



Kenton County School District | *It's about ALL kids*

# Report to the Board November 2021

CDIP  
Implementation  
and  
Impact

# Formative Data

## (Elementary/Middle School District Common Assessments)

- District Data Strengths

- 1) Data from mid to end of year for 20-21 show percent of students mastering standards according to common assessments at the elementary in reading at 69.59% and math 64.67%.
- 2) As a district we started working with high school principals and teachers to begin common standards based assessments.
- 3) The district is above the state average for all students Proficient/Distinguished (P/D) in all subject areas for all grades on the Kentucky Summative Assessment (KSA).
- 4)

- District Data Growth Areas

- 1) Our previous data dashboard did not allow for real time data around student understanding of standards.

- District Strategies to Address Growth Areas

- 1) Quality Tier I standards based instruction for all students. Identifying and addressing trends from Tier 1 instruction.
- 2) Implementation of the MTSS Structure with fidelity for all schools.
- 3) Our district adopted the Community Based Accountability System (CBAS) to ensure that our stakeholders are educated on all aspects of our work/goals, our success, and areas of need. Through this systemic and forward facing approach, our team will have regular reviews of data and our strategies to make adjustments in real time.
- 4) Ongoing Tier I professional learning and differentiated support for school leadership and staff.
- 5) Our staff is transitioning to a new Learning Management System (LMS) this school year. This tool is providing real time access to meaningful data this supporting our staff with a clearer picture to better analyze student learning, adjust instruction, and provide student supports.
- 6) Implementation of the [KCS D Curriculum and Assessment Plan](#) with an emphasis on deconstructing standards
- 7) Ongoing training and implementation of the [KCS D Balanced Assessment System](#) with an emphasis on our [K-12 Common Assessment Protocols](#)

# Diagnostic Data

## (MAP/CERT)

- District Data Strengths

- 1) All students at or above the 50th percentile increased from Fall of 2020 to Fall of 2021. Reading increased from 65.13% to 66.35% (+1.22). Math increased from 57.74% to 61.02% (+3.28).
- 2) Students with Disabilities at or above the 50th percentile increased from Fall of 2020 to Fall of 2021. Reading increased from 26.32% to 30.05% (+3.73). Math increased from 25.47% to 29.76% (+4.29).
- 3) Students with Disabilities meeting benchmark in English from Fall of 2020 to Fall of 2021 increased from 6.39% to 7.79% (+1.40)

- District Data Growth Areas

- 1) Middle School math scores for all students at or above the 50th percentile decreased from Fall of 2020 at 54.44% to Fall of 2021 at 52.30% (-2.14)
- 2) Middle School math and reading scores for students with disabilities at or above the 50th percentile decreased from Fall of 2020 to Fall of 2021. Reading decreased from 21.13% to 18.90% (-2.23). Math decreased from 13.31% to 11.58% (-1.73).
- 3) CERT scores decreased in all areas for all students from Fall of 2020 to Fall of 2021.

- District Strategies to Address Growth Areas

- 1) Identifying that we needed to recalibrate and train staff around the purpose of all assessments, our team created [KCS D Balanced Assessment System](#). This resource provides clarity of the assessment and best practices/minimum expectations for before, during, and after stages of the assessment.
- 2) [MAP/CERT Best Practices/Minimum Expectations](#)

# Proficiency

- District Data Strengths

- 1) The KCS D is above the state average for all students Proficient/Distinguished (P/D) in all subject areas for all grades.
- 2) On-Demand Writing Scores increased at all levels P/D from 2019 to 2021 with elementary at 59.8% to 63.2% (+3.4%), middle at 39.3% to 67.0% (+27.7%), and high school at 59.3% to 67.8% (+8.5%).

- District Data Growth Areas

- 1) Decreases for all students in P/D reading, math, and science from 2019 to 2021 Kentucky Summative Assessment (KSA) data.

- District Strategies to Address Growth Areas

- 1) Quality Tier I standards based instruction for all students and identifying and addressing trends.
- 2) Implementation of the MTSS Structure with fidelity for all schools.
- 3) Ongoing Tier I professional learning and differentiated support for school leadership and staff.
- 4) Our staff is transitioning to a new Learning Management System (LMS) this school year. This tool is providing real time access to meaningful data this supporting our staff with a clearer picture to better analyze student learning, adjust instruction, and provide student supports.
- 5) Implementation of the [KCS D Curriculum and Assessment Plan](#) with an emphasis on deconstructing standards
- 6) Ongoing training and implementation of the [KCS D Balanced Assessment System](#)

# Growth

- District Data Strengths

- 1) On-Demand Writing Scores increased at all levels P/D from 2019 to 2021 with elementary at 59.8% to 63.2% (+3.4%), middle at 39.3% to 67.0% (+27.7%), and high school at 59.3% to 67.8% (+8.5%).
- 2) On the KSA, students with disabilities in high school math increased P/D from 2019 at 12.0% to 17.1% in 2021 (+5.1%).

- District Data Growth Areas

- 1) Decreases for all students (elementary, middle, and high) from 2019 to 2021 KSA data in P/D reading, math, and science.
- 2) Decreases for students with disabilities (elementary, middle, and high) from 2019 to 2021 KSA data in P/D reading and science. Decrease for students with disabilities (elementary and middle only) from 2019 to 2021 KSA data in P/D math.

- District Strategies to Address Growth Areas

- 1) Our district adopted the Community Based Accountability System (CBAS) to ensure that our stakeholders are educated on all aspects of our work/goals, our success, and areas of need. Through this systemic and forward facing approach, our team will have regular reviews of data and our strategies to make adjustments in real time.
- 2) Differentiated professional learning and support through revised and differentiated Curriculum, Instruction, and Assessment (CIA) structure
- 3) Implementation of the [KCS D Curriculum and Assessment Plan](#) with an emphasis on deconstructing standards
- 4) Ongoing training and implementation of the [KCS D Balanced Assessment System](#)
- 5) [Pillars of Support Process](#) - This structure allows our team to provide intentional and differentiated support to schools around a specific area of focus. Additionally our work matches the specific type of support the school needs based on trend data and root cause analysis.

# GAP

- District Data Strengths

- 1) Elementary students with disabilities, 19.3% scored P/D in math, which is above the state average of 17.7% (+1.6).
- 2) High School students with disabilities scored higher than the state in P/D reading and math. Reading is at 12.6% for the state, as compared to 14.7% for KCS D (+2.1). Math is at 9.2% for the state, as compared to 17.1% for KCS D (+7.9).
- 3) For graduation rate, the students with disabilities graduation rate was higher than the past two years with 72.3% graduating, which was an increase of (+.6) over 71.7%.

- District Data Growth Areas

- 1) Elementary students with disabilities reading is at 23.4% P/D, as compared to the state at 25.5% (-2.1).
- 2) Middle School students with disabilities did not score above the state average in both P/D reading and math. Reading is 20.1% for the state, as compared to 16.8% for KCS D (-3.3). Math is at 11.5% for the state, as compared to 10.6% for KCS D (-0.9).

- District Strategies to Address Growth Areas

- 1) Quality Tier I standards based instruction for all students and identifying and addressing trends.
- 2) Implementation of the MTSS Structure with fidelity for all schools.
- 3) Ongoing Tier I professional learning and differentiated support for school leadership and staff.
- 4) Supporting school leadership and teams to effectively use the data indicating how students are meeting Individualized Education Plans (IEP) in conjunction with the data indicating how students are performing over time on standards based assessments.

# Separate Academic Indicators

- District Data Strengths

- 1) On-demand writing increased from 2019 to 2021 at all levels for P/D percentages. Elementary writing was at 59.8% in 2019 and is at 63.2% in 2021 (+3.4%). Middle school writing was at 39.3% in 2019 and is at 67.0% in 2021 (+27.7%). High school writing was at 59.3% in 2019 and is at 67.8% in 2021 (+8.5%).

- District Data Growth Areas

- 1) Science P/D percentages decreased at all grade levels from 2019 to 2021. Elementary science declined from 40.2% in 2019 to 38.1% in 2021 (-2.1%). Middle school science declined from 30.4% in 2019 to 27.7% in 2021 (-2.7%). High school science declined from 36.9% in 2019 to 32.3% in 2021 (-4.6%).

- District Strategies to Address Growth Areas

- 1) Quality Tier I standards based instruction for all students and identifying and addressing trends.
- 2) Implementation of the [KCS D Curriculum and Assessment Plan](#) with an emphasis on deconstructing standards.

# Graduation Rate

(High School)

- District Data Strengths

- 1) Graduation Rate at 92.9% compared to the state at 90.0% (+2.9).

- District Data Growth Areas

- 1) Graduation Rate decreased from 93.7% in 2020 to 92.9% in 2021(-.8%).
- 2) Subgroups not above the state percentage: American Indian or Alaska Native, Economically Disadvantaged, and Students with Disabilities.

- District Strategies to Address Growth Areas

- 1) Establishing the vision and culture that this is a P-12 responsibility. The structures and supports in place at all levels allows for staff to use student data in a forward facing approach collectively and individually. This approach should allow our students to be prepared to progress from one grade and level to the next.
- 2) Implementation of the AASA Redefining Ready! Transition/Post-Secondary Ready model that demonstrates how a student can be Transition Ready when exiting high school. [Exiting High School Transition Readiness](#)
- 3) [Implementation of the CBAS Third Grade Transition Readiness](#)
- 4) [Implementation of the CBAS Eighth Grade Transition Readiness](#)
- 5) Support schools in refining their structure to monitor individual student progress around being on track to graduate.



# Transition Ready

(Elementary, Middle, and High School)

- District Data Strengths

- 1) Adoption by the Board of Education of the AASA Redefining Ready! Model.
  - a) AASA provides students opportunities to be college ready through not only meeting the required ACT benchmarks, but through the use of GPA in conjunction with dual credit, AP coursework or exams, and passing Algebra II. AASA also allows for students to be career ready by meeting two or more indicators, including attendance and co/extracurricular activities.
- 2) ACT scores above the state composite in all areas. ACT scores ranking 22nd in the state out of 171 districts.

- District Data Growth Areas

- 1) District total Transition Ready rate is 59.8%, as defined by the state, which was a 19.6% decrease from 71.2% in 2019. Under our new model, the current district Transition Ready rate is currently at 79.33%.

- District Strategies to Address Growth Areas

- 1) Establishing the vision and culture that this is a P-12 responsibility. The structures and supports in place at all levels allows for staff to use student data in a forward facing approach collectively and individually. This approach should allow our students to be prepared to progress from one grade and level to the next.
- 2) Implementation of the AASA Redefining Ready! Transition/Post-Secondary Ready model that demonstrates how a student can be Transition Ready when exiting high school. [Exiting High School Transition Readiness](#)
- 3) [Implementation of the CBAS Third Grade Transition Readiness](#)
- 4) [Implementation of the CBAS Eighth Grade Transition Readiness](#)
- 5) Support schools in developing a system communicate and define transition ready to all stakeholders, monitor student progress in these transition ready areas to celebrate and make collective and individual adjustments.

# ACCESS for EL Students

- District Data Strengths

- 1) 70% of Level 1 ELs improved by one or more levels, which is an improvement of 27% in the past two years.
- 2) 90% of students making growth that initially scored in the 1.0 to 1.9 range on ACCESS.

- District Data Growth Areas

- 1) 12% of ELs achieved exit status in 2021, as compared to 14% in 2020 and 18% in 2019.
- 2) Overall 78% of students showed growth in 2021, as compared to 2020 whereby 81% overall showed growth (-3.0)

- District Strategies to Address Growth Areas

- 1) Progress monitor ELs five times per year in order to identify areas to celebrate and/or areas of need. This data will be used to inform and adjust instruction and student plans. This data is also a predictor of performance on the ACCESS test.
- 2) Continue to strengthen our existing dedicated Newcomer Program at Turkey Foot MS and Dixie HS for all Newcomer Middle and High Students and ensure equitable Newcomer instruction at the elementary level where needed
- 3) All students receive services from certified a EL teacher, supplemented by Instructional Assistants.

# Quality School Climate and Safety/ Opportunities to Learn Survey

- District Data Strengths

1) Students strongly agree or agree about important topics such as:

- Adults from my school work hard to make sure students are safe. (98.7%)
- My school is a caring place. (98.0%)
- Adults from my school care about me. (97.5%)

- District Data Growth Areas

- 1) Although 65.8% of our students report all students are treated the same if they break school rules, 34.2% disagree or strongly disagree with this statement.
- 2) Although 72.8% of our students report feeling comfortable stating opinions in class even if others disagree, 27.2% report not feeling comfortable and disagree or strongly disagree with this statement.
- 3) Although 22.6% of our students do not believe that adults stay calm when dealing with bad behavior, this is a decrease from 33% in 2020 (-10.3%).

- District Strategies to Address Growth Areas

- 1) Support and monitor school implementation of Positive Behavior Interventions and Supports (PBIS) plan.
- 2) Utilize trend data from PBIS and Terrace Metrics.
- 3) Supporting schools to use behavior data and other situational trends to differentiate Tier I SEL instruction as needed.
- 4) Supporting school leadership to utilize student leadership groups as a way to have ongoing dialogue.



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# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	.4	.6	.6
Attendance Rate	95.96	95.62 (Feb. 2020)	N/A
% F/R	43.67%	42.84%	41.6%
Achievement Score/Proficiency	% PD P (R,M)/ SAI (Sci., SS, WR) E- 61.6% /55.9% M- 59% /45.7% H- 51.6% /48%	N/A	% PD Reading, Math, Science, Writing E - 50.6% / 49.6% / 38.1% / 63.2% M- 48.6% / 36.2% / 27.7% / 67.0% H - 41.0% / 38.0% / 32.3% / 67.8%
# Transfer (OE/Tuition)	1208	1167	1438
Retention Rate	1.9	1.4	1.4

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><b>Proficiency Goal:</b> By 2024, the district will increase the combined reading and math proficiency for all students from 61.6% in 2019 to 81.0% (elementary), from 59.0% in 2019 to 79.6% (middle), and from 51.6% in 2019 to 76.3% (high), as measured by the school report card proficiency data.</p> <p>2021 Elementary Objective 61.6% to 69.6% 2021 Middle Objective 59.0% to 67.4% 2021 High Objective 51.6% to 62.1%</p>	<p>Elementary 2021 Combined Reading and Math P/D = D 50.1% (-11.5%)</p> <p>Middle 2021 Combined Reading and Math P/D = D 42.4% (-16.6%)</p> <p>High 2021 Combined Reading and Math P/D = D 39.5% (-12.1%)</p>	<p>Elementary 2021 Reading P/D state 39.5%/KCS D 50.6% (+11.1) Elementary 2021 Math P/D state 31.4%/KCS D 49.6% (+18.2) Middle School 2021 Reading P/D state 44.0%/KCS D 48.6% (+4.6) Middle School 2021 Math P/D state 27.8%/KCS D 36.2% (+8.4) High School 2021 Reading P/D state 37.9%/KCS D 41.0% (+3.1) High School 2021 Math P/D state 30.3%/KCS D 38.0 (+7.7)</p>
<p><b>Growth Goal:</b> By 2023, the district will increase the percentage of students showing growth in MAP for elementary reading from 65.11% in Spring 2019 to 74.05%; for elementary math from 65.02% in Spring 2019 to 71.85%; for middle school reading from 49.08% in Spring 2019 to 74.8%; and for middle school math from 53.91% in Spring 2019 to 75.7%.</p> <p>2021 Elementary Reading Objective 65.11% to 65.7% 2021 Elementary Math Objective 65.02% to 65.57% 2021 Middle Reading Objective 49.08% to 61.75% 2021 Middle Math Objective 53.91% to 62.72%.</p>	<p>Elementary Reading MAP Growth = D 50.53% (-15.17%) Elementary Math MAP Growth = D 51.9% (-13.67%) Middle Reading MAP Growth = D 43.89% (-17.86%) Middle Math MAP Growth = D 46.10% (-16.62%)</p>	N/A



