Lake Bluff District 65 Data Analysis Elementary Report

A2 Literacy Consulting
2025

Executive Summary:

Lake Bluff District 65 administers both NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) and Aimsweb to determine growth and achievement in literacy. This report created by A2 Literacy Consulting will deliver data interpretation of both sets of data tools and provide recommendations based on the data collection results.

NWEA MAP is a computer-based test that measures student growth and progress in reading and math. This assessment measures what a student knows and can determine individual growth over a period of time. NWEA MAP Growth does not provide a granular breakdown of specific literacy skills assessed.

Aimsweb is an assessment tool that can be used as a universal screener, benchmark testing three times a year to identify students who might be at risk and progress monitor students who are identified at risk. Assessment results can provide educators with pinpointed information to determine instructional starting points, differentiate instruction where needed and progress monitor individualized instruction for students at risk or needing more support. The results Aimsweb provides helps educators uncover any possible learning gaps very quickly which allows teachers to target instruction and fill in those gaps.

Data Summary

NWEA MAP Cumulative Data Across the 2022-2023, 2023-2024 and Aimsweb 2024-2025 School Years (see Exhibit A for all observable data)

Kindergarten

1. Comparison of Data Trends Across the Years

Low Category:

- 2022-2023 Foundational Skills: Fall (**8%**) → Winter (**5%**)→ Spring (**2%**)
- 2023-2024 Foundational Skills: Fall (**10%**) → Winter (**5%**) → Spring (**4%**)

Low Average Category:

- 2022-2023 Foundational Skills**:** Fall (**24%**) → Winter (**15%**) → Spring (**7%**)
- 2023-2024 Foundational Skills: Fall (**14%**) → Winter (**13%**) → Spring (**10%**)

Average Category:

- 2022-2023 Foundational Skills: Fall (**19%**) → Winter (**16%**) → Spring (**12%**)
- 2023-2024 Foundational Skills: Fall (**28%**) → Winter (**15%**) → Spring (**10%**)

High Average Category:

- 2022-2023 Foundational Skills: Fall (**21%**) → Winter (**35%**) → Spring (**36%**)
- 2023-2024 Foundational Skills**:** Fall (**18%**) → Winter (**23%**) → Spring (**30%**)

High Category:

- 2022-2023 Foundational Skills**:** Fall (**27%**) → Winter (**34%**) → Spring (**36%**)
- 2023-2024 Foundational Skills: Fall (**30%**) → Winter (**41%**) → Spring (**Higher at 41%**)

Aimsweb Data Year 2024-2025

Kindergarten Fall 2024-2025

	Below 10%tile	11th-25th %tile	26th-50th %tile	51st-75th %tile	% above 75th percentile
*Initial Sounds	0.00%	0.00%	0.00%	0.00%	0.00%
*Letter Naming Fluency	10.81%	20.27%	39.19%	16.22%	13.51%
*Letter Word Sounds Fluency	0.00%	14.86%	33.78%	17.57%	33.78%
Listening Comprehension	0.00%	2.82%	0.00%	11.27%	85.92%
Auditory Vocabulary	5.48%	6.85%	24.66%	16.44%	46.58%
Phoneme Segmentation	Not expected until winter	Not expected until winter	Not expected until winter	Not expected until winter	Not expected until winter
Nonsense Word Fluency	Not expected until winter	Not expected until winter	Not expected until winter	Not expected until winter	Not expected until winter

Kindergarten Winter 2024-2025

	Below 10%tile	11th-25th %tile	26th-50th %tile	51st-75th %tile	% above 75th percentile
Initial Sounds	1.33%	14.67%	10.67%	73.33%	0.00%
Letter Naming Fluency	5.33%	20.00%	32.00%	25.33%	17.33%
Letter Word Sounds Fluency	0.00%	14.67%	17.33%	30.67%	37.33%
Phoneme Segmentation	No data	No data	No data	No data	No data
Nonsense Word Fluency	No data	No data	No data	No data	No data
Listening Comprehension	No data	No data	No data	No data	No data
Auditory Vocabulary	No data	No data	No data	No data	No data

IS- Initial Sounds assesses a student's ability to isolate and name the first sound in a word. This skill is vital for early reading development. Administered in fall and winter in kindergarten. This measure can and should be used as a progress monitoring tool especially for those who fall in or below the 51st-75th %tile in the fall assessment window in kindergarten.

LNF- Letter Naming Fluency assesses a student's ability to quickly and accurately name upper and lowercase letters within a one-minute time frame, serving as a direct assessment of a student's letter recognition and naming skills. Because it is a timed measure, Letter Naming Fluency can also measure the level of automaticity of this skill, IF the student knows or has been taught all the graphemes in the alphabet. Administered in fall, winter, spring in kindergarten. Not typically administered in first grade.

LWSF- Letter Sounds Word Fluency assesses a student's ability to make letter sounds, two-letter combinations, and read aloud consonant-vowel-consonant (CVC) words, focusing on the developmental progression from letter-sound correspondence to oral word reading. Administered in fall, winter, spring in kindergarten and fall only in first grade. This measure can and should be administered as a progress monitoring tool especially for those who fall in or below the 51st-75th %tile in the fall assessment window in kindergarten.

****PS- Phoneme Segmentation.** There was no Phoneme Segmentation component assessed in observable data. Phoneme segmentation assesses a student's ability to segment words into their component phonemes. Phoneme segmentation is a crucial skill in the development of phonemic awareness, which is a strong predictor of reading success. It is typically administered in the winter and spring of kindergarten and fall of 1st grade. This measure can and should be administered as a progress monitoring tool, especially for those students who fall in or below the 51st-75th percentile in winter/spring assessment windows in kindergarten and the fall assessment window in first grade.

Phonemic segmentation helps children to read and spell words because it helps them identify and separate the phonemes that are bonded to graphemes when a the word's written form is retained in memory. (NRP, 2000)

****NWF- Nonsense Word Fluency**. There was no Nonsense Word Fluency component assessed in observable data. This measure should be administered in winter and spring in kindergarten and fall, winter and spring in first grade. This measure can and should also be administered as a progress monitoring tool, especially for those students who fall in or below the 51st-75th %tile in winter assessment windows in kindergarten and fall assessment windows in first grade. If progress monitoring is occurring in this measure, teachers can determine which phonics skills need to be taught and monitored to target instruction. Nonsense Word Fluency is the best measure of students' development of basic phonics. Students without phoneme awareness and phonics skills will persistently struggle, producing a lasting effect on automatic and fluent reading necessary for comprehension.

Phonemic awareness deficits in early grades are often linked to dyslexia and other reading disorders (*Shaywitz et al., 2003*). Without intervention, these students can struggle with reading fluency and comprehension well into middle school.

AV - Auditory Vocabulary assesses a student's knowledge of words commonly found in Kindergarten and Grade 1 reading materials, requiring them to point to a picture matching an orally presented word from a set of four. This assessment is administered in fall, winter, spring in kindergarten and first grade. This measure can inform educators of possible background knowledge students have entering school in kindergarten or first grade. It can be used as a guide to aid in structuring vocabulary instruction and/or the diversity in class vocabulary knowledge.

Listening Comprehension assesses a student's ability to understand and extract meaning from spoken language, specifically focusing on understanding texts designed to be read, not everyday conversations. This measure can help educators understand background knowledge and if students have had exposure to print and read alouds prior to entering kindergarten or first grade. This measure does not signify whether a student can read, rather whether a student can understand and comprehend what is being read to them.

First Grade

1. Comparison of Data Trends Across the Years

Low Category:

- 2022-2023 Foundational Skills: Fall (**12%**) → Winter (**17%**)→ Spring (**10%**)
- 2023-2024 Foundational Skills: Fall (**9%**) → Winter (**11%**) → Spring (**9%**)

Low Average Category:

- 2022-2023 Foundational Skills**:** Fall (**22%**) → Winter (**17%**) → Spring (**15%**)
- 2023-2024 Foundational Skills: Fall (**15%**) → Winter (**20%**) → Spring (**19%**)

Average Category:

- 2022-2023 Foundational Skills: Fall (**22%**) → Winter (**165%**) → Spring (**22%**)
- 2023-2024 Foundational Skills: Fall (**19%**) → Winter (**20%**) → Spring (**20%**)

High Average Category:

- 2022-2023 Foundational Skills: Fall (**19%**) → Winter (**22%**) → Spring (**12%**)
- 2023-2024 Foundational Skills**:** Fall (**25%**) → Winter (**26%**) → Spring (**29%**)

High Category:

- 2022-2023 Foundational Skills**:** Fall (**25%**) → Winter (**31%**) → Spring (**12%**)
- 2023-2024 Foundational Skills: Fall (**23%**) → Winter (**23%**) → Spring (**32%**)

Aimsweb Data Year 2024-2025

First Grade Fall 2024-2025

	Below 10%tile	11th-25th %tile	26th-50th %tile	51st-75th %tile	% above 75th percentile
Phoneme Segmentation	No data	No data	No data	No data	No data
*Letter Word Sounds Fluency	35.6%	25.3%	24.1%	9.2%	5.8%
Listening Comprehension (optional)	0.00%	1.2%	4.7%	12.9%	81.2%
Auditory Vocabulary	5.8%	6.9%	10.3%	25.3%	51.7%
Nonsense Word Fluency	No data	No data	No data	No Data	No data
Oral reading Fluency	27.6%	14.9%	16.2%	26.4%	14.9%
Word reading Fluency	14.0%	20.9%	18.6%	22.1%	24.4%

First Grade Winter 2024-2025

	Below 10%tile	11th-25th %tile	26th-50th %tile	51st-75th %tile	% above 75th percentile
Auditory Vocabulary	No data	No data	No data	No data	No data
Nonsense Word Fluency	No data	No data	No data	No data	No data

Word Reading Fluency	7.1%	13.1%	23.8%	29.8%	26.2%
Oral Reading Fluency	13.1%	14.3%	20.2%	25.0%	27.4%

**Explanation of categories included in kindergarten data except the following:

WRF- Word Reading Fluency assesses a student's familiarity in reading regular and irregular spelled words in the English language that are appropriate for kindergarten and first grade students.

ORF- Oral Reading Fluency assesses how quickly and accurately a student can read a fictional text and apply the phonics concepts the student knows, quickly and accurately.

Second Grade

Comparison of Data in Trends in *Informational Texts* Across the Years. Informational text assesses a students' ability to analyze information, identify main points and supporting details; understand vocabulary, author's purpose and language conventions. This gives a broad perspective on second-fifth grade students' growth in comprehension and will be the sole data reviewed in second-fifth grades.

Low Category:

- 2022-2023 Informational Texts: Fall (**18%**) → Winter (**12%**)→ Spring (**9%**)
- 2023-2024 Informational Texts: Fall (**21%**) → Winter (**16%**) → Spring (**14%**)

Low Average Category:

- 2022-2023 Informational Texts**:** Fall (**11%**) → Winter (**9%**) → Spring (**19%**)
- 2023-2024 Informational Texts: Fall (**13%**) → Winter (**12%**) → Spring (**15%**)

Average Category:

- 2022-2023 Informational Texts: Fall (**15%**) → Winter (**23%**) → Spring (**19%**)
- 2023-2024 Informational Texts: Fall (**13%**) → Winter (**18%**) → Spring (**22%**)

High Average Category:

- 2022-2023 Informational Texts: Fall (**17%**) → Winter (**19%**) → Spring (**24%**)
- 2023-2024 Informational Texts**:** Fall (**19%**) → Winter (**22%**) → Spring (**19%**)

High Category:

- 2022-2023 Informational Texts**:** Fall (**29%**) → Winter (**30%**) → Spring (**30%**)
- 2023-2024 Informational Texts: Fall (**26%**) → Winter (**28%**) → Spring (**33%**)

Third Grade

Comparison of Data Trends in *Informational Texts* Across the Years

Low Category:

- 2022-2023 Informational Texts: Fall (**13%**) → Winter (**15%**)→ Spring (**17%**)
- 2023-2024 Informational Texts: Fall (**17%**) → Winter (**13%**) → Spring (**14%**)

Low Average Category:

- 2022-2023 Informational Texts**:** Fall (**12%**) → Winter (**23%**) → Spring (**21%**)
- 2023-2024 Informational Texts: Fall (**15%**) → Winter (**13%**) → Spring (**14%**)

Average Category:

- 2022-2023 Informational Texts: Fall (**27%**) → Winter (**18%**) → Spring (**12%**)
- 2023-2024 Informational Texts: Fall (**19%**) → Winter (**27%**) → Spring (**23%**)

High Average Category:

- 2022-2023 Informational Texts: Fall (**20%**) → Winter (**19%**) → Spring (**27%**)
- 2023-2024 Informational Texts**:** Fall (**19%**) → Winter (**23%**) → Spring (**20%**)

High Category:

- 2022-2023 Informational Texts**:** Fall (**27%**) → Winter (**25%**) → Spring (**20%**)
- 2023-2024 Informational Texts: Fall (**28%**) → Winter (**24%**) → Spring (**30%**)

Fourth Grade

Comparison of Data Trends in *Informational Texts* Across the Years

Low Category:

- 2022-2023 Informational Texts: Fall (**8%**) → Winter (**10%**)→ Spring (**13%**)
- 2023-2024 Informational Texts: Fall (1**7%**) → Winter (**19%**) → Spring (**16%**)

Low Average Category:

- 2022-2023 Informational Texts**:** Fall (**15%**) → Winter (**17%**) → Spring (**13%**)
- 2023-2024 Informational Texts: Fall (**16%**) → Winter (**20%**) → Spring (**15%**)

Average Category:

- 2022-2023 Informational Texts: Fall (**22%**) → Winter (**24%**) → Spring (**21%**)
- 2023-2024 Informational Texts: Fall (**23%**) → Winter (**16%**) → Spring (**19%**)

High Average Category:

- 2022-2023 Informational Texts: Fall (**20%**) → Winter (**21%**) → Spring (**30%**)
- 2023-2024 Informational Texts**:** Fall (**19%**) → Winter (**27%**) → Spring (**24%**)

High Category:

- 2022-2023 Informational Texts**:** Fall (**33%**) → Winter (**27%**) → Spring (**22%**)
- 2023-2024 Informational Texts: Fall (**25%**) → Winter (**18%**) → Spring (**25%**)

Fifth Grade

Comparison of Data Trends in *Informational Texts* Across the Years

Low Category:

- 2022-2023 Informational Texts: Fall (**13%**) → Winter (**16%**)→ Spring (**15%**)
- 2023-2024 Informational Texts: Fall (**12%**) → Winter (**13%**) → Spring (**21%**)

Low Average Category:

- 2022-2023 Informational Texts**:** Fall (**19%**) → Winter (**14%**) → Spring (**9%**)
- 2023-2024 Informational Texts: Fall (**18%**) → Winter (**16%**) → Spring (**15%**)

Average Category:

- 2022-2023 Informational Texts: Fall (**18%**) → Winter (**19%**) → Spring (**22%**)
- 2023-2024 Informational Texts: Fall (**20%**) → Winter (**28%**) → Spring (**19%**)

High Average Category:

- 2022-2023 Informational Texts: Fall (**23%**) → Winter (**29%**) → Spring (**31%**)
- 2023-2024 Informational Texts**:** Fall (**31%**) → Winter (**27%**) → Spring (**30%**)

High Category:

- 2022-2023 Informational Texts**:** Fall (**27%**) → Winter (**21%**) → Spring (**22%**)
- 2023-2024 Informational Texts: Fall (**20%**) → Winter (**16%**) → Spring (**14%**)

Trends based on observable data:

In kindergarten, foundational skills scores tended to increase from fall to spring, indicating progress over time. What educators are not able to glean from this NWEA MAP Growth information is exactly which specific foundational skills, phonemic awareness and phonics, to target in small group instruction. The data presented does show growth across all groups, but not in specific areas of instruction.

According to the Aimsweb winter 2024-2025 data, Letter Words Fluency increased from fall to winter in the 26th%tile and up. The 25th%tile and below stayed static. Phoneme Segmentation (not typically assessed until winter) and Nonsense Word Fluency were not assessed in the winter of 2024-2025. Nonsense Word Fluency is the best measure of students' development of basic phonics. The addition of the Aimsweb assessment tool in the fall of 2024-2025, provides educators with more specific data information which allows educators to disaggregate to a more granular level. With this, teachers are better able to pinpoint the scope of instruction for foundational skills.

The Auditory Vocabulary and Listening Comprehension measures strongly suggest that, generally speaking, students entering kindergarten and first grade in Lake Bluff District 65 have a strong foundation in vocabulary and listening comprehension. This could be due to a breadth and depth of experiences prior to entering school, parents/guardians reading to children prior to entering school and organically providing strong oral language to children. This is a positive for young children entering school as they have already been introduced to these components through family support.

According to the NWEA MAP Growth data in first grade, there was better early performance in 2023-2024 than in 2022-2023. There were fewer students in the low and low- average categories at the beginning of the year and more students starting in the high-average category than in 2022-2023. Without more information, it is difficult to determine whether this upward trend is due to stronger and more purposeful foundational skill instruction, more intentional small group instruction, more external instructional involvement (parents, tutors, etc.) or a combination of different variables; however according to the Aimsweb data for Letter Word Sounds Fluency at the

beginning (fall) of 2024-2025, 85% of first grade students were below the 50th percentile in basic phonics skills. According to the data received, Nonsense Word Fluency was not assessed in first grade. Nonsense Word Fluency is the best measure of students' development of basic phonics. Aimsweb data also stated that students' did exhibit growth in Oral Reading Fluency and Word Reading Fluency across the board from fall to winter 2024-2025 which is to be celebrated; however it should be noted that 47.6% of first grade students fell below the 50th%tile in Oral Reading Fluency in the winter of 2024-2025.

