

# Eau Claire Public Schools

## 2022-2023 Extended COVID-19 Learning Plan Goals Report

Presented to the Board of Education on June 13, 2023

[Public Act 48 of 2021](#) section 98b requires districts who wish to receive state aid for 2022-2023 year to present, not later than the first board meeting in February 2023 and not later than the last board meeting of the academic year, on accomplishments of established goals. Additionally Districts Shall:

- Ensure that the information presented to the board is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies.

### 2022-2023 Goals:

Goal Category	Goal Related to Achievement or Growth on K - 12 Benchmarks
Middle of the Year Reading Goal	<b>Goal 1</b> - On Winter Benchmark assessment, 80% of students (K-12) will be making progress towards their growth targets as measured by NWEA. <b>Goal 2</b> - On Winter Benchmark assessment, 80% of students (K-12) will be making progress towards their growth targets as measured by DIBELS Zones of Growth Report.
<b>End of the Year Reading Goal</b>	<b>Goal 1</b> On Spring Benchmark assessment, 40% of students (K-12) will meet or exceed their growth target as measured by NWEA. <b>Goal 2</b> - On Spring Benchmark assessment, 80% of students (K-12) will meet or exceed their growth targets as measured by DIBELS Zones of Growth Report.
Middle of the Year Math Goal	<b>Goal 1</b> - On Winter Benchmark assessment, 80% of students (K-12) will be making progress towards their growth targets as measured by NWEA. <b>Goal 2</b> - On Winter Benchmark assessment, 80% of students (K-12) will be making progress towards their growth targets as measured by EOY Delta Math Assessment..
<b>End of the Year Mathematics Goal</b>	<b>Goal 1</b> On Spring Benchmark assessment, 40% of students (K-12) will meet or exceed their growth target as measured by NWEA. <b>Goal 2</b> - On Spring Benchmark assessment, 80% of students (K-12) will meet or exceed their growth targets as measured by EOY Delta Math Assessment.

Mode of Instruction: Face to Face

# NWEA End of Year Benchmark Assessment 2022-2023

## ALL Students

### Assessed Both Fall and Spring

K-12 Students who Met or Exceeded their RIT and Growth Projections:

RIT-(short for Rasch Unit). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.

Reporting Category	By February 2023		End of Year 2023	
	Reading	Math	Reading	Math
	% Met or Exceeded their Projected RIT	% Met or Exceeded their Projected RIT	% Met or Exceeded their Projected RIT	% Met or Exceeded their Projected RIT
All Students	45%	44%	41%	45%
SOC	44%	44%	38%	44%
Special Education	55%	58%	39%	41%
English Learner	46%	40%	36%	57%
Female	42%	41%	45%	44%
Male	46%	47%	43%	47%
Race/Ethnicity 3 Black/African American	49%	44%	37%	38%
Race/Ethnicity 5 White	49%	46%	42%	48%
Race/Ethnicity 6 Hispanic/ Latino	45%	42%	44%	48%
Race/Ethnicity 7 Two or more races (none of which are Hispanic/Latin	31%	44%	25%	42%

**NWEA MATH- End of Year Report**  
**2022-2023**  
**Cohort Students**

<b>NWEA MATH</b>	<b>Fall to Winter- MET PROJECTED RIT</b>		<b>Fall to Spring- MET PROJECTED RIT</b>	
	<b># Met or Exceeded their Projected RIT</b>	<b>% Met or Exceeded their Projected RIT</b>	<b># Met or Exceeded their Projected RIT</b>	<b>% Met or Exceeded their Projected RIT</b>
<b>Y5/K</b>	<b>13/51</b>	<b>25%</b>	<b>13/49</b>	<b>27%</b>
<b>1st</b>	<b>15/30</b>	<b>50%</b>	<b>13/28</b>	<b>46%</b>
<b>2nd</b>	<b>15/32</b>	<b>47%</b>	<b>19/33</b>	<b>58%</b>
<b>3rd</b>	<b>25/40</b>	<b>63%</b>	<b>23/39</b>	<b>59%</b>
<b>4th</b>	<b>22/47</b>	<b>47%</b>	<b>29/48</b>	<b>60%</b>
<b>5th</b>	<b>12/46</b>	<b>26%</b>	<b>14/47</b>	<b>30%</b>
<b>Lybrook Overall</b>	<b>102/246</b>	<b>41%</b>	<b>111/244</b>	<b>45%</b>
<b>6th</b>	<b>21/42</b>	<b>50%</b>	<b>17/41</b>	<b>41%</b>
<b>7th</b>	<b>9/48</b>	<b>19%</b>	<b>17/45</b>	<b>38%</b>
<b>8th</b>	<b>17/56</b>	<b>30%</b>	<b>22/46</b>	<b>48%</b>
<b>Middle School Overall</b>	<b>47/146</b>	<b>32%</b>	<b>56/132</b>	<b>42%</b>
<b>9th</b>	<b>30/59</b>	<b>51%</b>	<b>19/51</b>	<b>37%</b>
<b>10th</b>	<b>20/37</b>	<b>54%</b>	<b>15/32</b>	<b>49%</b>
<b>11th</b>	<b>27/38</b>	<b>71%</b>	<b>23/37</b>	<b>62%</b>
<b>9-11th Grade Overall</b>	<b>77/134</b>	<b>57%</b>	<b>57/120</b>	<b>48%</b>
<b>District Overall</b>	<b>226/526</b>	<b>43%</b>	<b>224/496</b>	<b>45%</b>