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# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><b>Gap Goal:</b> By 2024, the district will increase the combined reading and math proficiency for students with disabilities from 27.7% in 2019 to 64.3% (elementary), from 16.9% in 2019 to 57.2% (middle), and from 18.7% in 2019 to 56.6% (high), as measured by the school report card proficiency data.</p> <p>2021 combined reading and math objective for SWD from 27.7% in 2019 to 42.9% (elementary)            2021 combined reading and math objective for SWD from 16.9% in 2019 to 31.6% (middle)            2021 combined reading and math objective for SWD from 18.7% in 2019 to 30.6% (high)</p>	<p>Elementary 2021 Combined Reading and Math SWD P/D = D 21.3% (-6.4)</p> <p>Middle 2021 combined Reading and Math SWD P/D = D 13.7% (-3.2)</p> <p>High 2021 combined Reading and Math SWD P/D = D 15.9% (-2.8)</p>	<p>Elementary 2021 SWD Reading P/D state 25.5%/KCSD 23.4% (-2.1)            Elementary 2021 SWD Math P/D state 17.7%/KCSD 19.3% (+1.6)            Middle School 2021 SWD Reading P/D state 20.1%/KCSD 16.8% (-3.3)            Middle School 2021 SWD Math P/D state 11.5%/KCSD 10.6% (-0.9)            High School 2021 SWD Reading P/D state 12.6%/KCSD 14.7% (+2.1)            High School 2021 SWD Math P/D state 9.2%/KCSD 17.1% (+7.9)</p>
<p><b>Separate Academic Indicator Goal:</b> By 2024, the district will increase the combined science, social studies, and writing proficiency for all students from 55.9% in 2019 to 76.4% (elementary), and from 45.7% in 2019 to 75.8% (middle) along with high school writing proficiency from 48.0% in 2019 to 79.6%, as measured by the school report card proficiency data.</p> <p>2021 combined science, social studies, and writing objective from 55.9% in 2019 to 62.2% (elementary)            2021 combined science, social studies and writing objective from 45.7% in 2019 to 61.3% (middle)            2021 writing objective from 48.0% in 2019 to 67.4% (high school)</p>	<p>** Combined scores not obtained due to KSA omitting Social Studies for 2021 testing.</p> <p>Elementary 2021 Science P/D = 38.1%            Elementary 2021 Writing P/D = 63.2%            Middle School 2021 Science P/D = 27.7%            Middle School 2021 Writing P/D = 67.0%            High School 2021 Science P/D = 32.3%            High School 2021 Writing P/D = 67.8%</p>	<p>Elementary 2021 Science P/D state 25.1%/KCSD 38.1% (+13.0)            Elementary 2021 Writing P/D state 39.8%/KCSD 63.2% (+23.4)            Middle School 2021 Science P/D state 20.9%/KCSD 27.7% (+6.8)            Middle School 2021 Writing P/D state 50.9%/KCSD 67.0% (+16.1)            High School 2021 Science P/D state 26.5%/KCSD 32.3% (+5.8)            High School 2021 Writing P/D state 57.2%/KCSD 67.8% (+10.6)</p>

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><b><u>Transition Readiness Goal:</u></b> By 2023, the district will increase the percentage of students transition ready in grade 12 from 71.2% in 2019 to 81.6%, as measured by College/Career Readiness calculations.</p> <p>2021 Transition Ready objective from 71.2% in 2019 to 79.4%</p>	High School 2021 Transition Ready state calculated rate D = 59.8% = (-19.6)	N/A
<p><b><u>Graduation Rate Goal:</u></b> By 2024, the district will increase the graduation rate from 93.7% in 2020 to 95%, as measured by the school report card 4-year adjusted cohort graduation rate.</p> <p>2021 Graduation Rate objective from 93.7% in 2020 to 94.5%</p>	High School 2021 Graduation Rate D = 92.9 (-0.8)	High School 2021 Graduation Rate state 90.9%/KCS D 92.9% (+2.9)
<p><b><u>Impact Survey Goal:</u></b> By 2024, the district will increase the topic of resources within the Impact Survey from 38% favorable to 46% favorable.</p> <p>2022 Impact Survey objective from 38% favorable to 42% favorable</p>	N/A	N/A

# Celebrations

- 1) The district is above the state average for all students scoring Proficient/Distinguished (P/D) in all subject areas for all grades on the Kentucky Summative Assessment (KSA) and in all areas on the ACT.
- 2) Students earning a qualifying score on AP exams and a qualifying score with dual credit course work in the top 10 in the state, and top three within the region.
- 3) Brigrance scores are within the top 15 of the state and top 5 within the region.
- 4) We are so proud of Team Kenton! We know the adjustments as a result of COVID-19 pandemic had a significant impact on the overall day-to-day operations and instruction. Despite many challenges and barriers, Team Kenton continued to provide a quality learning environment and education for all students.



# Elementary Schools



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# Report to the Board November, 2021

Fort Wright  
Elementary



# Formative Data

## (Elementary/Middle School)

- **School Data Strengths**

- 1) Overall average scores in both reading and math were higher than district averages in all grade levels, K-5.
- 2) Students with disabilities overall school averages (K-5) were higher than district averages in both reading and math.

- **School Data Growth Areas**

- 1) The overall average score for all students in 4th grade math was 59.63% and 53.63% for all students in 5th grade which is below proficiency.
- 2) Students with disabilities in 4th grade overall average math score was 33.5% which is lower than the district average of 38.6%.
- 3) Fourth grade students with disabilities average score in reading was 5.25% which was lower compared to the district average of 27.23%.

- **Strategies to Address Growth Areas**

- 1) Focus on metacognitive math strategies to build teacher knowledge of how to implement strategies that support student metacognition in the area of math.
- 2) Multi-Tiered Support System (MTSS) Structures - MTSS team and teachers ensure intervention goals match skill deficits and engage in weekly MTSS meetings to discuss progress.
- 3) Continue focus on deepening stakeholders knowledge of the Kentucky Academic Standards in mathematics in order to set clear and measurable goals, inform instructional practices and measure student achievement at the intended depth of the standard.

# Diagnostic Data

## (MAP/CERT)

- **School Data Strengths**

- 1) 60.87% of students with disabilities made growth on MAP from Fall (2020) to Spring (2021) which is above the district average.
- 2) 67.31% of third grade students scored proficient on MAP Reading and 64.71% of third grade students scored proficient in MAP Math with both scores being above the district average.

- **School Data Growth Areas**

- 1) 35.14% of students scored below the 50th percentile on MAP Reading.
- 2) 40.88% of students scored below the 50th percentile on MAP Math.

- **Strategies to Address Growth Areas**

- 1) Job embedded professional learning on deconstructing standards, scoring calibration, analyzing learning tasks and assessments to ensure varying levels of complexity.
- 2) Intentional focus on implementing student interventions as prescribed by the MTSS Team.
- 3) Goal setting for weekly assessments to improve the number of proficient readers and mathematicians at each grade level. Classroom goals are celebrated when achieved.

# Proficiency

- **School Data Strengths**

- 1) 54.4% of students scored proficient on KSA Reading which is above the district average.
- 2) 43% of fourth grade students scored proficient on KSA Science which is above the district average.

- **School Data Growth Areas**

- 1) 48% of students scored below proficient on KSA Math.
- 2) 57% of fourth grade students scored below proficient on KSA Science.

- **Strategies to Address Growth Areas**

- 1) Intentional tracking, monitoring, and celebration of Transition Ready students at the third grade level.
- 2) All teachers will participate in Student Centered Learning Labs. This in-house professional development opportunity will allow stakeholders to engage in collaborative discussions with peers during a pre-briefing session and post-observation to develop shared, collaborative practices.
- 3) MTSS is in place. Weekly meetings to ensure all intervention goals are targeted at each students identified deficits and best instructional practices will decrease learning gaps and increase student achievement.

# Growth

- **School Data Strengths**

- 1) 51.9% of students scored proficient on KSA Math which is a 4.8% increase from 2019.
- 2) 55.1% of students scored proficient on KSA On-Demand Writing which is a 8.8% increase from 2019.

- **School Data Growth Areas**

- 1) 45.6% of students scored below proficient in the area of KSA Reading.
- 2) 48.1% of students scored below proficient in the are of KSA Math.

- **Strategies to Address Growth Areas**

- 1) Implementation of the KCS D Balanced Assessment System- Informing Instruction for Student Success beginning with Assessment FOR Learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments). Weekly and District Common Assessments are implemented with fidelity and recorded in Performance Matters data dashboard.
- 2) Administration and staff are continuously engaged in meaningful discussions around student data during team planning, weekly PLCs, MTSS meetings to analyze data and make informed instructional decisions.
- 3) Administration conducts, at minimum, one learning walk per month for all teachers as well as required formal observations for teachers in the evaluation cycle with feedback centered on the Kenton County Quality Instruction Rubric for best instructional practices.

# GAP

- **School Data Strengths**

- 1) 42.7% of low income students scored proficient on KSA Reading which is above the district average.
- 2) 38.2% of students with disabilities scored proficient on KSA Reading which is above the district average.

- **School Data Growth Areas**

- 1) 85.3% of students with disabilities scored below proficient on KSA Math which is below the district average.
- 2) 90% of students with disabilities scored below proficient on KSA Science which is below the district average.

- **Strategies to Address Growth Areas**

- 1) School Dashboard to track student progress toward IEP goals and Performance Matters to track progress toward proficiency for students with disabilities.
- 2) Departmentalization for special educators to allow teachers to become experts in a specific content area.
- 3) Job embedded professional learning on deconstructing standards, scoring calibration, analyzing learning tasks and assessments to ensure varying levels of complexity to improve Tier I instruction.

# Separate Academic Indicators

- **School Data Strengths**

- 1) 43% of fourth grade students scored proficient on KSA Science which is the second highest in the district.
- 2) 55% of fifth grade students scored proficient on KSA On-Demand Writing which is an 8.8% increase from 2019.

- **School Data Growth Areas**

- 1) 57% of fourth grade students scored below proficient on KSA Science.
- 2) 44.9% of fifth grade students scored below proficient on KSA On-Demand Writing which is below the district average.

- **Strategies to Address Growth Areas**

- 1) Teacher participation in weekly grade level PLCs using assessment data to identify standard mastery and skill deficits for remediation, discuss progress of standards. In addition, teachers identify next steps which include the standard or students for remediation, share best instructional practices, and make adjustments in timelines and schedules to reteach.
- 2) Intentional writing review checks scheduled throughout the year to monitor the implementation of the school wide writing program.
- 3) Stakeholders participate in district professional development opportunities with a focus on deepening standard knowledge and building assessments that assess students understanding to the intended depth of the standard.



# ACCESS for EL Students

- **School Data Strengths**

- 1) 10% of EL students scored high enough on ACCESS to exit the EL program.
- 2) 100% of EL students showed growth on ACCESS.

- **School Data Growth Areas**

- 1) 2.36 is the average speaking score on ACCESS.
- 2) 90% of EL students scored below the exit criteria on ACCESS.

- **Strategies to Address Growth Areas**

- 1) Continued collaboration between EL staff and classroom teachers.
- 2) Breakdown and data analysis of formative and summative assessment scores by grade level standards through the learning management system, Performance Matters for all EL students to adjust instruction.
- 3) Teacher accountability to lesson plans that demonstrate best practices including the 8 Key Practices for EL students.

# Quality School Climate and Safety/ Opportunities to Learn Survey

- **School Data Strengths**

- 1) Survey data indicates 98.5% of students perceive adults from Fort Wright Elementary work hard to make sure students are safe.
- 2) Survey data indicates 98.1% of students perceive Fort Wright Elementary is a caring place.

- **School Data Growth Areas**

- 1) 38% of students perceive they are taught ways to stop mean or hurtful behavior when we see it happen.
- 2) 47.9% of students perceive they are mean or hurtful to other students online (websites, apps, etc.) is a problem for my school.

- **Strategies to Address Growth Areas**

- 1) Adult advocates assigned to every student.
- 2) Daily Tier I implementation of SEL curriculum and PBIS expectations to all students.
- 3) Targeted students from Terrace Metrics results receive small group instruction provided by the School Counselor or RBTL Interventionist.

# Student Services

	2018-2019	2019-2020	2020-2021
Attendance Rate	96.49	96.43	N/A
% F/R	48.51	50.43	54.18
Achievement Score/ Proficiency	51.5% Proficient	N/A	54.4% P/D for Reading 48% P/D for Math 43% P/D for Science 55.1% P/D for On-Demand Writing
# Transfer (OE/Tuition)	80	89	105
Retention Rate	.2	0	0

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<ul style="list-style-type: none"> <li>By 2021, Fort Wright Elementary School will increase reading proficiency of all students from 56% in 2019 to 60.85% in 2021 as measured by the school report card proficiency data.</li> </ul>	Declined (54.54%; -6.45%)	(39.5; +15.05%)
<ul style="list-style-type: none"> <li>By 2021, Fort Wright Elementary School will increase math proficiency from 47.1% in 2019 to 51.95% in 2021 as measured by the school report card proficiency data.</li> </ul>	Met (51.9%; 0%)	(31.4%; +20.5%)
<ul style="list-style-type: none"> <li>By 2021, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 18.9% in 2019 to 27.01% in 2021 as measured by the school report card gap data.</li> </ul>	Met (38.2%; +11.19%)	(17.7%; +20.5%)
<ul style="list-style-type: none"> <li>By 2021, Fort Wright Elementary School will reduce the percentage of novice reading students with disabilities from 27% in 2019 to 24.3% in 2021 as measured by the school report card gap data.</li> </ul>	Improved (26.5%; -2.2%)	(45.4%; +18.9%)

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<ul style="list-style-type: none"> <li>By 2021, Fort Wright Elementary School will increase the percentage of students meeting typical growth percentile in math from 62.47% in Spring 2019 to 66.22% in Spring 2021 measured by MAP data.</li> </ul>	Declined (51.58%; -10.89%)	N/A
<ul style="list-style-type: none"> <li>By 2021, Fort Wright Elementary School will increase the on-demand proficiency for all students from 46.3% in 2019 to 51.13% in 2021 as measured by the School Report Card proficiency data.</li> </ul>	Met (55.1%; +3.97%)	(45.4%; +9.7%)
<ul style="list-style-type: none"> <li>By 2021, Fort Wright Elementary School will increase the science proficiency for all students from 43.1% in 2019 to 52.93% in 2021 as measured by the School Report Card proficiency data.</li> </ul>	Declined (43%; -9.93%)	(25.1%; +17.9%)

# Celebrations

- 1) School Climate Survey state data proves that students belong, their schoolwork helped them learn new things, and students LOVE being part of the TEAM at Fort Wright Elementary.
- 2) Proficiency scores in Math and On-Demand Writing increased during the pandemic. EXCELLENT WORK STAFF AND STUDENTS!
- 3) Tremendous improvements on the use of technology to enhance learning.



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# Report to the Board November, 2021

## River Ridge Elementary



# Formative Data

## (Elementary/Middle School)

- School Data Strengths

- 1) Our overall common assessment average in math for students with IEPs was above the district average by 9.34%.
- 2) Our overall common assessment average in reading for students with IEPs was above the district average by 1.75%.

- School Data Growth Areas

- 1) Our overall school average on reading common assessments was 67.3%, below the district average by 2.3%.
- 2) Our overall school average on math common assessments was 61.9%, below the district average by 2.8%.

- Strategies to Address Growth Areas

- 1) Utilization of Performance Matters to track student progress on common assessments and provide teachers with a universal tool for data analysis, as well as clear opportunities to address deficiencies with standard mastery.
- 2) Implementation of the Cycle of Quality Instruction to provide clear and specific feedback on classroom instruction in order to consistently grow and improve our tier 1 core instruction. All teachers receive a minimum of one walk per month.
- 3) Adoption of K-3 math curriculum, Bridges, to align math instruction across classrooms and provide teachers and students with opportunities to deepen their understanding of mathematical concepts.