In NWEA MAP Language and Writing, there was an upward trend in both 2022-2023 and 2023-2024 school years and in Literature and Information Text, there was more pronounced growth in the low to low-average groups in 2023-2024 with a slight dip in winter before an upward swing in the spring

According to the NWEA MAP Growth data in second grade, a comparison from 2022-2023 to 2023-2024 in informational texts, there were more students in the low category in 2023-2024, than in 2022-2023 however, by the spring, the percentage grew. There was a slower improvement than the previous year. There was also a decline in the high average group. This *could* be due to more foundational skills gaps that were not taught to mastery in first grade. Second and third-graders must develop advanced phonics skills in order to read grade-level text with comprehension. As students move into higher grade levels, if they haven't mastered foundational concepts, their cognitive load is at capacity trying to decode words while working on comprehension. As Dr. Anita Archer states "there is no comprehension strategy powerful enough to compensate, if a student can't read the words".

According to the NWEA MAP Growth data in third grade, a comparison from 2022-2023 and 2023-2024 in informational texts, low and low average groups remained relatively static in both 2022-2023 and 2023-2024 school years and across testing windows (fall, winter and spring). The average, high average and high groups showed growth. Second and third-graders must develop advanced phonics skills in order to read grade-level text with comprehension.

According to the NWEA MAP Growth in fourth grade, a comparison from 2022-2023 and 2023-2024 in informational texts, the low category in 2023-2024 was significantly higher approx.16-17% higher than in the previous year. While the average, high average and high groups showed general growth, there was significant decline in the high group in the winter of 2023-2024.

According to the NWEA MAP Growth in fifth grade, a comparison from 2022-2023 and 2023-2024 in informational texts, the high average category saw more

consistent growth in 2023-2024, while the high category had a decline in spring. Both average and high average saw growth, which is a positive. In 2023-2024 the average category had a stronger increase; however the low and low average groups had a consistent percentage of students of 12-16%. The data suggests that while instructional strategies may be improving in the short term, sustaining higher achievement levels in the long run remains a challenge and generally speaking, students in the low and low average categories are remaining in those categories throughout the year.

Recommendations:

By analyzing the data provided by Lake Bluff District 65, A2 Literacy Consulting provides these recommendations to streamline both assessment and instructional processes. These are just recommendations for Lake Bluff School District 65 to consider.

1. For ease of effort and to maximize time during assessment windows and ongoing progress monitoring, use of a comprehensive assessment tool that provides granular information in each component of early literacy is suggested. Aimsweb, Acadience and DIBELS 8th edition are all universal screening tools that identify students who are at risk for reading difficulties as well as monitor their progress. While use of NWEA and Aimsweb provides this information, those administering it are using two assessment tools to disaggregate the information in order to see growth as well as instructional starting points, areas of individual student needs and groupings of students. These data points demonstrate the success of a system focused on teaching the essential skills that make a difference in literacy instruction and outcomes.The recommendation is that the assessment process could be streamlined by using one assessment tool across the board and across all grade levels.

2. Based on the Aimsweb data provided, kindergarten students in Lake Bluff District 65 were not assessed in Phoneme Segmentation nor Nonsense Word Fluency through Aimsweb in the winter of 2024-2025. Research has proven that strong phonemic awareness skills, along with an understanding of the alphabetic principle and phonics, are leading predictors of later reading achievement. By assessing and progress monitoring students in these two phonemic awareness skills, teachers can then develop and plan instruction to support students who show signs of weakness in these areas and in turn, group students accordingly to provide Tier 2 and Tier 3 instruction in these specific skills. It is significant at a

systems level to reduce the number of students whose risk levels will demand intensive intervention.The recommendation is to screen, benchmark and then progress monitor all kindergarten and first grade students. After analyzing the results in Phoneme Segmentation and Nonsense Word Fluency, small group instruction can be created to monitor those at risk.

"Students who identify sounds in spoken words easily can learn the phonics skills that support accurate decoding and spelling, which, in turn, supports memory for written words." (Ashby, et al., 2023)

"Students who read and spell isolated words inaccurately benefit from explicit instruction in phonological awareness to improve their perception of speech sounds. Blending and segmenting speech sounds (using tokens to anchor the memory of each sound) is helpful for emerging and struggling readers." (Ashby, et al., 2023) Strengthening this ability leads to improvements in decoding and spelling. Some students may need a double-dip of phonemic awareness instruction in a Tier 2 small group environment to strengthen phonemic awareness skills. Assessing phoneme segmentation and nonsense word fluency is the first step in targeting those students who may need extra explicit instruction.

3. Early readers must master and become automatic in the basic reading skills of phonological awareness, phonemic awareness, and decoding/encoding to comprehend text proficiently. It is far more challenging to address foundational skill gaps in third grade and beyond than in first grade. Therefore, sound strategies must be in place to address the weaknesses of early readers in the first semester of the school year to prevent a lasting negative impact. To be able to identify these students, it is recommended that a progress monitoring tool be used consistently to provide teachers with the information to guide their instruction and determine small groups for Tier 2 instruction, especially for students who fall in the 11-25th %tile range.

4. According to recent research, providing Tier 1 core instruction in foundational skills or word recognition, to all students may not be the best method of delivery, especially in scenarios where there is quite significant diversity of skill levels in one grade level. In a recent webinar by Dr. Stephanie Stollar and Linda Diamond (2025), current research shows that homogeneous groupings and delivery of core instruction to small groups of students within the general education classroom setting for the foundational skill grades may be more valuable than teaching the same skill or concept to all students. We know that there is typically

quite a diverse band of knowledge in students in a general education classroom and to be able to provide small group instruction to all students to meet them where they are, is proving to be very valuable. Consideration in switching to this type of Tier 1 instruction may be valuable for Lake Bluff to target students who fall into the low, low average and average groups to have smaller group Tier 1 instructions, as well as allow those in higher groups to work on more advanced skills. The implementation of cooperative learning groups may also be beneficial for all students to have repeated practice with new and previously learned concepts.

5. Second and third-graders must develop advanced phonics skills in order to read grade-level text with comprehension and also must have developed advanced phonemic awareness skills. Whether these students in second and third grade need phonemic awareness instruction can be determined by using a diagnostic assessment. If a student in second or third grade has not developed these phonological processing skills, it could hinder their ability to learn phonics, spell phonetic words and sound out words. An example would be if a student in 2nd or 3rd grade spells “stup” for “stump” or “bister” for “blister”. This could mean they are not hearing the individual speech sounds and need more concerted practice in phonemic awareness skills, potentially in a small group setting. The general outcome measure of Oral Reading Fluency (ORF) in connected text indirectly measures cumulative advanced phonics skills in these grade levels. It is recommended to do a diagnostic assessment on students who are showing signs of risk. This can help determine where there may be gaps in phonemic awareness in upper grade level students. The information gleaned can aid teachers in organizing and providing small group instruction to those students and increase their ability to progress monitor on a consistent basis.

   The National Reading Panel (2000) found that systematic phonics instruction is critical for developing reading skills. Students who do not master phonics early often struggle with decoding words, leading to poor fluency and comprehension in later grades.

   Scarborough’s Reading Rope (2001) model highlights that weak phonological awareness (the ability to recognize and manipulate sounds) can cause major reading difficulties as students move toward comprehension-heavy tasks in upper elementary grades.

6. It is important for students to receive instruction in morphology in all grades, starting in first grade with simple morphemes and building yearly. It is normal to

expect students to independently complete a first read of text, determine the meanings of unfamiliar words using common prefixes, suffixes, and Greek and Latin Roots, make connections within a text or between two texts, and support claims with text evidence, in upper grade levels. The above instructional strategies will support literacy growth of all students in upper grade levels. It is highly recommended that morphology instruction be implemented in all grade levels, if it isn't already, to aid students in vocabulary and comprehension and to prepare them for middle school and high school.

7. The 2023-2024 NWEA MAP data shows that fifth grade students dip in the high group in all categories across the board. The recommendation is that an investigation into possible phonemic awareness gaps may be present and as the text and information increases in rigor, there may be gaps in students' foundational skills that need to be filled in order for them to continue to be proficient, skilled readers. The percentage of students in the high average was much higher, generally, in all measures. This is positive and should be celebrated. The goal is to move all students across the continuum to reach their maximum potential.

8. It is recommended that the district investigate a curriculum/program that is rooted in The Science of Reading and Structured Literacy practices to ensure all students in foundational grade levels are provided explicit, systematic and cumulative instruction in phonemic awareness and phonics, not only to receive grounded, evidence- based instruction but to also help teachers organize small group instruction in Tier 2 for maximum student achievement. This would also make planning and delivering core instruction more efficient and streamlined for all educators in the building. The Reading League has developed a Curriculum Guide that vets and explores programs rooted in the Science of Reading. This guide can help districts determine which program is best suited for them. This guide will be included as an appendix.

9. Research consistently finds that teacher knowledge is key to student achievement regardless of what program is implemented (Foreman, B and Moats, L. 2008). It is recommended that all teachers be provided the same professional development to ensure consistent, targeted instruction to all students. For equity to all, educators should be provided the same level of professional development, if not already occurring.

References

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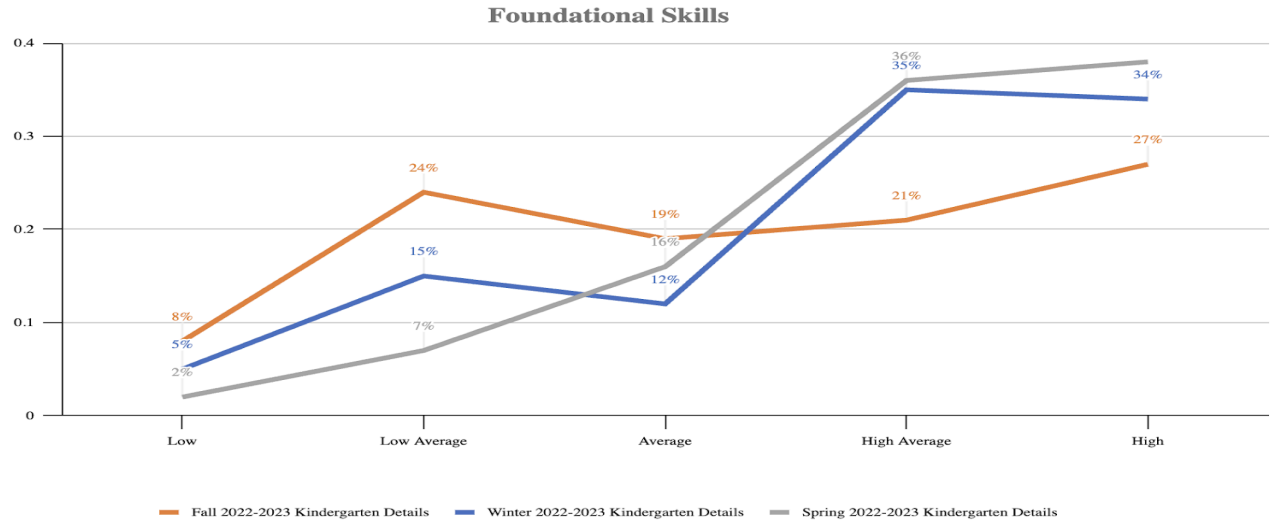
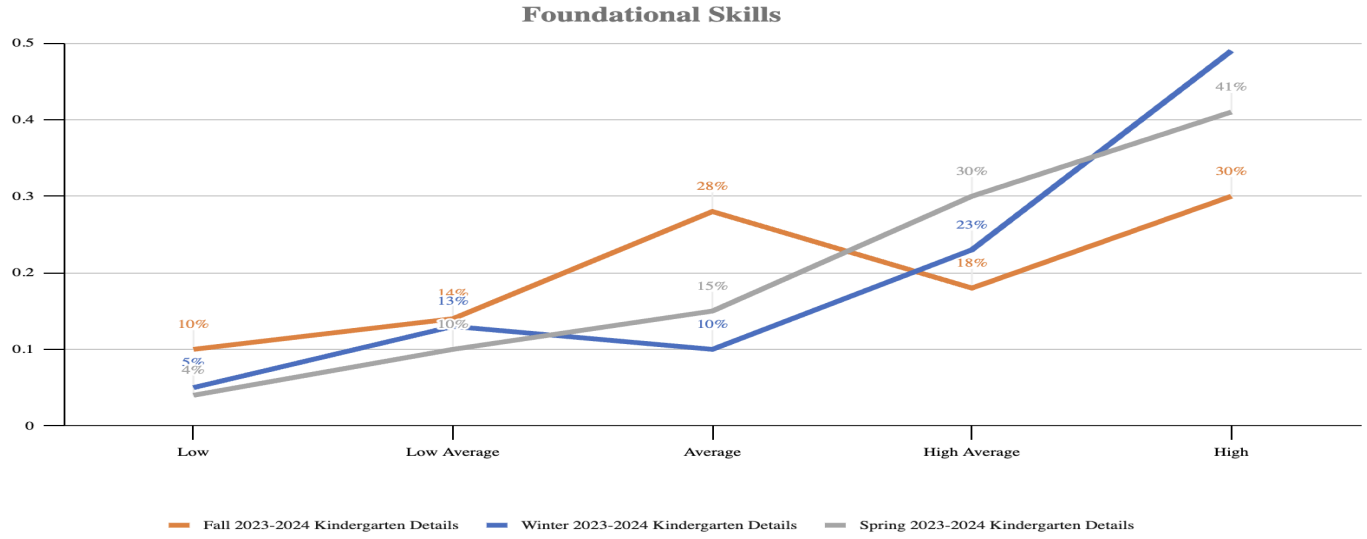
Exhibit A

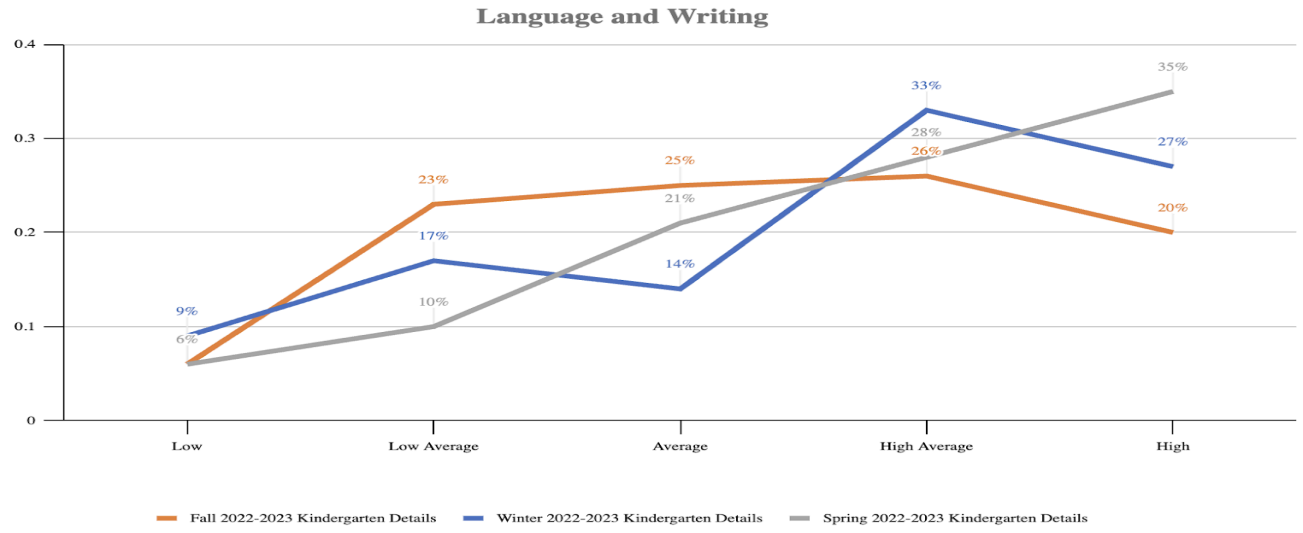
NWEA MAP
Kindergarten
2022-2023



2023-2024



2022-2023



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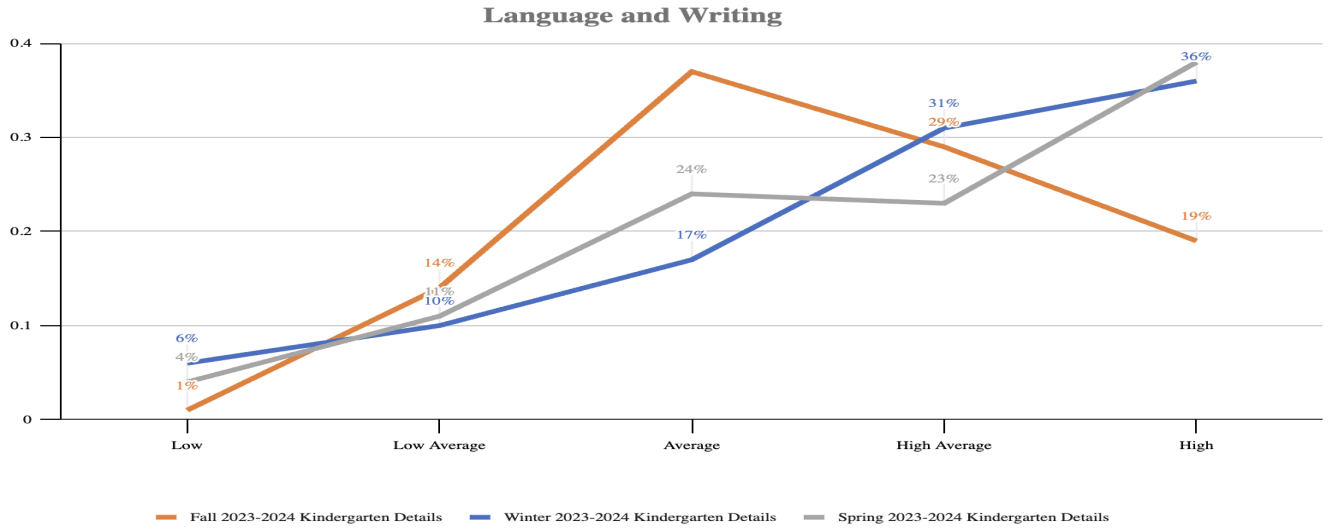