Data collected from Achievement Status and Growth Summary-NWEA

# NWEA READING- End of Year Report

## 2022-2023

### Cohort Students

<b>NWEA Reading</b>	<b>Fall to Winter- MET PROJECTED RIT</b>		<b>Fall to Spring- MET PROJECTED RIT</b>	
	# Met or Exceeded their Projected RIT	% Met or Exceeded their Projected RIT	# Met or Exceeded their Projected RIT	% Met or Exceeded their Projected RIT
<b>Y5/K</b>	<b>13/51</b>	<b>25%</b>	<b>18/49</b>	<b>37%</b>
<b>1st</b>	<b>12/30</b>	<b>40%</b>	<b>14/28</b>	<b>50%</b>
<b>2nd</b>	<b>11/32</b>	<b>34%</b>	<b>18/33</b>	<b>55%</b>
<b>3rd</b>	<b>14/40</b>	<b>35%</b>	<b>18/39</b>	<b>46%</b>
<b>4th</b>	<b>21/47</b>	<b>45%</b>	<b>29/48</b>	<b>60%</b>
<b>5th</b>	<b>14/46</b>	<b>30%</b>	<b>9/47</b>	<b>19%</b>
<b>Lybrook Overall</b>	<b>85/246</b>	<b>35%</b>	<b>106/244</b>	<b>43%</b>
<b>6th</b>	<b>17/42</b>	<b>40%</b>	<b>9/41</b>	<b>22%</b>
<b>7th</b>	<b>10/46</b>	<b>22%</b>	<b>14/45</b>	<b>31%</b>
<b>8th</b>	<b>26/55</b>	<b>47%</b>	<b>14/47</b>	<b>30%</b>
<b>Middle School Overall</b>	<b>53/143</b>	<b>37%</b>	<b>37/133</b>	<b>28%</b>
<b>9th</b>	<b>28/59</b>	<b>47%</b>	<b>18/52</b>	<b>35%</b>
<b>10th</b>	<b>24/36</b>	<b>67%</b>	<b>20/32</b>	<b>63%</b>
<b>11th</b>	<b>32/38</b>	<b>84%</b>	<b>23/37</b>	<b>62%</b>
<b>9-11th Grade Overall</b>	<b>84/133</b>	<b>63%</b>	<b>64/118</b>	<b>54%</b>
<b>District Overall</b>	<b>222/522</b>	<b>43%</b>	<b>207/495</b>	<b>42%</b>

