Grades K-5 Assessment Data Snapshot
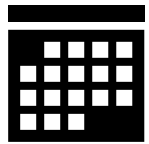
aimswebPlus Literacy, Winter 2020-2021

March 2021

Office of Research and Evaluation

This slide deck provides a District-level overview of K-5th grade student performance on the winter aimswebPlus **Literacy** Assessments

AimswebPlus is a universal screening, benchmarking, and progress-monitoring tool from Pearson.

At the District, aimswebPlus is administered three times (fall, winter, and spring) in grades K-5. Students in each grade take multiple assessments, or "subtests." Each subtest measures a discrete literacy skill. Subtest scores are combined into a "composite score." Composite scores measure student performance on a combination of key skills that are critical to becoming a proficient reader.

AimswebPlus literacy assesses pre-literacy skills such as letter recognition, letter sounds, and blending for kindergarten. In first grade, the skills shift to oral reading fluency, and in second through fifth grade, assessments measure identification of common words, oral and silent reading fluency, and reading comprehension.

The District tracks student progress toward Board Goals by using *Leading Indicators*

The **Leading Indicators** of progress towards Goals 1 and 2 for the 2020-2021 school year is that by the Spring, 47% of students in grades K-3 and 51.4% of students in grades 3-8 will test at target on their within-year literacy assessment.

Board Goal #1
The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.

Board Goal #2
The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.

For more information, please visit the District's Office of Evaluation, Research, and Accountability's Goals and Guardrails page.

K-5 students must take the following subtests in order to receive a Composite Score:

Grade Level	Subtest Name (Required for Composite Score)	Skill Assessed
Kindergarten	Letter Naming Fluency (LNF)	Number of upper-case and lower-case letters that students can identify in one minute.
	Letter Word Sounds Fluency (LWSF)	Number of sounds of letters, syllables, and words that students can identify in one minute.
First	Oral reading Fluency (ORF)	Number of words in a story that students read correctly in one minute.
Second and Third	Oral reading Fluency (ORF)	Number of words in a story that students read correctly in one minute.
	Reading Comprehension (RC)	Number of correct responses to multiple choice reading comprehension questions about six short passages.
	Vocabulary (VOC)	Number of correct responses to multiple choice questions about meanings of target words.
Fourth and Fifth	Reading Comprehension (RC)	Number of correct responses to multiple choice reading comprehension questions about six short passages.
	Vocabulary (VOC)	Number of correct responses to multiple choice questions about meanings of target words.
	Silent Reading Fluency (SRF)	Number of correct responses to multiple-choice questions related to a reading passage.

We measure **student performance** using the following metrics:

Metric	Description	Analytic Purpose
Average National Percentile	A student's National Percentile; a norm-referenced performance measure that compares a student's scaled score to her grade-level peers nationwide.	The Percentile Rank is useful for understanding a student's reading ability compared to other students in the same grade nationally.
Tier Level	Based on a student's Percentile Rank, Tiers are used to identify the level of intervention students need in order to reach proficiency. There are four tier levels: • **Tier 1** indicates that students are testing "**at target**" and are on track to read proficiently. • **Tier 2** indicates that students need **strategic intervention** to ensure progress towards proficiency. • **Tier 3** indicates that students require **intensive intervention** to make progress towards becoming a proficient reader.	Tier Levels are useful for understanding District-wide performance trends, as well as for identifying students who need additional supports in the classroom.

We measure **student growth** using the following metric:

Metric	Description	Analytic Purpose
Student Growth Percentile (SGP)	A norm-referenced metric that compares a student's growth to her "academic peers" (students in the same grade with a similar score history) nationwide. Measured on a 1-99 scale; lower numbers indicate lower relative growth and higher numbers indicate higher relative growth. Students are placed into three growth categories, based on their SGP: • **High Growth** (SGP between 66th-99th percentiles) • **Typical Growth** (SGP between 35th-65th percentiles) • **Low Growth** (SGP between 1st-34th percentiles)	The SGP is used to understand how much growth a student is making compared to his or her peers.

For more information about SGP, please reference aimswebPlus's [technical manual](#)

The following sections present student performance for all K-5ᵗʰ grade students who took the winter aimswebPlus Literacy assessment

- Student performance and growth on the key metrics outlined on the previous slide is presented as follows:
    - Overall and by grade
    - By racial/ethnic subgroup
    - By other student subgroups (economically disadvantaged status, special education, English Learner)
- Tier levels are presented first, followed by Average National Percentile, then Student Growth Percentiles

Student Participation in Assessments

How many students participated in the winter 2020-21 assessment?

Winter 20-21 aimswebPlus participation rates were higher in grades K-3 than 4-5.

	Number of students eligible to participate in assessment	Number of students who were assessed	Participation rate (percentage of students who were assessed)
Grades K-3 Combined	35,954	32,331	90.1%
Kindergarten	7,624	7,088	93.0%
1st Grade	9,493	8,739	92.1%
2nd Grade	9,341	8,215	88.0%
3rd Grade	9,496	8,289	87.3%
Grades 4-5 Combined	18,218	15,759	86.5%
4th Grade	9,142	7,902	86.4%
5th Grade	9,076	7,857	86.6%

Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

AIMSWEBPLUS RESULTS - LITERACY, GRADES K-5 - WINTER 2020-21

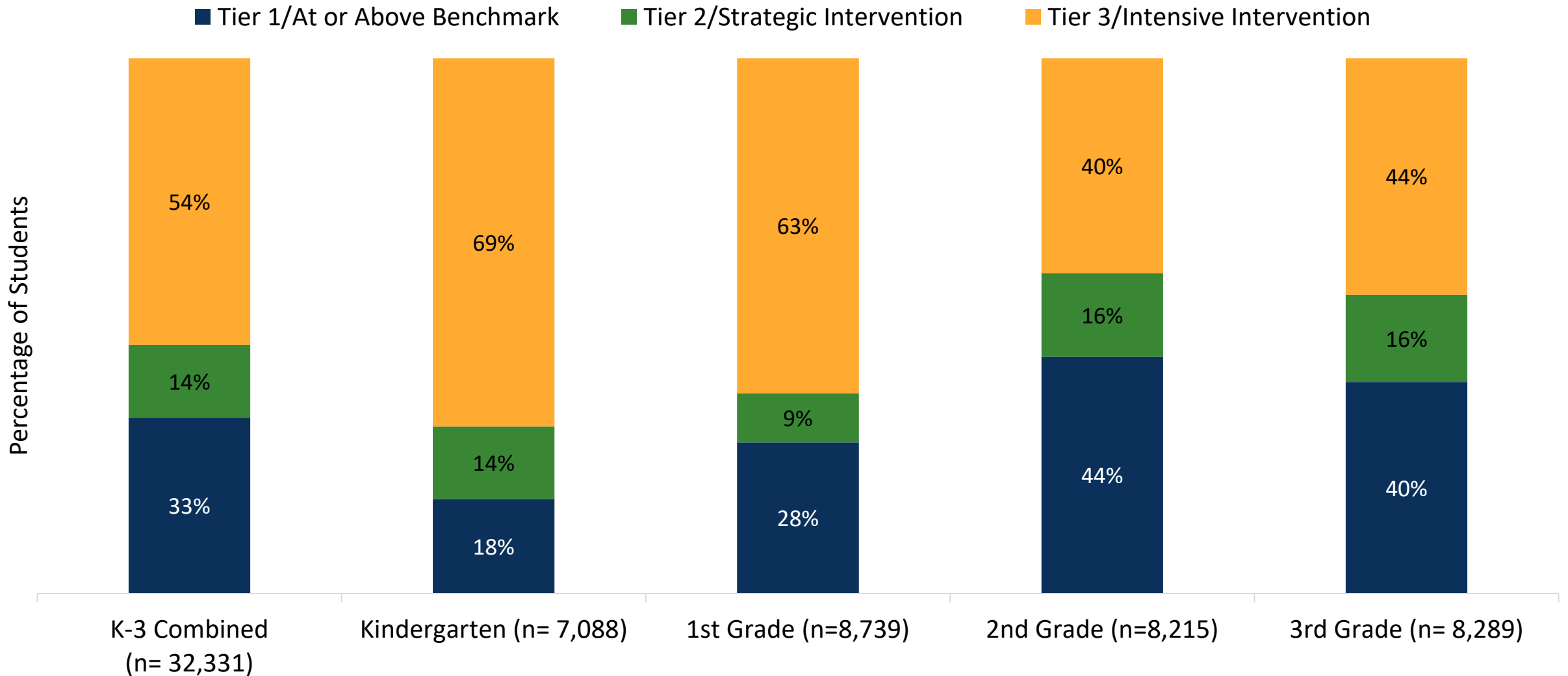# Asian and White students had higher participation rates than other groups of students.