# Diagnostic Data

## (MAP/CERT)

- School Data Strengths

- 1) Longitudinal data indicates an overall average increase of 4.56% of students scoring above the 50th percentile in reading when compared to their scores two years earlier.
- 2) Longitudinal data indicates a 14.61% increase in 2nd grade students scoring above the 50th percentile in math when compared to their scores from two years earlier.

- School Data Growth Areas

- 1) Our percentage of students scoring at or above the 50th percentile in reading decreased from 61.15% in Fall of 2020 to 58.56% in Spring of 2021.
- 2) Our percentage of students scoring at or above the 50th percentile in math decreased from 55.91% in Fall of 2020 to 53.17% in spring of 2021.

- Strategies to Address Growth Areas

- 1) Use of weekly formative and common assessment data to guide needs based learning for tier 1 core instruction.
- 2) Adoption and implementation of math program in grades K-3 to improve overall math instruction and provide high quality math resources to our students and teachers.
- 3) Share and discuss MAP data with students to establish goals; ongoing tracking of goals to monitor progress. Intentional tracking and review of grade level reading proficiency; specifically in 3rd grade to ensure transition readiness.

# Proficiency

- School Data Strengths

- 1) In reading, our overall percentage of students scoring proficient/distinguished was above the state average by 6.5%.
- 2) In math, our overall percentage of students scoring proficient/distinguished was above the state average by 17.5%

- School Data Growth Areas

- 1) Our overall proficiency for reading decreased from 61.5% in 2019 to 45.9% in 2021.
- 2) Our overall proficiency for math decreased from 58.3% in 2019 to 48.3% in 2021.

- Strategies to Address Growth Areas

- 1) Implementation of the Cycle of Quality Instruction and monthly PPR walks to provide clear and specific feedback on classroom instruction in order to consistently grow and improve our tier 1 core instruction.
- 2) Utilization of Performance Matters to track student progress on weekly and common assessments and provide teachers with a universal tool for data analysis, as well as clear opportunities to address deficiencies with standard mastery.
- 3) Adoption of K-3 math curriculum, Bridges, to align math instruction across classrooms and provide teachers and students with opportunities to deepen their understanding of mathematical concepts.

# Growth

- School Data Strengths

- 1) 57% of students with IEPs showed growth in math from Fall MAP 2020 to Spring MAP 2021.
- 2) Our percentage of 3rd grade students meeting the literacy transition ready goal increased from 57.50% in 2020 to 68.66% in 2021.

- School Data Growth Areas

- 1) Our percentage of students scoring at or above the 50th percentile in reading decreased from 61.15% in Fall of 2020 to 58.56% in Spring of 2021.
- 2) Our percentage of students scoring at or above the 50th percentile in math decreased from 55.91% in Fall of 2020 to 53.17% in spring of 2021.

- Strategies to Address Growth Areas

- 1) Teachers and administrators are analyzing weekly/bi-weekly formative and common assessment data aligned to grade level standards in order to adapt instruction and provide needs based learning according to data.
- 2) Use of Performance Matters to collect and analyze summative data with extensive analysis that focuses on ongoing instructional adjustments.
- 3) Calibrate math instruction through implementation of new math curriculum. Implementation includes extensive initial and ongoing training for teachers in mathematics pedagogy and inclusion of state identified mathematics practices.

# GAP

- School Data Strengths

- 1) On Spring 2021 state assessment, our economically disadvantaged students scored above the state in writing by 10.6%.
- 2) On Spring 2021 state assessment, our economically disadvantaged students scored above the state in math by 14.9%.

- School Data Growth Areas

- 1) Spring 2021 state assessment, results indicate only 18.9% of our students with disabilities scoring proficient/distinguished in math.
- 2) Spring 2021 state assessment results indicate only 17% of our students with disabilities scoring proficient/distinguished in reading.

- Strategies to Address Growth Areas

- 1) Utilize MTSS progress data to refine student groupings, address specific needs, and adjust instruction as needed.
- 2) Special education teachers meet regularly in PLCs to closely monitor and discuss progress towards IEP goals and toward grade level standards.
- 3) Implementation of a school level organizational support chart to ensure high leverage strategies and continued growth with our special needs population.

# Separate Academic Indicators

- School Data Strengths

- 1) In writing, our proficient/distinguished percentage was above the state average by 10.5%
- 2) In science, our proficient/distinguished percentage was above the state average by 13.1%

- School Data Growth Areas

- 1) In writing, our overall proficiency decreased from 63.5% in 2019 to 50.3% in 2021.
- 2) In science, our overall proficiency decreased from 53.8% in 2019 to 38.2% in 2021.

- Strategies to Address Growth Areas

- 1) Continued implementation of the Smeken's writing framework to align writing across all grade levels, provide ample opportunities for students to build writing fluency, and increase writing across all content areas.
- 2) Analyze weekly/bi-weekly and common assessment data in Science to diagnose deficiencies and provide immediate re-teaching/remediation of standards.
- 3) Collaborate with teachers during PLCs to analyze student writing samples, revise writing scope and sequence as needed, and share conference/feedback strategies to move student writing forward.

# ACCESS for EL Students

- School Data Strengths

- 1) On the Spring 2021 ACCESS test, 90% of our English Learner students made growth.
- 2) Results from the 2021 ACCESS test indicated 15% of our EL students were prepared to exit the EL program.

- School Data Growth Areas

- 1) On the Spring 2021 state assessment, only 20.4% of our EL students scored proficient/distinguished in reading.
- 2) On the Spring 2021 state assessment, only 30.6% of our EL students scored proficient/distinguished in math.

- Strategies to Address Growth Areas

- 1) Continue to refine collaboration with EL staff to ensure we are providing adequate support to EL students and families to maximize achievement and participation.
- 2) Increased opportunities for writing across all content areas with emphasis on use of ICNs (interactive content notebooks).
- 3) Continue to work with teachers during PLCs to share effective strategies for instructing our EL students.



# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) On the quality school climate and safety survey, 98% of our students said our school is a caring place.
- 2) On the quality school climate and safety survey, 98.5% of students believe the adults at our school work hard to make sure students are safe.

- School Data Growth Areas

- 1) On the quality school climate and safety survey, 47.4% of students shared that students are mean or hurtful to other students online.
- 2) The quality school climate and safety survey indicated that 33.1% of students believe all students are treated the same if they break school rules.

- Strategies to Address Growth Areas

- 1) Intentional instruction in digital citizenship with emphasis on appropriate behaviors.
- 2) Engage staff in conversations during PLCs around this data to increase awareness of student perceptions and to brainstorm strategies to address deficit areas.
- 3) Collaborate with student advisory council/leadership students to discuss, share, and problem solve student perceptions.

# Student Services

	2018-2019	2019-2020	2020-2021
Attendance Rate	96.36	96.08	N/A
% F/R	47.54	47.14	49.94
Achievement Score/Proficiency	62% (reading) 58% (math)	N/A	Reading – 46.1% Math – 48.9% Science – 38.2% Writing – 50.3%
# Transfer (OE/Tuition)	45	37	46
Retention Rate	0	0	.1



# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><b><u>Proficiency Goal</u></b> - By 2024, River Ridge Elementary will increase the combined reading and math percentage of students scoring proficient/distinguished from 60% in 2019 to 80% as measured by the school report card.</p> <p><b><u>Objective 1</u></b> - To increase our percentage of students scoring proficient/distinguished in reading from 61.5% in 2019 to 65.5% in 2021 as measured by the school report card.</p> <p><b><u>Objective 2</u></b> - To increase our percentage of students scoring proficient/distinguished in math from 58.3% in 2019 to 62.3% in 2021 as measured by the school report card.</p>	<p>Reading (<i>obj. 1</i>) - Declined 15.4</p> <p>Math (<i>obj. 2</i>) - Declined 9.4</p>	<p>Reading - above state by 6.5</p> <p>Math- above state by 17.5</p>
<p><b><u>Separate Academic Indicator Goal</u></b> - By 2024, River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in writing from 63.5% in 2019 to 81.7% as measured by the school report card.</p> <p><b><u>Objective 1</u></b> - To increase the percentage of students scoring proficient/distinguished in writing from 63.5% in 2019 to 67.15% in 2021 as measured by the school report card.</p>	<p>Writing (<i>obj. 1</i>) - Declined 13.2</p>	<p>Writing- above state by 10.5</p>



# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><b><u>Achievement Gap Goal</u></b> - By 2024, River Ridge Elementary will increase the combined reading and math percentage of students with disabilities scoring proficient/distinguished from 21.7% in 2019 to 60.8% as measured by the school report card.</p> <p><b><u>Objective 1</u></b> - To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% in 2021 as measured by the school report card.</p> <p><b><u>Objective 2</u></b> - To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% in 2021 as measured by the school report card.</p>	Reading ( <i>obj. 1</i> ) - Declined 9.7 Math ( <i>obj. 2</i> ) - Improved 2.2	Reading - below state by 8.5 Math - above state by 1.1
<p><b><u>Growth Goal</u></b> - By 2024, River Ridge Elementary will increase the percentage of students showing growth on the Spring MAP test for reading from 58.7% in 2019 to 79.3% and for math from 57.3% in 2019 to 78.6% as measured by Measures of Academic Progress (MAP).</p> <p><b><u>Objective 1</u></b> - To increase the percentage of students showing growth on the Spring MAP test for reading from 58.7% in 2019 to 62.8% in 2021 as measured by NWEA reports.</p> <p><b><u>Objective 2</u></b> - To increase the percentage of students showing growth on the Spring MAP test for math from 57.3% in 2019 to 61.7% in 2021 as measured by NWEA reports.</p>	Reading ( <i>obj. 1</i> ) - Same Math ( <i>obj. 2</i> ) - Declined 4.2	N/A
<p><b><u>Kentucky Impact Survey Goal</u></b> - By 2024, River Ridge Elementary will increase the percentage of the adequacy of our school resources from 50% in 2020 to 70% as measured by the Kentucky Impact Survey.</p> <p><b><u>Objective 1</u></b> - To increase the percentage of the adequacy of our school resources from 50% in 2020 to 60% in 2022.</p>	N/A	N/A

# Celebrations

- 1) Our overall rate of students scoring proficient and distinguished on the 2021 state assessment was above the state average in all tested areas!
- 2) The school quality climate and safety survey shows that River Ridge is a caring place and adults work hard to make kids feel safe!
- 3) We are slowly beginning to re-engage our parents and families and have already hosted two successful parent engagement events this year. Based on the positive feedback received, parents and guardians are thrilled to be back in school and engaged in the education of their children!



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# Report to the Board November, 2021

## Taylor Mill Elementary



# Formative Data

(Elementary School)

- **School Data Strengths**

- 1) Kindergarten and 1st grade Math and ELA Yearly Average for Common Assessments in 2020-21 were at 78% and above for all students scoring above benchmark.
- 2) 5th grade Math Yearly Average for Common Assessments in 2020-21 was at 65.8% for all students scoring above benchmark.

- **School Data Growth Areas**

- 1) 2nd-5th grade ELA Yearly Average for Common Assessments in 2020-21 were between 53%-59% of all student scoring above benchmark.
- 2) 3rd grade Math Yearly Average for Common Assessments in 2020-21 was 48.75%, so less than half of all students were scoring above benchmark.

- **Strategies to Address Growth Areas**

- 1) Creation and review of bi-weekly Common Formative Assessments (CFAs) in Math and Reading to measure student understanding of standards prior to common assessments. Reviewed by teachers in PLCs prior to giving to students to ensure standards alignment and rigor level is matching level in common assessments.
- 2) Review of student data on CFAs prior to common assessments comparing classes across grade levels to determine instructional changes needed, additional practice/reteaching of skills, and creation of needs based instructional groups.
- 3) Grade level PLCs to review common assessment results in Performance Matters. Analysis of performance on standards by class and by grade level to determine next steps.

# Diagnostic Data

## (MAP)

- School Data Strengths

- 1) Increase in Students with Disabilities scoring above 50%tile from Fall 2020-Fall 2021. 44.7% of SWD scored above 50%tile on Fall 2021 Reading MAP. 48.28% of SWD scored above 50%tile on Fall Math MAP. This is a 10% increase in both areas from Fall of 2020.
- 2) 11% Increase in students scoring above 50%tile from Fall 2020-Fall 2021 in Math. 55% of students scored above 50%tile in Math MAP in Fall 2020. In Fall 2021, 66% of students scored above 50%tile in Math MAP.

- School Data Growth Areas

- 1) School goal is that 80% of students will be meeting or exceeding typical growth on MAP. Fall 2020-Spring 21 data shows:
  - 61.8% of students meeting or exceeding typical growth in Math (nat'l avg is 50%)
  - 60.8% of students meeting or exceeding typical growth in Reading (nat'l avg is 50%)
- 2) There has been little change over the past 3 years of students performing above the 50%tile on the Fall MAP Reading. In Fall 2019 - 57%, Fall 2020 - 63%, Fall 2021 - 63.82%

- Strategies to Address Growth Areas

- 1) Refinement of MTSS plan to make changes to interventions being used in both reading and math to ensure that they match student needs.
- 2) Intentional Focus on Cycle of Quality Instruction on Element 2 eliciting responses from all students and  
Element 4 teacher adjusting instruction based on student responses.
- 3) Analysis of student responses on weekly Common Formative and District Common Assessments to make adjustments to instruction and revising CFAs to increase rigor of tasks

# Proficiency

- School Data Strengths

- 1) 52.5% of students scored Proficient/Distinguished in Math on the 2021 KSA, this was above both the district and the state average.

- School Data Growth Areas

- 1) School goal was to increase the average combined reading and math KSA Proficiency scores from 59.1% in 2019. The combined reading and math KSA Proficiency score for Spring 2021 was 48.7%.
- 2) 44.9% of students scored Proficient/Distinguished in Reading on the 2021 KSA, this was below the district average, but above the state average.

- Strategies to Address Growth Areas

- 1) Creation and review of bi-weekly Common Formative Assessments (CFAs) in Math and Reading to measure student understanding of standards prior to common assessments. Reviewed by teachers in PLCs prior to giving to students to ensure standards alignment and rigor level is matching level in common assessments.
- 2) Review of student data on CFAs prior to common assessments comparing classes across grade levels to determine instructional changes needed, additional practice/reteaching of skills, and creation of needs based instructional groups.
- 3) Refinement of MTSS plan to make changes to interventions being used in both reading and math to ensure that they match student needs and skill deficits.

# Growth - MAP

- School Data Strengths

- 1) 77% of Kindergarten and 65% of 2nd grade students showed Growth from Fall 2020 to Spring 2021 on MAP Math. These were above the school average of 61% of students showing Growth.
- 2) 71% of Kindergarten students and 63% of 5th grade students showed Growth from Fall 2020 to Spring 2021 on MAP Reading. These were above the school average of 59% of students showing Growth.

- School Data Growth Areas

- 1) School goal was 79.2% of students would show growth Fall 2020 to Spring 2021. Actual Fall-Spring combined growth was 60%. This was a 17.7% decrease from previous year's growth on MAP.
- 2) 1st grade Reading and Math Growth on MAP from Fall 2020 to Spring 2021 were the lowest growth percentages in the school, with only 52% of students showing Growth in Reading and 54% of students showing Growth in Math.

- Strategies to Address Growth Areas

- 1) Continued work in PLCs including refining, analyzing and reflecting on Common Formative and District Common Assessments and analyzing student products with a focus on increasing rigor.
- 2) Intentional Focus on Cycle of Quality Instruction on Element 2 eliciting responses from all students and Element 4 teacher adjusting instruction based on student responses.
- 3) Refinement of MTSS plan to make changes to interventions being used in both reading and math to ensure that they match student needs and skill deficits.



# GAP

- School Data Strengths

- 1) 33.8% of students who are Economically Disadvantaged scored Proficient/Distinguished in Math KSA, which was above the state average with 31.4% of all students scoring Proficient/Distinguished.
- 2) 41.9% of students who are Economically Disadvantaged scored Proficient/Distinguished in Writing KSA which was above the state average with 39.8% of all students scoring Proficient/Distinguished.