Data collected from Achievement Status and Growth Summary-NWEA

# NWEA MATH- End of Year Report

## 2022-2023

### ALL Students

<b>NWEA MATH</b>	<b>Fall</b>		<b>Winter</b>		<b>Spring</b>	
	# Demonstrated Proficiency	% Demonstrated Proficiency	# Demonstrated Proficiency	% Demonstrated Proficiency	# Demonstrated Proficiency	% Demonstrated Proficiency
<b>Y5/K</b>	<b>28/56</b>	<b>50%</b>	<b>18/52</b>	<b>35%</b>	<b>22/51</b>	<b>43%</b>
<b>1st</b>	<b>19/32</b>	<b>59%</b>	<b>15/33</b>	<b>45%</b>	<b>18/32</b>	<b>56%</b>
<b>2nd</b>	<b>13/39</b>	<b>33%</b>	<b>12/32</b>	<b>38%</b>	<b>12/34</b>	<b>35%</b>
<b>3rd</b>	<b>14/47</b>	<b>30%</b>	<b>16/40</b>	<b>40%</b>	<b>19/40</b>	<b>48%</b>
<b>4th</b>	<b>21/53</b>	<b>40%</b>	<b>19/47</b>	<b>40%</b>	<b>24/48</b>	<b>50%</b>
<b>5th</b>	<b>14/55</b>	<b>26%</b>	<b>9/46</b>	<b>20%</b>	<b>15/49</b>	<b>31%</b>
<b>Lybrook Overall</b>	<b>109/282</b>	<b>39%</b>	<b>89/250</b>	<b>36%</b>	<b>110/254</b>	<b>43%</b>
<b>6th</b>	<b>15/48</b>	<b>31%</b>	<b>13/42</b>	<b>31%</b>	<b>13/41</b>	<b>32%</b>
<b>7th</b>	<b>12/52</b>	<b>23%</b>	<b>8/46</b>	<b>17%</b>	<b>7/45</b>	<b>16%</b>
<b>8th</b>	<b>10/59</b>	<b>17%</b>	<b>9/55</b>	<b>16%</b>	<b>8/47</b>	<b>17%</b>
<b>Middle School Overall</b>	<b>37/159</b>	<b>23%</b>	<b>30/143</b>	<b>21%</b>	<b>28/133</b>	<b>21%</b>
<b>9th</b>	<b>27/67</b>	<b>40%</b>	<b>17/61</b>	<b>28%</b>	<b>17/55</b>	<b>31%</b>
<b>10th</b>	<b>14/41</b>	<b>34%</b>	<b>12/37</b>	<b>32%</b>	<b>12/33</b>	<b>36%</b>
<b>11th</b>	<b>14/43</b>	<b>33%</b>	<b>17/39</b>	<b>44%</b>	<b>15/39</b>	<b>38%</b>
<b>9-11th Grade Overall</b>	<b>55/151</b>	<b>36%</b>	<b>46/137</b>	<b>34%</b>	<b>44/127</b>	<b>35%</b>
<b>District Overall</b>	<b>216/633</b> (includes 12th grade)	<b>34%</b> (includes 12th grade)	<b>180/570</b> (includes 12th grade)	<b>32%</b> (includes 12th grade)	<b>182/514</b> (does not include 12th grade)	<b>35%</b> (does not include 12th grade)

Data collected from Grade Report-NWEA

# NWEA READING- End of Year Report

2022-2023

## ALL Students

NWEA Reading	Fall		Winter		Spring	
	# Demonstrated Proficiency	% Demonstrated Proficiency	# Demonstrated Proficiency	% Demonstrated Proficiency	# Demonstrated Proficiency	% Demonstrated Proficiency
Y5/K	30/56	54%	17/52	33%	18/51	35%
1st	15/32	47%	13/33	39%	16/32	50%
2nd	14/39	36%	15/32	47%	14/34	41%
3rd	17/47	36%	10/40	25%	12/40	30%
4th	25/53	47%	25/47	53%	23/48	48%
5th	22/55	40%	13/46	28%	7/49	14%
Lybrook Overall	123/282	44%	93/250	37%	90/254	35%
6th	19/48	40%	17/42	40%	15/41	37%
7th	15/52	29%	8/46	17%	11/45	24%
8th	13/59	22%	9/55	16%	7/48	15%
Middle School Overall	45/159	28%	34/143	24%	33/134	25%
9th	25/67	37%	23/60	38%	16/55	29%
10th	14/40	35%	21/37	57%	18/34	53%
11th	12/43	28%	21/39	54%	19/39	49%
9-11th Grade Overall	51/150	34%	65/136	47%	53/128	41%
District Overall	216/633 (includes 12th grade)	34% (includes 12th grade)	180/570 (includes 12th grade)	32% (includes 12th grade)	176/516 (does not include 12th grade)	34% (does not include 12th grade)

Data collected from Grade Report-NWEA

# DELTA MATH End of Year Report

## 2022-2023

Y5	Standards	Fall 2022 Not Proficient	Fall 2022 Proficient	Winter 2023 Not Proficient	Winter 2023 Proficient	Spring 2023 Not Proficient	Spring 2023 Proficient	Difference +/-
	K.CC.5			75	25	53	47	22
	<u>K.CC.7</u>			25	75	33	67	-8
	K.NBT.1			75	25	93	7	-18
	K.OA.4			100	0	80	20	-20
	K.OA.5a			100	0	100	0	0
	K.OA.5b			100	0	100	0	0

- K.CC.5- I will count up to 20 objects.
- K.CC.7- I will compare numbers to 10.
- K.NBT.1- I will name numbers 11-19.
- K.OA.4- I will find numbers that add to make 10.
- K.OA.5a- I will add numbers to 10.
- K.OA.5b- I will subtract numbers within 5.

K	Standards	Fall 2022 Not Proficient	Fall 2022 Proficient	Winter 2023 Not Proficient	Winter 2023 Proficient	Spring 2023 Not Proficient	Spring 2023 Proficient	Difference +/-
	K.CC.5			42	56	6	94	38
	<u>K.CC.7</u>			29	71	3	97	26
	K.NBT.1			45	55	14	86	31
	K.OA.4			92	8	44	56	48
	K.OA.5a			89	11	28	72	61
	K.OA.5b			100	0	61	39	30

- K.CC.5- I will count up to 20 objects.
- K.CC.7- I will compare numbers to 10.
- K.NBT.1- I will name numbers 11-19.
- K.OA.4- I will find numbers that add to make 10.
- K.OA.5a- I will add numbers to 10.
- K.OA.5b- I will subtract numbers within 5.