	Number of students eligible to participate in assessment	Number of students who were assessed	Percent of students who were assessed
Asian	4,847	4,544	94.0%
Black/African American	25,482	21,961	86.2%
Hispanic/Latino	12,918	11,561	89.5%
Multi-racial/Other	2,134	1,890	88.6%
White	8,625	7,973	92.4%
Economically Disadvantaged	40,927	36,052	88.1%
Has IEP (Individualized Education Plan)*	7,632	5,542	72.6%
EL (English Learner)	7,370	6,738	91.4%

* All students are required to participate except for students who are exempted based on their Individualized Education Program (IEP). For the Special Education student group, participation rate includes all students, included those who are exempted, in the denominator.

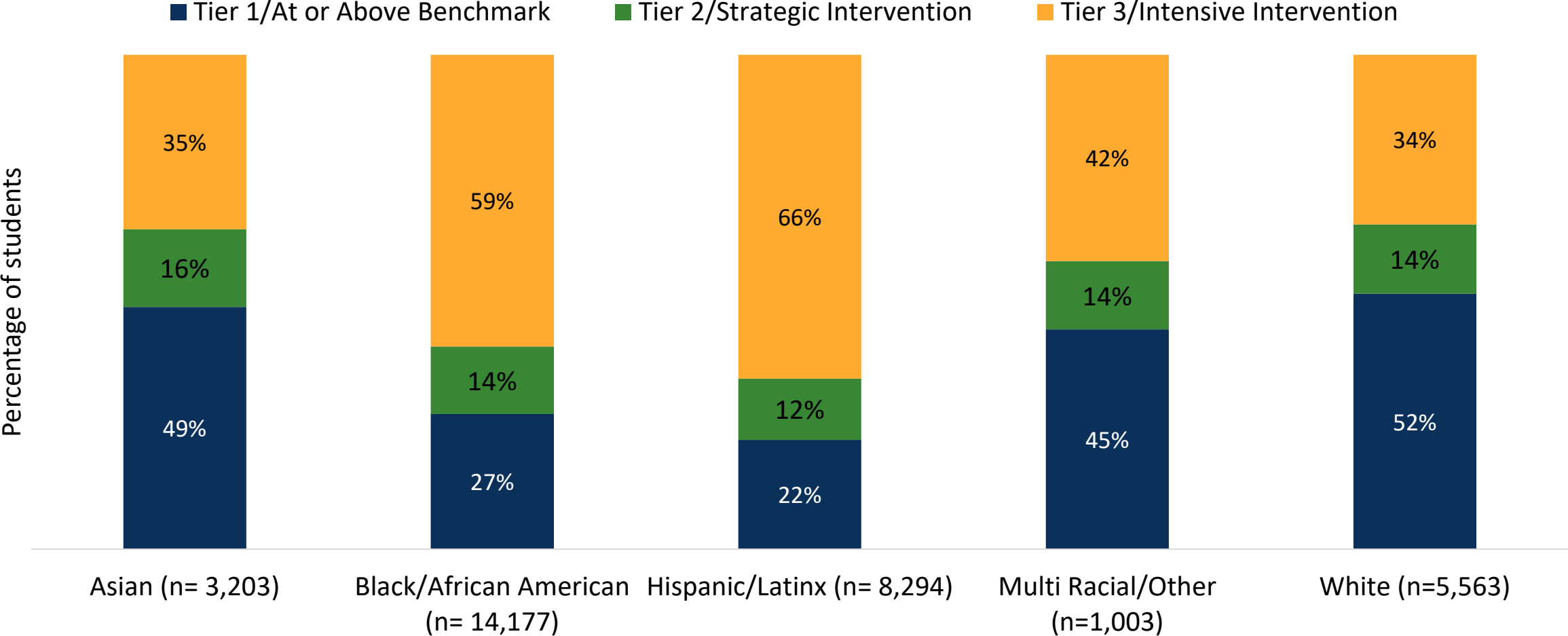Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

Tier-Level Analysis

Who is performing at target and who requires additional support?

Overall, half of K-3 students who took the winter aimswebPlus composite assessments scored in Tier 3/Intensive Intervention.

■ Tier 1/At or Above Benchmark   ■ Tier 2/Strategic Intervention   ■ Tier 3/Intensive Intervention

Percentage of Students

K-3 Combined
- 54%
- 14%
- 33%

Kindergarten
- 69%
- 14%
- 18%

1st Grade
- 63%
- 9%
- 28%

2nd Grade
- 40%
- 16%
- 44%

3rd Grade
- 44%
- 16%
- 40%

K-3 Combined (n= 32,331)   Kindergarten (n= 7,088)   1st Grade (n=8,739)   2nd Grade (n=8,215)   3rd Grade (n= 8,289)
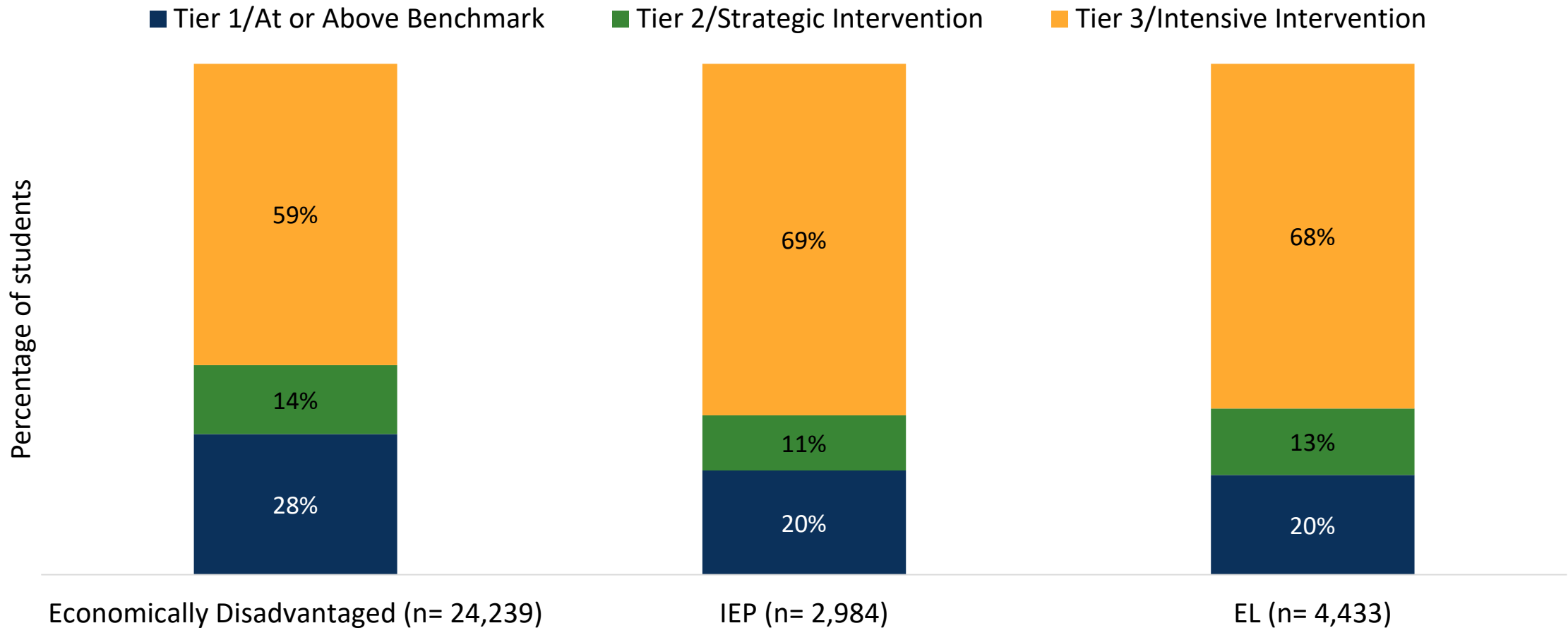
Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

