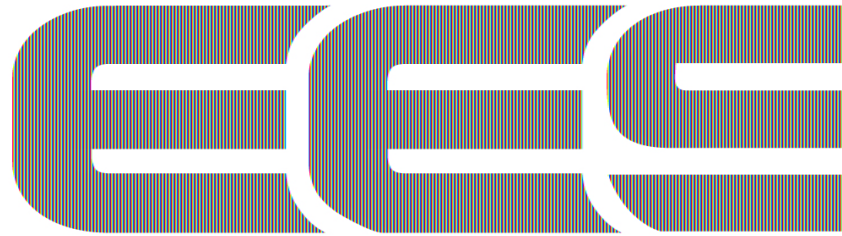
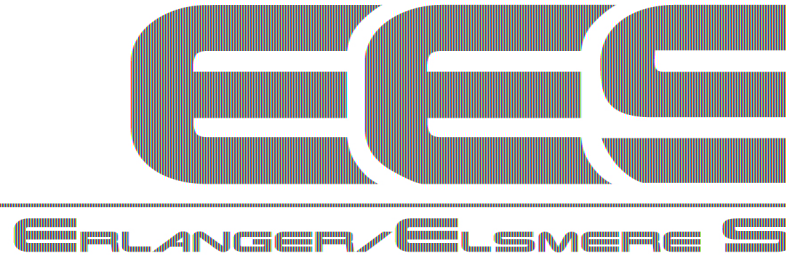


**2020/2021 Kentucky Summative/ACT
Assessment Report
Erlanger/Elsmere Independent Schools**



ERLANGER/ELSMERE S



- '20/'21 State assessments, processes and results were unlike any we have experienced as a district/state/nation
- Between students learning all/part of their year virtually; students being partially/fully quarantined during the testing windows; and knowing our students and staff navigated myriad challenges that COVID-19 presented, all scores should be reviewed with these facts in mind
- On average, EES had @ 95% of their students participating in any grade-level assessment for the aforementioned reasons. The gross majority of our families learning virtually opted not to send their children into school to take the assessments, though the options were offered
- All School Report Cards can be accessed on our district website (www.erlanger.kyschools.us).

ELEMENTARY SCHOOL

The 'standard' the state of Kentucky has sought within each iteration of its assessment system is Proficiency. The following table captures the Percentage of students performing at either the Proficient or Distinguished (P/D %) level on the **K-PREP** assessments (grades 3--5).

P/D%

| | <u>Reading</u> | <u>Math</u> | <u>Science</u> | <u>Writing</u> |
|-------------------|----------------|-------------|---------------------|---------------------|
| Arnett | 20.4 | 9.8 | <i>Not Reported</i> | 40.9 |
| Howell | 27.3 | 21.6 | 7 | <i>Not Reported</i> |
| Lindeman | 31.6 | 34.9 | 30.4 | 35.0 |
| Miles | 22.8 | 26.0 | 16.3 | <i>Not Reported</i> |
| STATE AVG. | 39.5 | 31.4 | 25.1 | 39.8 |

MIDDLE SCHOOL

The 'standard' the state of Kentucky has sought within each iteration of its assessment system is Proficiency. The following table captures the Percentage of students performing at either the Proficient or Distinguished (P/D %) level on the **K-PREP** assessments (grades 6--8).

P/D%

| | <u>Reading</u> | <u>Math</u> | <u>Science</u> | <u>Writing</u> |
|-------------------|----------------|-------------|---------------------|----------------|
| Tichenor | 38.3 | 18.9 | <i>Not Reported</i> | 30.9 |
| <i>STATE AVG.</i> | 34.2 | 27.8 | 20.9 | 50.9 |

HIGH SCHOOL

Kentucky has emphasized college and career readiness at the high school level, as evidenced through ACT score and graduation rate. In '20/'21, Lloyd Memorial and Bartlett Education Center convened three separate ACT windows in an effort to ensure all students, including those that missed the ACT in the spring of '20, had the opportunity to take this national assessment.