- School Data Growth Areas

- 1) There are significant differences in performance between students scoring Proficient/Distinguished on KSA who are Economically Disadvantaged compared to Non-Economically Disadvantaged students are between 22.5% in Reading, 30.7% in Math, and 33.1% in Writing with Non-Economically Disadvantaged students scoring higher in all areas.
- 2) 31.2% of students who are Economically Disadvantaged scored Proficient/Distinguished in Reading on KSA.

- Strategies to Address Growth Areas

- 1) Summer program addressed reading and math, providing transportation for students. Scholastic book packs were provided for summer reading for all students to have access to books over the summer.
- 2) Interventions and Needs Based Instruction in place during WIN time through MTSS plan to meet individual student needs.
- 3) Family engagement opportunities like Summer Meet-Up, Fall Camp Read-a-Lot include literacy based activities, free books for students, literacy tips for parents.

# Separate Academic Indicators

- School Data Strengths

- 1) 47% of students scored Proficient/Distinguished in Science on the 2021 KSA, this was above both the district and the state average.
- 2) 62% of students scored Proficient/Distinguished in Writing on the 2021 KSA, this was above the state average.

- School Data Growth Areas

- 1) Increase of 11.5% of students scoring Proficient/Distinguished in Science from the 2018-19 KPREP.
- 2) Increase of 8.9% of students scoring Proficient/Distinguished in Writing from the 2018-19 KPREP.

- Strategies to Address Growth Areas

- 1) Vertical alignment planning opportunity during professional development days spent discussing writing strategies, Smekens resources and common vocabulary led by 5th grade writing teacher.
- 2) Vertical alignment planning opportunity during professional development day spent time discussing science resources, adding resources like Generation Genius, and including KY Department of Education Through Course Tasks as a part of assessment plan for the school year.
- 3) Intentional blocks of the day put on the master schedule for science and social studies in grades K-3, these had already been in place for 4th-5th grade. Allows for intentional planning of standards based lessons in these areas.

# ACCESS for EL Students

- School Data Strengths

- 1) 25% of students taking ACCESS scored at proficiency and exited the EL program in 2020-21.
- 2) 16.6% of students taking ACCESS scored in the 4-4.9 range, getting close to the exiting criteria.

- School Data Growth Areas

- 1) 90% of students taking ACCESS made growth.

- Strategies to Address Growth Areas

- 1) Continued collaboration with EL teacher to support students needs.
- 2) Interventions in place during WIN time to meet individual needs.

# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 99% of students agree/strongly agree that "Adults in our school work hard to make sure students are safe."
- 2) 96.4% of students agree/strongly agree that "Adults in our school care about me."
- 3) 96.9% of students agree/strongly agree that "Adults from my school care about my physical safety."

- School Data Growth Areas

- 1) While our student Quality School Climate and Safety Survey Data was strong overall, these data points below highlight areas we want to address first because they align closely to our goals and want them to be at 100%.  
91.8% of students agree/strongly agree that "I feel like I am a part of my school."  
85.9% of students agree/strongly agree that "Adults at this school respect people's differences."
- 2) Data points around student behavior and teacher reactions to student behavior indicated that these are areas of growth:  
73% of students agree/strongly agree that "Adults from my school stay calm when dealing with bad behavior"  
61% of students agree/strongly agree that "All students are treated the same if they break school rules."

- Strategies to Address Growth Areas

- 1) Utilizing SEL through teacher led Choose Love lessons, morning meetings, and classroom guidance lessons to give students a voice and practice these skills
- 2) Use of professional development days and committee time for the refinement of PBIS structures and flow chart.
- 3) Intentional focus on teaching of expectations for each area in the school led by the PBIS committee. Addition of ROAR expectations to morning announcements to remind students of school wide expectations.

# Student Services

	2018-2019	2019-2020	2020-2021
Attendance Rate	96.09	95.91	N/A
% F/R	44.67	40.83	40.48
Achievement Score/Proficiency	59.1% P/D	N/A	44.9% PD Reading 52.5% PD Math 47% PD Science 62% PD Writing
# Transfer (OE/Tuition)	60	51	46
Retention Rate	0.2%	0.2%	0.0%

# Implementation and Impact

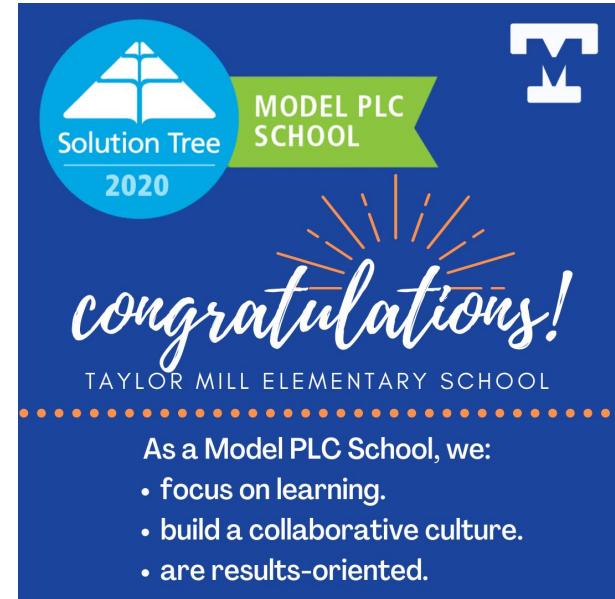
2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>We will collaborate to increase the average combined reading and math KPREP Proficiency scores from 59.1% in 2019 to 77.2% in 2023 as measured by KPREP scores.</p> <ul style="list-style-type: none"> <li>We will collaborate to increase the average combined reading and math KPREP Proficiency scores from 59.1% in 2019 to 63.5% in 2021 as measured by KPREP scores.</li> </ul>	<p>Declined</p> <p>Combined Reading (44.9%) and Math (52.5%) KSA proficiency was 48.7% in 2021. This was a 10.4% decrease.</p>	<p>N/A</p>
<p>We will collaborate to increase the average combined science, social studies, and writing KPREP Proficiency scores from 47.1% in 2019 to 70.2% in 2023 as measured by KPREP Assessment Data.</p> <ul style="list-style-type: none"> <li>We will collaborate to increase the average combined science, social studies, and writing KPREP Proficiency scores from 47.1% in 2019 to 52.4% in 2021 as measured by KPREP Assessment Data.</li> </ul>	<p>Met</p> <p>Combined Science (47%) and Writing (62%) was 54.5% in 2021. This did not include Social Studies. This was a 7.4% increase and exceeded the 2020 goal.</p>	<p>N/A</p>
<p>We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 28.3% in 2019 to 62.5% in 2024 as measured by KPREP scores.</p> <ul style="list-style-type: none"> <li>We will collaborate to increase the average combined reading and math KPREP Proficiency scores for students with disabilities from 28.3% in 2019 to 35.5% in 2021 as measured by KPREP scores.</li> </ul>	<p>Declined</p> <p>Combined Reading (22%) and Math (34.1%) KSA proficiency of students with disabilities was 28.05%. This was a 0.25% decline.</p>	<p>N/A</p>

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>We will collaborate to increase the average combined reading and math % of students showing typical Growth Fall-Spring on MAP from 77.7% in 2019 to 85% in 2024 as measured by school MAP assessment data.</p> <ul style="list-style-type: none"> <li>We will collaborate to increase the average combined reading and math % of students showing typical Growth Fall-Spring on MAP from 77.7% in 2019 to 79.2% in 2021 as measured by school MAP assessment data.</li> </ul>	<p>Declined % of students showing MAP Growth Fall-Spring Combined was 60%. This was a 17.7% decrease.</p>	<p>N/A</p>
<p>We will collaborate to increase the average percentile on Impact work conditions survey, as measure by Organizational Health Inventory from a stage 5 in Spring 2020 to stage 6 in Spring 2025.</p> <ul style="list-style-type: none"> <li>We will collaborate to increase the average percentile on Impact work conditions survey, as measured by Organizational Health Inventory from a low stage 5 in Spring 2020 to a high stage 5 in Spring 2021.</li> </ul>	<p>N/A Organizational Health Inventory was not taken in Spring 2021</p>	<p>N/A</p>

# Celebrations

- 1) Continued commitment to the being a National Model PLC School, one of around 200 schools and districts across the nation. Addition of book study on “Learning By Doing: A Handbook for Professional Learning Communities at Work” will increase the efficacy beyond the PLC task group to all teachers.
- 2) Math and Reading MAP growth continue to be above the national average.
- 3) Continued high commitment to our vision, mission, goals and core values as well as the student survey show Taylor Mill is a great place for our students. The incorporation of Club Days and the new Enrichment Day allows for students to explore their genius, enhancing student learning.







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# Report to the Board November, 2021

JA Caywood  
Elementary School

# Formative Data

(Elementary/Middle School)

- School Data Strengths

- 1) First grade overall common assessment average in Math grew by 18%.
- 2) Third grade overall common assessment average in Reading grew by 29%.

- School Data Growth Areas

- 1) Our overall school average on reading common assessments was 63.14%, below the district average by 6.45%.
- 2) Our overall school average on math common assessments was 57.8%, below the district average by 6.87%.

- Strategies to Address Growth Areas

- 1) Utilization of Performance Matters to track student progress on weekly and common assessments to provide teachers with a universal tool for data analysis in order to make adjustments in instruction to impact student mastery of standards.
- 2) Weekly structured PLC's to discuss overall results on each weekly and common assessment in order to determine individual student needs, identify standards that need to be retaught and to make adjustments to instruction.
- 3) School-wide weekly recognition of grade levels who meet the 80% proficiency goal on weekly and common assessments. Grade levels receive a blue ribbon for "Meeting the Mark" and a red ribbon for Growth".

# Diagnostic Data

## (MAP/CERT)



- School Data Strengths

- 1) In the area of reading, 54% of students with IEP's showed growth from Fall MAP 2020 to Spring MAP 2021.
- 2) In the area of Math, 53% of ALL students showed growth from Fall MAP 2020 to Spring MAP 2021.

- School Data Growth Areas

- 1) In the area of reading, our percentage of students scoring at or above the 50th percentile remained at 60.5% from Fall of 2020 to Spring of 2021, 4.29% below the district average.
- 2) In the area of math, our percentage of students scoring at or above the 50th percentile remained at 52% from Fall of 2020 to Spring of 2021, 6% below the district average.

- Strategies to Address Growth Areas

- 1) Weekly PLC's to analyze weekly and common assessments to guide **needs based** learning for Tier I Core Instruction.
- 2) Adoption and implementation of high quality instructional resources to address foundational skills in reading for grades K-3.
- 3) Implementation of MAP goal setting with students and ongoing tracking of MAP goals to monitor progress.

# Proficiency



- School Data Strengths

- 1) In the area of reading, our overall percentage of students scoring proficient/distinguished was above the state average by 12.6%.
- 2) In the area of math, our overall percentage of students scoring proficient/distinguished was above the state average by 10.7%.

- School Data Growth Areas

- 1) Our overall proficiency in reading decreased from 58.6% in 2019 to 52.1% in 2021.
- 2) Our overall proficiency in math decreased from 61% in 2019 to 42% in 2021.

- Strategies to Address Growth Areas

- 1) Monthly learning walks for all teachers to provide specific feedback on the Quality Cycle of Instruction followed by monthly analysis of school-wide learning walk feedback at faculty meetings to provide differentiated professional development for teachers on the elements of the cycle.
- 2) Utilization of Performance Matters to track student progress towards mastery of standards on weekly and common assessments to focus our discussion of student data at weekly PLC's in order to adjust instruction in Tier I as well as to meet individual needs of students.
- 3) Weekly student Celebrations for grade levels meeting 80% proficiency goal in reading and/or math. Grade Levels receive Blue Ribbons for "Meeting the Mark" and Red Ribbons for "Growth".

# Growth

- **School Data Strengths**

- 1)The percentage of third grade students meeting the literacy transition goal increased from 63.95% in 2020 to 69.23% in 2021.
- 2)In the area of reading, our students with disabilities scoring at or above the 50th percentile increased from 22.41% on Fall MAP 2020 to 29.31% on Spring MAP 2021.

- **School Data Growth Areas**

- 1)In the area of reading, the percentage of students scoring at or above the 50th percentile remained at 60.5% from Fall of 2020 to Spring of 2021, 4.29% below the district average.
- 2)In the area of math, our percentage of students scoring at or above the 50th percentile remained at 52% from Fall of 2020 to Spring of 2021, 6% below the district average.

- **Strategies to Address Growth Areas**

- 1)Weekly PLC's where teachers and administrators analyze weekly formative assessment data to ensure alignment of grade level standards and to make adjustments to instruction for needs based groups in Tier I.
- 2)Complete learning walks during needs-based instruction monthly to monitor use of high quality instructional materials and to ensure differentiation in reading and math based on student needs.
- 3)Implementation of high quality instructional resources purchased to increase foundational skills in reading for grades K-3.

- School Data Strengths

- 1) On Spring 2021 KSA, economically disadvantaged students scored above the state average in Reading by 16.2%.
- 2) On Spring 2021 KSA, economically disadvantaged students scored above the state average in Math by 15.8%.

- School Data Growth Areas

- 1) Spring KSA results indicate only 10.3% of students with disabilities scoring proficient or distinguished in the area of reading.
- 2) Spring KSA results indicate only 6.9% of students with disabilities scoring proficient or distinguished in the area of math.

- Strategies to Address Growth Areas

- 1) Monthly Special Education Data Digs to track progress towards proficiency and mastery of grade level standards, in addition to monitoring IEP goal progress.
- 2) During regular MTSS progress checks, grade level teams will use intervention data to evaluate progress and determine next steps. Teams will utilize Tiered Progression Charts to make instructional decisions.
- 3) Learning walks will be completed in RTI and special education resource settings monthly to ensure quality of research based interventions across grade levels. Additional professional development will be provided to ensure quality implementation as needed.

# Separate Academic Indicators

- School Data Strengths

- 1) In the area of writing, our students scoring proficient or distinguished was above the state average by 9%.
- 2) In the area of science, our students scoring proficient or distinguished was above the state average by 9%.

- School Data Growth Areas

- 1) In the area of writing, our overall proficiency decreased from 52.1% in 2019 to 48.8% in 2021.
- 2) In the area of science, our overall proficiency decreased from 37.8% in 2019 to 34.1% in 2021.

- Strategies to Address Growth Areas

- 1) Implement Monthly School Wide On-Demand Writing Scrimmages followed by grade level PLC's to identify strengths and areas of growth and to recognize classroom level winners for proficient/distinguished writing.
- 2) Teachers will calibrate their evaluation of student writing to Kentucky Writing Standards using the Kentucky On-Demand Writing Rubric in PLCs focused on writing at beginning, middle and end of the year checkpoints. PLC practices include identifying student strengths, weaknesses, and next-steps for developmental improvement.
- 3) Analyze formative and summative assessments in science to determine student mastery of standards and next steps for instruction.

# ACCESS for EL Students



- School Data Strengths

- 1) On the Spring ACCESS test, 80% of our English Learner students made growth.
- 2) On the Spring ACCESS test, 14% of our English Learner students were able to exit the EL program.

- School Data Growth Areas

- 1) On the Spring KSA test, only 11.8% of our English Learner students scored proficient/distinguished in math.
- 2) On the Spring KSA test, only 23.5% of our English Learner students scored proficient/distinguished in reading.

- Strategies to Address Growth Areas

- 1) Utilize Performance Matters during PLC meetings to analyze common and/or weekly assessments in reading and math with a focus on EL students and make adjustments to instruction and/or services based on data.
- 2) Increase scaffolded writing strategies using "GO TO" strategies including graphic organizers, dialogue journals and content learning logs.
- 3) Utilize teacher-led small group instruction with a focus on speaking and conversation vs. the use of software programs.



# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1)98.7% of students at Caywood believe that school is a caring place.
- 2)99.2% of students at Caywood believe that adults work hard to make students safe at school.



- School Data Growth Areas

- 1)53.7% of students reported that students being mean or hurtful to other students online is a problem
- 2)70.6% of students report that being mean or hurtful to other students is a problem at this school.