Half of White and Asian K-3 students who took the winter aimswebPlus composite assessments scored in Tier 1/At or Above Benchmark compared to a quarter of Black/African American and Hispanic/Latinx students.
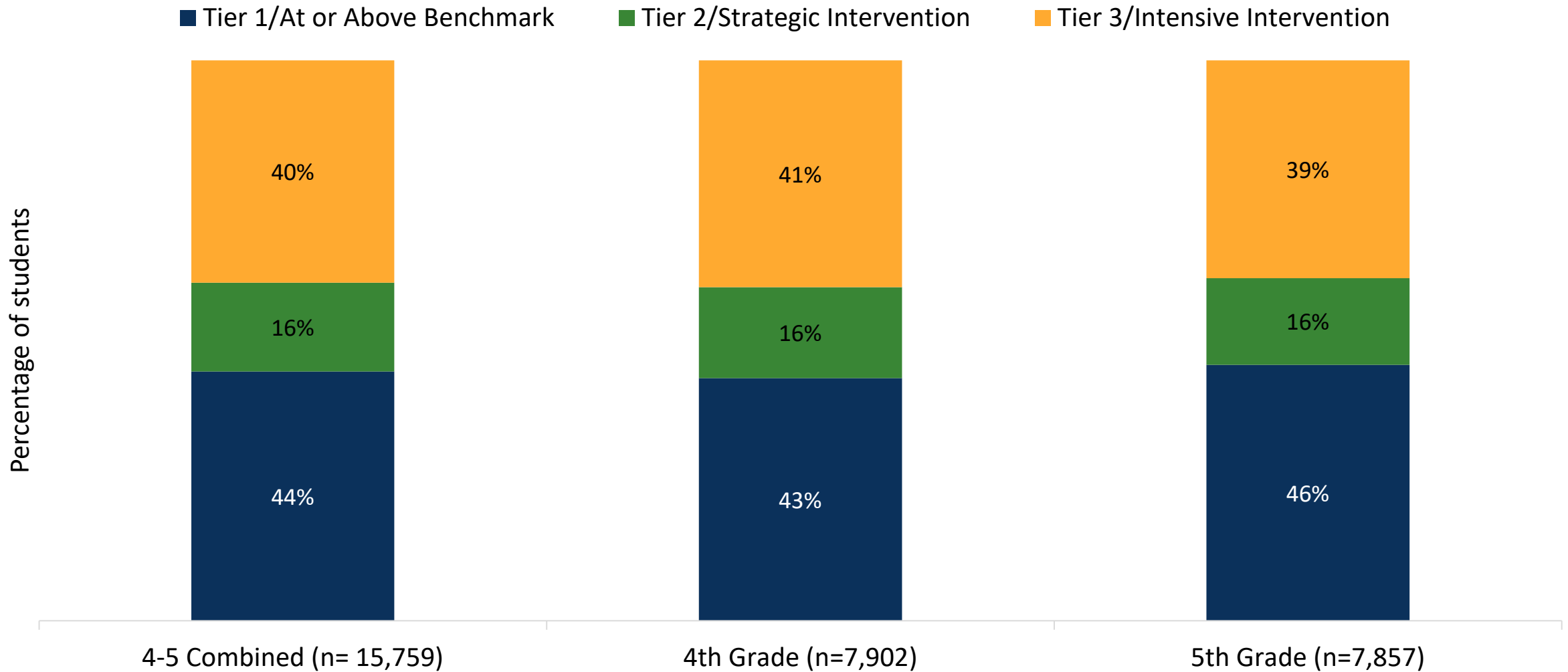
■ Tier 1/At or Above Benchmark   ■ Tier 2/Strategic Intervention   ■ Tier 3/Intensive Intervention

Percentage of students

Asian (n= 3,203): 35%, 16%, 49%

Black/African American (n= 14,177): 59%, 14%, 27%

Hispanic/Latinx (n= 8,294): 66%, 12%, 22%

Multi Racial/Other (n=1,003): 42%, 14%, 45%

White (n=5,563): 34%, 14%, 52%

More than two-thirds of K-3 students who have an Individualized Education Plan (IEP) or are classified as English Learners (ELs) require Intensive Intervention.

■ Tier 1/At or Above Benchmark   ■ Tier 2/Strategic Intervention   ■ Tier 3/Intensive Intervention

Percentage of students

Economically Disadvantaged (n= 24,239)
- 59%
- 14%
- 28%

IEP (n= 2,984)
- 69%
- 11%
- 20%

EL (n= 4,433)
- 68%
- 13%
- 20%

Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

Overall, 44% of 4th and 5th grade students who took the winter aimswebPlus composite assessments scored in Tier 1/At or Above Benchmark.

Legend: ■ Tier 1/At or Above Benchmark ■ Tier 2/Strategic Intervention ■ Tier 3/Intensive Intervention

Percentage of students

4-5 Combined (n= 15,759)
- 40%
- 16%
- 44%

4th Grade (n=7,902)
- 41%
- 16%
- 43%

5th Grade (n=7,857)
- 39%
- 16%
- 46%

Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

AIMSWEBPLUS RESULTS - LITERACY, GRADES K-5 - WINTER 2020-21

Half of African American/Black and Hispanic/Latinx 4th-5th grade students require Intensive Intervention.
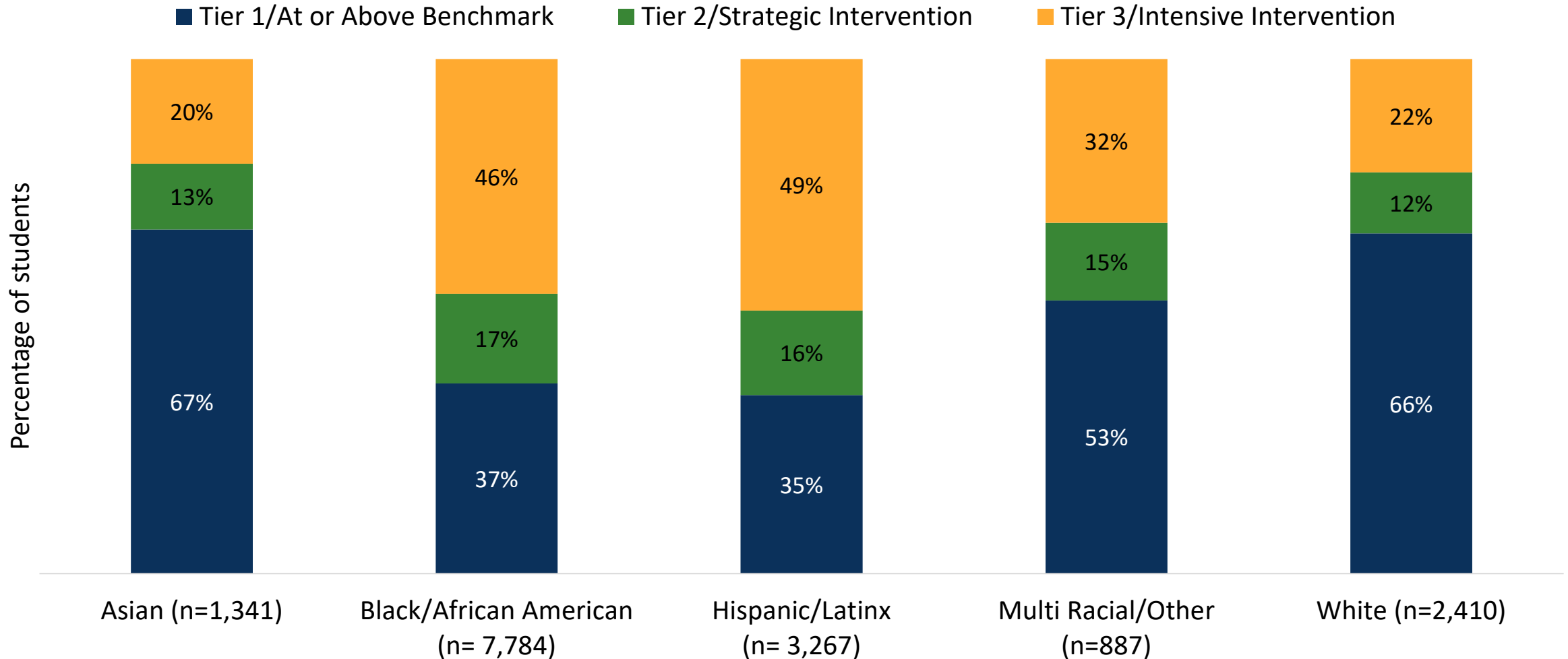
About 70% of 4th-5th grade students who have an Individualized Education Plan (IEP) require Intensive Intervention.