2021 EES District ACT Results

| | District/Lloyd* | State Average |
|-----------|-----------------|---------------|
| Composite | 17.2/17.3 | 18.0 |
| English | 16.3/16.5 | 17.1 |
| Reading | 17.7/18.0 | 18.5 |
| Math | 16.5/16.6 | 17.7 |
| Science | 17.6/17.8 | 18.3 |

2021 EES ACT Benchmark Results

Kentucky has identified the following "benchmark" scores for college readiness:

English--18; Reading--22; Math--22

% Students Meeting Kentucky ACT Benchmarks

| | EES | STATE |
|---------|-------|-------|
| English | 37.6% | 42.3% |
| Reading | 35.5% | 39.9% |
| Math | 19.9% | 29.9% |

2021 Graduation Rate--Lloyd Memorial and Bartlett Education Center

| | Lloyd | District* | State |
|---------------|-------|-----------|-------|
| 4-Year Cohort | 97.2% | 95.9% | 90.0% |
| 5-Year Cohort | 95.8% | 95.1% | 92.3% |

Combined 4/5 Year Cohort

96.5%--*highest rate in last four years*

* Bartlett Education Center graduation rate cannot be reported due to n-group size

Next Steps

Curriculum and Instruction Focus Statement

Instructionally, our district will provide a rigorous, engaging, culturally responsive, standards-based learning experience for all students through intentionally-planned instruction and assessments which set high expectations for all learners. To fulfill our district vision and mission, we will provide the appropriate wrap-around support and extension opportunities while integrating current technology to enhance these learning experiences.

- Support Tier 1 Instruction--what is that, and how do we support?
- Educational Resource/Professional Development Spending--ESSR Monies
 - Administrative Cognitive Coaching
- Intelligent Classrooms
- IAL Grant Impact
- CDIP-->CSIP Plans to attack interrupted learning over time
- Mentorship and support for three new Principals/New Staff
- Modification of building-level PLC plans--consistent in their efforts to address CSIP goals and student academic deficiencies
- Continue, with intent and fidelity, the student support services that have proven so vitally important to our students over the last 18 months--the first two months of school have solidified our belief in these wrap-around services--our students and families have suffered greatly. Now, more than ever, they need us.
- Understand the Long Game--no program or approach is going to remediate the interrupted learning that has occurred. Our district data has supported for years that if we keep students in our schools, they do grow over time. As such, the mitigation strategies that are in place to support in-person, five day a week instruction is vital. If we have our kids in seats in front of us, we will recoup their social, emotional and academic losses over time
- Modify the District/School collaborative process of pedagogical/assessment practices in our district's schools--formerly *Instructional Rounds*
- Continued use/expectations of the MAP (Measurement of Academic Progress) protocols and response to results

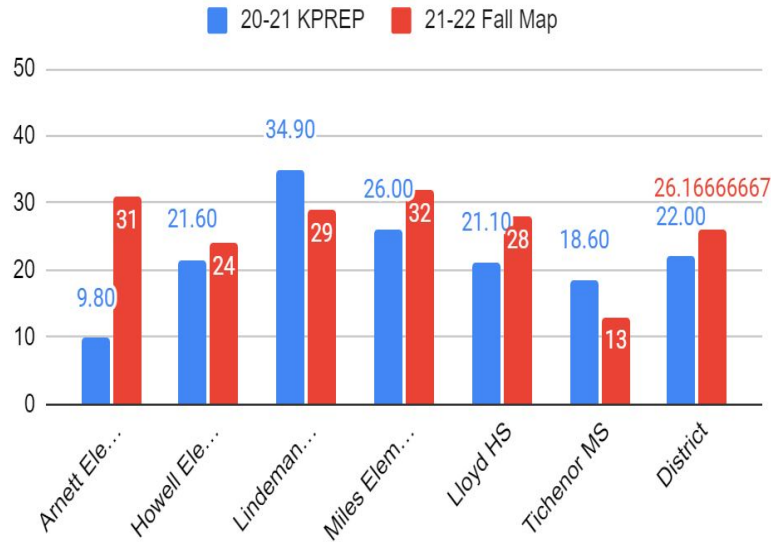
MAPs Data- P/D percentages

| | KPREP Math 20-21 | KPREP Reading 20-21 |
|----------|-----------------------|--------------------------|
| District | 22.0 | 28.27 |
| | | |
| | MAP Spring Math 20-21 | MAP Spring Reading 20-21 |
| District | 17.85 | 29.05 |

Data continues to show the validity and reliability of NWEA and MAPs as an instructional resource.

Current MAPs shows positive results due to a variety of factors listed previously

Math



Reading