- Strategies to Address Growth Areas

- 1)Implement Online Protocol Training (Digital Driver's License) in Special Area Class (Library/Technology).
- 2)SEL- Implementation of 2nd Steps Curriculum for ALL students in grades K-5 to focus on using respectful behavior towards others.
- 3)Utilize Terrace Metrics results and curriculum to identify areas of need by grade level and provide instruction based on that data.



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# Student Services

	2018-2019	2019-2020	2020-2021
Attendance Rate	96.4%	95.93%	N/A
% F/R	53.77%	54.38%	61.45%
Achievement Score/Proficiency	59.76%	N/A	%P/D Reading- 52.1 %P/D Math- 42.1 %P/D Science- 34.1 %P/D On-Demand Writing- 48.8
# Transfer (OE/Tuition)	71	70	91
Retention Rate	0	0.2	.005

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><b><u>Proficiency Goal:</u></b> Increase the number of proficient and distinguished students in the area of Reading from 58.56% in 2019 to 78.75% in 2024.</p> <p><b><u>Objective 1:</u></b> Increase the number of proficient/distinguished students in the are of reading from 58.56% in 2019 to 62.7% in 2021.</p>	Reading Objective 1: Declined (-) 6.56%	+Above State by 12.6%
<p><b><u>Separate Academic Indicator Goal:</u></b> Increase the % of proficient and distinguished students in the separate academic indicator from 50.2% in 2019 to 75.1% in 2024.</p> <p><b><u>Objective 1:</u></b> Increase the % of proficient/distinguished students in Science from 37.8% in 2019 to 42.6% in 2021.</p> <p><b><u>Objective 2:</u></b> Increase the % of proficient and distinguished students in On-Demand Writing from 52.1% in 2019 to 56.9% in 2021.</p>	<p>Science Objective 1: Declined (-) 3.7%</p> <p>Writing Objective 2: Declined (-) 3.3%</p>	<p>Science: +Above State by 9%</p> <p>Writing: +Above State by 9%</p>
<p><b><u>Achievement GAP Goal:</u></b> Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 59% in 2024.</p> <p><b><u>Objective 1:</u></b> Increase the percentage of students with disabilities scoring proficient or distinguished in the area of Reading from 28% in 2019 to 41.8% in 2021.</p>	Reading Objective 1: Decline (-) 17.7%	Reading- Below State by 15.2%

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><b><u>Growth Goal:</u></b> Increase the % of students showing growth in Reading on MAP from 72% in the Spring of 2019 to 86% in Spring of 2024.</p> <p><b><u>Objective 1:</u></b> Increase % of students showing growth in Reading on MAP from 72% in Winter of 2019 to 74.8% in Spring of 2021.</p>	Reading Objective 1: Declined 23%	N/A
<p><b><u>Kentucky Impact Survey Goal:</u></b> Increase the % of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data Results from 34% in 2020 to 50% in 2022.</p>	N/A	N/A

# Celebrations

- 1) 92% of our students took KSA in the Spring and our overall rate of students scoring proficient or distinguished was above the state average in all tested areas including Reading, Math, Writing and Science.
- 2) 99.2% of Caywood students feel that the adults work hard to keep them safe and (98.7%) feel that their school is a caring place to learn.
- 3) 97% of Caywood students feel that school helped them learn new things during the Pandemic. We are excited to have our students back in school full time and we are working hard to begin closing the gaps in learning with strong structures in place around MTSS, analysis of weekly and common assessments, and the quality cycle of instruction.



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# Report to the Board November, 2021

RC Hinsdale



# Formative Data

(Elementary/Middle School)

- School Data Strengths

- 1) 74.36% of students scored at or above proficiency on reading common assessments.
- 2) 69.28% of students scored at or above proficiency on math common assessments.

- School Data Growth Areas

- 1) Only 63% of 3rd grade students scored at or above proficiency on reading common assessments.
- 2) Only 52% of 3rd grade students scored at or above proficiency on math common assessments.

- Strategies to Address Growth Area

- 1) Creating more efficient PLC structures within grade levels for analysis of assessment data to determine mastery of standards.
- 2) Teachers analyze weekly/common assessment data prior to team level PLC. Teachers will come to PLC meeting prepared to discuss student mastery on standards. Next steps for instruction will be discussed.
- 3) Student item analysis after the KCS D common assessment.

# Diagnostic Data

## (MAP)

- School Data Strengths

- 1) 75.97% of students were above the 50th percentile in 2021 Fall Reading MAP test (1st in Kenton County) an increase from 75.51% above the 50th percentile in Spring of 2020-2021.
- 2) 77.82% of students were above the 50th percentile in 2021 Fall Math MAP Test (1st in Kenton County) and increase from 70.29% above the 50th percentile in Spring of 2020-2021.

- School Data Growth Areas

- 1) In Spring 2021 MAP, only 45.83% of students with disabilities showed growth in reading.
- 2) In Spring 2021 MAP, only 54.17% of students with disabilities showed growth in math.

- Strategies to Address Growth Areas

- 1) Each month all staff receive PPR walks from administration and feedback to calibrate cycle of quality instruction. Teachers then provide reflection and feedback from administration comments.
- 2) Develop and implement Data Dashboard with use of Performance Matters for Data Analysis.
- 3) Continue Special Education PLCs to ensure students are meeting goals and showing grade level growth.



# Proficiency

- School Data Strengths

- 1) 58.3% of students scored a proficient or distinguished in Reading on the 2021 KSA. The score is above the district average.
- 2) 64.8% students scored proficient or distinguished in On-Demand writing on the 2021 KSA. The score is above the district average.

- School Data Growth Areas

- 1) 33.3% of our 4th grade students scored proficient or distinguished in Science on the 2021 KSA. This is a decrease from 46.8% on the 2018-2019 KSA.
- 2) 47.8% of students scored proficient or distinguished for Math on the 2021 KSA. This is a decrease from 63.4% on the 2018-2019 KSA.

- Strategies to Address Growth Areas

- 1) The utilization of Schoology/Performance Matters to analyze data in PLCs to ensure student mastery of standards.
- 2) Learning walks through the Science and Social Studies blocks to ensure the cycle of quality instruction is evident.
- 3) Development of our Science curriculum and gathering resources with KCS D consultant support.

# Growth

- School Data Strengths

- 1) 77.82% of students were at or above the 50th percentile in MAP math for fall of 2021. This is an increase from 75.05% in fall of 2020.
- 2) 29.03% of students with disabilities were at or above the 50th percentile in MAP reading for fall of 2021. This is an increase from 7.41% in spring of 2021.

- School Data Growth Areas

- 1) 47.48% of students showed growth in Spring 2021 MAP testing for Reading.
- 2) 41.35% of students showed growth in Spring 2021 MAP testing for Math.

- Strategies to Address Growth Areas

- 1) Weekly team PLC meetings to track growth in weekly/common assessment data.
- 2) Utilization of MTSS data to identify growth trends and areas of improvement.

# GAP

- School Data Strengths

- 1) 40% of our students that were economically disadvantaged scored a proficient or distinguished on the Reading KSA, which is above the district average.
- 2) 26.9% of our student with disabilities scored proficient or distinguished in reading, which is above the district average.

- School Data Growth Areas

- 1) 11.5% of students with an IEP were proficient or distinguished in the Math portion of the KSA , which is below the district average.
- 2) 20% of our students who are economically disadvantaged scored proficient or distinguished in the Science portion of the KSA.

- Strategies to Address Growth Areas

- 1) Administration and staff professional learning on the cycle of quality instruction in all content areas.
- 2) Utilizing a Special education data dashboard with monthly progress monitoring towards IEP goals. In addition, special education teachers meet weekly to review assessment data and student progress.
- 3) During regular MTSS progress checks, grade level teams will use intervention data to evaluate progress and determine next steps. Teams will utilize Tiered Progression Charts to make instructional decisions.

# Separate Academic Indicators

- School Data Strengths

- 1) 72% of 5th grade females scored proficient or distinguished on the Writing portion of the KSA, which is above the state average.
- 2) 64% of all 5th grade students scored proficient or distinguished on the Writing portion of the KSA, which is above the district average.

- School Data Growth Areas

- 1) 33% of all 4th grade students scored a proficient or distinguished on the Science portion of the KSA compared to 46.8% on the 2019 KSA.
- 2) 0% of students with disabilities scored proficient or distinguished on the On-Demand portion of the KSA, which is below the state average.

- Strategies to Address Growth Areas

- 1) Holding school wide on-demand scrimmage prompts to grow on-demand writing throughout the school resulting in growth across multiple years of KSA testing.
- 2) Implementing additional PLCs directly related to the separate academic indicators. Set up time monthly for these discussions and moving students.
- 3) Learning walks through the Science and Social Studies blocks to ensure the cycle of quality instruction is evident.

# ACCESS for EL Students

- School Data Strengths

- 1) 78% of Hinsdale EL students showed growth on the Access Test.
- 2) 100% of Hinsdale EL students showed growth on the 2020 Access Test.

- School Data Growth Areas

- 1) Only 66% of Hinsdale EL students showed growth on the Access Test in Kindergarten and 1st grade.

- Strategies to Address Growth Areas

- 1) Implement student schedule where EL students are getting additional support, as well as interventions as needed.
- 2) Collaboration with EL teacher regarding beginning of the year PSP to measure progress.
- 3) Monitor EL progress on Common Assessment in Schoology/Performance Matters.

# Quality School Climate and Safety/ Opportunities to Learn Survey

- **School Data Strengths**

1. 98.8% of students agreed or strongly agreed that adults from this school respect students' differences (gender, culture, race, religion).
2. 99.4% of students agreed or strongly agreed that adults from Hinsdale work hard to make sure students are safe.
3. 94.8% of students agreed or strongly agreed that teachers expect students to do their best at all times.

- **School Data Growth Areas**

1. 43% of students felt that other students were being mean or hurtful is a problem at our school.
2. 21% of students felt that adults from school did not stay calm when dealing with bad behavior.
3. 18% of students disagreed that a teacher or some other adult from school will care if they miss a day of school.

- **Strategies to Address Growth Areas**

1. School counselor and HN staff integrate social media tips for elementary students within the SEL curriculum and school guidance.
2. Whole staff training of TIC (Trauma Informed Care), De-escalation strategies training and classroom management strategies training.



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# Student Services

	2018-2019	2019-2020	2020-2021
Attendance Rate	97.49	96.86	98.09
% F/R	20.46	21.37	19.32
Achievement Score/Proficiency	85.9	N/A	% P/D Reading: 58.3 % P/D Math: 47.8 % P/D for Science: 33.3 % P/D On-Demand Writing: 64.8
# Transfer (OE/Tuition)	55	40	30
Retention Rate	.5	0	.19

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<ul style="list-style-type: none"> <li>By 2021, RC Hinsdale will increase percent Proficient/Distinguished in combined reading/math from 85.9 in 2019 to 87.9 in 2021.</li> </ul>	Declined (53.05%; -32.85%)	N/A
<ul style="list-style-type: none"> <li>By 2021, RC Hinsdale will increase the separate academic in social studies from 80.4 in 2019 to 83.02 in 2021</li> </ul>	Social Studies not assessed in 2021	Social Studies not assessed in 2021
<ul style="list-style-type: none"> <li>By 2021, RC Hinsdale will increase the percent of proficient/distinguished in combined reading and math for students with disabilities from 19.25 in 2019 to 31.9 in 2021</li> </ul>	Declined (19.2%, -.05%)	N/A
<ul style="list-style-type: none"> <li>By 2021, RC Hinsdale will increase percent of students showing growth in reading from 66% in 2019 to 72.4% in 2021.</li> </ul>	Declined (47.48%, -18.52%)	N/A



# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<ul style="list-style-type: none"><li>By 2021, RC Hinsdale will increase the professional growth and learning opportunities available to faculty and staff from 49% in 2020 to 60% in 2022</li></ul>	Not evaluated until Fall 2022	Not evaluated until Fall 2022

# Celebrations

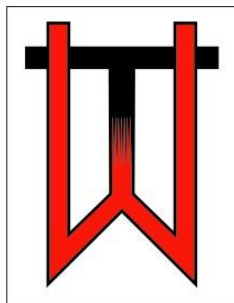
- 1) All students in grades K-5 are one to one with technology. Our kindergarten students each have iPads and students in grades 1st-5th have their own chromebook.
- 2) Fall MAP Data - 75.97% of ALL students are proficient/distinguished in Reading and 77.82% in Math, which were both the highest in KCS D.
- 3) Monster Dash Fundraiser (Sponsored by Hinsdale PTA) raised over \$50,000 for our school and students.



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# Report to the Board November, 2021

## White's Tower Elementary



# Formative Data

(Elementary/Middle School)

- School Data Strengths

- 1) Overall Reading was 79.28% P/D (+9.69% district average)
- 2) Overall Math was 73.42% P/D (+8.75% district average)

- School Data Growth Areas

- 1) 4th Grade Math was 43.79% P/D & Reading was 49.47% P/D
- 2) 3rd-5th Students' with IEPs: Reading 29.92% P/D & Math 22.05% P/D

- Strategies to Address Growth Areas

- 1) Use Performance Matters to track student progress on weekly and common assessments and provide feedback and support so, teachers are addressing deficiencies to ensure mastery of standards.
- 2) Implementation of IXL Web-Based Learning Tool as a personalized learning program for all individual students.
- 3) Utilizing individual wrong answer analysis to correct misconceptions.

# Diagnostic Data

## (MAP/CERT)

- School Data Strengths

- 1) Spring 20-21 WTE scored above district average in overall Reading & Math and in 6 out of 12 areas tested (Science, On-Demand Writing, Free/Reduced, IEPs)
- 2) Spring 20-21: Overall in Math Students w/IEPs showed 72.06% Growth
- 3) Kindergarten increase from Fall to Spring: Reading +15.22% & Math 9.79%

- School Data Growth Areas

- 1) Spring 20-21 Reading Students w/IEPs: 31.08% P/D
- 2) Spring 20-12 Math Students w/IEPs: 32.43% P/D

- Strategies to Address Growth Areas

- 1) Utilization of the Cycle of Quality Instruction, after completing PPR walks, to provide clear and specific feedback and additional training to ensure student mastery and identifying specific areas to address within the cycle.
- 2) Teacher creating high level tasks with products required from all students.
- 3) Using MTSS and RtI Data to refine student groupings to address specific needs and adjusting as needed.

# Proficiency

- School Data Strengths

- 1)3rd - 5th Combined Reading 64.2% P/D (+13.6% above district average)
- 2)3rd - 5th Combined Math 60% P/D (+10.4% above district average)
- 3)3rd-5th Combined Reading & Math: 62.1% P/D (+12% above district average)

- School Data Growth Areas

- 1)3rd - 5th Combined: Reading 2019 - 2021 decreased -11.1% & Math decreased -8.6%.
- 2)4th Grade Math 44.1% P/D

- Strategies to Address Growth Areas

- 1)Utilization of the Cycle of Quality Instruction, after completing PPR walks, to provide clear and specific feedback and additional training to ensure student mastery and identifying specific areas to address within the cycle.
- 2)Use Performance Matters to track student progress on weekly and common assessments and provide feedback and support so that, teachers are addressing deficiencies to ensure mastery of standards.
- 3)Implementation of IXL Web-Based Learning Tool as a personalized learning program for all individual students.

# Growth

- School Data Strengths

- 1) 70% of students in Read 180 met lexile growth goal for the year
- 2) KSA On-Demand Writing: 50% P/D in 2019 to 75.6% P/D in 2021 (+25.6%)

- School Data Growth Areas

- 1) MAP Reading: 68.94% above 50%tile in Fall 2020 to 68.12% in Spring 2021 (-.82%)
- 2) MAP Math: 67.88% above 50%tile in Fall 2020 to 59.35% in Spring 2021 (-8.53%)

- Strategies to Address Growth Areas

- 1) Individual tracking and progress monitoring specific students to adjust intervention needs.
- 2) Using MTSS and RtI Data to refine student groupings to address specific needs and adjusting as needed.
- 3) Teacher creating high level tasks with products required from all students.