■ Tier 1/At or Above Benchmark   ■ Tier 2/Strategic Intervention   ■ Tier 3/Intensive Intervention

Percentage of students

Economically Disadvantaged (n= 11,813)
- 44%
- 17%
- 39%

IEP (n= 2,558)
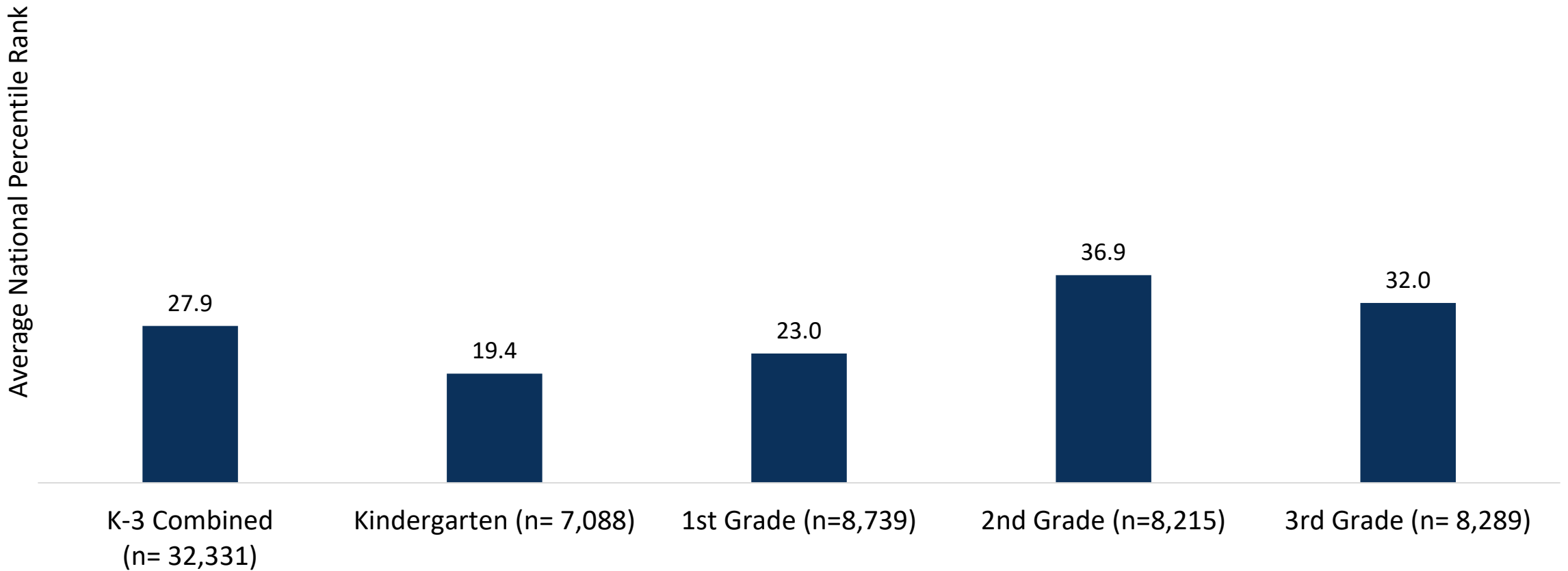- 70%
- 12%
- 18%

EL (n= 2,305)
- 52%
- 18%
- 31%
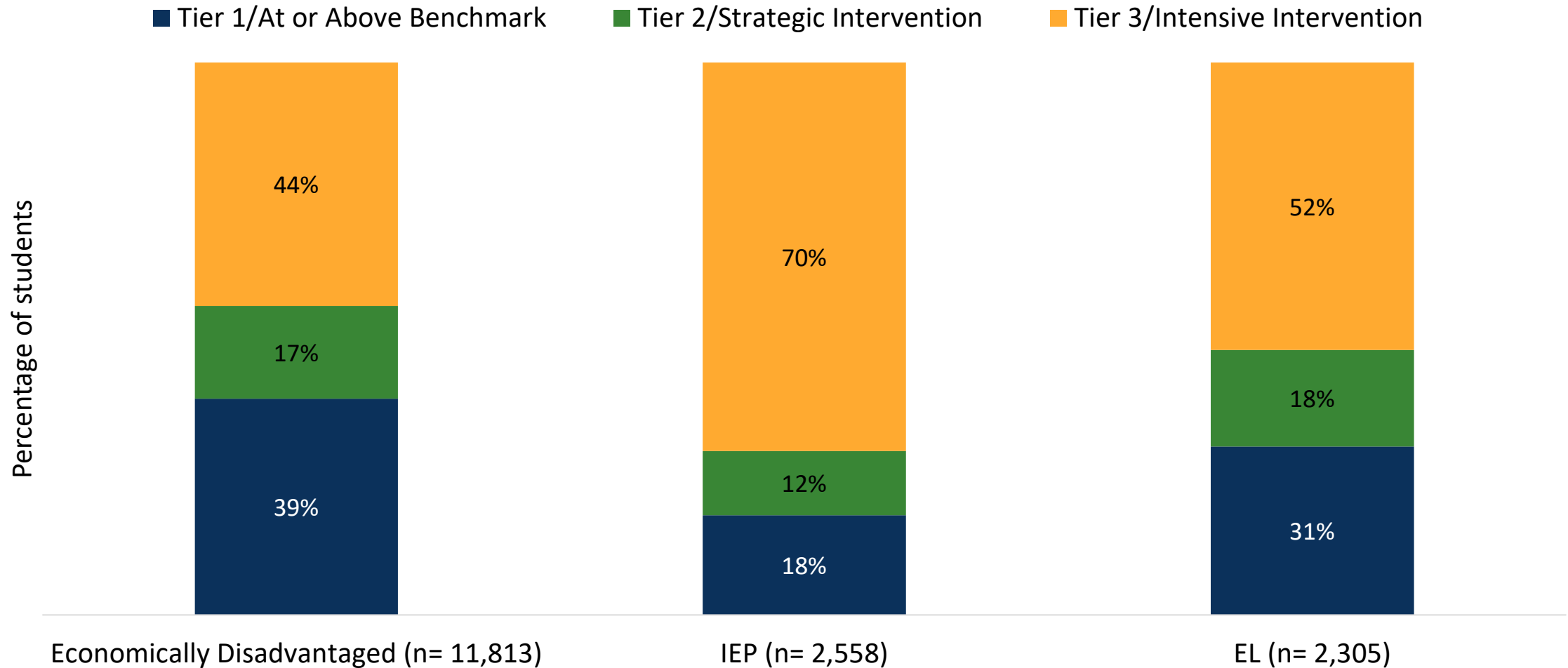
Source: Qlik Aimsweb-Star App. Accessed 03/03/2021
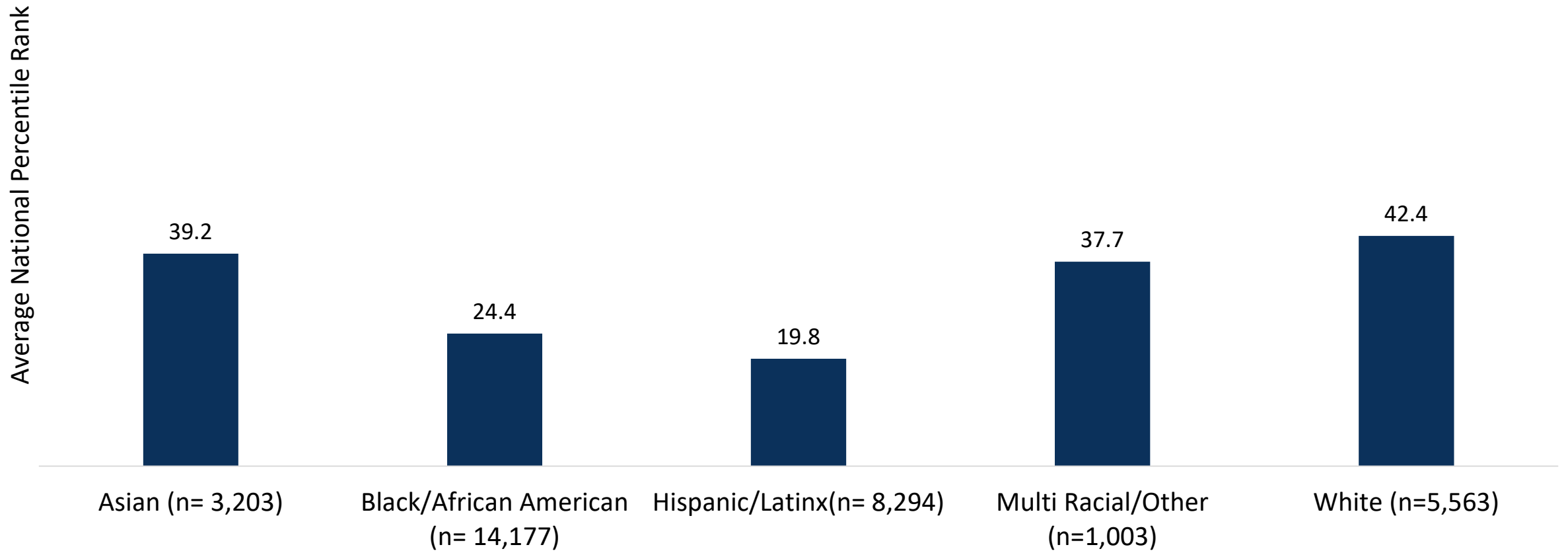
Average National Percentile Rank