<b>1st Grade</b>	Standards	Fall 2022 Not Proficient	Fall 2022 Proficient	Winter 2023 Not Proficient	Winter 2023 Proficient	Spring 2023 Not Proficient	Spring 2023 Proficient	Difference +/-
	1.NBT.1	53	47	28	72	13	87	15
	1.NBT.5	84	16	38	62	32	68	6
	1.NBT.3	59	41	38	62	13	87	25
	1.OA.6a	100	0	69	31	39	61	30
	1.OA.6c	100	0	88	12	58	42	30

- RS1: 1.NBT.1 - I will name numbers to 120.
- RS2: 1.NBT.5- I will find 10 more or 10 less than any number to 99.
- RS3: 1.NBT.3- I will compare numbers to 99.
- RS4: 1.OA.6a- I will add numbers to 10.
- RS5: 1.OA.6c- I will subtract numbers within 10.

<b>2nd Grade</b>	Standards	Fall 2022 Not Proficient	Fall 2022 Proficient	Winter 2023 Not Proficient	Winter 2023 Proficient	Spring 2023 Not Proficient	Spring 2023 Proficient	Difference +/-
	2.NBT.3	38	62	20	80	12	88	8
	2.NBT.8	51	49	20	80	12	88	8
	2.NBT.4	41	59	23	77	21	79	2
	2.OA.2a	100	0	87	13	85	15	2
	2.OA.2b	100	0	90	10	79	21	11
	2.NBT.5a	87	13	50	50	44	56	6
2.NBT.5b	100	0	97	3	68	32	29	

- RS1: 2.NBT.3- I will identify numbers to 1,000.
- RS2: 2.NBT.8- I will mentally add and subtract 10 or 100 to a number.
- RS3: 2.NBT.4- I will compare numbers to 1,000.
- RS4: 2.OA.2a - I will add numbers to 20.
- RS5: 2.OA.2b- I will subtract numbers within 20.
- RS6: 2.NBT.5a -I will add 2 digit numbers.
- RS7: 2.NBT.5b- I will subtract 2 digit numbers.

<b>3rd Grade</b>	Standards	Fall 2022 Not Proficient	Fall 2022 Proficient	Winter 2023 Not Proficient	Winter 2023 Proficient	Spring 2023 Not Proficient	Spring 2023 Proficient	Difference +/-
	3.NBT.2a	58	42	40	60	34	66	6
	3.NBT.2b	87	13	83	17	49	51	34



	3.OA.7a	100	0	95	5	78	22	17
	3.OA.7b	100	0	100	0	85	15	15
	3.NF.1	67	33	55	45	22	88	43
	3.NF.2	84	16	75	25	22	88	63
	3.NF.3d	84	16	83	17	34	66	49

- RS1: 3.NBT.2a -I will add three-digit numbers.
- RS2: 3.NBT.2b -I will subtract three digit numbers.
- RS3: 3.OA.7a-I will multiply numbers from 0 to 10.
- RS4: 3.OA.7b-I will divide numbers by 1 to 10.
- RS5: 3.NF.1-I will identify fractions and their parts.
- RS6: 3.NF.2-I will name fractions on a number line.
- RS7: 3.NF.3d-I will compare fractions with the same numerator or same denominator

<b>4th Grade</b>	Standards	Fall 2022 Not Proficient	Fall 2022 Proficient	Winter 2023 Not Proficient	Winter 2023 Proficient	Spring 2023 Not Proficient	Spring 2023 Proficient	Difference +/-
	4.NBT.5	92	8	33	67	15	85	18
	4.NBT.6	100	0	100	0	28	72	72
	4.NF.2	72	28	37	63	4	94	31
	4.NF.3b	92	8	78	22	26	74	52
	4.NF.3c	91	9	91	9	49	51	42
	4.NF.4b	94	6	43	57	13	87	30

- RS1: 4.NBT.5-I will multiply up to a four-digit by a one-digit number and two two-digit numbers.
- RS2: 4.NBT.6 -I will divide up to a four-digit number by a one-digit number.
- RS3: 4.NF.2-I will compare two fractions.
- RS4: 4.NF.3b-I will convert between improper fractions and mixed numbers.
- RS5: 4.NF.3c-I will add and subtract mixed numbers .
- RS6: 4.NF.4b-I will multiply a whole number by a fraction.