# GAP

- School Data Strengths

- 1)3rd - 5th Combined Math F/R 51% P/D (+15.1% above district average)
- 2)3rd - 5th Combined Reading F/R 52% P/D (+13.3% above district average)

- School Data Growth Areas

- 1)3rd-5th Combined Reading & Math Students w/IEP: 28.6% P/D
- 2)On-Demand Writing Students w/IEPs 18.2% P/D

- Strategies to Address Growth Areas

- 1)Using MTSS and RtI Data to refine student groupings to address specific needs and adjusting as needed.
- 2)Utilizing Performance Matters special education data to track student progress in mastery of standards.
- 3)Using data dashboard to track specific students to ensure that there is effective co-teaching and collaboration between special and regular education teachers.



# Separate Academic Indicators

- School Data Strengths

- 1)KSA On-Demand Writing: 50% P/D in 2019 to 75.6% P/D in 2021 (+25.6%)
- 2)KSA On-Demand Writing: 75.6% P/D in 2021

- School Data Growth Areas

- 1)KSA Science: 39.4% P/D
- 2)KSA On-Demand: Students w/IEPs 18.2% P/D

- Strategies to Address Growth Areas

- 1)StemScope Science Curriculum as additional resource.
- 2)Writing PD, current practices and identifying strengths and weaknesses and how to bridge the gap.
- 3)Increase science Friday assessments in order to identify deficiencies and address areas in need.



# ACCESS for EL Students

- School Data Strengths

- 1) 75% of students are making growth

- School Data Growth Areas

- 1) 40% of students are exiting

- Strategies to Address Growth Areas

- 1) District EL teacher is collaborating with regular education teachers and providing strategies to support student success.



# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1)99.6%: My school is a caring place.
- 2)97.4%: When my school building was closed because of Covid-19, my teacher taught lessons almost every day using video.

- School Data Growth Areas

- 1)50.8%: Students being mean or hurtful to other students online is a problem for my school.
- 2)49.1%: Students being mean or hurtful to other students online is a problem for my school.

- Strategies to Address Growth Areas

- 1)SEL tier I is provide via Second Step Program which ensures teaching students skills that can help them in school, at work and in life, such as making friends, managing emotions and problem solving.
- 2)Kentucky Kids on the Block Virtual Assemblies which provides school based prevention services which increas public awareness about the problem of child abuse and equips children with the skills to recognize and report such abuse and bullying and school safety.
- 3)Kentucky Academic Standards for Technology - Digital Citizenship (Students manage their digital identity in a safe, positive, and proactive way)



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# Student Services

	2018-2019	2019-2020	2020-2021
Attendance Rate	96.11%	95.69%	N/A
% F/R	48.49%	39.57%	45.41%
Achievement Score/Proficiency	% P/D for Reading:72.8 % P/D for Math:71.1 % P/D for Science:38.8 % P/D for On-Demand Writing: 50	N/A	% P/D for Reading:64.2 % P/D for Math:60 % P/D for Science:39.4 % P/D for On-Demand Writing: 75.6
# Transfer (OE/Tuition)	56	66	77
Retention Rate	2	2	3

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Proficiency:Obj 1: Collaborate to increase combined <b>reading and math</b> KPREP proficiency score from 72% in 2019 to 75.5% by 10/31/21 as measured by the school report card.	Declined 62.1% (-13.4%)	State 35.45% WTE + 26.65%
Gap:Obj 1: Collaborate to increase the percentage of combined <b>reading and math</b> for students with IEP's from 50.4% in 2019 to 56.55% in 2021.	Declined 28.6% (-21.8%)	NA
Growth:Obj 1: Collaborate to increase MAP proficiency in <b>reading</b> from 68.94% in fall (10/20) 2020 to 72.24% in spring (4/21) 2021 and <b>math</b> from 67.88% in fall (10/20) 2020 to 70.38% in spring (4/21) 2021 as measured by MAP assessments.	Declined Reading 68.12% (-.82%) Declined Math 59.35% (8.53%)	NA
SAI: Obj 1: Collaborate to increase overall <b>science</b> P/D from 38.8% in 2019 to 46.9% in 2021. SAI: Obj 2: Collaborate to increase overall <b>on-demand</b> writing P/D from 50% in 2019 to 57.25% in 2021	Improved Science 39.4% ( +0.6) Met On-Demand 75.6% (+25.6%)	Science: State 25.1% WTE +14.3% On-Demand: State 39.8% WTE +35.8%

# Celebrations

- 1) According to U.S. News Article titled: These are the Best K-8 Schools in Northern Kentucky. White's Tower Elementary was the Top School in Northern Kentucky!
- 2) KSA On-Demand Writing: WTE was +35.8% compared to State and +12.% compared to District.
- 3) KSA Combined Reading & Math: WTE was +26.65% compared to State and +12.4% compared to District.
- 4) MAP Fall 20 - Spring 21: Combined Reading & Math students w/IEP showing growth was 64.71%.



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# Report to the Board November, 2021

## Kenton Elementary School



# Formative Data

## (Elementary/Middle School)

- School Data Strengths

- 1) 82% of all Kindergarten students scored proficient/distinguished on common assessments/weekly math assessments in the 2020/2021 school year.
- 2) 60% of fifth grade students with disabilities scored proficient/distinguished on 2020-2021 common assessments/weekly assessments.

- School Data Growth Areas

- 1) In the 2020-2021 school year, 47% of all students scored proficient/distinguished on reading common assessments/weekly assessments
- 2) 11% of students with disabilities scored proficient/distinguished on common assessment/weekly reading assessments in 2020-2021.

- Strategies to Address Growth Areas

- 1) Provide feedback on weekly lesson plans to ensure high cognitive tasks are integrated in the lesson and assessments match the standard taught in class.
- 2) Item analysis on weekly assessments to determine trends on assessments and discussing standards based instruction during PLC meeting. Create plans to remediate standards as necessary.
- 3) Teachers will develop individual goals with students for weekly assessments. Students track their progress through the year, and teachers celebrate with students as they meet their goals.



# Diagnostic Data

## (MAP/CERT)

- School Data Strengths

- 1) According to 2020-2021 reading MAP scores, 80.85% of Kindergarten students scored proficient/distinguished which is above the district average of 74.81%
- 2) Math Spring MAP indicates that 65.27% of all students scored proficient/distinguished, which is above the district average of 58.29%.

- School Data Growth Areas

- 1) Spring 2020-2021 reading MAP data indicates that 25.4% of students with disabilities scored proficient/distinguished, which is a decrease from the fall of 32.76%.
- 2) Fall 2020-2021 reading MAP scores show that 69.88% of all students scored above the 50th percentile in Fall and 65.81% in spring. This is a 4.07% decrease.

- Strategies to Address Growth Areas

- 1) Grade level teachers, including special education teachers, develop individual plans for students with disabilities using the MAP learning continuum report and student progress reports in reading and math. At PLC meetings, teachers discuss standards that have been mastered according to these plans. When standards are not mastered, a remediation plan is developed for students.
- 2) Teachers use MAP data to triangulate data with common assessment/weekly assessments completed in Performance Matters to create needs based groups and to determine the level of tiered intervention a student needs.
- 3) Teachers create individual goals with students for each MAP test. Teachers celebrate with students when they meet their goals throughout the school year.

# Proficiency

- School Data Strengths

- 1) 59% of fourth grade students scored proficient/distinguished on the reading KSA in 2020-2021, this is above the district average of 52.4%.
- 2) 65.4% of third grade students scored proficient/distinguished on the math KSA in 2020-2021. This is above the district average of 55.3%.

- School Data Growth Areas

- 1) 2020-2021 reading KSA data indicates that 37.2% of third grade students scored proficient/distinguished on the reading KSA test. This is below the district average of 42.7%
- 2) 2018-2019 reading KSA indicated that 67.3% of students reached proficiency, compared to 2020-2021 which shows 51.8% of students reached proficiency. This is a -15.5%.

- Strategies to Address Growth Areas

- 1) All teachers receive at least one learning walk monthly by school administration and district consultants to work with teachers. Feedback provided to teachers that is focused on assessment and high cognitive tasks.
- 2) Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. Create plans to remediate standards as necessary.
- 3) Training staff on proper interventions and progress monitoring tools to ensure that interventions and progress monitoring tools match the skill deficit. Create a plan for students that are not making progress towards mastery of standards or goals.

# Growth

- School Data Strengths

1) 70% of all fourth grade students reached proficiency on the spring 2021 math MAP test, compared 66.7% of students in fall 2020. This is +3.3 difference.

2) 58% of students with disabilities reached expected growth on the spring of 2021 math MAP test.

- School Data Growth Areas

1) Spring 2021 reading MAP data indicates that only 43.67% of all students made expected growth from fall 2020.

2) Spring 2021 reading MAP data indicates that only 46.55% of students with disabilities made expected growth from fall 2020.

- Strategies to Address Growth Areas

1) Each week data from class assessments and progress monitoring probes (Dibels and Aimsweb) in reading and math are reviewed and analyzed at PLC meetings and MTSS meetings to determine next steps for students.

2) Celebrations for growth on MAP and RI throughout the school year.

3) Targeted instruction during RTI and small groups during core classes to remediate standards that students missed the most on assessments to ensure that students are reaching mastery on grade level standards.

# GAP

- School Data Strengths

- 1) 67.6% of students that receive free and reduced lunch scored proficient/distinguished on the writing KSA test in 2020-2021. This is above the district average of 56.8%.
- 2) 35.7% of students with disabilities scored above the district average of 23.4% on the reading KSA in 2020-2021.

- School Data Growth Areas

- 1) 2021 KSA data indicated that 21% of students with disabilities scored proficient/distinguished on the math assessments, compared to 59.4% of all students.
- 2) 21.4% of students with disabilities scored proficient/distinguished on the reading KSA in the 2020-2021 school year, compared to 51.8% of all students.

- Strategies to Address Growth Areas

- 1) Provide feedback on weekly lesson plans, collaboration and resources, to ensure instruction matches standards taught in class. Also, instruction matches IEP goals.
- 2) Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC meetings. (special education teachers attend general education and special education PLC) Create individual plans for all GAP students according to data to demonstrate mastery on grade level standards.
- 3) Regular education and special education teachers will plan co-teaching lessons to implement in the classroom. District consultants will work with teachers through imbedded professional development, class visits and meetings during PLC meetings to give feedback and discuss next steps for GAP students.

# Separate Academic Indicators

- School Data Strengths

- 1) 2020-2021 KSA data indicates that 81% of all students scored proficient/distinguished on the On Demand Writing Assessment.
- 2) Students that receive free and reduced lunch scored above the district average on both the science and On Demand writing test. Science 34.4% compared to the district average of 27% and writing 67.6%, compared to the district average of 49.1%

- School Data Growth Areas

- 1) 33.7% of all students scored proficient/distinguished on the Science test.
- 2) 30% of students with disabilities scored proficient/distinguished on the science test.

- Strategies to Address Growth Areas

- 1) All teachers have at least one learning walk monthly that provide feedback regarding high cognitive tasks and assessments that align to the standards
- 2) Weekly assessments in all areas of separate academic indicators with remediation from teachers to help clear up any misconceptions by students. Teachers will analyze data in weekly PLC meetings to create remediation plans for students.
- 3) Writing boot camp two times a year. The focus of the boot camps are based on topics discussed in writing review meetings.



# ACCESS for EL Students

- School Data Strengths

1)According to 2020-2021 ACCESS data 70% of EL students made expected growth

- School Data Growth Areas

1)2020-2021 ACCESS data indicates that only 43% EL students will exit the program.

- Strategies to Address Growth Areas

1)Teachers meet with district staff to create individual student plans to implement that include strategies to ensure they meet their academic goals.

2)Students work with district staff in the classroom and in pullout groups to work on grade level standards.

3)Individual plans (PSP) will be developed and implemented throughout the school year.

# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 98.4% of students agree/strongly agreed that adults at Kenton make sure students are safe.
- 2) 97% of students agree/strongly agreed that the work teachers gave them during the school year helped them learn new things.

- School Data Growth Areas

- 1) 25.3% feel it was easy to use my device (such as computer, Chromebook or smartphone) to do assignments, quizzes and other schoolwork when my building was closed.
- 2) 29.3 of students disagree/strongly disagree that students at this school respect each other's differences (gender, culture, race, religion, ability).

- Strategies to Address Growth Areas

- 1) Cultural awareness committee was formed this year to plan lessons and give resources to teachers to implement. Teachers will also participate in professional learning sessions that are focused on cultural awareness.
- 2) School staff will work with district staff on repairing technology/building issues in a timely manner throughout the school year.
- 3) Teachers lead Tier I social emotional lessons following the "Choose Love" Curriculum. Identified students participate in Tier II and/or Tier III social emotional groups to target specific skills.



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# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	N/A	N/A	N/A
Attendance Rate	96.61%	93.43%	N/A
% F/R	44.52%	41.98%	38.2%
Achievement Score/Proficiency	84.1/80.3	N/A	P/D for Reading –51.8% P/D for Math –59.4% P/D for Science –33.7% P/D for On-Demand Writing–81.1%
# Transfer (OE/Tuition)	28	32	35
Retention Rate	0	0	0



# Implementation and Impact

2020-2021 Goal & Objective	Progress Towards Goal: Met, Improved, Declined (score with +/- actual #, if applicable)	Outcome Comparison to State/National Average (with +/- actual #)
<b>Collaborate to increase .....</b> Obj 1: Collaborate to increase <b>reading</b> proficiency from 51.8% P/D to 71.0% P/D in October 2022. Obj 2: Collaborate to increase <b>math</b> proficiency from 59.4% P/D to 69.4% P/D in October 2022.	Based upon the data of... Reading- Not Met (-15.5%) Math- Not Met (-6.3%)	Reading-39.5% (+12.3%) Math- 31.4% (+28)
<b>Collaborate to increase .....</b> Collaborate to increase science proficiency from 38.7 %P/D to 62.4% by October 2022.  Collaborate to increase writing proficiency from 81.1 %P/D to 85% by October 2022.	Based upon the data of... Not Met- (-4.1%)	Science-State-25.1%(+13.6%) Writing-State- 39.8%(+41.3%)
<b>Collaborate to increase .....</b> Obj 1: Collaborate to increase <b>reading</b> for students with disabilities from 35.7% P/D to 50.7% P/D by October 2022. Obj 2: Collaborate to increase <b>math</b> for students with disabilities from 21.4% P/D to 44.1% P/D by October 2022.	Based upon the data of... Reading- Not Met (-15%) Math- Not Met ( -22.7%)	Reading-State 25.5%(+10.2%) Math-State 17.8%(+3.6%)

# Implementation and Impact

2020-2021 Goal & Objective	Progress Towards Goal: Met, Improved, Declined (score with +/- actual #, if applicable)	Outcome Comparison to State/National Average (with +/- actual #)
<p><b>Collaborate to increase .....</b></p> <p>Obj 1: Collaborate to increase <b>reading</b> percentages of students achieving growth in MAP percentiles from 43.67% in spring of 2019 to 69.2% by spring 2022.</p> <p>Obj 2: Collaborate to increase <b>math</b> percentages of students achieving growth in MAP percentiles from 46.55% in spring of 2019 to 70.5% by spring of 2022.</p>	<p>Based upon the data of...</p> <p>Reading- Not Met ( -23.53%)</p> <p>Math- Not Met (-17.01%)</p>	<p>N/A</p>

# Celebrations

- 1)2020-2021 math MAP scores indicate that all students in grades Kindergarten through Fourth Grade scored above the district average for their specific grade level.
- 2)Math KSA scores in 2020-2021 indicate that 71.1% of fourth grade students scored proficient/distinguished,which is above the district average of 46%.
- 3)81% of all students scored proficient/distinguished on the KSA writing test.