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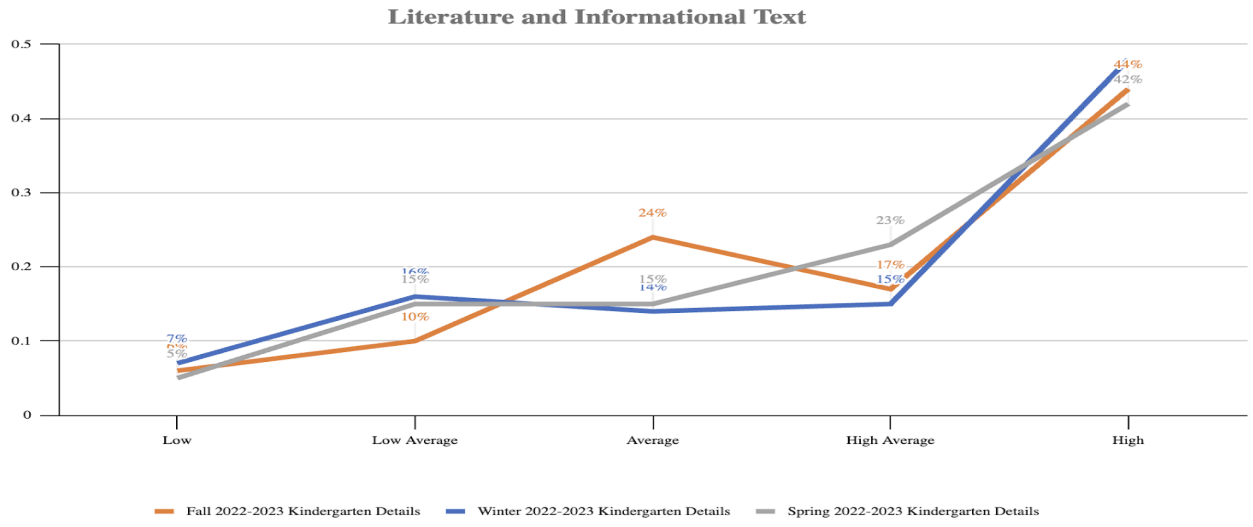

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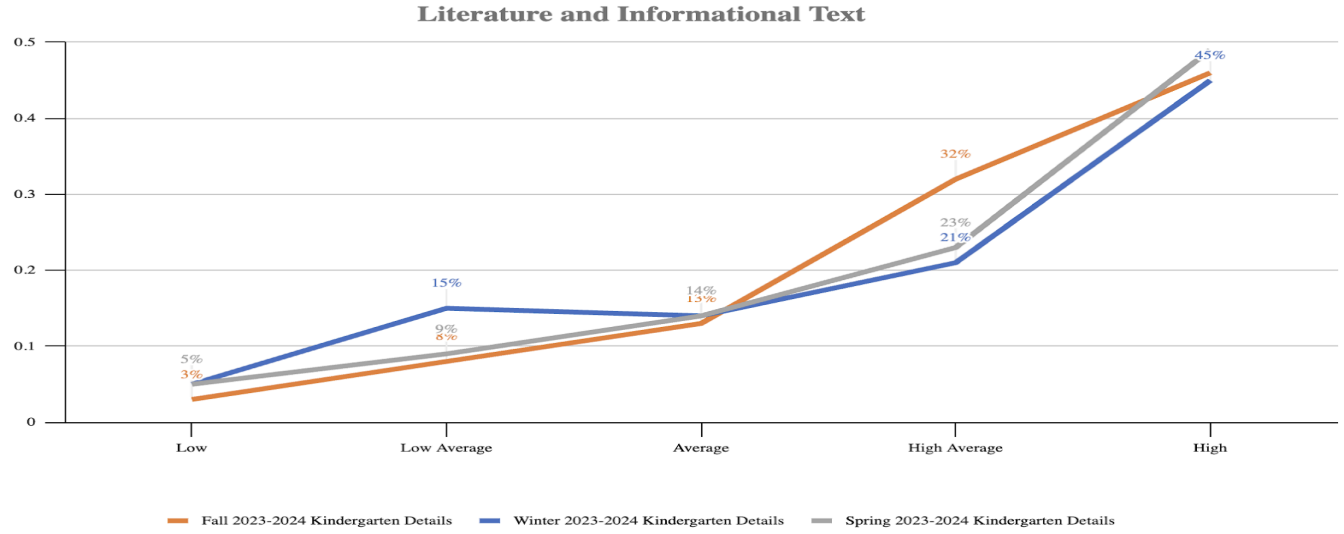

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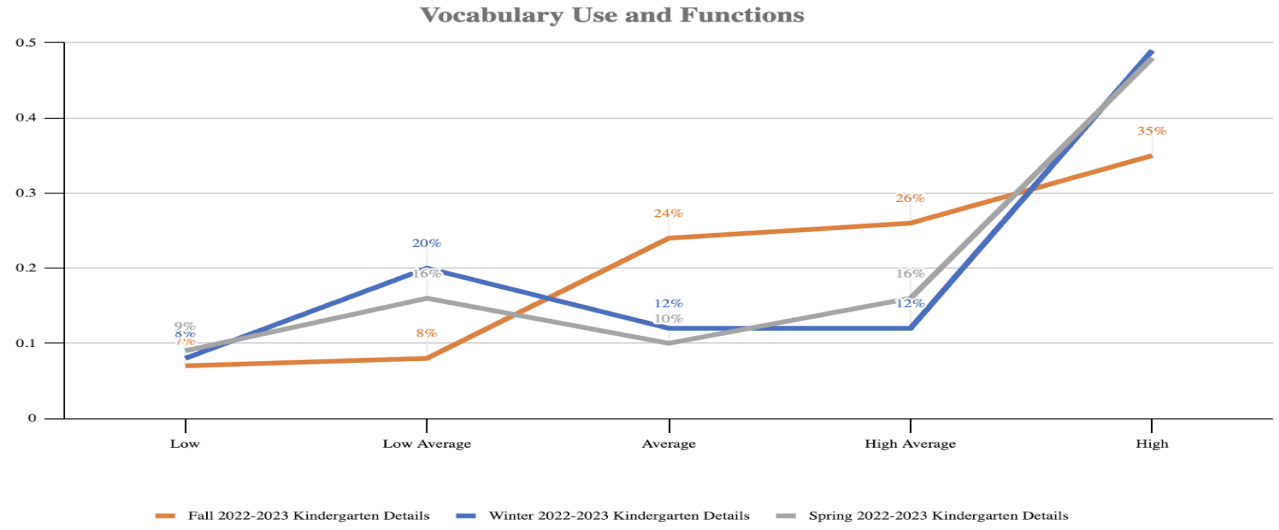

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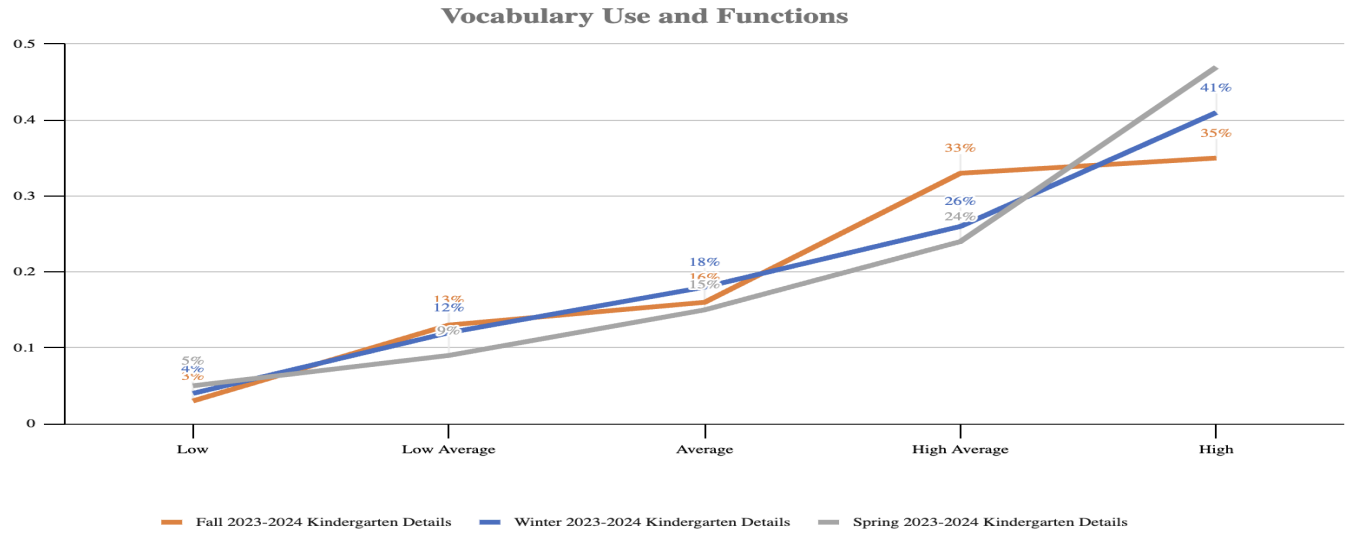

First Grade

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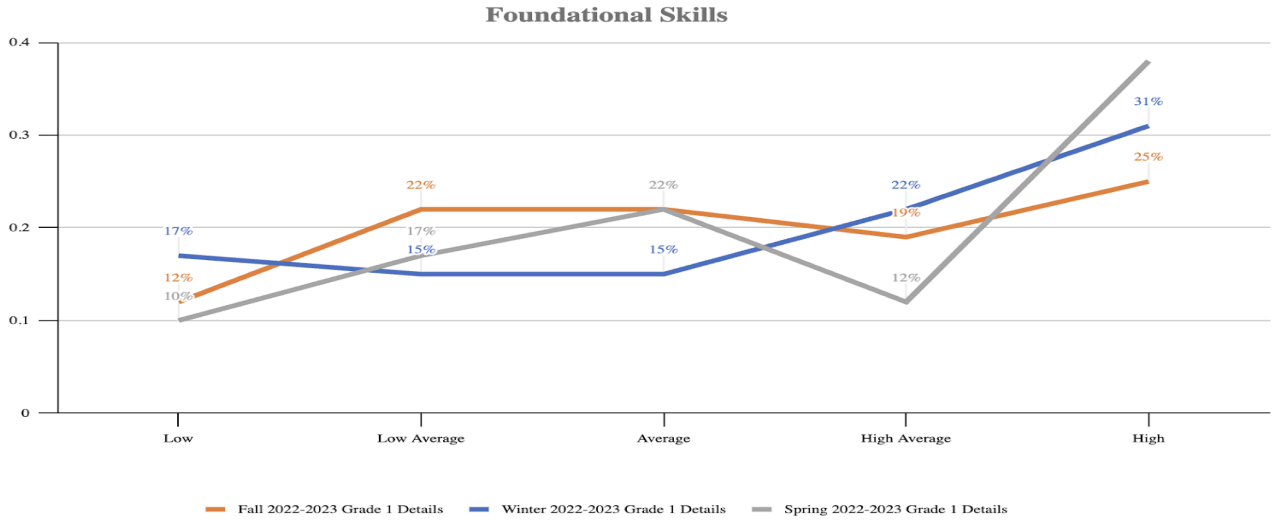

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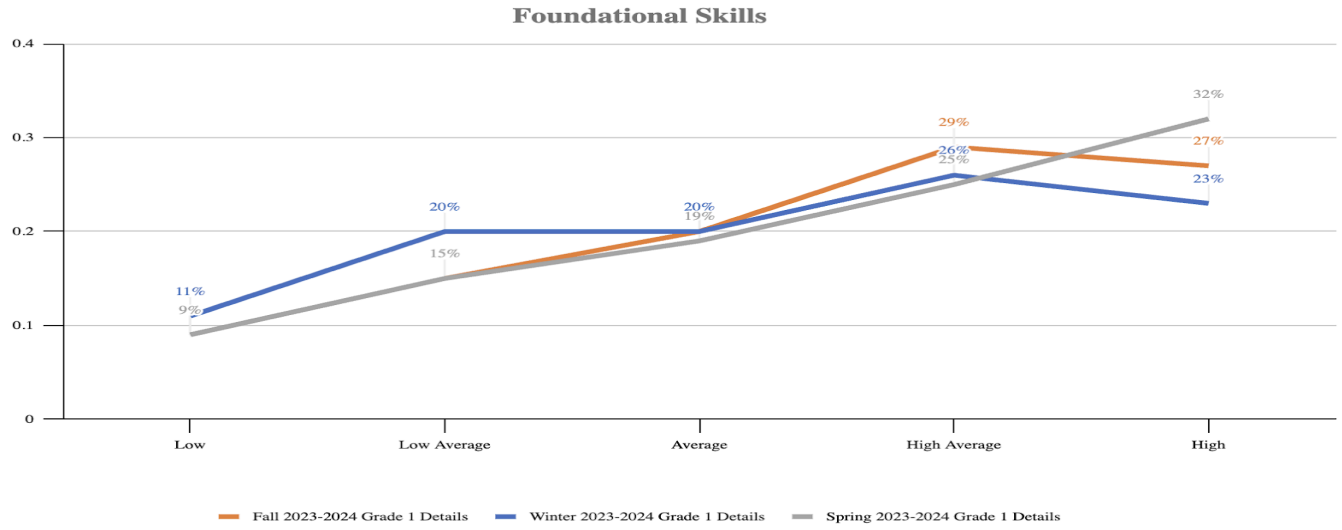

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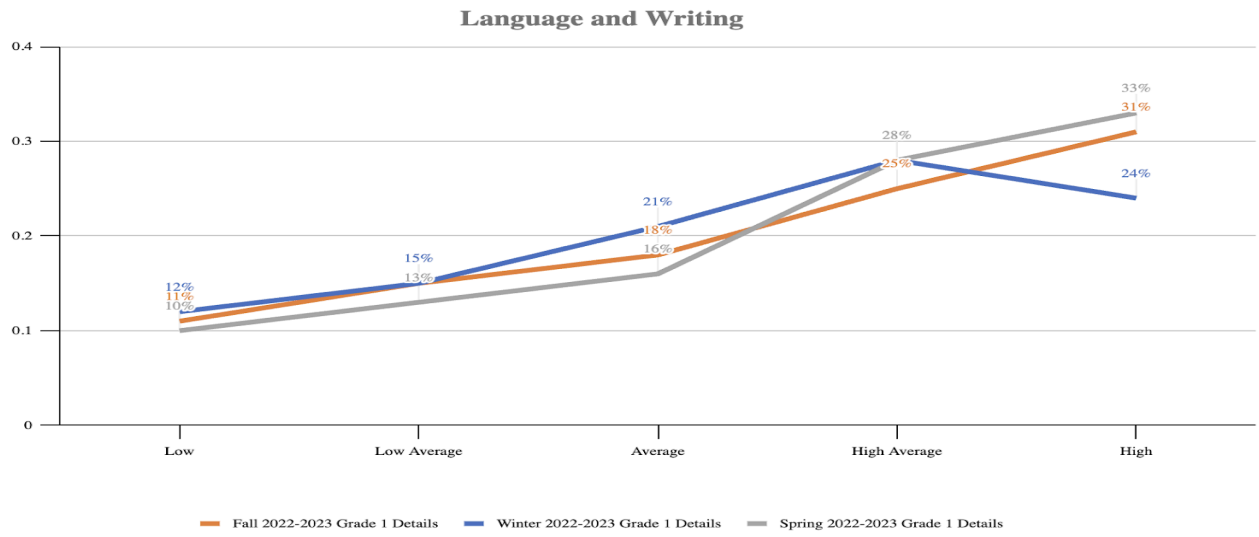

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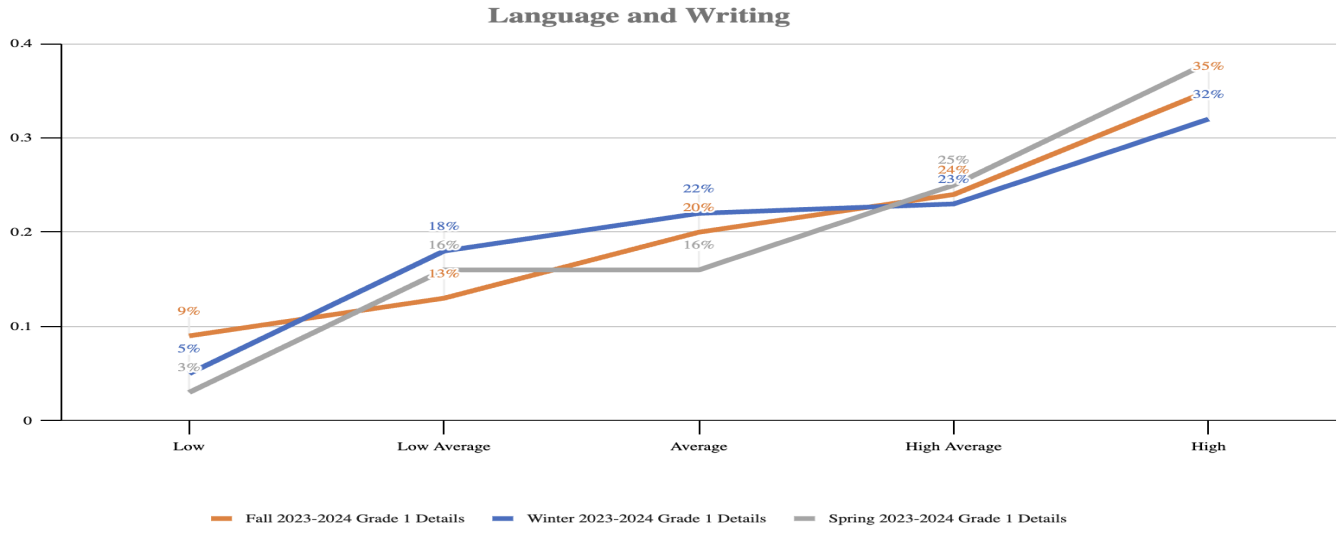

