
11
12