<b>5th Grade</b>	Standards	Fall 2022 Not Proficient	Fall 2022 Proficient	Winter 2023 Not Proficient	Winter 2023 Proficient	Spring 2023 Not Proficient	Spring 2023 Proficient	Difference +/-
	5.OA.1	56	44	54	46	12	78	32
	5.NBT.5	75	25	63	37	46	54	17
	5.NBT.6	82	18	74	26	46	54	28
	5.NF.1	96	4	100	0	94	6	6
	5.NF.4b	56	44	67	33	44	56	23

	5.NF.7a	84	16	78	22	94	6	-16
	5.NF.7b	95	5	96	4	64	36	32

- RS1: 5.OA.1- I will evaluate number expressions using parentheses.
- RS2: 5.NBT.5- I will multiply multi-digit numbers.
- RS3: 5.NBT.6 - I will divide four-digit numbers.
- RS4: 5.NF.1- I will add and subtract mixed numbers with different denominators.
- RS5: 5.NF.4b- I will multiply fractions.
- RS6: 5.NF.7a- I will divide a unit fraction by a whole number.
- RS7: 5.NF.7b - I will divide a whole number by a unit fraction.

<b>6th Grade</b>	Standards	Fall 2022 Not Proficient	Fall 2022 Proficient	Winter 2023 Not Proficient	Winter 2023 Proficient	Spring 2023 Not Proficient	Spring 2023 Proficient	Difference +/-
	6.NS.1			29	71	40	60	-11
	6.NS.6c			41	59	8	92	33
	6.EE.2a			73	27	33	67	40
	6.EE.2c			68	32	30	70	38
	6.EE.4			80	20	73	27	7
	6.EE.7			39	61	23	77	16

- RS1: 6.NS.1-I will multiply and divide fractions.
- RS2: 6.NS.6c- I will find ordered pairs on a coordinate plane.
- RS3: 6.EE.2a-I will translate algebraic expressions between words and symbols.
- RS4: 6.EE.2c- I will evaluate algebraic expressions.
- RS5: 6.EE.4- I will simplify algebraic expressions.
- RS6: 6.EE.7- I will solve 1-step equations.

<b>7th Grade</b>	Standards	Fall 2022 Not Proficient	Fall 2022 Proficient	Winter 2023 Not Proficient	Winter 2023 Proficient	Spring 2023 Not Proficient	Spring 2023 Proficient	Difference +/-
	7.NS.1d			70	30	65	35	5
	7.NS.2c			41	59	35	65	6
	7.EE.1a			70	30	70	30	0
	7.EE.1b			70	30	39	61	31
	7.EE.1c			67	33	46	54	21
	7.EE.4a			74	26	54	46	20

- RS1: 7.NS.1d- I will add and subtract integers between -10 and 10.
- RS2: 7.NS.2c- I will multiply and divide integers between -10 and 10.
- RS3: 7.EE.1a- I will add and subtract linear expressions.
- RS4: 7.EE.1b- I will expand linear expressions.

- RS5: 7.EE.1c- I will factor linear expressions.
- RS6: 7.EE.4a- I will solve equations with more than one step.

<b>8th Grade</b>	Standards	Fall 2022 Not Proficient	Fall 2022 Proficient	Winter 2023 Not Proficient	Winter 2023 Proficient	Spring 2023 Not Proficient	Spring 2023 Proficient	Difference +/-
	8.EE.7b			82	18	54	46	28
	8.EE.7a			89	11	75	25	14
	8.F.4			98	2	98	2	0
	8.EE.1			88	12	63	37	25
	8.EE.2			93	7	83	17	10

- RS1: 8.EE.7b- I will solve multi-step linear equations.
- RS2: 8.EE.7a- I will find the number of solutions to linear equations in one variable.
- RS3: 8.F.4- I will find the equation of a line.
- RS4: 8.EE.1- I will find equivalent numerical expressions using properties of integer exponents.
- RS5: 8.EE.2- I will solve non-linear equations using square roots and cube roots.

**\*End of 2023 Goal is to have 80% of our students Proficient in grade level standards.**

# DIBELS (Literacy) ~ End of Year Report 2022-2023

**Acronym Key:**

- LNF- letter naming fluency
- PSF- phoneme segmentation fluency (breaking words into separate sounds)
- NWF- nonsense word fluency
- CLS- correct letter sounds
- WRC- words read correctly
- WRF- words read fluently
- ORF- oral reading fluency
- MAZE- reading comprehension

## Y5- Kindergarten Cohort Students

Grade	Skill	Fall		Fall to Spring	
		# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient
<b>Y5 (14 students)</b>	<b>LNF</b>	<b>1</b>	<b>7%</b>	<b>1</b>	<b>8%</b>
	<b>PSF</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
	<b>NWF-CLS</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>8%</b>
	<b>NWF-WRC</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
	<b>WRF</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0%</b>
<b>K (36 students)</b>	<b>LNF</b>	<b>14</b>	<b>38%</b>	<b>10</b>	<b>28%</b>
	<b>PSF</b>	<b>16</b>	<b>34%</b>	<b>8</b>	<b>22%</b>
	<b>NWF-CLS</b>	<b>10</b>	<b>27%</b>	<b>20</b>	<b>56%</b>
	<b>NWF-WRC</b>	<b>0</b>	<b>0%</b>	<b>24</b>	<b>67%</b>
	<b>WRF</b>	<b>1</b>	<b>3%</b>	<b>13</b>	<b>36%</b>

