

DIBELS	% intenseive	% strategic	% benchmark		
Y5 - DIBELS	16	39	45		
K - DIBELS	47	25	28		
Goal Reporting - Reading	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	33	26	20	14	7
2nd	25	32	21	14	8
3rd	33	14	19	21	13
4th	20	19	25	21	15
5th	15	24	22	29	12
6th	22	19	20	25	13
7th	18	26	17	23	16
8th	22	16	29	22	11
9th	14	18	28	22	18
10th	11	17	25	29	17
11th	7	12	26	39	16
12th	3	17	26	39	16
	18.6	20.0	23.2	24.8	13.5
Goal Reporting - Language Development	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
2nd	48	25	10	10	7
3rd	37	15	20	20	8
4th	30	17	25	18	10
5th	19	23	66	22	15
6th	25	25	22	19	10
7th	21	19	21	23	16
8th	24	20	20	19	17
9th	17	22	24	18	19
10th	12	17	24	28	19
11th	10	13	23	26	28
12th	19	23	66	22	15
	24.3	19.6	25.5	20.3	14.9
Goal Reporting - Math	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High
1st	26	28	25	15	6

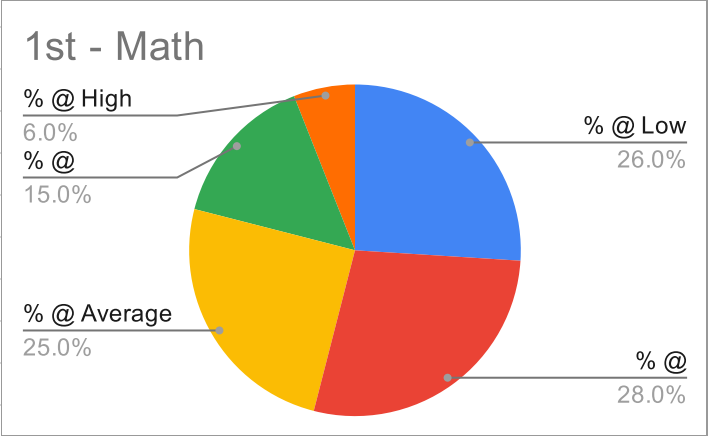
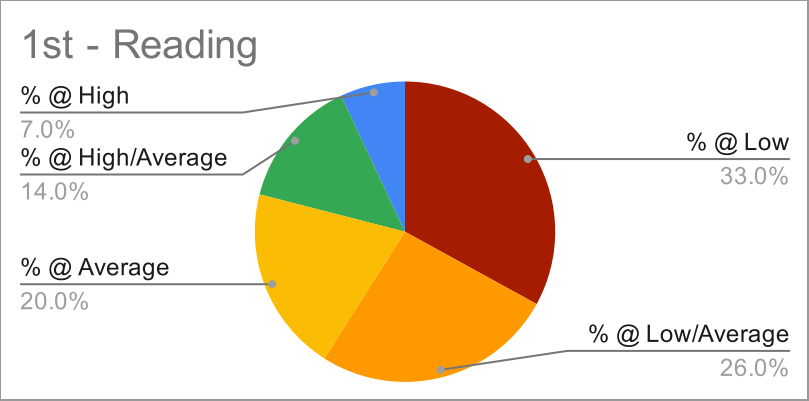
2nd	28	16	24	22	10
3rd	38	23	26	10	3
4th	30	23	21	21	5
5th	27	27	19	28	4
6th	33	29	19	16	2
7th	26	19	25	16	13
8th	26	26	25	14	9
9th	26	22	28	19	6
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A bar chart comparing DIBELS scores for two groups, Y5 and K, across three categories: % intensive (red), % strategic (yellow), and % benchmark (green). The Y-axis represents the percentage, ranging from 0 to 50. The X-axis is labeled 'DIBELS' and has two categories: 'Y5 - DIBELS' and 'K - DIBELS'.

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Goal Reporting - Reading	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High	% Losing	% Maintaining	% Catching Up	
Beginning of the Year Data									
Middle of the Year Data									
End of Year Data									
Goal Reporting - Language Development	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High	% Losing	% Maintaining	% Catching Up	
Beginning of the Year Data									
Middle of the Year Data									
End of Year Data									
Goal Reporting - Math	% @ Low	% @ Low/Average	% @ Average	% @ High/Average	% @ High	% Losing	% Maintaining	% Catching Up	
Beginning of the Year Data									
Middle of the Year Data									
End of Year Data									
	Beginning of the Year - % @ Average or Above			Middle of the Year - % @ Average or Above			End of the Year - % @ Average or Above		
	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math
All Student									
Economically Disadvantaged									
Special Education									
English Learner									
Female									
Male									
Race/Ethnicity - American Indian or Alaska Native									
Race/Ethnicity - Asian									
Race/Ethnicity - Black or African American									
Race/Ethnicity - Hispanic or Lationo									
Race/Ethnicity - Native Hawaiian or Other Pacific Islander									
Race/Ethnicity - White or Caucasian									
100% Virtual Students									
In Person Students									

Goal Reporting - DIBELS	% intensive	% strategic	% benchmark
Beginning of the Year Data			
Middle of the Year Data			
End of the Year Data			
	Beginning of the Year - % @ Benchmark		
	Reading	Language	Math
All Student			
Economically Disadvantaged			
Special Education			
English Learner			
Female			
Male			
Race/Ethnicity - American Indian or Alaska Native			
Race/Ethnicity - Asian			
Race/Ethnicity - Black or African American			
Race/Ethnicity - Hispanic or Lationo			
Race/Ethnicity - Native Hawaiian or Other Pacific Islander			

Goal Reporting - Extended COVID-19 Learning Plan

District

[illegible]