How are students performing compared to the national sample?

Overall, K-3 students had an average National Percentile Rank (NPR) of 27.9, which means that they scored higher than about a quarter of students in the national sample.

Average National Percentile Rank

| Category	Value
K-3 Combined (n= 32,331)	27.9
Kindergarten (n= 7,088)	19.4
1st Grade (n=8,739)	23.0
2nd Grade (n=8,215)	36.9
3rd Grade (n= 8,289)	32.0

Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

White and Asian K-3 students performed higher than their Black/African American and Hispanic/Latinx peers.

Average National Percentile Rank

|	
Asian (n= 3,203)	39.2
Black/African American (n= 14,177)	24.4
Hispanic/Latinx(n= 8,294)	19.8
Multi Racial/Other (n=1,003)	37.7
White (n=5,563)	42.4

Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

K-3 students who were classified as an Economically Disadvantaged scored higher than about one quarter of the national sample.
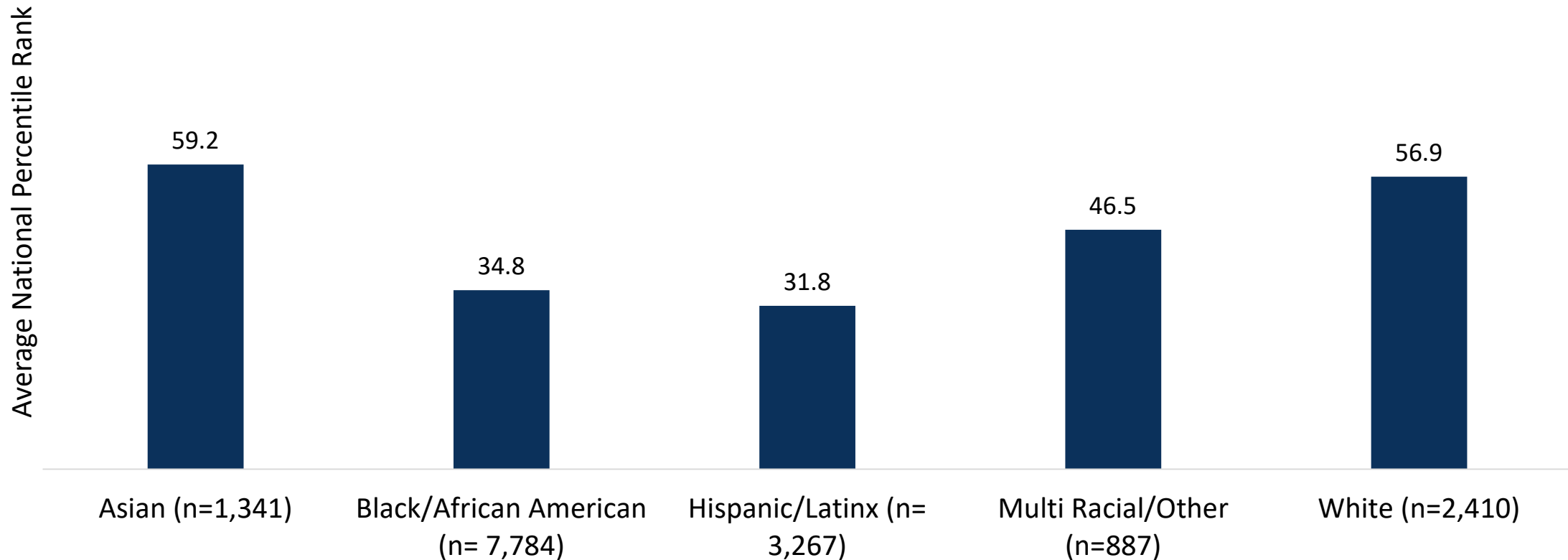

Average National Percentile Rank

24.2	18.2	17.6
Economically Disadvantaged (n= 24,239)	IEP (n= 2,984)	EL (n= 4,433)
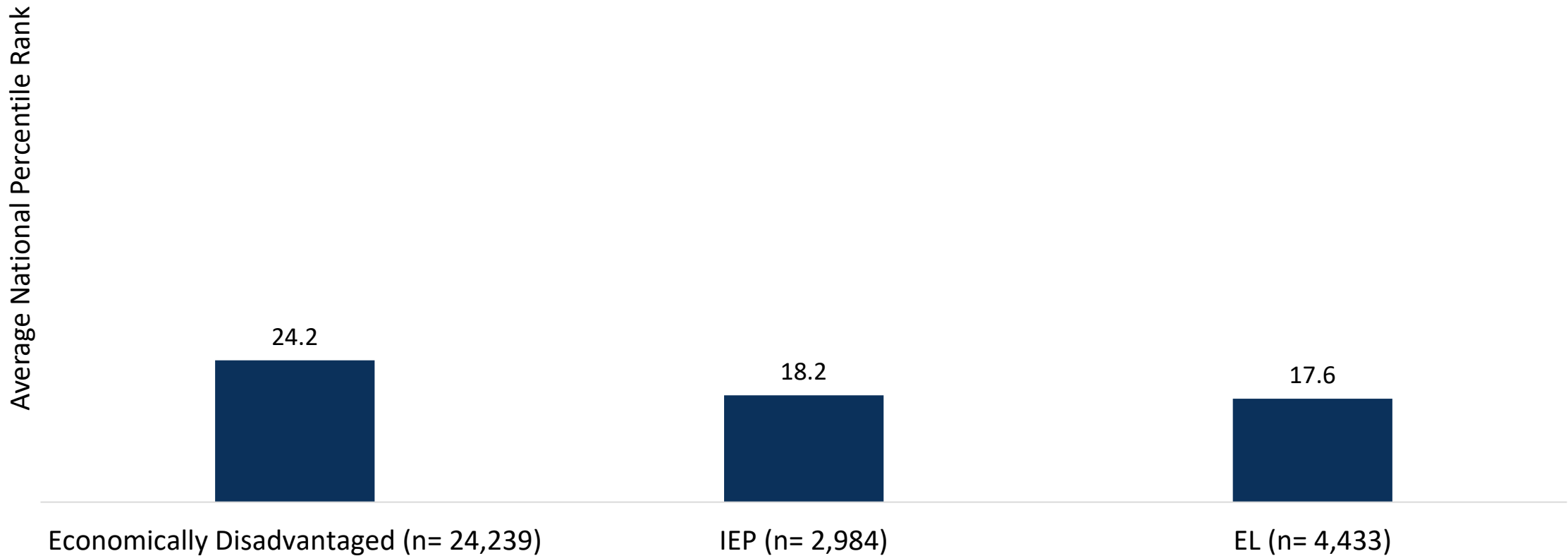
Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