**DIBELS (Literacy) ~ End of Year Report**  
2022-2023

**1st & 2nd Grade Cohort Students**

Grade	Skill	Fall		Spring	
		# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient
<b>1st (32 students)</b>	<b>LNF</b>	<b>7</b>	<b>16%</b>	<b>22</b>	<b>69%</b>
	<b>PSF</b>	<b>10</b>	<b>23%</b>	<b>14</b>	<b>44%</b>
	<b>NWF-CLS</b>	<b>9</b>	<b>21%</b>	<b>20</b>	<b>63%</b>
	<b>NWF-WRC</b>	<b>15</b>	<b>35%</b>	<b>18</b>	<b>56%</b>
	<b>WRF</b>	<b>11</b>	<b>26%</b>	<b>18</b>	<b>56%</b>
	<b>ORF-words correct</b>	<b>9</b>	<b>21%</b>	<b>18</b>	<b>56%</b>
	<b>ORF-accuracy</b>	<b>8</b>	<b>19%</b>	<b>18</b>	<b>56%</b>
<b>2nd (34 students)</b>	<b>NWF-CLS</b>	<b>11</b>	<b>34%</b>	<b>13</b>	<b>38%</b>
	<b>NWF-WRC</b>	<b>6</b>	<b>19%</b>	<b>15</b>	<b>44%</b>
	<b>WRF</b>	<b>15</b>	<b>47%</b>	<b>19</b>	<b>56%</b>
	<b>ORF-words correct</b>	<b>13</b>	<b>41%</b>	<b>17</b>	<b>50%</b>
	<b>ORF-accuracy</b>	<b>13</b>	<b>41%</b>	<b>24</b>	<b>71%</b>
	<b>Maze-adjusted</b>	<b>11</b>	<b>34%</b>	<b>23</b>	<b>68%</b>

**DIBELS (Literacy) ~ End of Year Report**  
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**3rd-5th Grade Cohort Students**

Grade	Skill	Fall		Spring	
		# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient
3rd (40 students)	NWF-CLS	10	25%	8	20%
	NWF-WRC	10	25%	10	25%
	WRF	14	35%	9	23%
	ORF-words correct	17	43%	12	30%
	ORF-accuracy	10	25%	34	85%
	Maze-adjusted	20	50%	20	50%
4th (48 students)	ORF-words correct	15	31%	11	23%
	ORF-accuracy	27	56%	43	90%
	Maze-adjusted	22	46%	21	44%
5th (50 students)	ORF-words correct	18	39%	20	40%
	ORF-accuracy	29	63%	43	86%
	Maze-adjusted	20	43%	30	60%

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**6th-8th Grade Cohort Students**

Grade	Skill	Fall		Spring	
		# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient
6th (41 students)	ORF- words correct	15	36%	21	51%
	ORF- accuracy	35	83%	41	100%
	Maze- adjusted	27	64%	15	37%
7th (46=ORF 45=MAZE students)	ORF- words correct	23	51%	19	41%
	ORF- accuracy	36	80%	41	89%
	Maze- adjusted	31	69%	15	48%
8th (49=ORF 48=MAZE students)	ORF- words correct	19	37%	21	43%
	ORF- accuracy	35	67%	37	76%
	Maze- adjusted	24	46%	21	44*
Data collected from Class Progress Summary K-8-DIBELS 8th Edition					

**DIBELS (Literacy) ~ End of Year Report  
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**9th-12th Grade Cohort Students**

Grade	Skill	Fall		Spring	
		# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient
<b>9th (52 students)</b>	ORF- words correct	14	24%	23	44%
	ORF- accuracy	33	56%	34	65%
	Maze- adjusted	26	51%	27	52%
<b>10th (36=ORF 35=MAZE students)</b>	ORF- words correct	11	30%	23	64%
	ORF- accuracy	26	70%	33	92%
	Maze- adjusted	12	34%	22	63%
<b>11th (36 students)</b>	ORF- words correct	11	29%	21	58%
	ORF- accuracy	22	58%	28	78%
	Maze- adjusted	18	51%	23	64%

**\*End of 2023 Goal is to have 80% of our students Proficient in grade level standards.**



# DIBELS (Literacy) End of Year Report 2022-2023

## ALL Students K-8

	FALL (56 students)		WINTER (54 students)		Spring (51 students)	
Y5/K	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
		13	24%	14	26%	20

	FALL (32 students)		WINTER (33 students)		Spring (32 students)	
1st	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
		10	32%	14	42%	18