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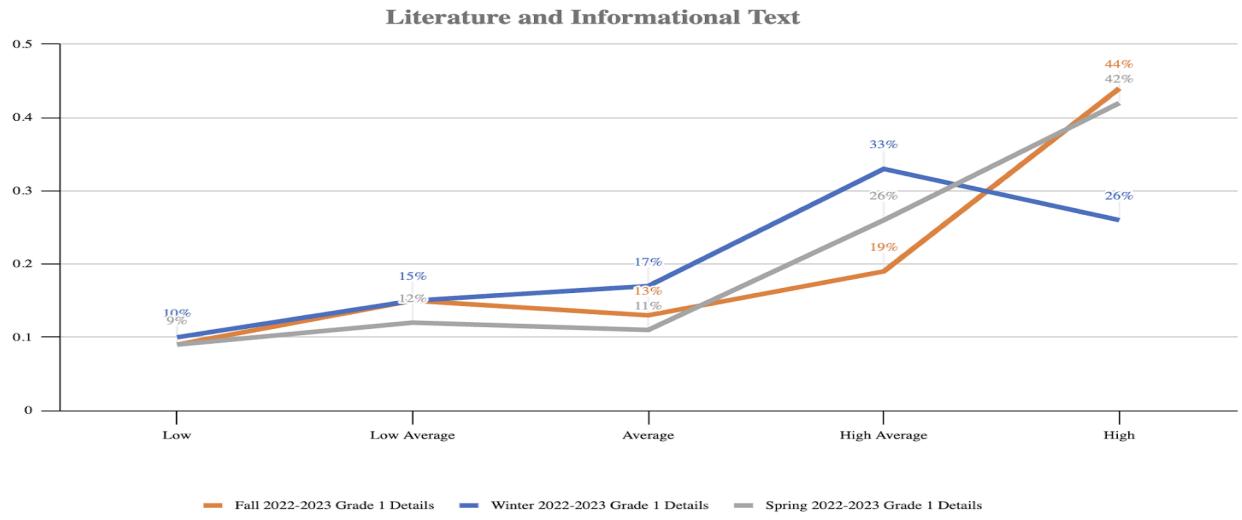

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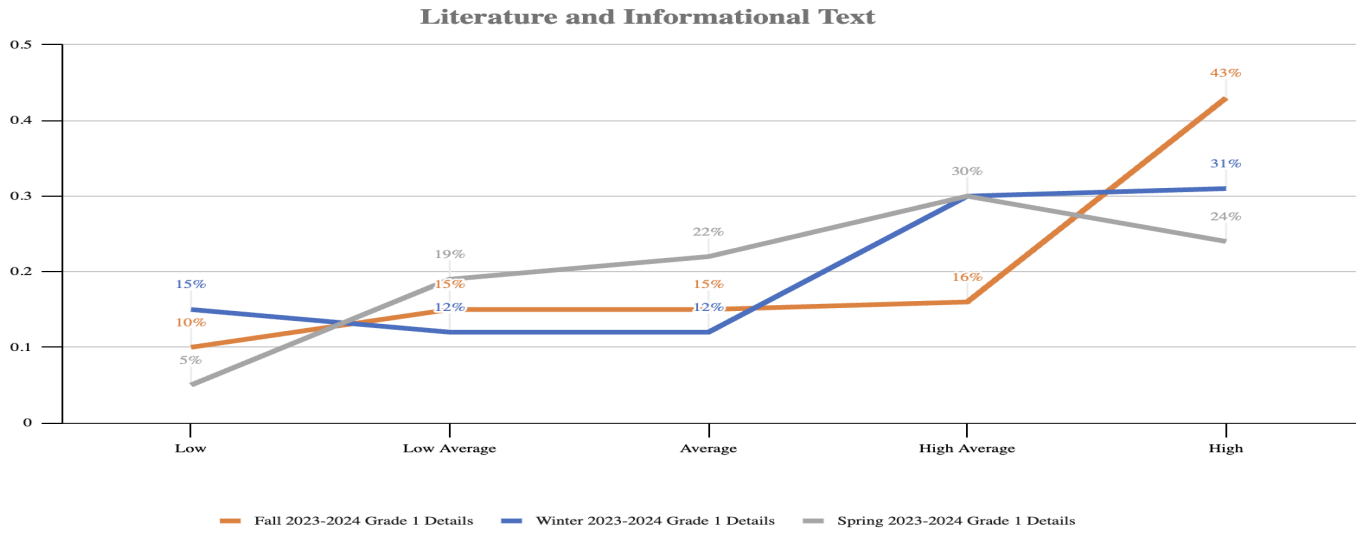

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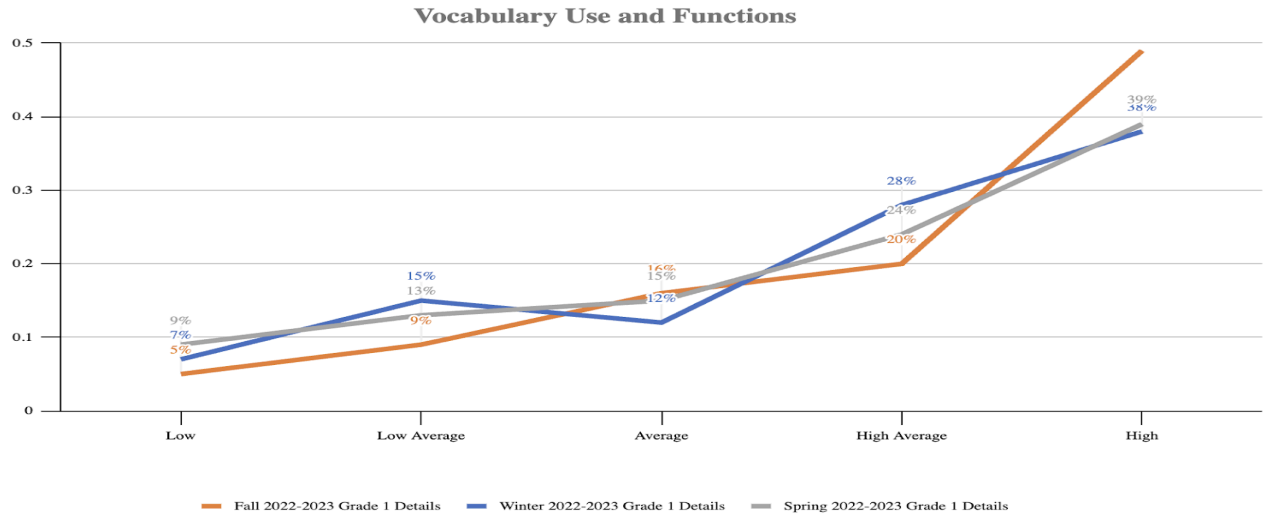

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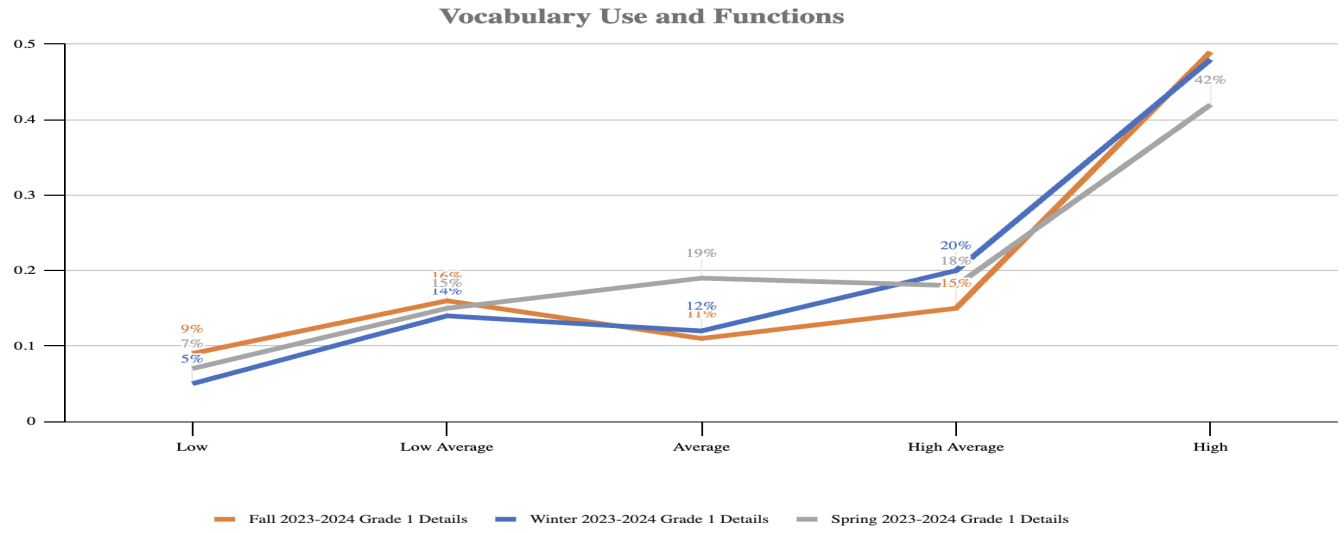

Second Grade

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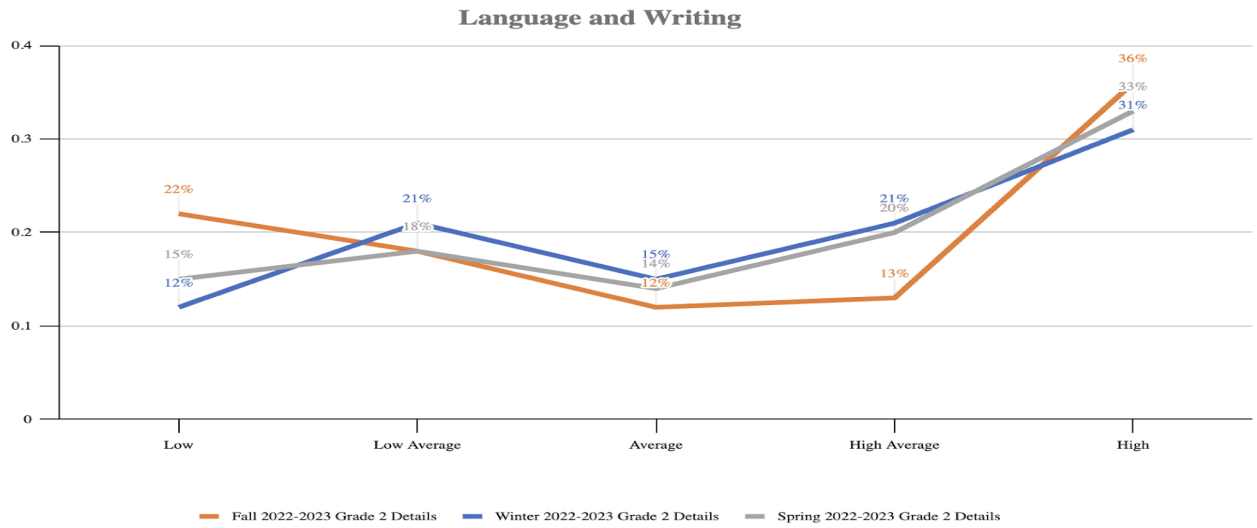

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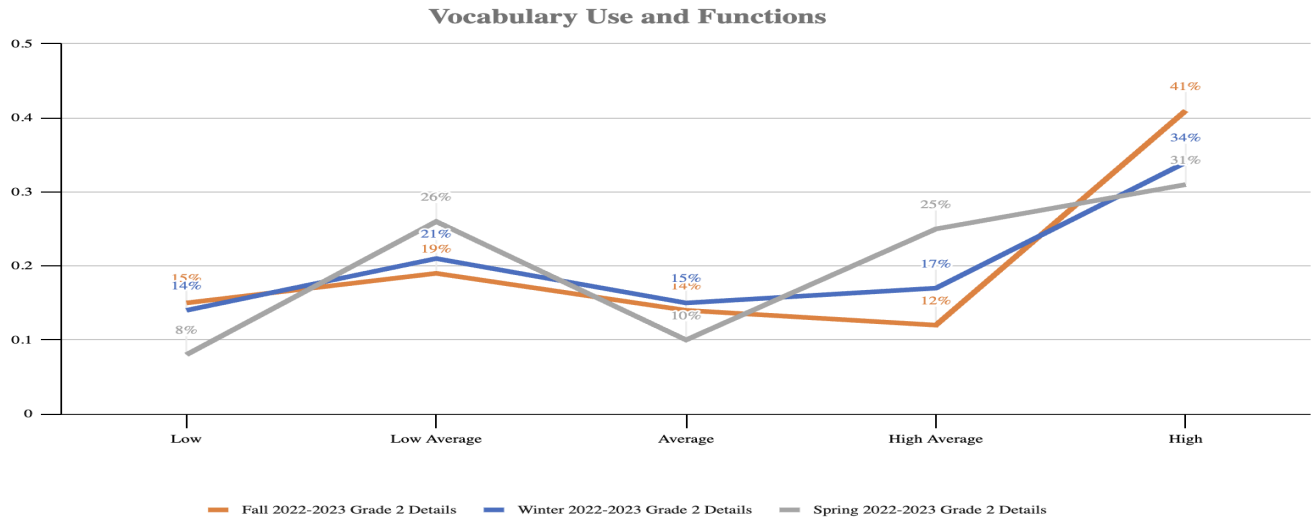

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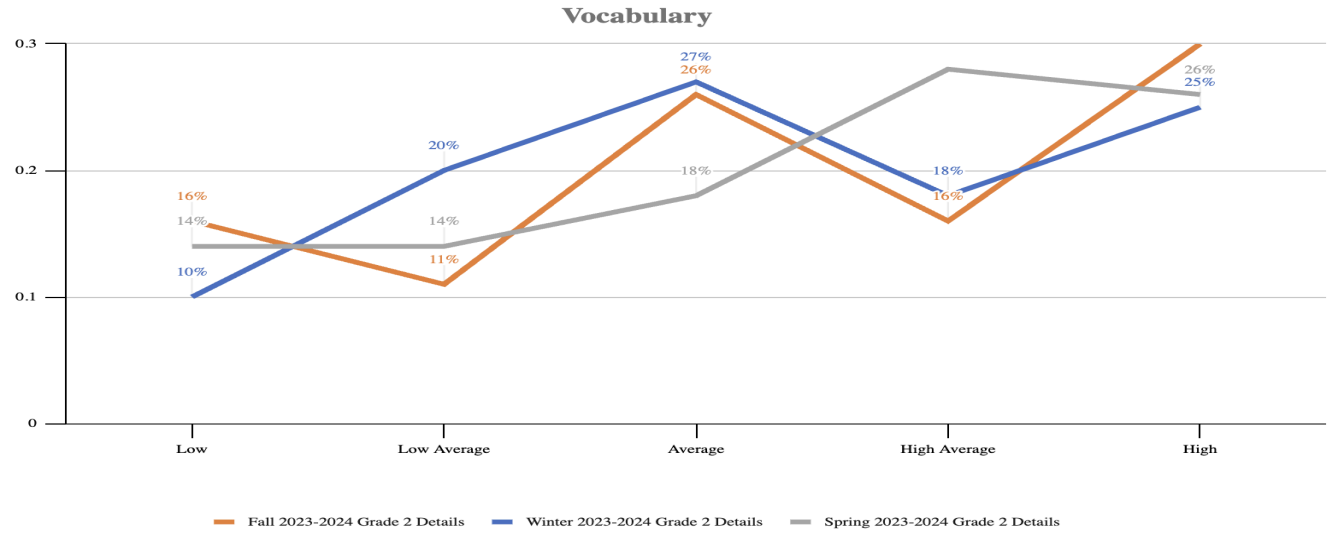

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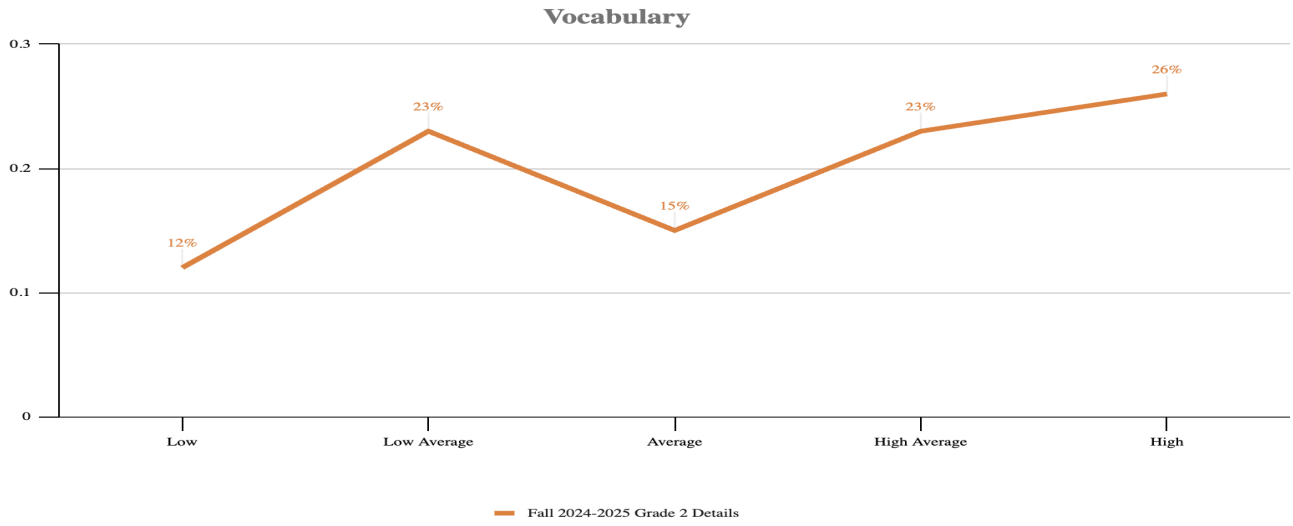