Overall, 4th-5th grade students had an average National Percentile Rank (NPR) of 40.4, which means that they scored higher than about 40% of students in the national sample.
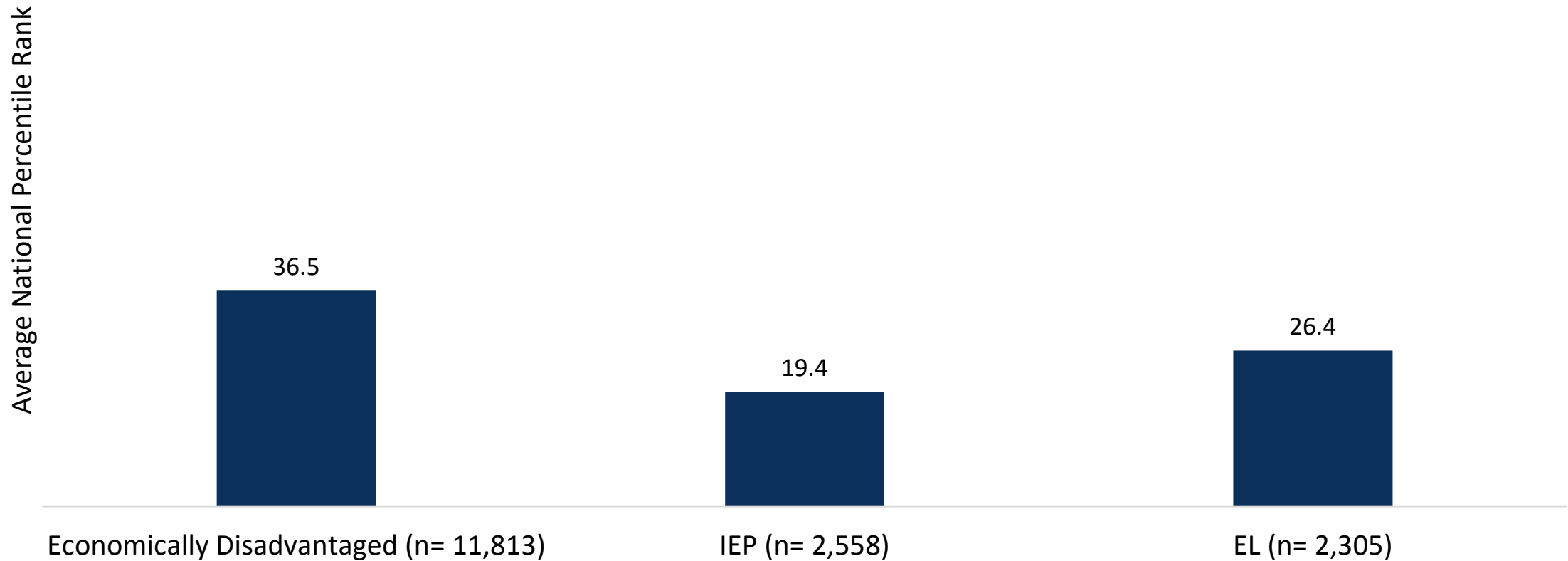

Average National Percentile Rank

40.4	39.9	41.0
4-5 Combined (n= 15,759)	4th Grade (n=7,902)	5th Grade (n=7,857)

Source: Qlik Aimsweb-Star App. Accessed 03/03/2021
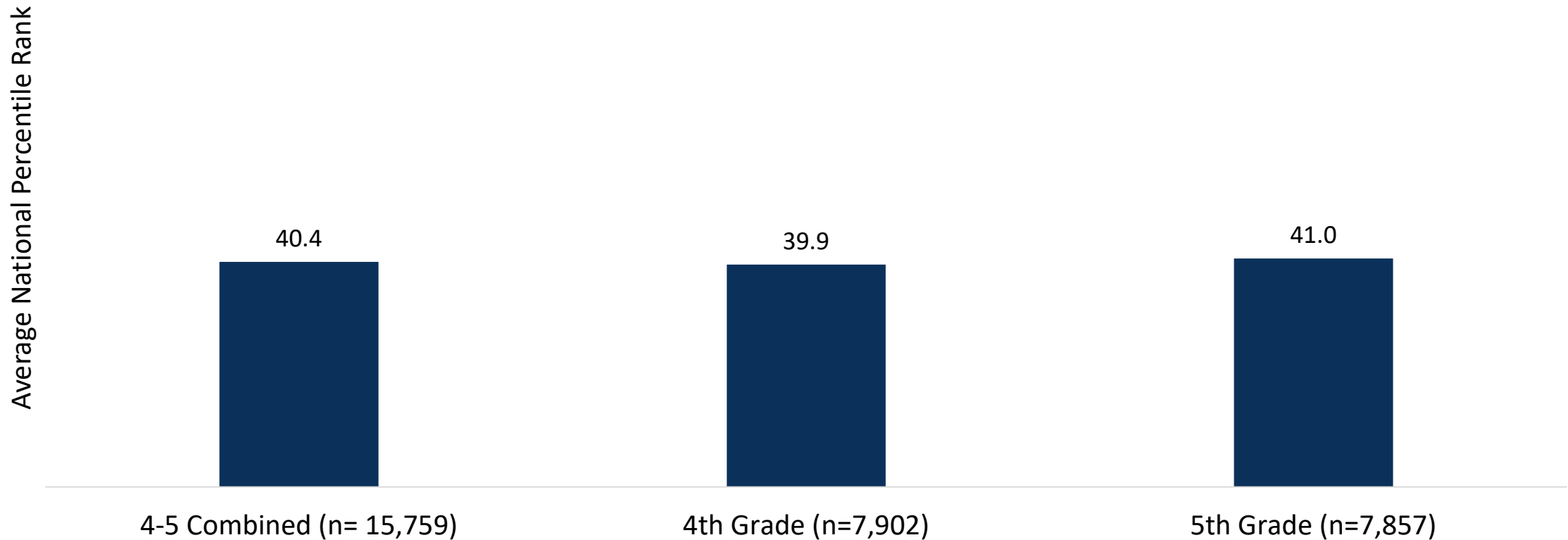
White and Asian 4th-5th grade students performed higher than their Black/African American and Hispanic/Latinx peers.