# Report to the Board November, 2021

Beechgrove  
Elementary

# Formative Data

(Elementary/Middle School)

- School Data Strengths

- 1) 1st grade math common assessment average grew by 29.25%.
- 2) 2nd grade reading common assessment average grew by 8.93%.

- School Data Growth Areas

- 1) Our overall school average on math common assessments was 61.84%, which is below the district average by 2.83%.
- 2) Our overall school average on reading common assessments was 66.03%, which is below the district average by 3.56%.

- Strategies to Address Growth Areas

- 1) Common Assessment data analysis in PLC's using data and reports in Performance Matters. Teachers are completing the PLC Data Analysis form to identify mastered standards, reteaching as needed and discussion of next steps in instruction.
- 2) Weekly literacy and math formative assessments documented and discussed at every PLC. Data analyzed to determine individual student needs, discuss instructional strategies used to teach the standards, and identify any adjustments or reteaching that needs to occur in instruction.
- 3) Implementation of common math curriculum in primary grades has helped to align math instruction and guide teachers and students in a deeper understanding of the standards and mathematical concepts being taught.

# Diagnostic Data

## (MAP/CERT)

- School Data Strengths

- 1) In Reading, 56.11% of students scored at or above the 50th percentile in the fall of 2020 and in the spring of 2021 this number grew to 62.05% of students scoring at or above the 50th percentile in Reading.
- 2) In Math, 48.96% of students scored at or above the 50th percentile in the fall of 2020 and in the spring of 2021, 52.21% of students scored at or above the 50th percentile.

- School Data Growth Areas

- 1) In the area of Reading, the percentage of students scoring at or above the 50th percentile in Spring 2021 is below the district average by 2.74%.
- 2) In the area of Math, the percentage of students scoring at or above the 50th percentile in Spring 2021 is below the district average by 6.08%.

- Strategies to Address Growth Areas

- 1) Weekly PLC meetings focus on analysis of formative and summative assessment data and planning for needs based Tier 1 instruction.
- 2) Implementation of high quality instructional resources in literacy to address foundational skills.
- 3) Share MAP data with students and discuss goals for the year.

# Proficiency

- School Data Strengths

- 1.) In the area of Reading, our overall percentage of students scoring proficient/distinguished on KSA was above the state average by 2.6%.
- 2.) In the area of Math, our overall percentage of students scoring proficient/distinguished on KSA was above the state average by 9.2%.

- School Data Growth Areas

- 1) Our overall Reading proficiency scores decreased from 57.3% in 2019 to 42.1% in 2021.
- 2) Our overall Math proficiency scores decreased from 53.6% in 2019 to 40.6% in 2021.

- Strategies to Address Growth Areas

- 1) Each teacher receives at least one learning walk monthly focused around the Cycle of Quality Instruction. Specific feedback is provided to teachers about instruction and implementation of the cycle to consistently improve Tier 1 instruction.
- 2) Utilization of Performance Matters to track common assessment data and weekly assessment data tracking through grade level spreadsheets, allows for data analysis, identifying trends and adjusting Tier 1 instruction to meet the needs of students.
- 3) Intentional planning sessions in grade level PLC meetings with consultant support to address the rigor of the standards in literacy.

# Growth

- School Data Strengths

- 1) In the area of Reading, 68.25% of our students with disabilities showed growth on MAP from Fall 2020 to Spring 2021.
- 2) In the area of Math, 53.85% of our students with disabilities who showed growth on MAP from Fall 2020 to Spring 2021.

- School Data Growth Areas

- 1) The percentage of third grade students meeting the literacy transition goal decreased from 63.46% in 2020 to 56.99% 2021.
- 2) In the area of Math, 52.21% of students scored at or above the 50th percentile on Spring MAP 2021, which is 6.08% below the district average.

- Strategies to Address Growth Areas

- 1) Classroom formative assessment data and common assessment data is analyzed by teachers and administrators to determine alignment to standards and next steps for needs based instruction.
- 2) Learning walks focused on identifying how instruction is being differentiated in reading and math to meet the needs of students.
- 3) Ongoing focused planning and discussion around the standards during PLC meetings to make adjustments in instruction to move students to mastery.



# GAP

- School Data Strengths

- 1) On the Spring 2021 KSA state assessment, economically disadvantaged students scored above the state average in Reading by 4.4%.
- 2) On the Spring 2021 KSA state assessment, economically disadvantaged students scored above the state average in Math by 12.2%.

- School Data Growth Areas

- 1) On the Spring 2021 KSA state assessment, only 11.1% of students with disabilities scored proficient/distinguished in Reading.
- 2) On the Spring 2021 KSA state assessment, only 11.1% of students with disabilities scored proficient/distinguished in Math.

- Strategies to Address Growth Areas

- 1) Weekly special education PLC meetings focused around analysis of IEP data in each academic area, discussing strategies for those students not making progress, and then correlating this data to performance on classroom assessments.
- 2) MTSS Tier 2 and Tier 3 progress checks conducted to discuss student progress toward intervention goals and discuss next steps in instruction utilizing the tiered progression charts.
- 3) Learning walks completed during resource and collaborative blocks of time to provide specific feedback on instruction and to differentiate professional learning for teachers based on these observations.

# Separate Academic Indicators

- School Data Strengths

- 1) In the area of science, our overall proficiency scores increased from 28.3% in 2019 to 34.7% in 2021.
- 2) In the area of writing, students scoring proficient or distinguished was above the state average by 7.6%.

- School Data Growth Areas

- 1) In the area of science, our overall proficiency in 2021 was less than the district average by 3.4%.
- 2) In the area of writing, our overall proficiency decreased from 57% in 2019 to 47.4% in 2021.

- Strategies to Address Growth Areas

- 1) Collaborate with teachers to discuss writing continuum, instructional practices and how strategies and implementation are vertically aligned from one grade level to the next.
- 2) During PLC meetings, evaluate student progress in writing identifying strengths and weaknesses and planning for next steps in instruction.
- 3) Analyze formative and summative assessment data in Science and discuss next steps in instruction for students.

# ACCESS for EL Students

- School Data Strengths

- 1) On the Spring ACCESS test, 90% of our English Learner students made growth.
- 2) On the Spring ACCESS test, 5% of our English Learner students exited the EL program.

- School Data Growth Areas

- 1) On the Spring KSA assessment, 0% of our English Learner students scored proficient/distinguished in math.
- 2) On the Spring KSA assessment, 0% of our English Learner students scored proficient/distinguished in reading.

- Strategies to Address Growth Areas

- 1) Collaborate with EL teacher to ensure we are providing the most appropriate and effective instructional strategies and tools to help our EL students make progress and communicating effectively with families.
- 2) Analyze data and ensure that EL students are receiving needs based instruction or Tier 2 and Tier 3 instruction as needed based on individual student need.
- 3) Work with teachers during PLC meetings on best instructional strategies to implement when working with EL students.



# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 98.9% of students believe that adults from our school work hard to make sure students are safe.
- 2) 94.5% of students believe that Beechgrove is a caring place.

- School Data Growth Areas

- 1) 61.8% of students believe all students are treated the same if they break school rules.
- 2) 72.1% of students believe that students being mean or hurtful to other students is a problem for this school.

- Strategies to Address Growth Areas

- 1) SEL training on the Second Steps program with all teachers to in turn implement this curriculum weekly for SEL Tier 1 instruction.
- 2) Trauma Informed Care trainings scheduled throughout the school year to raise teacher awareness of trauma students may have experienced and receive strategies on how to best work with these students.
- 3) PBIS Reboot with all staff and students. Revised lesson plans for all areas and schoolwide positive behavior incentives and expectations are explicitly taught to students.



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# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	N/A	N/A	N/A
Attendance Rate	96.05%	95.71%	N/A
% F/R	51.72%	49.21%	57.64%
Achievement Score/Proficiency	% PD Reading: 57.3% % PD Math: 53.6% % PD Science: 28.3% % PD Writing: 57%	N/A	% PD Reading: 42.1% % PD Math: 40.6% % PD Science: 34.7% % PD Writing: 47.4%
# Transfer (OE/Tuition)	21	19	22
Retention Rate	0	0	.2%

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<u>Proficiency Goal:</u> Objective 1: Increase the number of proficient/distinguished in math for grade 4 students from 53.7% in 2019 to 58.9% in 2021.	37.6% of students in grade 4 scored proficient/distinguished in Math.  Declined (-) 16.1%	N/A
<u>GAP Goal:</u> Objective 1: Increase the percentage of special education students who are proficient/distinguished in reading and math from 48.4% in 2019 to 55.4% by October 1, 2021.	11.1% of students with special needs scored proficient/distinguished in Reading and Math.  Declined (-) 37.3%	N/A
<u>Growth Goal:</u> Objective 1: Increase the percentage of students showing growth in MAP for reading from 59.1% in Spring 2019 to 62.2% in Spring 2021.	51.41% showed growth in Spring 2021	N/A
<u>Separate Academic Indicator</u> Objective 1: Increase the percentage of students who are proficient/distinguished in science from 28.4% in 2019 to 34.6% in 2021.	34.7% of students scored proficient/distinguished in science.  Met (+) 6.3%	Above state by 9.6%

# Implementation and Impact

## 2020-21 Goal & Objective

**Outcome/Accomplishments:**  
**Met, Improved, Declined**  
(score with +/- actual #)

**Outcome Comparison to  
State/National Average**  
(with +/- actual #)

### Impact Goal

By 2024, Beechgrove Elementary School will increase the percentage of teachers who respond favorably to the amount of professional development opportunities offered are valuable from 35% to 60%.

### Objective 1:

Increase valuable professional development opportunities from 35% in Winter 2020 to 60% in Spring 2024.

Data not reported until 2022

Data not reported until 2022

# Celebrations

- 1) In all tested areas on 2021 KPREP, Beechgrove Elementary is higher than the state average for students scoring proficient/distinguished.
- 2) The school quality and climate survey shows that students feel Beechgrove is a caring place and that the adults in our school work hard to keep them safe.
- 3) We have started to bring back family engagement activities to our school following this pandemic. Beginning of the school year activities have included Born Learning, PTA meeting with family engagement speaker, and Trunk or Treat. It is great to have our families back at school!





# Report to the Board November 22, 2021

Piner Elementary School



# Formative Data

(Elementary School)

- School Data Strengths

- 1) Kindergarten math was above the district average with 88.50% scoring 80% or above.
- 2) 3rd Grade reading was above the district average with 71.67% scoring 80% or above.

- School Data Growth Areas

- 1) 5th Grade math with an average of 30.63% of the students scoring 80% or higher.
- 2) 4th Grade reading with an average of 34.5% of the students scoring 80% or higher.

- Strategies to Address Growth Areas

- 1) Students will own their learning by tracking their progress and goal setting in Student Data Binders for weekly and common assessments. Teachers celebrate with students when they meet their goals throughout the school year.
- 2) Data review of weekly and common assessments in the areas of reading and math in weekly PLC's. Teachers will track mastery of standards through Performance Matters and develop plans for instructional adjustments.
- 3) Weekly assessments are vetted in PLC's to assure questions are aligned to the standards, while also making sure they are KSA like questions.

# Diagnostic Data

## (MAP)

- School Data Strengths

- 1) In the Spring, students scored above the district average in both Reading (+2.37%) and Math (+3.7%).
- 2) In the Spring, students' growth for both Reading (+9.56%) and Math (+4.32%) were above the district average.
- 3) In the Spring, students with IEP's, scored 21.48% above the district average on Math.

- School Data Growth Areas

- 1) The percentage of students with IEP's showing growth in Math was (-3.82) below the district average.
- 2) The percentage of all students showing growth in Math (56.22%) is below our school average in reading (60.09%).

- Strategies to Address Growth Areas

- 1) Students will own their learning by tracking their progress and goal setting in Student Data Binders for MAP testing. Teachers celebrate with students when they meet their goals throughout the school year.
- 2) Data review of MAP results in PLC's with Regular Education, Special Education, and Interventionist Teachers. Teachers will use individual student data to adjust specific student goals and instruction.
- 3) Teachers will receive ongoing feedback, based on the KCS D Cycle of Quality Instruction, from monthly instructional walks conducted with administration and central office staff.

# Proficiency

- School Data Strengths

- 1) Students scored 16.3% above the state average in Reading, while scoring 5.1% above the district average.
- 2) Students scored 22.9% above the state average in Math, while scoring 4.7% above the district average.

- School Data Growth Areas

- 1) Overall percentage of students scoring proficient and distinguished in Reading decreased from 67.9% in 2019 to 55.8% in 2021 (-12.1%).
- 2) Overall percentage of students scoring proficient and distinguished in Math decreased from 67.9% in 2019 to 54.3% in 2021 (-13.6%).

- Strategies to Address Growth Areas

- 1) Data review of all diagnostic, summative, and classroom assessments in the areas of reading and math in PLC's. Teachers will track mastery of standards through Performance Matters and develop plans for instructional adjustments.
- 2) Review MTSS data in MTSS PLCs. Data review with special education tracking sheet in Special Education PLC's and weekly PLC's. Teachers will use individual student data to adjust specific student goals and instruction.
- 3) Teachers will receive ongoing feedback, based on the KCS D Cycle of Quality Instruction, from monthly instructional walks conducted with administration and central office staff.

# Growth

- School Data Strengths

- 1) Students grew +3% above the state average for Reading (18/19 = +13.3%; 20/21 = +16.3%).
- 2) Students grew +4.2% above the state average for Math (18/19 = +18.7%; 20/21 = +22.9%).

- School Data Growth Areas

- 1) Overall percentage of students scoring proficient and distinguished in Reading decreased from 67.9% in 2019 to 55.8% in 2021 (-12.1%).
- 2) Overall percentage of students scoring proficient and distinguished in Math decreased from 67.9% in 2019 to 54.3% in 2021 (-13.6%).

- Strategies to Address Growth Areas

- 1) Data review of all diagnostic, summative, and classroom assessments in the areas of reading and math in PLC's. Teachers will track mastery of standards through Performance Matters and develop plans for instructional adjustments.
- 2) Review MTSS data in MTSS PLCs. Data review with special education tracking sheet in Special Education PLC's and weekly PLC's. Teachers will use individual student data to adjust specific student goals and adjust instruction.
- 3) Teachers will receive ongoing feedback, based on the KCS D Cycle of Quality Instruction, from monthly instructional walks conducted with administration and central office staff.

- School Data Strengths

- 1) Students with IEP's scored above the district average in both Reading (+0.1) and Math (+10.1).
- 2) Students with Free/Reduced lunch scored above the district average in all tested areas: Reading (+4.5%), Math (+5%), Science (=15.1%), and Writing (+13.4%).

- School Data Growth Areas

- 1) Students with an IEP scored below the school average in Reading (-32.3%) and Math (-24.9%).
- 2) Students with Free/Reduced lunch scored below the school average in Reading (-12.6%) and Math (-13.4%).

- Strategies to Address Growth Areas

- 1) Data review of all diagnostic, summative, and classroom assessments in the areas of reading and math in PLC's. Teachers will track mastery of standards through Performance Matters and develop plans for instructional adjustments.
- 2) Data review with special education tracking sheet in Special Education PLC's and weekly PLC's. Teachers will use individual student data to adjust specific student goals and adjust instruction.
- 3) Testing Scrimmages scheduled throughout the school year to allow students to form a relationship with their proctor, while learning the expectations for providing accommodations.

# Separate Academic Indicators

- School Data Strengths

- 1) The percentage of students scoring proficient or distinguished in writing increased +14.8 % going from 50% in 2019 to 72% in 2021 as measured by KPREP, with zero novices.
- 2) Students scored above the district (+8.8) and state (+32.2) average in Writing.
- 3) Students scored above the district (+1.1) and state (+14.1) average in Science.

- School Data Growth Areas

- 1) In Science, only 39.20% of students reached proficiency on the state Science assessment.
- 2) In Writing, only 6% of students scored distinguished.