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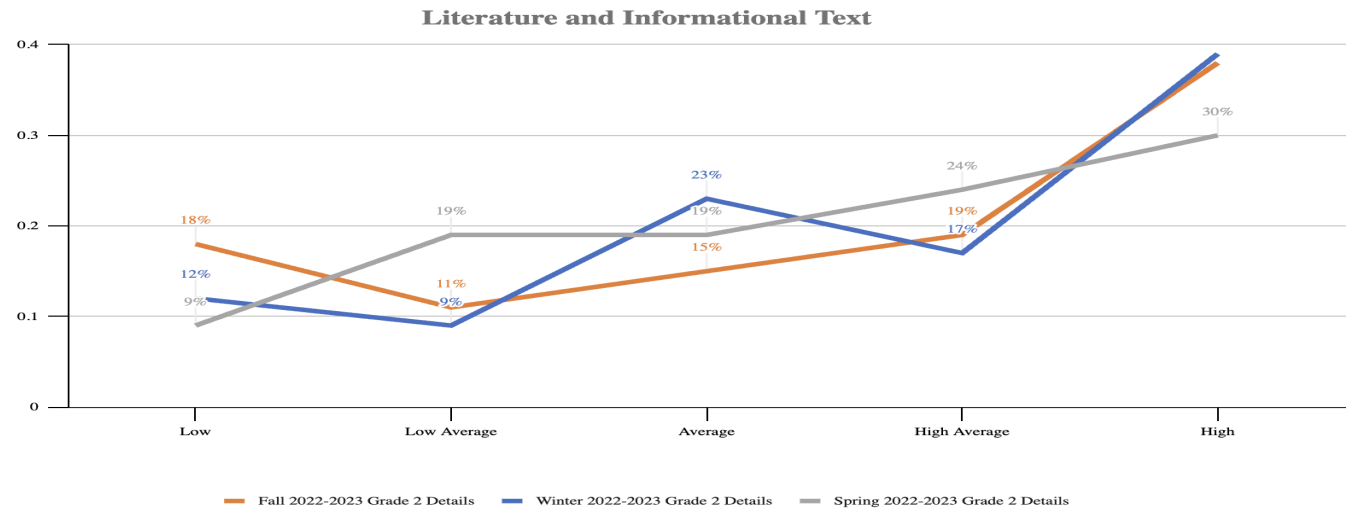

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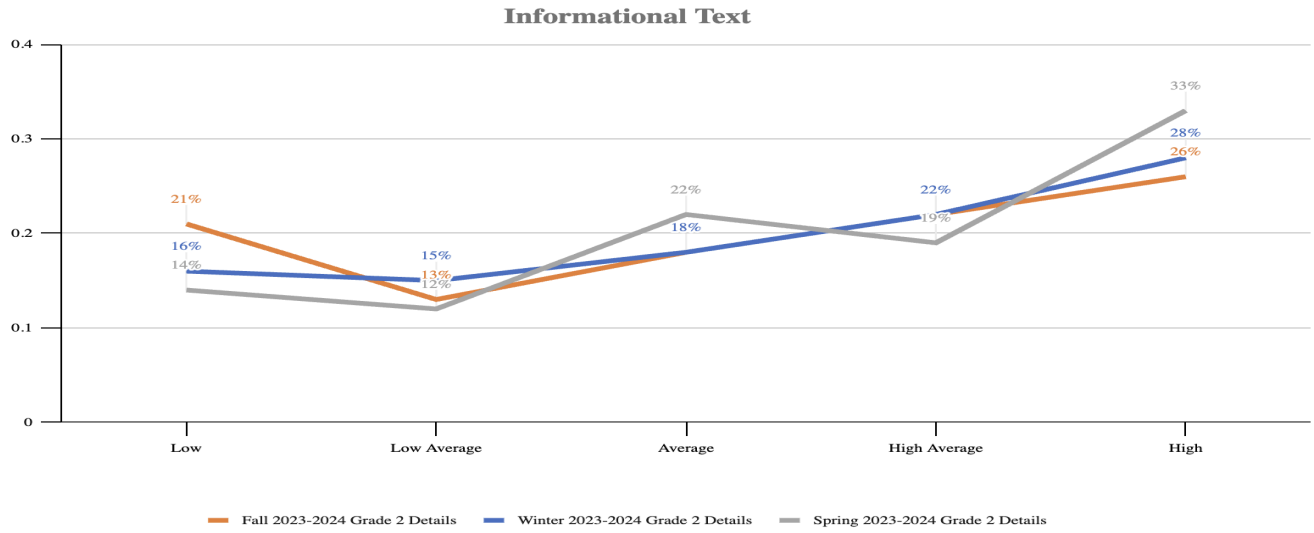

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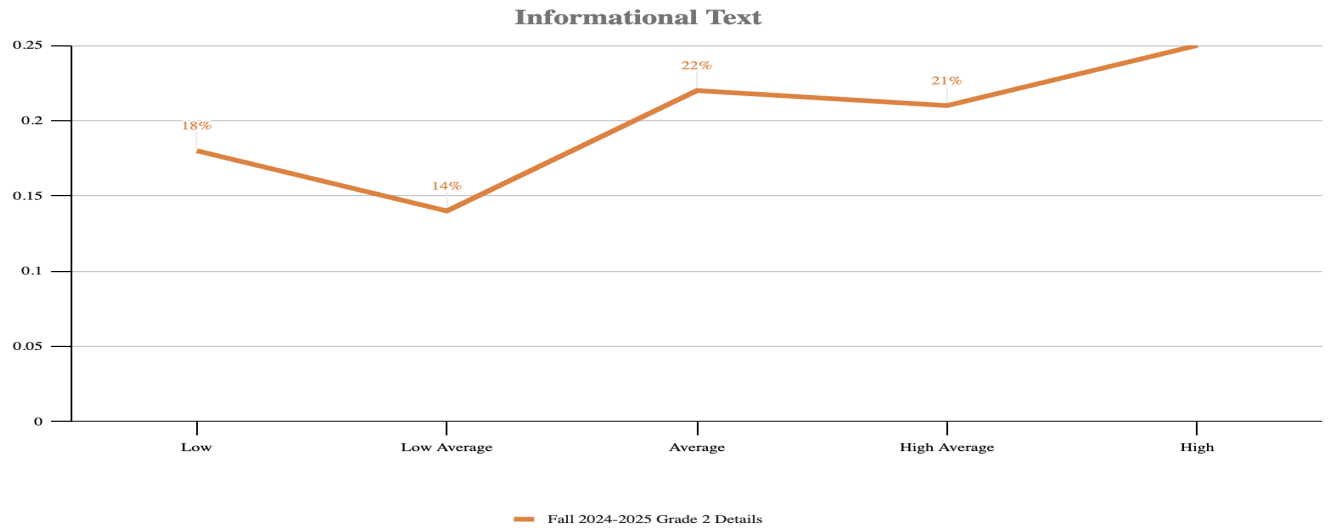

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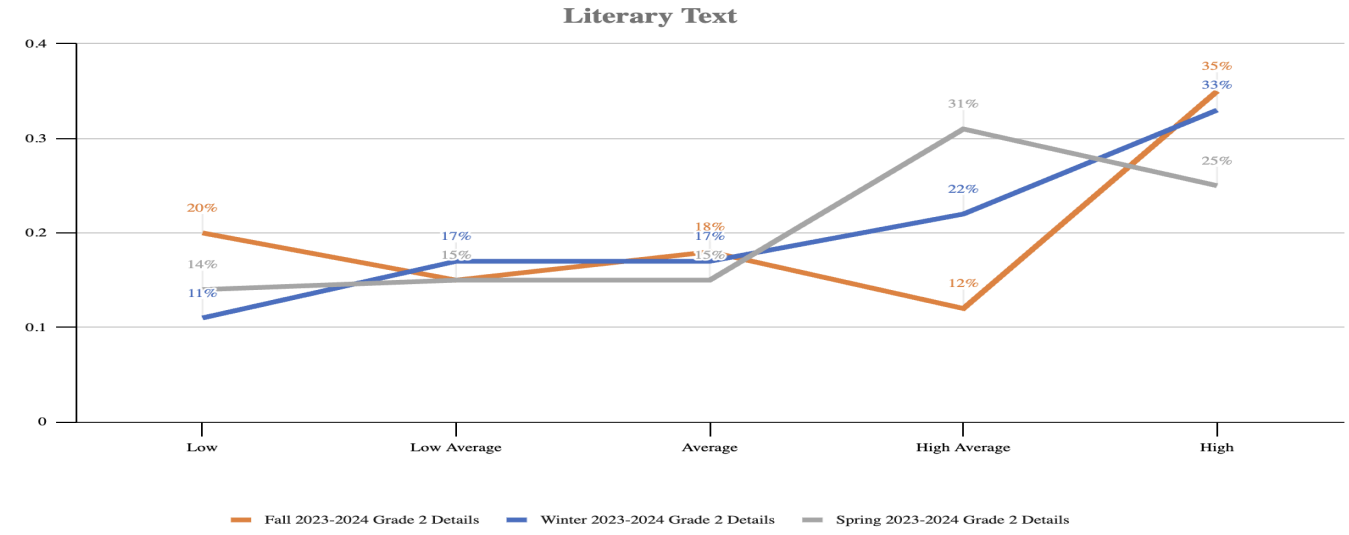

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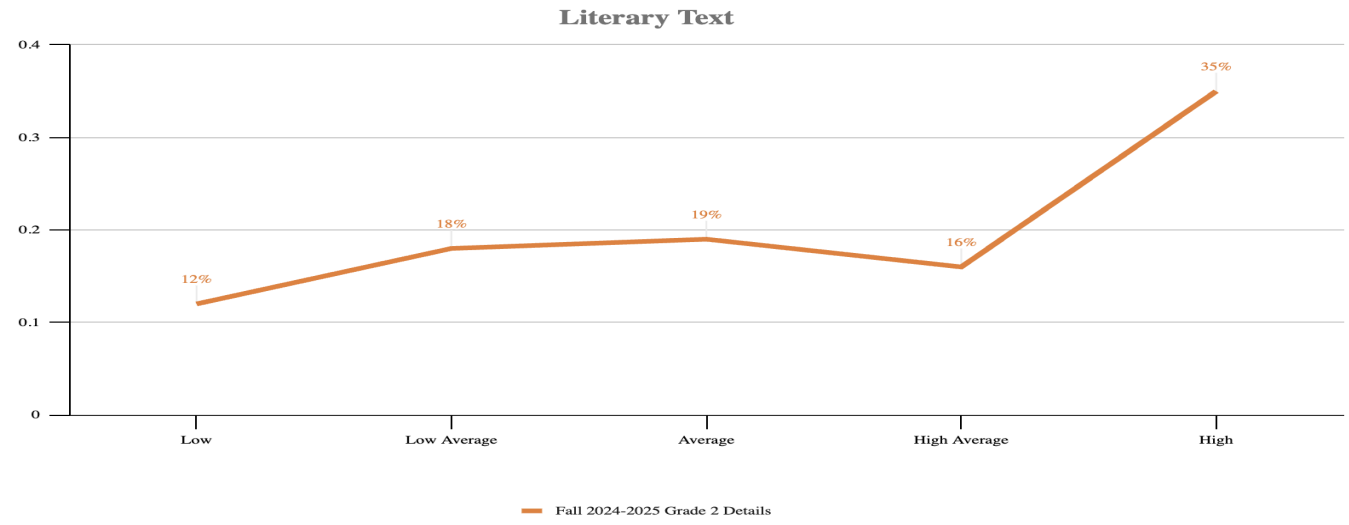

THIRD GRADE

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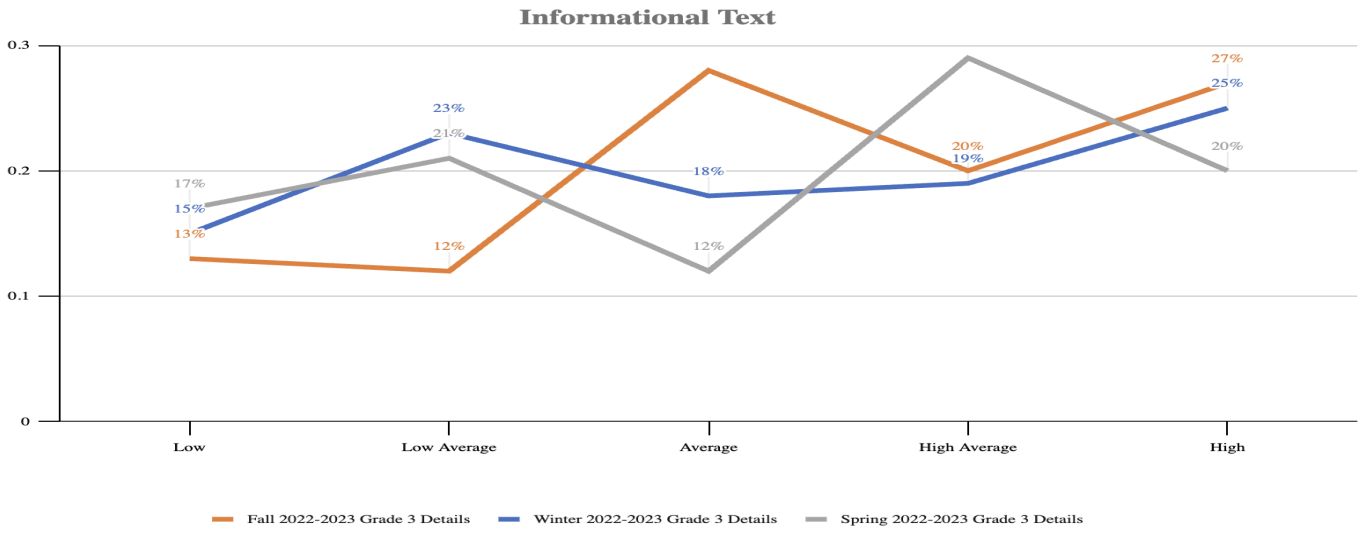

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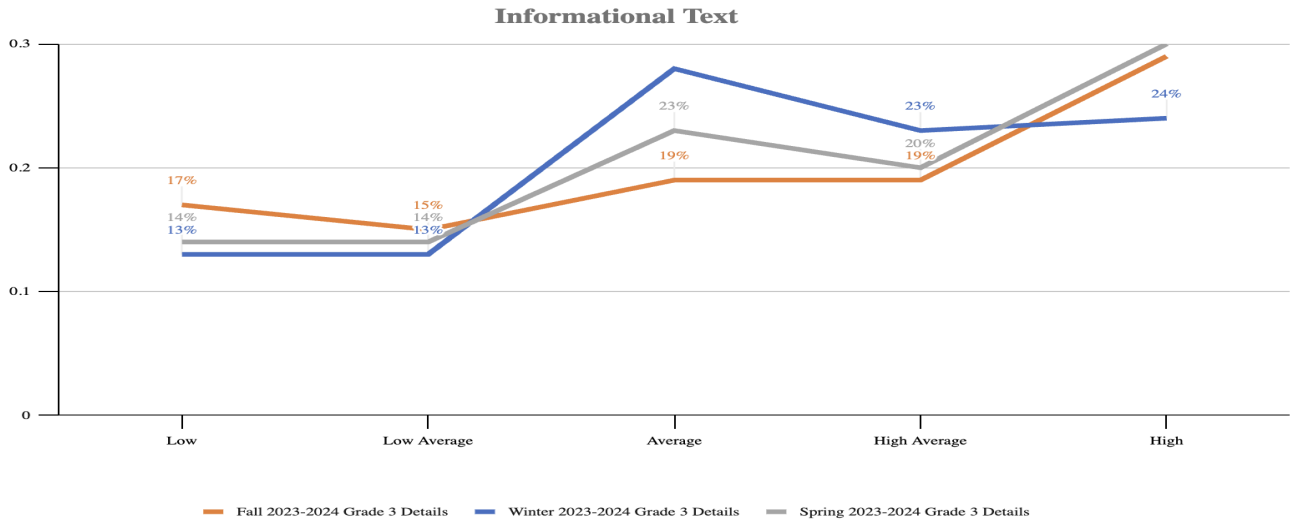

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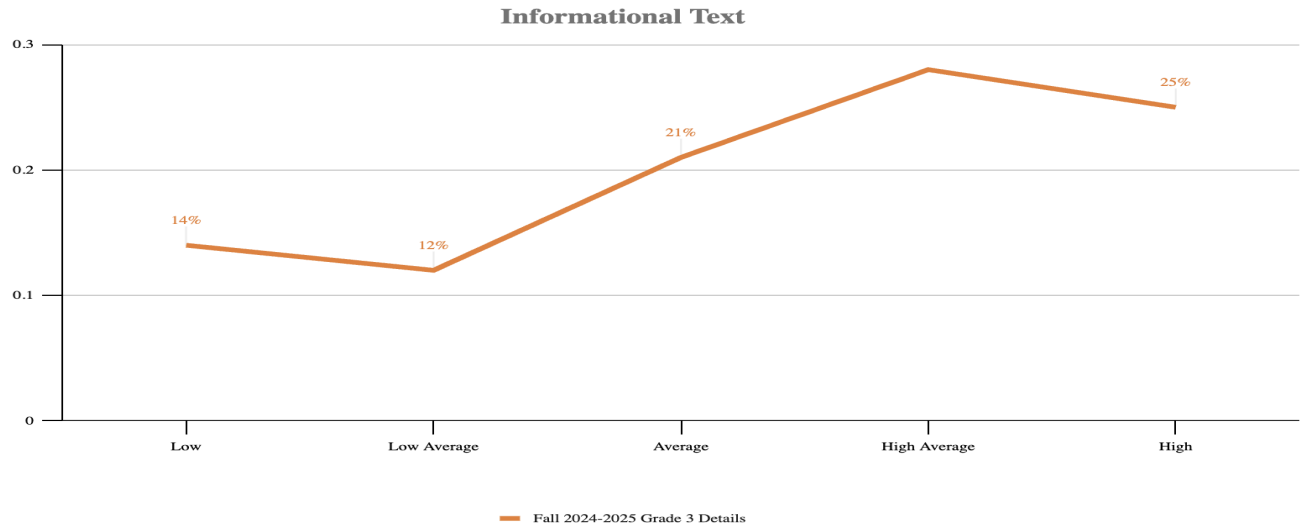