	FALL (39 students)		WINTER (32 students)		Spring (34 students)	
2nd	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
		14	36%	12	38%	15

	FALL (47 students)		WINTER (40 students)		Spring (40 students)	
3rd	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
		13	27%	13	33%	12

	FALL (53 students)		WINTER (48 students)		Spring (48 students)	
4th	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
		16	30%	17	36%	11

	FALL (55 students)		WINTER (46 students)		Spring (50 students)	
5th	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
		19	35%	17	37%	20

	FALL (48 students)		WINTER (42 students)		Spring (41 students)	
6th	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
	17	36%	19	46%	21	51%

	FALL (51 students)		WINTER (46 students)		Spring (45 students)	
7th	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
	26	51%	23	50%	19	42%

	FALL (59 students)		WINTER (52 students)		Spring (48 students)	
8th	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
	24	41%	19	37%	21	44%

	FALL (440 students)		WINTER (393 students)		Spring (389 students)	
Total K-8	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
	152	35%	148	37%	157	40%

Data collected from All Grades Status-DIBELS 8th Edition

## Reading Foundation Standards & DIBELS Test Correlation:

Kindergarten:		
DIBELS TEST	READING FOUNDATIONAL STANDARDS	
<p><b>LNF</b> Letter Naming Fluency</p>	<p><b>RF.K.1(d)</b></p>	<p><b>Print Concepts:</b></p> <ul style="list-style-type: none"> <li>● RF.K.1: Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>○ RF.K.1.A: Follow words from left to right, top to bottom, and page by page.</li> <li>○ RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>○ RF.K.1.C: Understand that words are separated by spaces in print.</li> <li>○ <b>RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet.</b></li> </ul> </li> </ul>
<p><b>PSF</b> Phoneme Segmentation Fluency (breaking words into separate sounds)</p>	<p><b>RF.K.2(b)</b></p>	<p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>● RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>○ RF.K.2.A: Recognize and produce rhyming words.</li> <li>○ <b>RF.K.2.B: Count, pronounce, blend, and segment syllables in spoken words.</b></li> <li>○ RF.K.2.C: Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>○ RF.K.2.D: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>○ RF.K.2.E: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> </li> </ul>
<p><b>NWF - CLS</b> Nonsense Word Fluency (CLS-Correct Letter Sounds) or (WRC-Words Read Correctly)</p>	<p><b>RF.K.3(a)</b></p>	<p><b>Phonics and Word Recognition:</b></p> <ul style="list-style-type: none"> <li>● <b>RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> <ul style="list-style-type: none"> <li>○ RF.K.3.A: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>● RF.K.3.B: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>○ RF.K.3.C: Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>○ RF.K.3.D: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> </li> </ul>
<p><b>ORF</b> Oral Reading Fluency <b>MAZE</b> Reading comprehension</p>	<p><b>RF.K.4</b></p>	<p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>● <b>RF.K.4: Read emergent-reader texts with purpose and understanding.</b></li> </ul>

## Reading Foundation Standards & DIBELS Test Correlation:

1st Grade:		
DIBELS TEST	READING FOUNDATIONAL STANDARDS	
<p><b>LNF</b> Letter Naming Fluency</p>	<b>RF.K.1(d)</b>	<p><b>Print Concepts:</b></p> <ul style="list-style-type: none"> <li>● RF.1.1 Demonstrate understanding of the organization and basic features of print.               <ul style="list-style-type: none"> <li>○ RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> </li> </ul>
<p><b>PSF</b> Phoneme Segmentation Fluency (breaking words into separate sounds)</p>	<b>RF.1.2 (b)</b>	<p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>● RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).               <ul style="list-style-type: none"> <li>○ RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>○ <b>RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b></li> <li>○ RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>○ RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> </li> </ul>
<p><b>NWF - CLS</b> <b>NWF-WRC</b> Nonsense Word Fluency (CLS-Correct Letter Sounds) or (WRC-Words Read Correctly)</p>	<b>RF.1.3 (b)</b> <b>RF.1.3 (a)</b>	<p><b>Phonics and Word Recognition:</b></p> <ul style="list-style-type: none"> <li>● RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.               <ul style="list-style-type: none"> <li>○ <b>RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.</b></li> <li>○ <b>RF.1.3.B Decode regularly spelled one-syllable words.</b></li> <li>○ RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>○ RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>○ RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>○ RF.1.3.F Read words with inflectional endings.</li> <li>○ RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.</li> </ul> </li> </ul>
<p><b>ORF</b> Oral Reading Fluency</p> <p><b>ACCURACY</b></p> <p><b>MAZE</b> Reading comprehension</p>	<b>RF.1.4 (b)</b> <b>RF.1.4 (a)</b>	<p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>● RF.1.4: Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>○ <b>RF.1.4.A: Read grade-level text with purpose and understanding.</b></li> <li>○ <b>RF.1.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</b></li> <li>○ RF.1.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>