Average National Percentile Rank

Asian (n=1,341)	Black/African American (n= 7,784)	Hispanic/Latinx (n= 3,267)	Multi Racial/Other (n=887)	White (n=2,410)
59.2	34.8	31.8	46.5	56.9

Source: Qlik Aimsweb-Star App. Accessed 03/03/2021
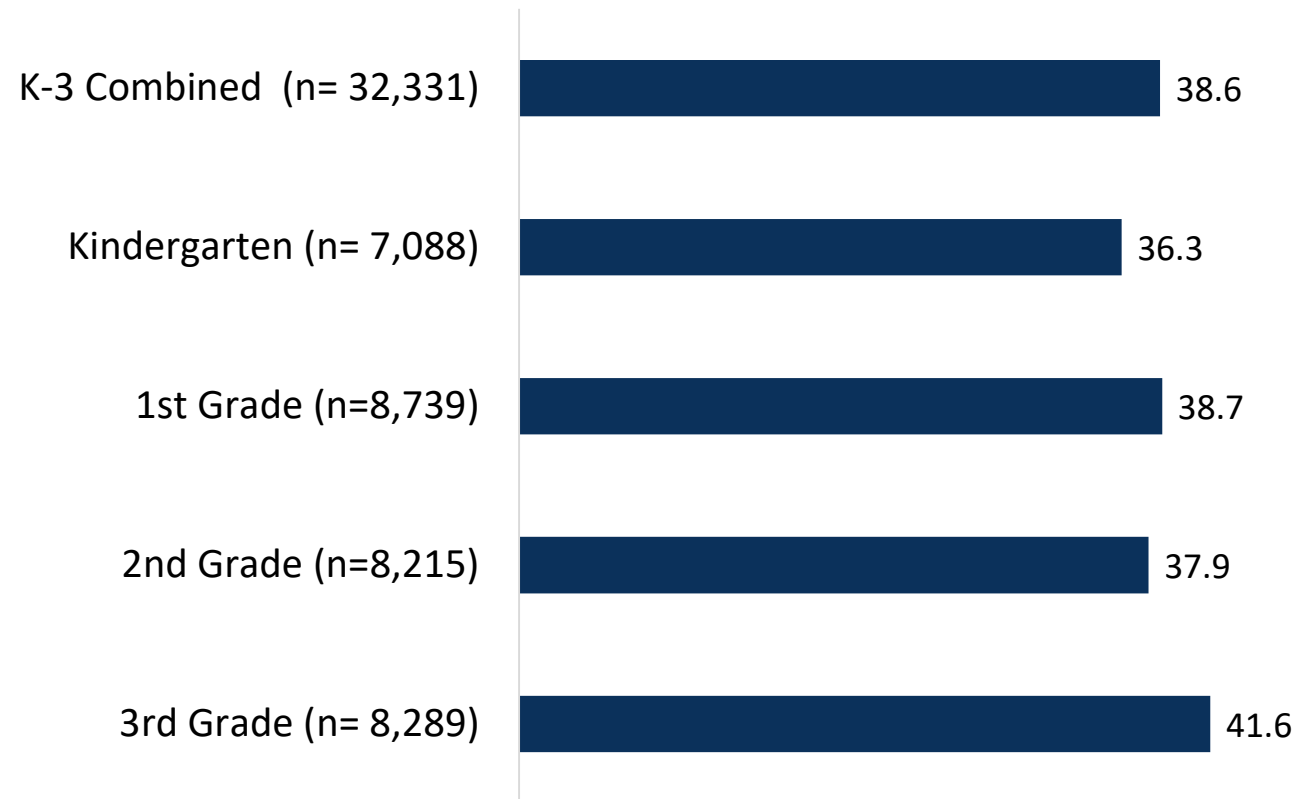
Student Growth Percentiles (SGP)
How quickly are students growing compared to similar students in the national sample?

On average, K-3 student demonstrated "typical" growth from fall to winter.

Chart: Average Student Growth Percentile

- K-3 Combined (n= 32,331): 38.6
- Kindergarten (n= 7,088): 36.3
- 1st Grade (n=8,739): 38.7
- 2nd Grade (n=8,215): 37.9
- 3rd Grade (n= 8,289): 41.6

Remember - Students are placed into three growth categories, based on their SGP:
- **High Growth** (SGP between 66th-99th percentiles)
- **Typical Growth** (SGP between 35th-65th percentiles)
- **Low Growth** (SGP between 1st-34th percentiles)

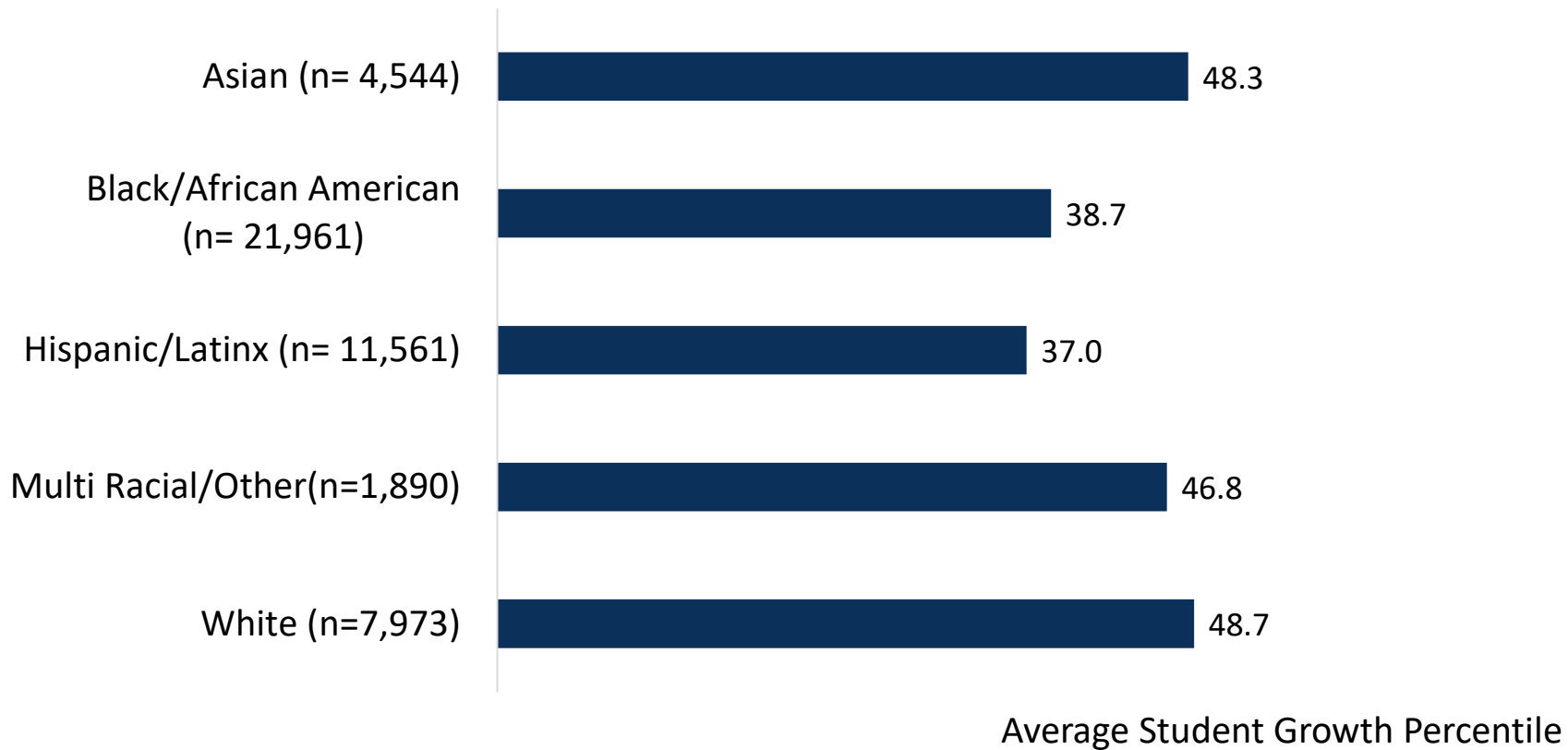Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

On average, 4th-5th grade students demonstrated "typical" growth from fall to winter.