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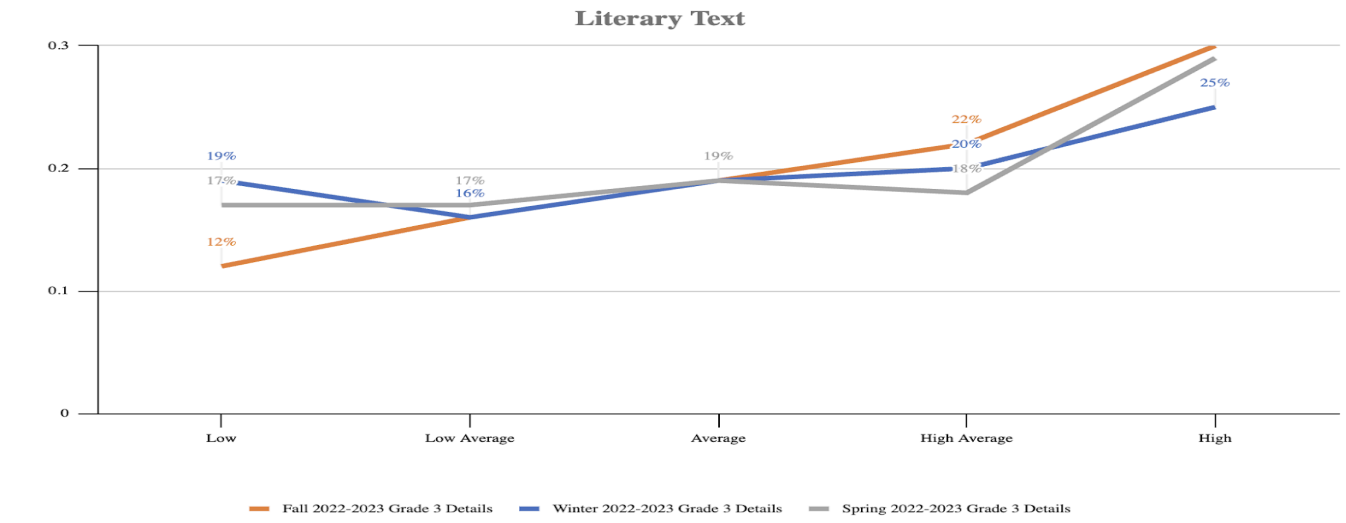

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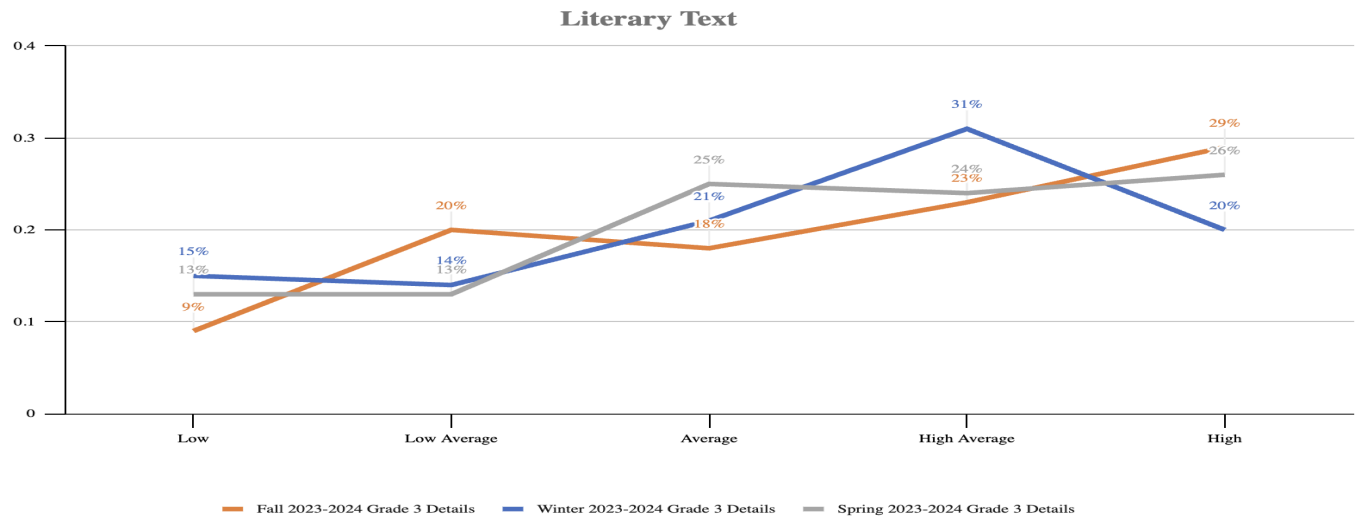

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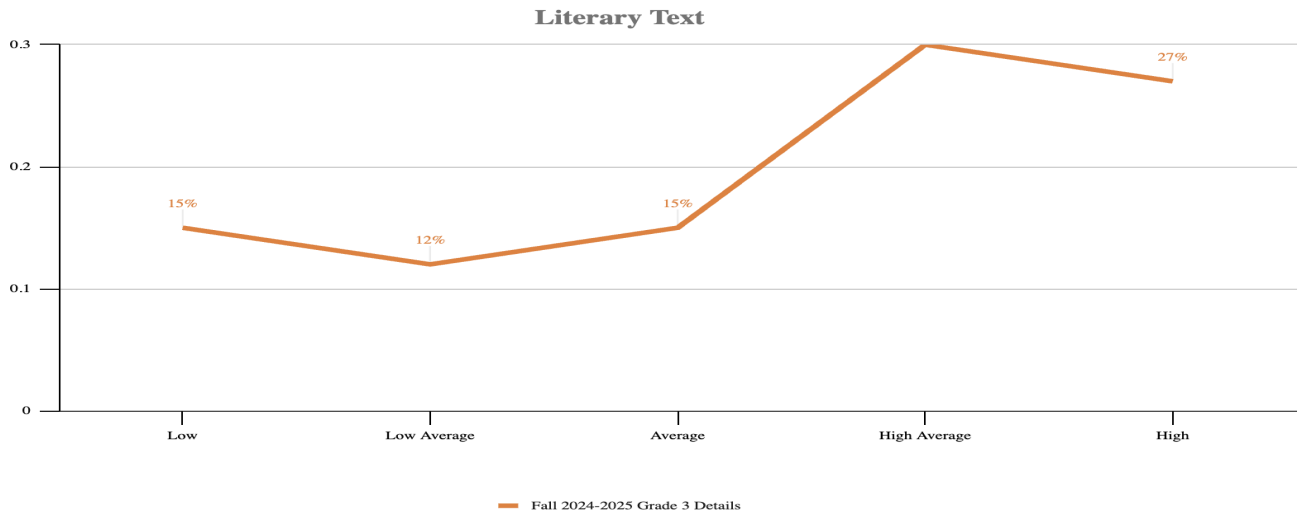

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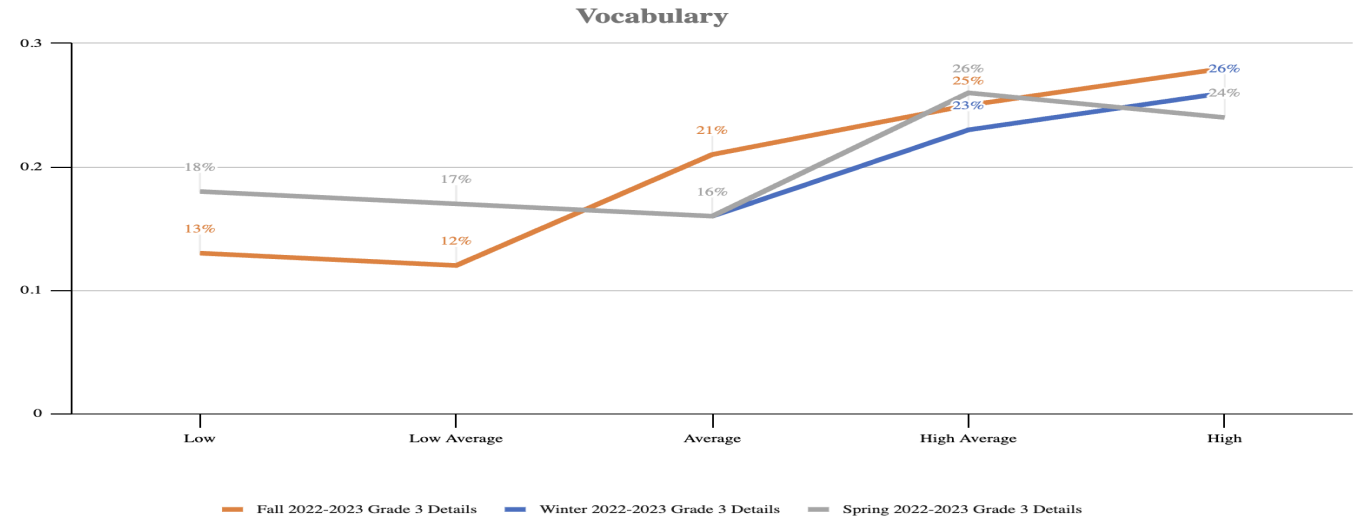

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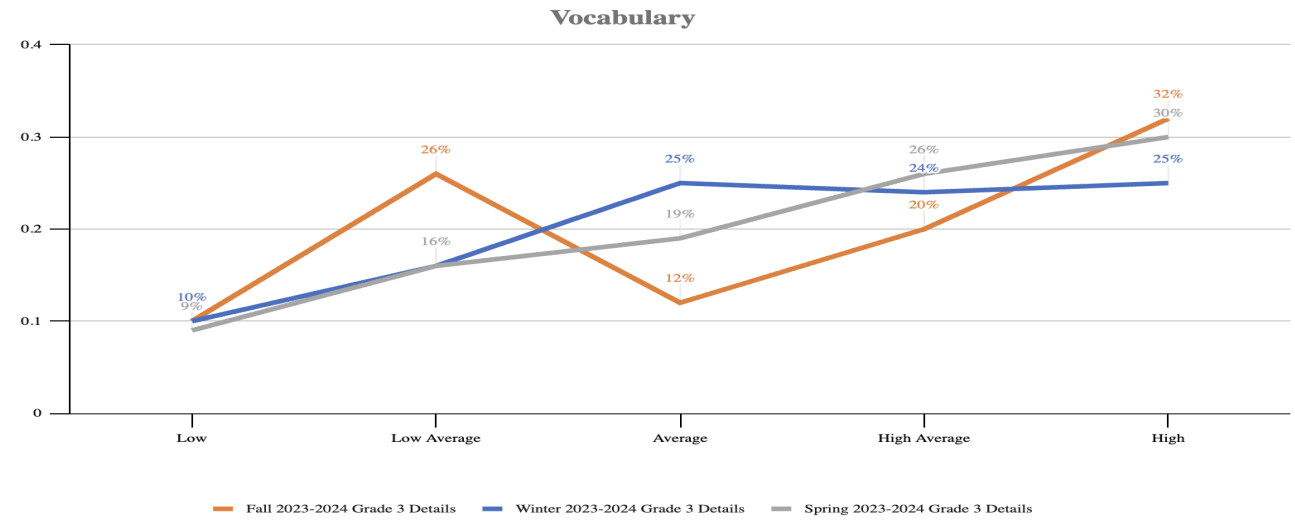

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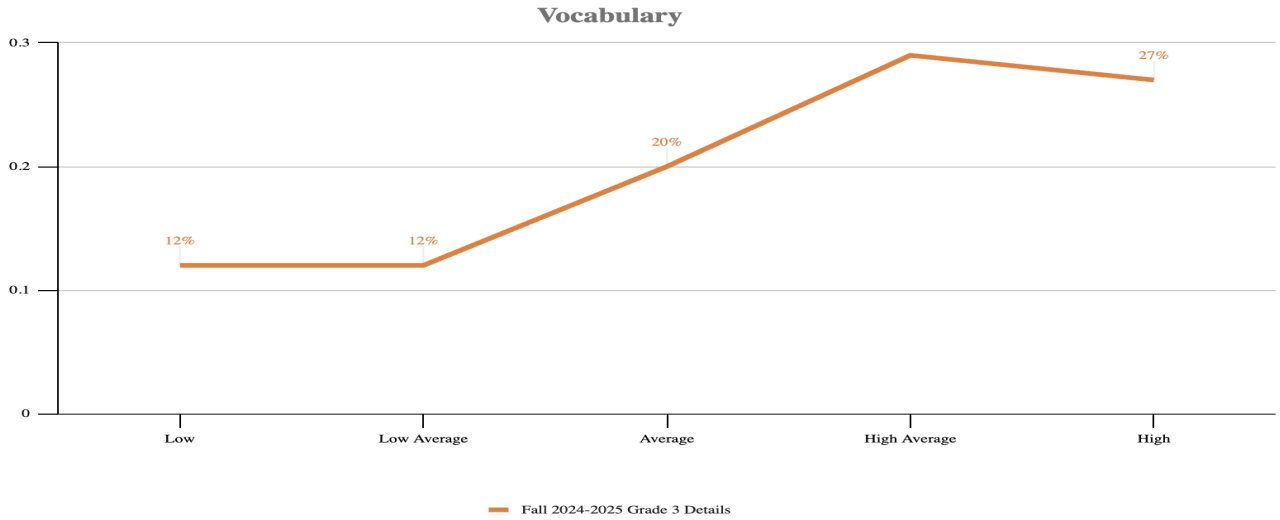

Fourth Grade

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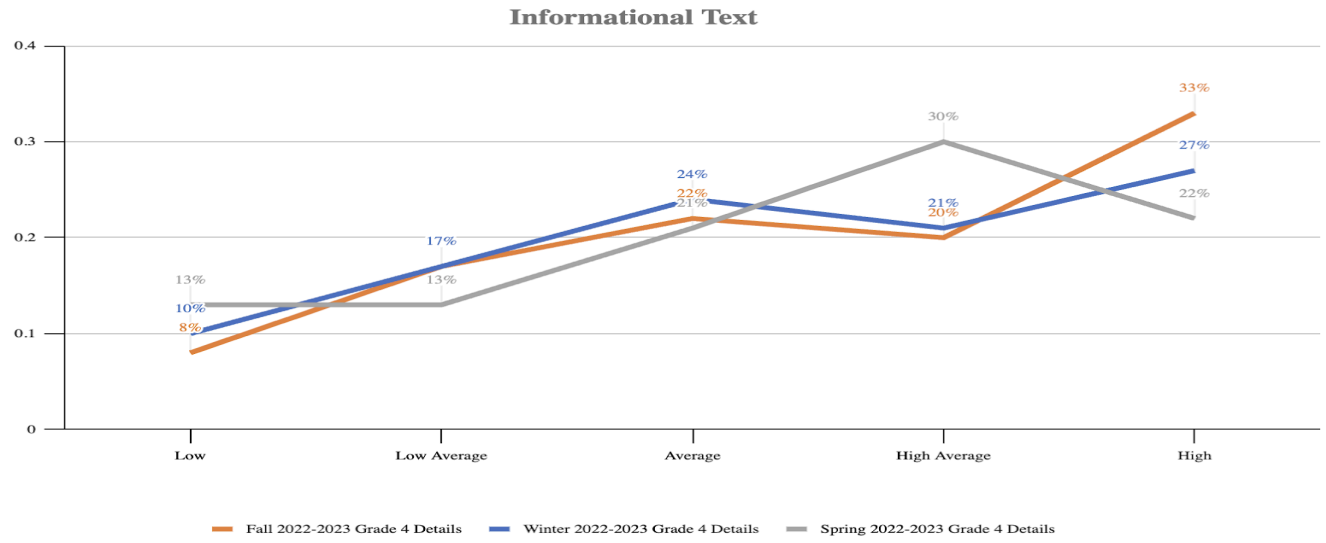

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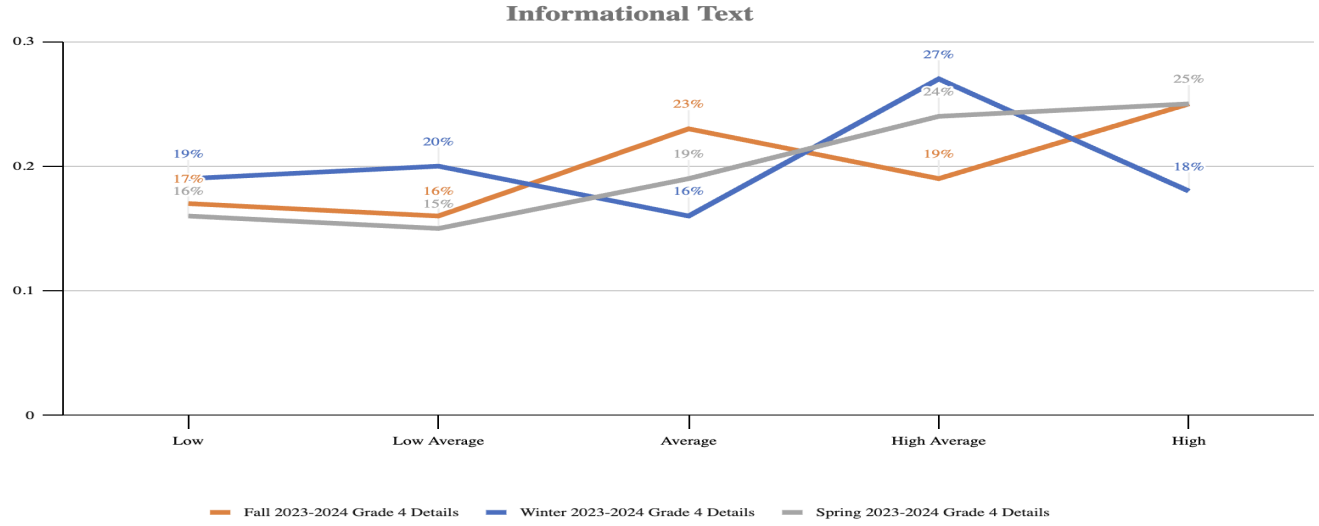