## Reading Foundation Standards & DIBELS Test Correlation:

2nd Grade:		
DIBELS TEST	READING FOUNDATIONAL STANDARDS	
<b>NWF - CLS</b> <b>NWF-WRC</b> Nonsense Word Fluency (CLS-Correct Letter Sounds) or (WRC- Words Read Correctly)	<b>RF.2.3</b>	<b>Phonics and Word Recognition:</b> <ul style="list-style-type: none"> <li>● <b>RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> <ul style="list-style-type: none"> <li>○ RF.2.3.A: Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ RF.2.3.B: Know spelling-sound correspondences for additional common vowel teams. RF.2.3.C: Decode regularly spelled two-syllable words with long vowels.</li> <li>○ RF.2.3.D: Decode words with common prefixes and suffixes.</li> <li>○ RF.2.3.E: Identify words with inconsistent but common spelling-sound correspondences.</li> <li>○ RF.2.3.F: Recognize and read grade-appropriate irregularly spelled words.</li> </ul> </li> </ul>
<b>ORF</b> Oral Reading Fluency <b>ACCURACY</b>  <b>MAZE</b> Reading comprehension	<b>RF.2.4</b>	<b>Fluency:</b> <ul style="list-style-type: none"> <li>● <b>RF.2.4: Read with sufficient accuracy and fluency to support comprehension.</b> <ul style="list-style-type: none"> <li>○ RF.2.4.A: Read grade-level text with purpose and understanding.</li> <li>○ RF.2.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ RF.2.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>

3rd Grade:		
DIBELS TEST	READING FOUNDATIONAL STANDARDS	
<b>NWF - CLS</b> <b>NWF-WRC</b> Nonsense Word Fluency (CLS-Correct Letter Sounds) or (WRC- Words Read Correctly)	<b>RF.3.3</b> <b>(a,b,c,d)</b>	<b>Phonics and Word Recognition:</b> <ul style="list-style-type: none"> <li>● <b>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> <ul style="list-style-type: none"> <li>○ RF.3.3.a: Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>○ RF.3.3.b: Decode words with common Latin suffixes.</li> <li>○ RF.3.3.c: Decode multisyllable words.</li> <li>○ RF.3.3.d: Read grade-appropriate irregularly spelled words.</li> </ul> </li> </ul>
<b>ORF</b> Oral Reading Fluency <b>ACCURACY</b>  <b>MAZE</b> Reading comprehension	<b>RF.3.4</b> <b>(a,b,c)</b>	<b>Fluency:</b> <ul style="list-style-type: none"> <li>● <b>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</b> <ul style="list-style-type: none"> <li>○ RF.3.4.a: Read grade-level text with purpose and understanding.</li> <li>○ RF.3.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ RF.3.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>

## Reading Foundation Standards & DIBELS Test Correlation:

4th Grade:		
DIBELS TEST	READING FOUNDATIONAL STANDARDS	
<b>NWF - CLS</b> <b>NWF-WRC</b> Nonsense Word Fluency (CLS-Correct Letter Sounds) or (WRC- Words Read Correctly)	<b>RF.4.3</b> <b>(a,b,c,d)</b>	<b>Phonics and Word Recognition:</b> <ul style="list-style-type: none"> <li>● <b>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b> <ul style="list-style-type: none"> <li>○ RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul> </li> </ul>
<b>ORF</b> Oral Reading Fluency  <b>ACCURACY</b>  <b>MAZE</b> Reading comprehension	<b>RF.4.4</b> <b>(a,b,c)</b>	<b>Fluency:</b> <ul style="list-style-type: none"> <li>● <b>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</b> <ul style="list-style-type: none"> <li>○ RF.4.4.A Read grade-level text with purpose and understanding.</li> <li>○ RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>

5th Grade:		
DIBELS TEST	READING FOUNDATIONAL STANDARDS	
<b>NWF - CLS</b> <b>NWF-WRC</b> Nonsense Word Fluency (CLS-Correct Letter Sounds) or (WRC- Words Read Correctly)	<b>RF.5.3</b> <b>(a,b,c,d)</b>	<b>Phonics and Word Recognition:</b> <ul style="list-style-type: none"> <li>● <b>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b> <ul style="list-style-type: none"> <li>○ RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul> </li> </ul>
<b>ORF</b> Oral Reading Fluency  <b>ACCURACY</b>  <b>MAZE</b> Reading comprehension	<b>RF.5.4</b> <b>(a,b,c)</b>	<b>Fluency:</b> <ul style="list-style-type: none"> <li>● <b>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</b> <ul style="list-style-type: none"> <li>○ RF.5.4.A Read grade-level text with purpose and understanding.</li> <li>○ RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>