|	Average Student Growth Percentile
4-5 Combined (n= 15,759)	46.6
4th Grade (n=7,902)	46.3
5th Grade (n=7,857)	46.5
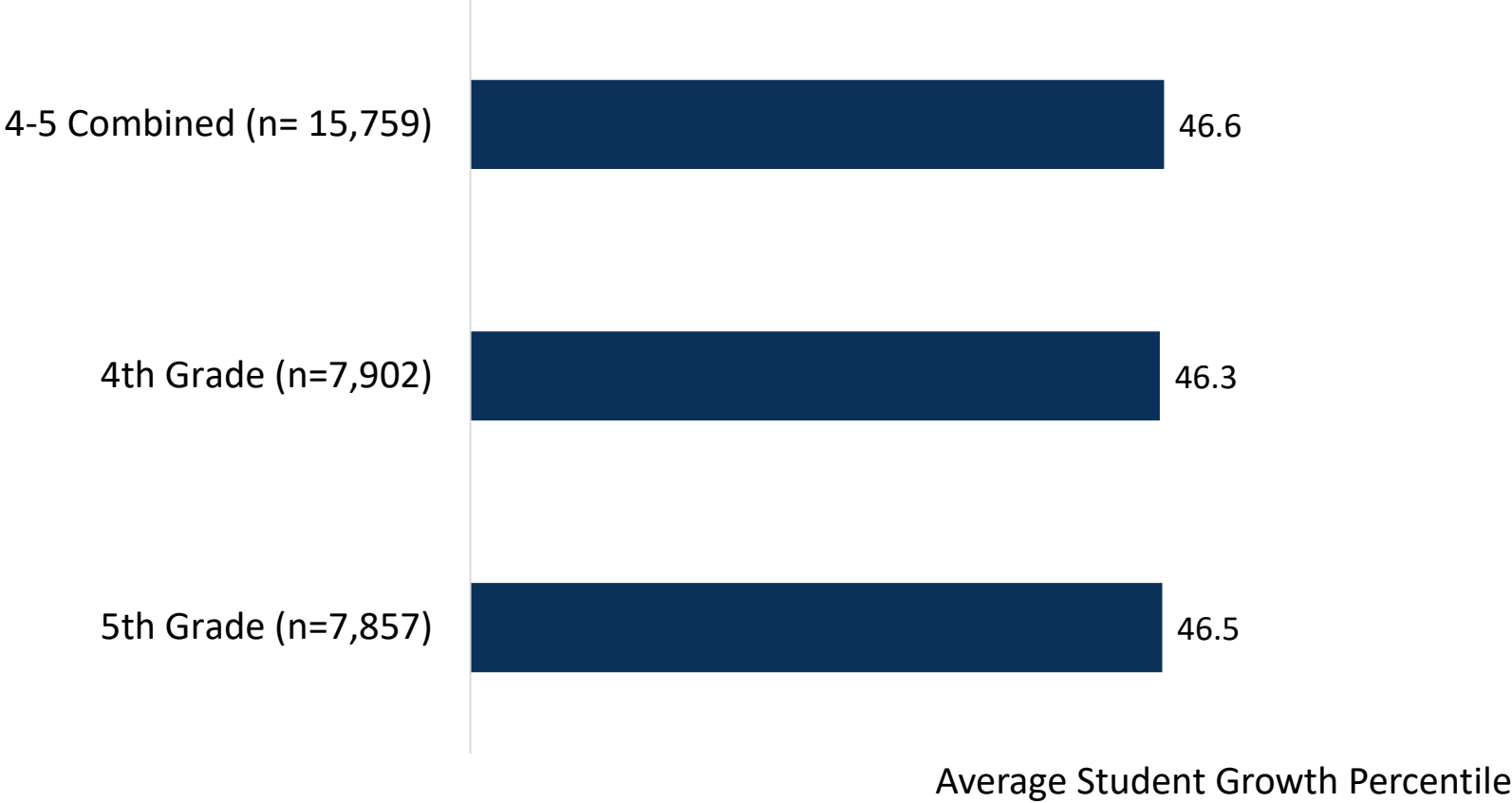
Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

On average, students in all racial/ethnic subgroups demonstrated "typical" growth from fall to winter.

Subgroup	Average Student Growth Percentile
Asian (n= 4,544)	48.3
Black/African American (n= 21,961)	38.7
Hispanic/Latinx (n= 11,561)	37.0
Multi Racial/Other (n=1,890)	46.8
White (n=7,973)	48.7

Average Student Growth Percentile

Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

On average, economically disadvantaged students, students with IEPs, and EL students demonstrated "typical" growth from fall to winter.

Average Student Growth Percentile

- Economically Disadvantaged (n= 36,052): 39.5
- IEP (n= 5,342): 34.4
- EL (n= 6,738): 37.3
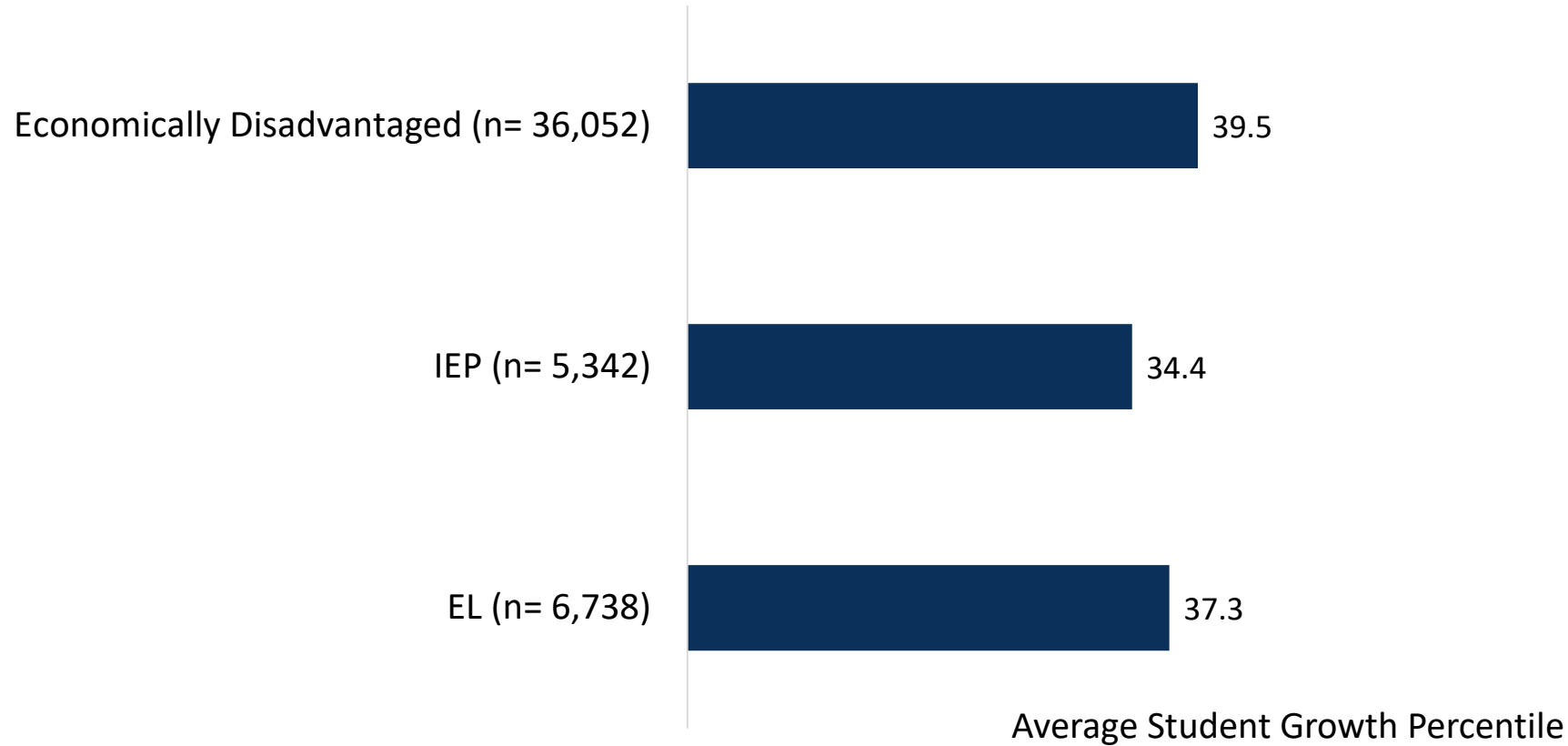
Source: Qlik Aimsweb-Star App. Accessed 03/03/2021

Summary of Winter 2020-21 aimswebPlus Literacy Assessment Data

- About one-third of K-5 students who took the winter aimswebPlus composite assessments scored in Tier 2/ At or Above Benchmark.

- The majority of K-5 students ELs and special education students required either strategic or intensive intervention.

- The majority of K-5 students performed lower, on average, than their peers nationwide.

- Most K-5 students, including ELs and special education students, demonstrated a "typical" amount of growth between the fall and winter.