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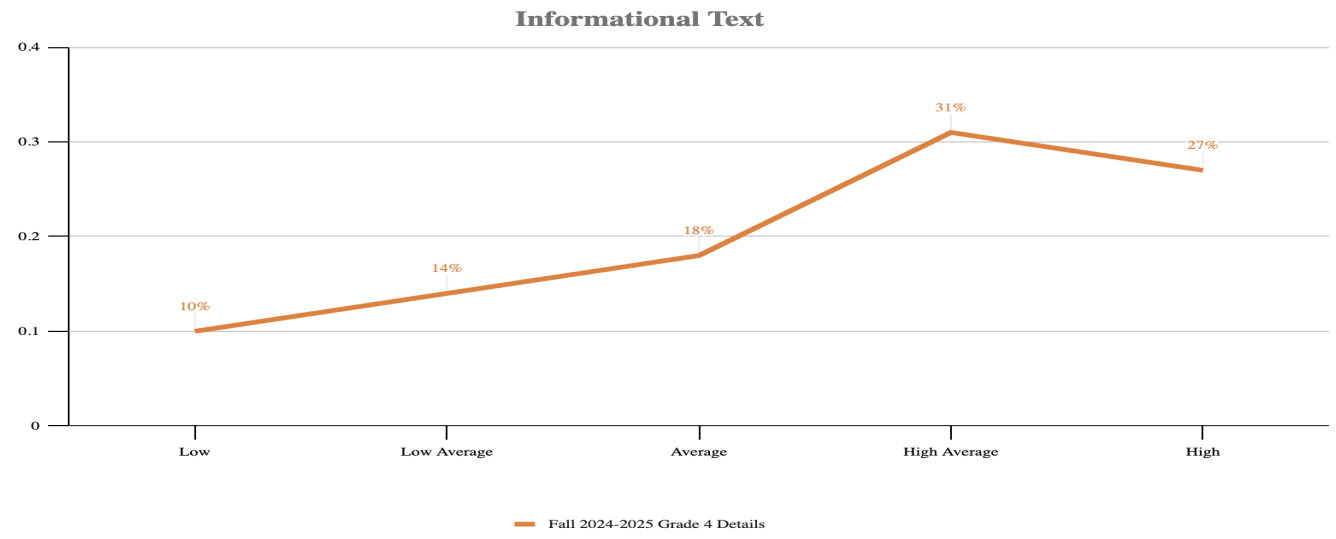

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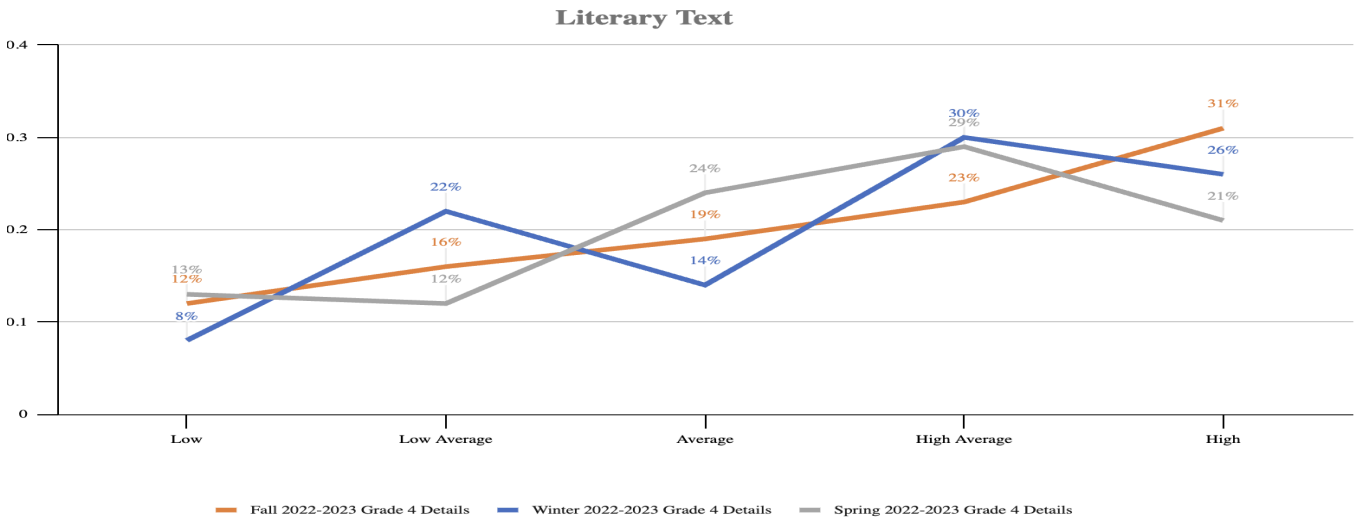

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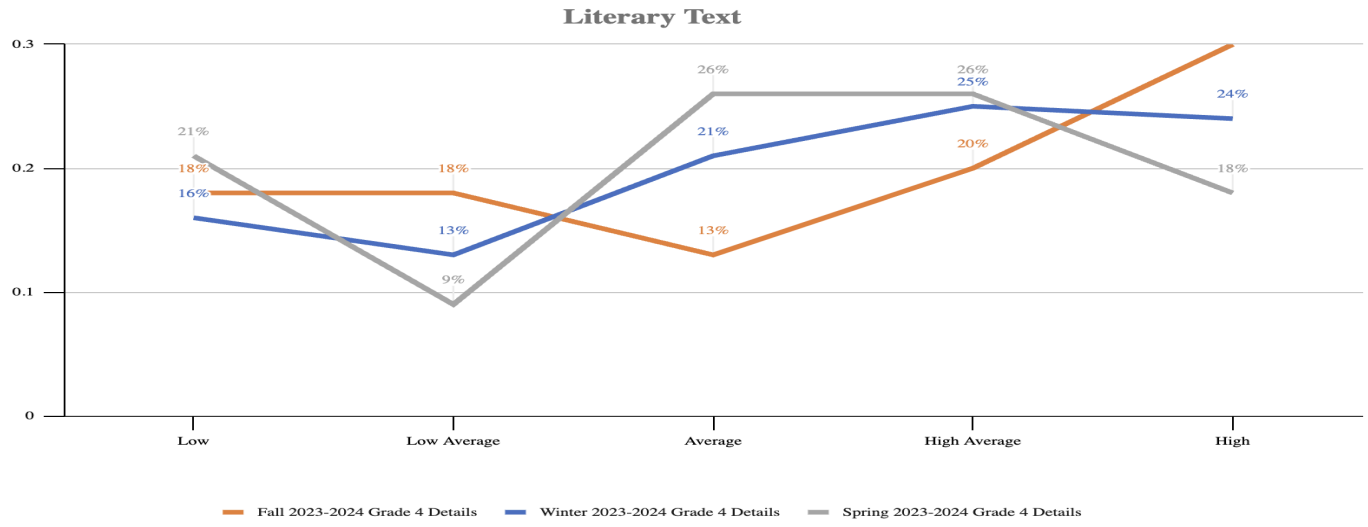

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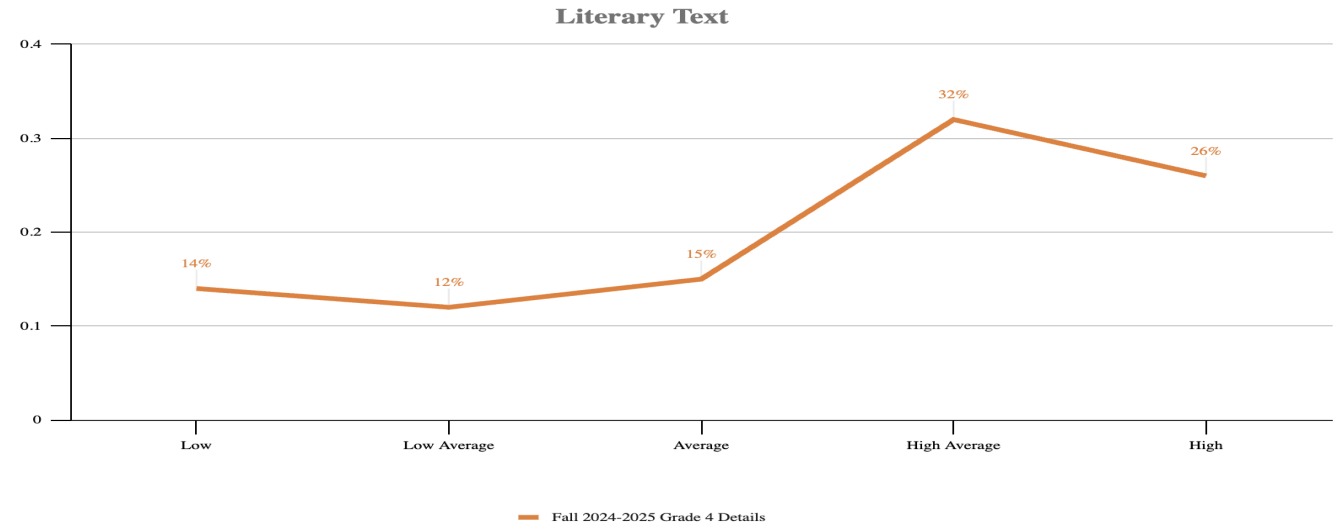

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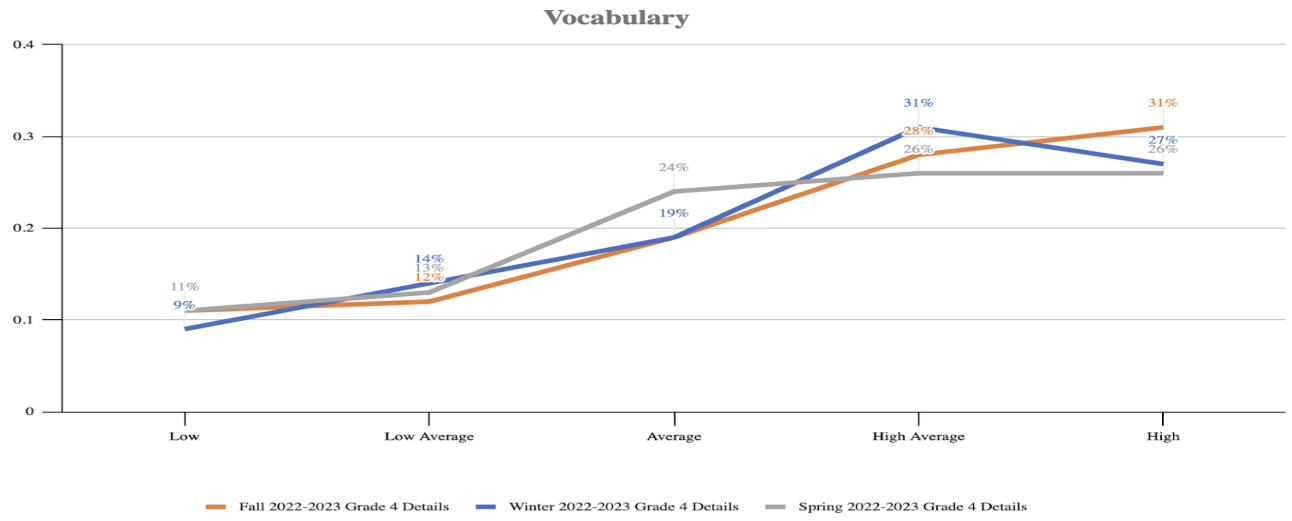

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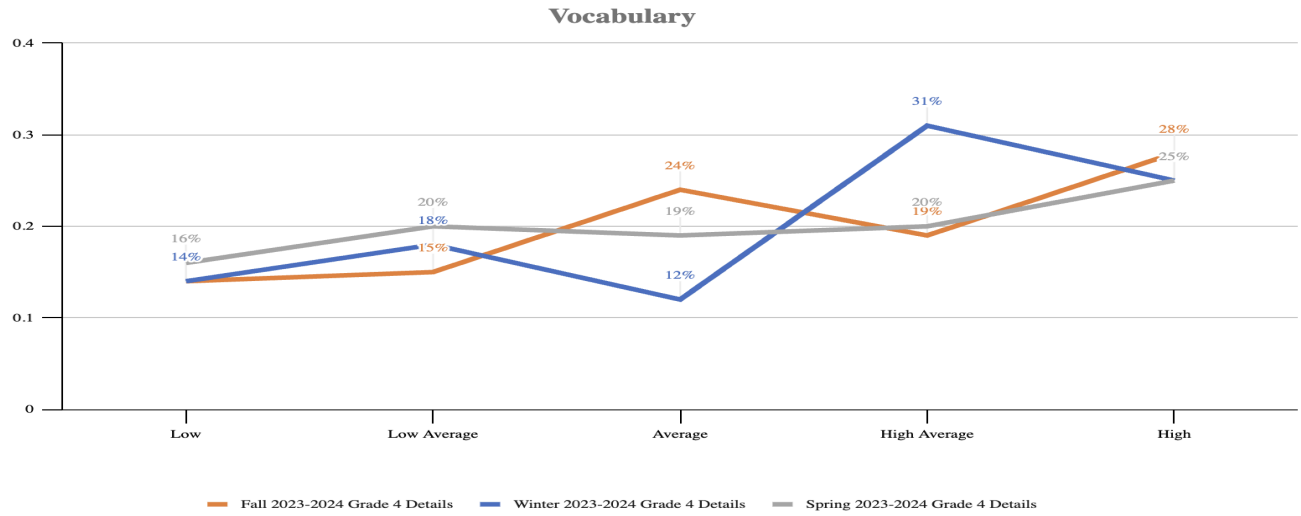

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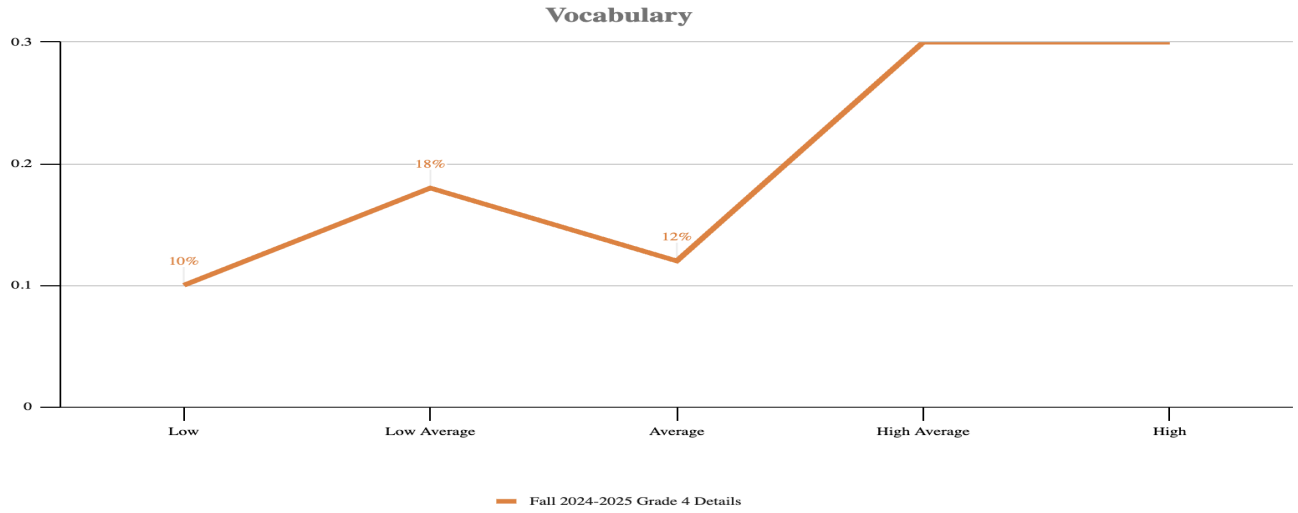

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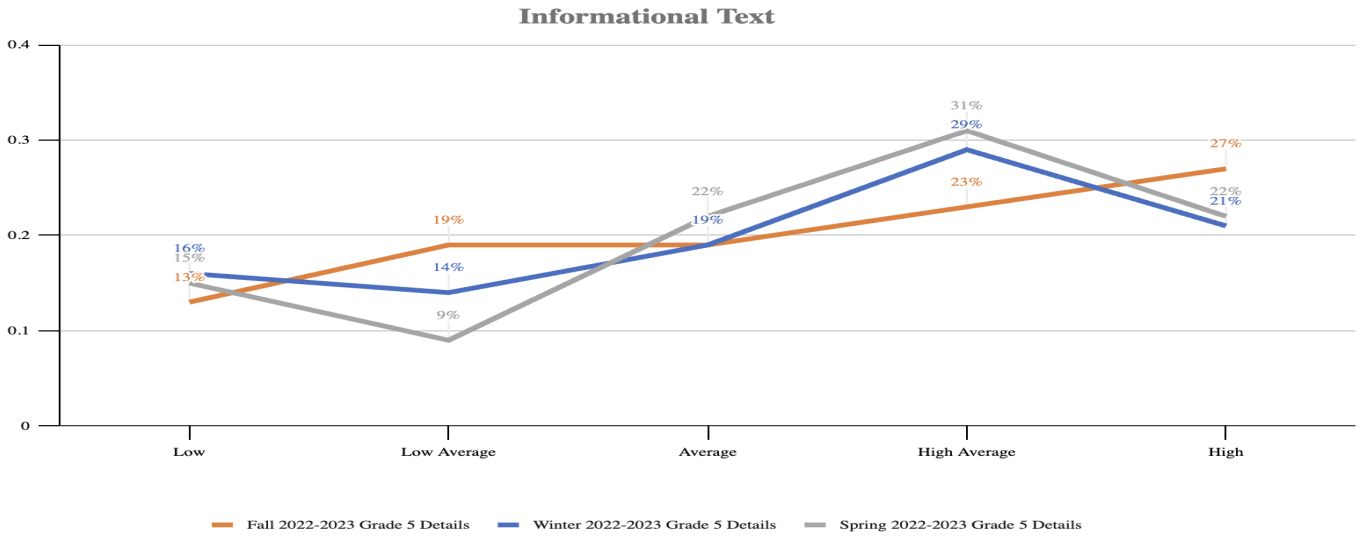

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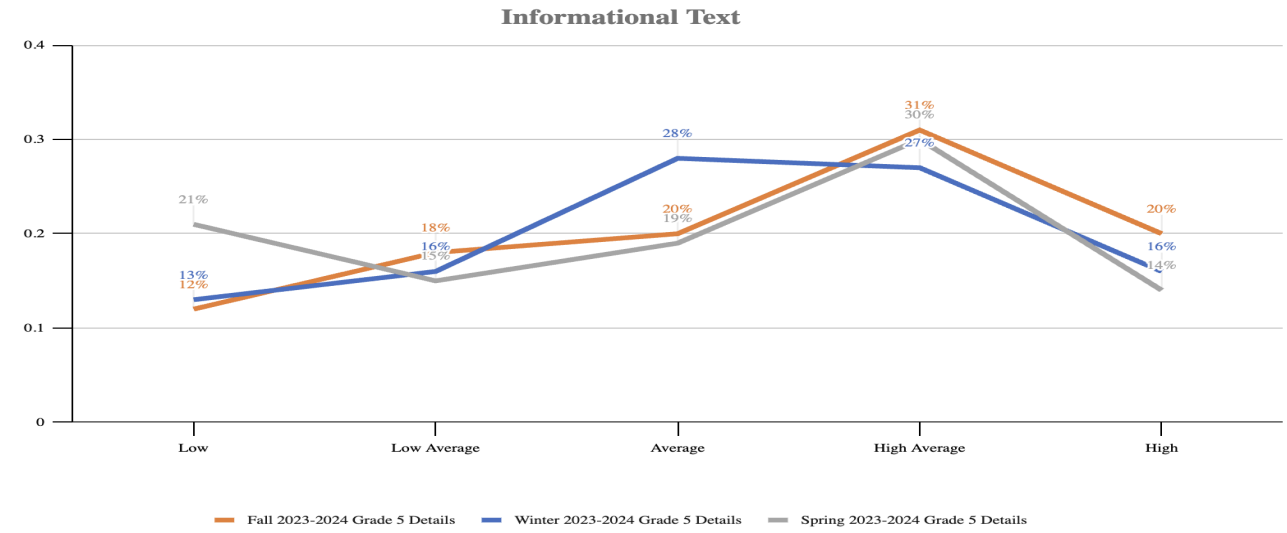

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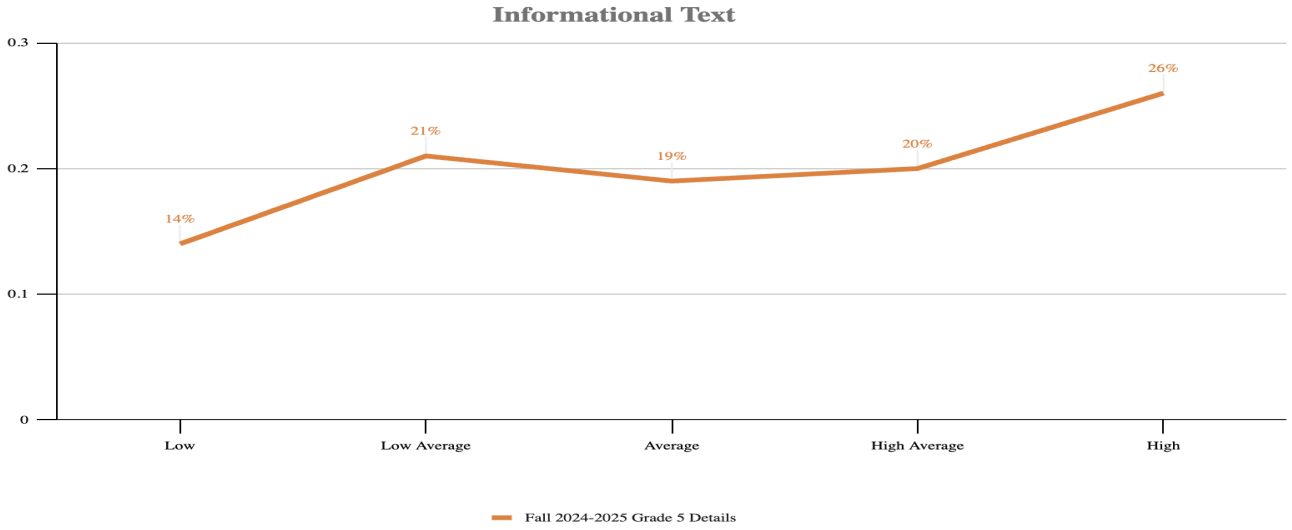

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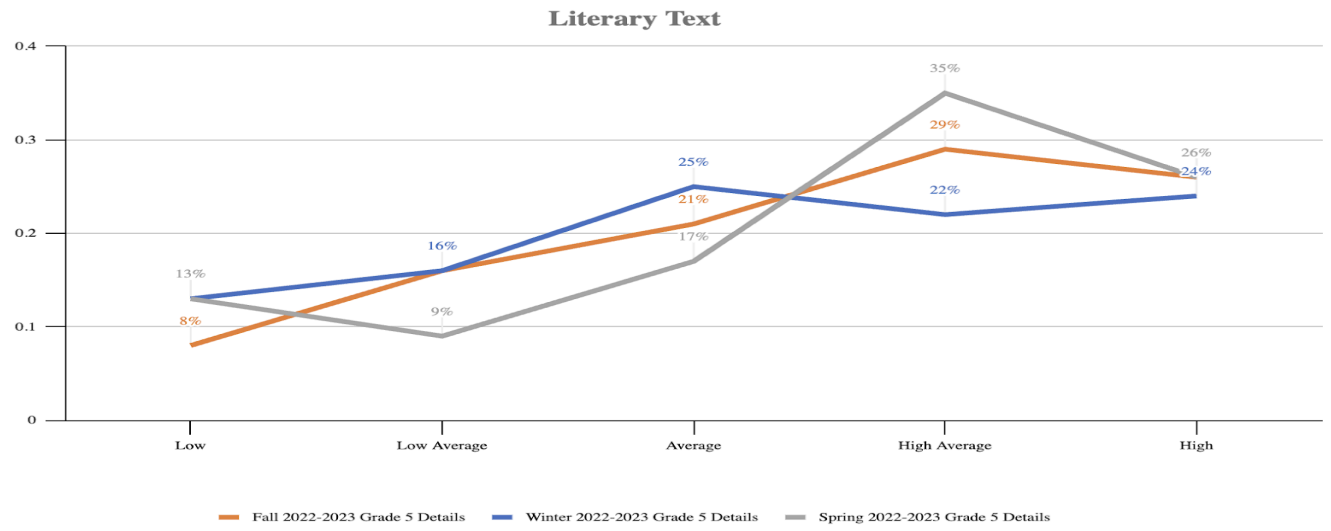

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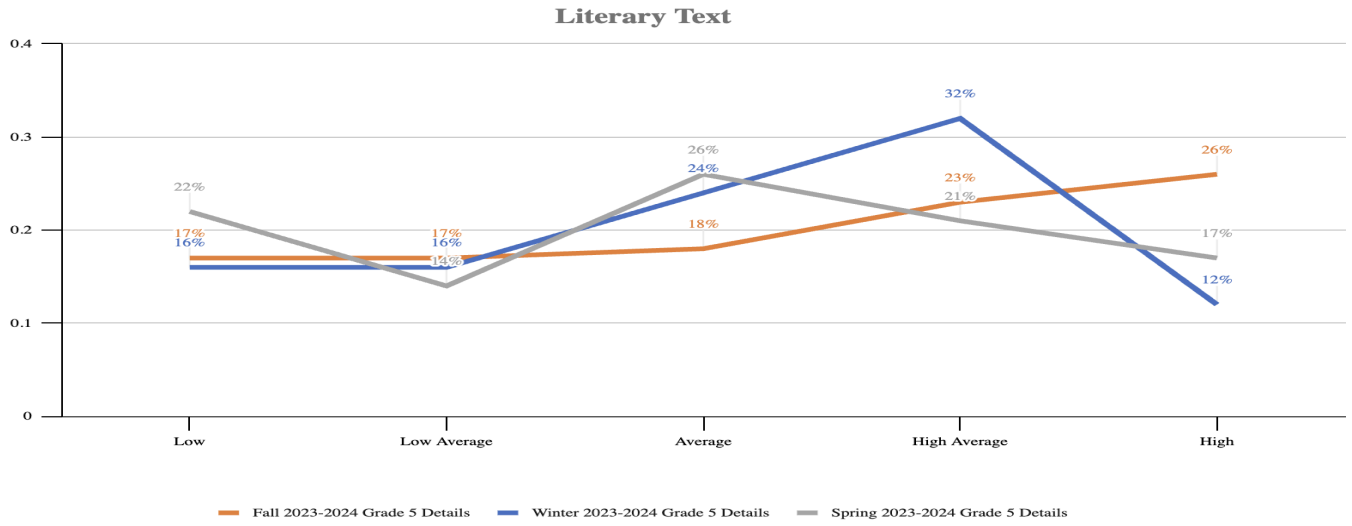

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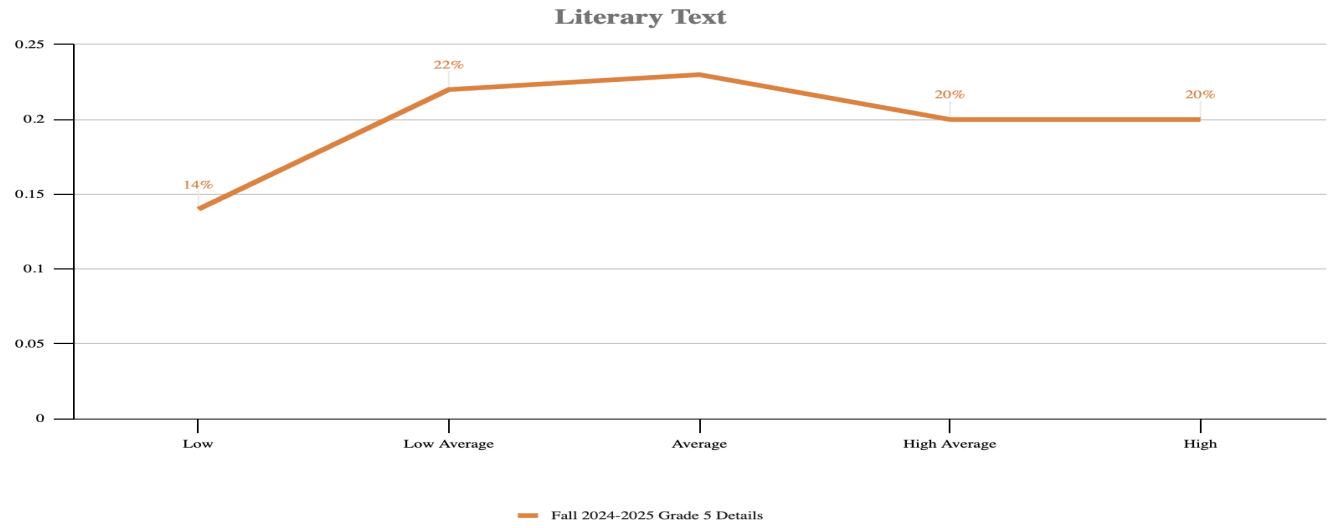

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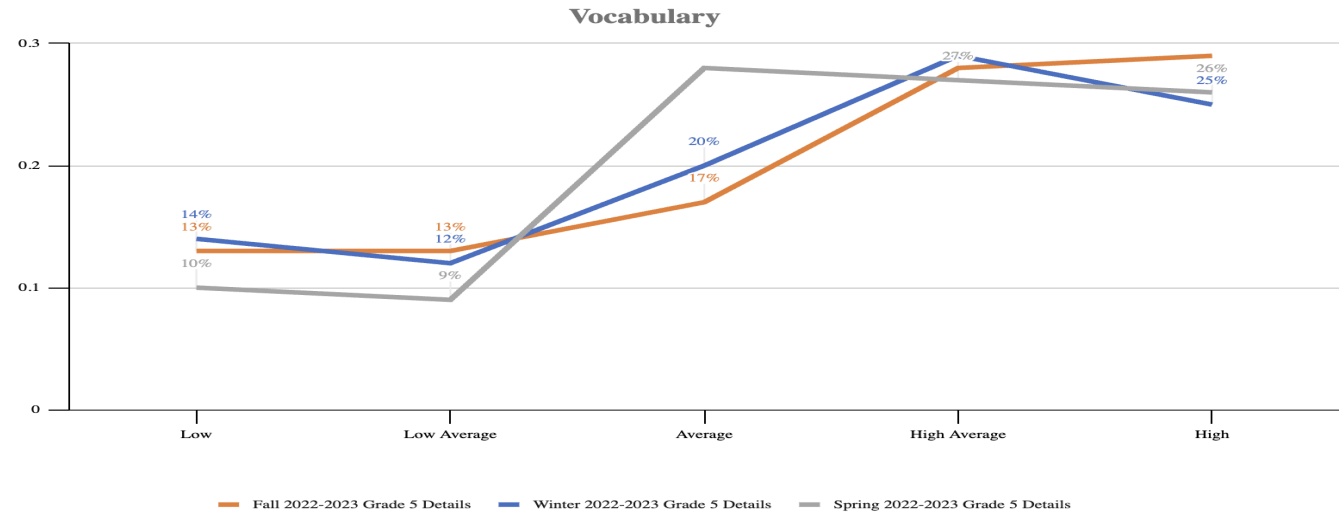

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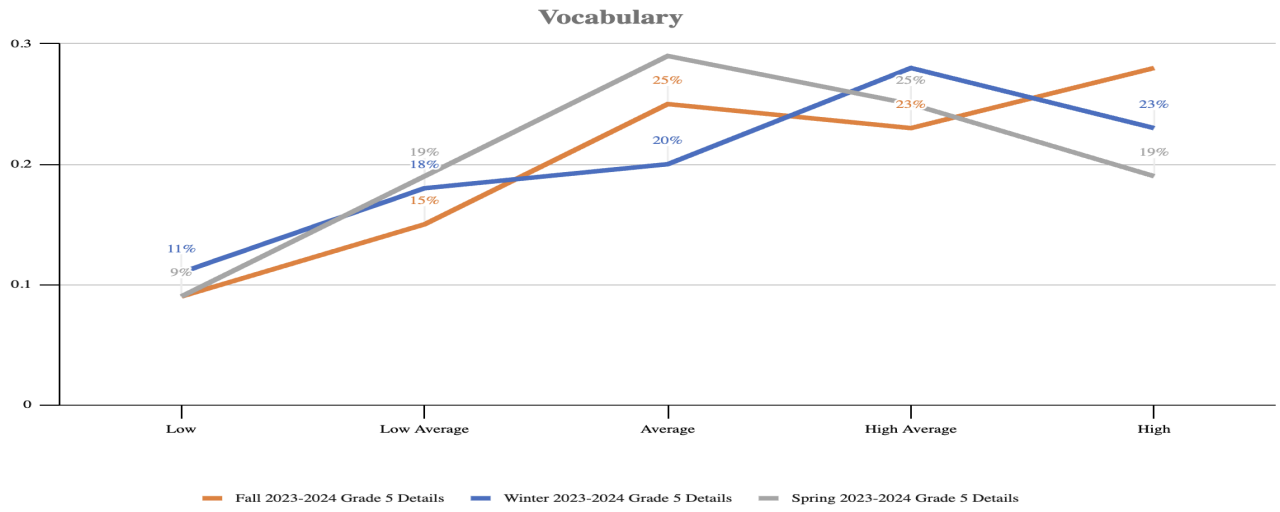

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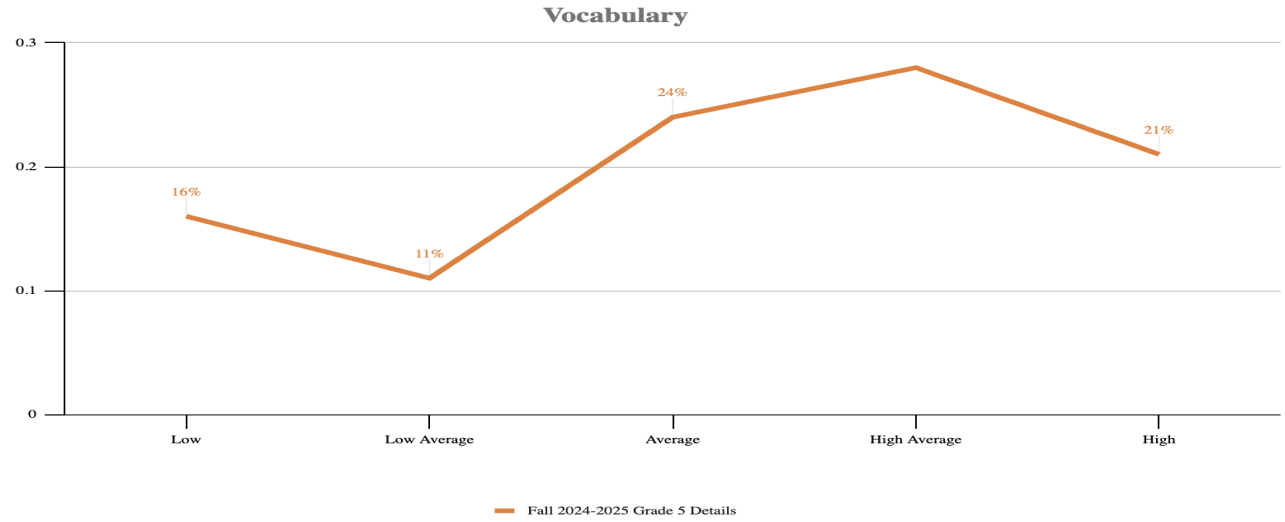

Aimsweb Data