- Strategies to Address Growth Areas

- 1) School-wide writing curriculum that is vertically and horizontally aligned to Kentucky Academic Standards with time intentionally scheduled in the day for writing instruction.
- 2) School-wide subscriptions to Moby Max Science, Mystery Science, and Generation Genius with time intentionally scheduled in the day for Science.
- 3) Testing Scrimmages scheduled throughout the school year in each Separate Academic Indicator area to prepare for the KSA testing experience.

# ACCESS for EL Students

- School Data Strengths

- 1) 100% of students made growth.

- School Data Growth Areas

- 1) 0% of students exited the EL program.

- Strategies to Address Growth Areas

- 1) PSP's will be developed and implemented throughout the school year.
- 2) Students work with district level staff in the classroom and in pullout groups to work on grade level standards.
- 3) Teachers meet with district staff to create individual student plans to ensure they meet their academic goals.



# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 99.3% of students agree that adults from Piner work hard to make sure students are safe.
- 2) 98.5% of students agree that adults from Piner care about their physical safety.

- School Data Growth Areas

- 1) 53.6% of students feel students being mean or hurtful to other students online is a problem at Piner.
- 2) 58% of students feel students being mean or hurtful to other students is a problem at Piner.

- Strategies to Address Growth Areas

- 1) We are increasing the number of SEL and guidance lessons with all students.
- 2) Create and work with student leadership teams to share character education information for all students through ongoing video announcements.
- 3) We are teaching specific strategies for students to learn how to still socialize with peers at recess and on not leaving others out.



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# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	N/A	N/A	N/A
Attendance Rate	96.86%	96.23%	N/A
% F/R	47.76%	39.57%	42.12%
Achievement Score/Proficiency	67.9% 59.2%	N/A	P/D for Reading - 55.8% P/D for Math - 54.3% P/D for Science - 39.2% P/D for ODW - 72%
# Transfer (OE/Tuition)	18	20	26
Retention Rate	0	0	0

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 67.87 in 2019 to 74.24 and math from 67.87 in 2019 to 72 by Oct. 1, 2021 as measured by KPREP.	<u>Declined</u> Reading (-18.44) Math (-17.7)	Reading: (+16.3) Math: (+22.9)
Collaborate to increase the percentage of students scoring proficient and distinguished in writing from 50 in 2019 to 57.2 by Oct. 1, 2021 as measured by KPREP.	<u>Met</u> +14.8	Writing: (+32.2)
Collaborate to increase the combined reading percentage of students with disabilities scoring proficient/distinguished from 33.3 in 2019 to 47.3 in 2021 and math percentage of students with disabilities scoring proficient/distinguished from 24.2 in 2019 to 43.12 in 2021 as measured by KPREP.	<u>Declined</u> Reading (-23.8) Math (-13.72)	Reading: (-2) Math: (+11.6)
Collaborate to increase the percentage of students who are showing growth in MAP for reading from 63.67% in Spring 2019 to 67.45% in Spring 2021; and in math from 61.09% in Spring 2019 to 66.11% in Spring 2021	<u>Declined</u> Reading (-7.45) Math (-9.89)	Reading (+10.09 above 50th percentile) Math (+6.22 above 50th percentile)

# Celebrations

- 1) Piner scored above the district average and the state average for all students in Reading, Math, Science, and Writing on KPREP, while also scoring above the district average on the Spring MAP test in Reading, Math, and Growth.
- 2) 100% of our EL students showed growth from the 2019/20 school year to the 2020/21 school year.
- 3) Almost 100% of our students feel that adults from Piner care about their safety and work hard to make sure they are safe.



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# Report to the Board November, 2021

## Ryland Heights Elementary



# Formative Data

(Elementary/Middle School)

- School Data Strengths

- 1) Students with disabilities overall school averages were higher than the district average in both Reading (57.54%; +9.12%) and Math (50.09%; +5.19%).
- 2) Primary grade levels Kindergarten & 1st grade were higher than the district average in both Reading (K: 95.33%; +13.85%; 1st: 86%; +2.78%) and Math (K: 93%; +7.43%; 1st: 79.83%; +0.62%).

- School Data Growth Areas

- 1) Grade levels 2 (65.86%; -3.21%), 3 (34%; -18.8%), 4 (49.13%; -5.52%) & 5 (50.71%; -0.93%) were below the district average in Math.
- 2) Grade levels 2 (50.5%; -12.52%), 3 (66.33%; -4.25%) & 4 (51.8%; -2.01%) were below the district average in Reading.

- Strategies to Address Growth Areas

- 1) Weekly grade level PLCs and utilization of Performance Matters to analyze Common Assessment data and develop instructional strategies to ensure student mastery of standards.
- 2) Consistent learning walks performed by administrators, ensuring that lessons are standards-based and applying the Cycle of Quality Instruction.
- 3) MTSS Structures - MTSS team and teachers ensure intervention goals match skill deficits and engage in weekly MTSS meetings to discuss progress.

# Diagnostic Data

## (MAP/CERT)

- School Data Strengths

- 1) Fall 2021 MAP data indicates that overall school Reading (68.17%) was above the district average, with Kindergarten achieving the highest average score in the district at 81.03%.
- 2) Fall 2021 MAP data indicates that overall school Math (69.60%) was above the district average, with 1st Grade achieving the highest average score in the district at 86.67%.

- School Data Growth Areas

- 1) On Fall 2021 MAP, 3rd Grade students were below the district average in both Reading (57.35%; -9.89%) and Math (61.76%; -1.25%).
- 2) On Fall 2021 MAP Reading, students with disabilities scored below the district average in grades 1 (40%; -1.09%), 2 (28.57%; -8.84%), 3 (0%; -28.32%) & 5 (10%; -5.97%).

- Strategies to Address Growth Areas

- 1) Weekly PLCs, focused on data analysis and instructional strategies for mastery of standards.
- 2) Intentional intervention and goal-setting strategies to encourage achievement and motivation for ALL learners.
- 3) Celebration of individual and group student achievement on assessments through proficiency pennants.

# Proficiency

- School Data Strengths

- 1) Ryland Heights students scored above the district and state average on the KSA in both Reading (52%) and Math (57.3).
- 2) Ryland Heights students achieved a score of 91.4% P/D in On-demand Writing which was highest in the district.

- School Data Growth Areas

- 1) 3rd Grade students scored below the district average in both Reading (42.2%; -0.5%) and Math (46.9%; -8.4%) on the KSA.
- 2) Free/Reduced students scored below the district average in both Reading (35%; -3.7%) and Math (35.4%; -0.5%) on the KSA.

- Strategies to Address Growth Areas

- 1) Weekly PLCs focused on data analysis and addressing learning gaps with appropriate interventions and teaching strategies.
- 2) MTSS - MTSS team and teachers ensure intervention goals and instruction match identified skill deficits and engage in weekly MTSS meetings to analyze data and discuss progress.
- 3) Weekly RBTL meetings to identify student needs and utilization of resources and interventions to remove barriers.



# Growth

- School Data Strengths

- 1) Increased the percentage of students scoring P/D in On-Demand Writing from 63.2% on 2018-19 KPREP to 91.4% on 2020-21 KPREP.
- 2) Increased the percentage of students scoring Distinguished in Math from 23.7% on 2018-19 KPREP to 29.5% on 2020-21 KPREP.

- School Data Growth Areas

- 1) Overall percentage of students scoring P/D in Reading decreased from 67.6% in 2018-19 to 52% in 2020-21.
- 2) Current 2nd grade students decreased 9.13% in MAP Math from Fall 2020 to Fall 2021 and also decreased 6.38% in MAP Reading from Fall 2020 to Fall 2021.

- Strategies to Address Growth Areas

- 1) Weekly PLCs focused on data analysis and addressing learning gaps with appropriate interventions and teaching strategies.
- 2) MTSS - MTSS team and teachers ensure intervention goals and instruction match identified skill deficits and engage in weekly MTSS meetings to analyze data and discuss progress.

# GAP

- School Data Strengths

- 1) Combined Reading and Math for students with disabilities was the highest score in the district (32.85%) on the 2020-21 KSA.
- 2) Students with disabilities (63.6%) and Free/Reduced (78.6%) both had the highest scores in the district in On-Demand Writing on the 2020-21 KSA.

- School Data Growth Areas

- 1) Ryland Heights Free/Reduced students scored below the district average in both Reading (35%; -3.7%) and Math (35.4%; -0.5%) on the 2020-21 KSA.
- 2) Students with disabilities scored below the district average (28.33%; -7.66%) in MAP Reading Fall 2021.

- Strategies to Address Growth Areas

- 1) MTSS - MTSS team and teachers ensure intervention goals and instruction match identified skill deficits and engage in weekly MTSS meetings to analyze data and discuss progress.
- 2) Weekly SPED PLCs that focus on IEP progress data and identification of most appropriate instructional strategies and programs that should be implemented to maximize student growth.
- 3) Utilization of Performance Matters to analyze data and identify student learning gaps and deficiencies.

# Separate Academic Indicators

- School Data Strengths

- 1) Increased the percentage of students scoring P/D in On-Demand Writing from 63.2% on 2018-19 KPREP to 91.4% on 2020-21 KPREP.
- 2) Increased the percentage of students scoring P/D in Science from 37.5% in 2018-19 to 38.7% in 2020-21.

- School Data Growth Areas

- 1) The percentage of students scoring Novice in Science increased 2% from 4.7% in 2018-19 to 6.7% in 2020-21.

- Strategies to Address Growth Areas

- 1) Utilization of Performance Matters to analyze data and identify student learning gaps and deficiencies.
- 2) Application of appropriate instructional strategies and interventions to address learning gaps and misconceptions and to ensure student mastery of standards.
- 3) Implementation of a systemic approach and planning through a committee to ensure that all science standards are being taught at appropriate grade levels.

# ACCESS for EL Students

- School Data Strengths

- 1) 100% of Ryland Heights EL students are making growth.

- School Data Growth Areas

- 1) 20% of students assessed met criteria to exit the EL program.

- Strategies to Address Growth Areas

- 1) Intentional EL strategies embedded in lessons to meet the needs of our EL learners.
- 2) Ensure our EL learners are exposed to opportunities while receiving appropriate accommodations and interventions.

# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) According to Quality Control Survey results 99% of students responded that their teacher makes them feel welcome in their class.
- 2) According to Quality Control Survey results 98% of students say that adults at Ryland Heights give them what they need to be successful.

- School Data Growth Areas

- 1) According to Quality Control Survey results 76.9% of students responded that they feel comfortable stating their opinion in class even if others disagree.
- 2) According to Quality Control Survey results 82.6% of students responded that a teacher or some other adult will care if I miss a day of school.

- Strategies to Address Growth Areas

- 1) Continue and improved implementation of a weekly Tier I SEL instruction at all grade levels and an Adult Advocate program for ALL students.
- 2) Professional development opportunities for teachers to learn additional Accountable Talk strategies and stems to encourage ALL students to engage in healthy and accepting classroom discussions.
- 3) Professional development opportunities for ALL staff to learn additional strategies to utilize with students to prevent absences and when students return from absences.



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# Student Services

	2018-2019	2019-2020	2020-2021
Attendance Rate	95.83%	95.60%	N/A
% F/R	44.61%	45.02%	37.86%
Achievement Score/Proficiency	63.25%	N/A	Reading - 52% Math - 57.3% Science - 38.7% On-Demand Writing - 91.4%
# Transfer (OE/Tuition)	57	51	51
Retention Rate	2	0	2

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Increase the combined reading and math proficiency scores from 63.25% in 2019 to 66.86% in 2021 as measured by KPREP	Declined (54.65%; -8.6%)	(35.45%; +19.2%)
To increase the combined reading and math KPREP proficiency for students with disabilities from 43% in 2019 to 47.7% in 2021.	Declined (32.85%; -10.15%)	(21.65%; +11.2%)
To increase the science KPREP proficiency from 37.5% in 2019 to 47.6% in 2021.	Improved (38.7%; +1.2%)	(25.1%; +13.6%)
To increase the social studies KPREP proficiency from 64.2% in 2019 to 67.7% in 2021.	Not assessed	N/A

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
To increase the On Demand Writing KPREP proficiency from 63.2% in 2019 to 66.7% in 2021.	Met (91.4%; +28.2%)	(39.8%; +51.6%)
Increase the percentage of all students showing growth in MAP for reading from 68.22% in Fall 2020 to 70.74% in Fall 2021.	Declined (68.17%; -0.05%)	N/A
Increase the percentage of all students showing growth in MAP for math from 64.80% in Fall 2020 to 67.3% in Fall 2021.	Met (69.60%; +4.8%)	N/A



# Celebrations

- 1) Ryland Heights students have continue to persevere and achieve through the pandemic, scoring above the district average in all assessed content areas on the 2020-21 KSA and in both Reading and Math on Fall MAP.
  
- 2) Ryland Heights students are Happy, Healthy and Safe as reflected through 2020-21 Quality Control Survey results and Terrace Metrics data. We are SO proud of the positive attitudes and amazing efforts that they give every single day!
  
- 3) Our TEAM at Ryland Heights has continued to learn and thrive through all challenges presented to them (new technology, protocols, quarantines)...they are a model of positivity and perseverance for our students!!

# Secondary Schools



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# Report to the Board November, 2021



# Diagnostic Data

## School Data Strengths

- 1) 70% of Ignite juniors met benchmark on the English portion of the ACT
- 2) 60% of Ignite juniors met benchmark on the Math portion of the ACT
- 3) 70% of Ignite juniors met benchmark on the Reading portion of the ACT

## School Data Growth Areas

1. 52% of Ignite juniors met benchmark on the Science portion of the ACT

## Strategies to Address Growth Areas

1. Targeted intervention strategies that include grouping scholars based on ACT score
2. All scholars receive ACT prep courses during production days
3. Implement reading strategies in both social studies and world language classes

# Proficiency

## School Data Strengths

- 1) 78% of juniors met benchmark in Spring on CERT for English
- 2) 65% of freshmen met benchmark in Spring on CERT for English

## School Data Growth Areas

- 1) 21% of freshmen met benchmark in Spring on CERT for Math
- 2) 43% of sophomores met benchmark in Spring on CERT for Math

## Strategies to Address Growth Areas

1. Targeted intervention strategies that include grouping scholars based on score
2. Scholars received specialized instruction in Math based on CERT score through ALEX
3. Sophomore and Junior scholars who do not meet benchmark will take the KYOTE assessment

# Growth

## School Data Strengths

- 1) 80% of juniors showed Fall to Spring CERT growth in English
- 2) 83% of all students 9<sup>th</sup>-11<sup>th</sup> showed Fall to Spring CERT growth in Math

## School Data Growth Areas

- 1) 47% of freshmen showed growth Fall to Spring in Reading
- 2) 57% of sophomores showed growth Fall to Spring in English

## Strategies to Address Growth Areas

1. Targeted intervention strategies that include grouping scholars based on score
2. All scholars are using CERT remediation programs regardless of score
3. Implement reading strategies in both social studies and world language classes

# GAP (Special Education)

## School Data Strengths

- 1) 100% of juniors showed growth in Spring CERT Math
- 2) 90% of sophomores showed growth in Spring CERT English

## School Data Growth Areas

- 1) 50% of juniors showed growth in Spring CERT Reading
- 2) 50% of juniors showed growth in Spring CERT Science

## Strategies to Address Growth Areas

- 1) Specific production day times to remediate scholars
- 2) Weekly special education department meetings to discuss scholar progress/concerns

# Separate Academic Indicators

## School Data Strengths

- 1) 53% of juniors benchmark in Spring CERT Science
- 2) 71% of juniors showed growth in Spring CERT Science

## School Data GROWTH AREAS

- 1) 34% of sophomores benchmark in Spring CERT science
- 2) 47% of freshmen showed growth in Spring CERT Science

- Strategies to Address Growth Areas

- 1) Targeted intervention strategies that include grouping scholars based on score
- 2) Scholars take EdReady to meet benchmark for Gateway to take dual credit courses



# Graduation Rate

(High School)

## School Data Strengths

1. 100% of Seniors Graduated

## School Data Growth Areas

1. Continue to reach 100% Graduation Rate

## Strategies to Address Growth Areas

1. Senior teacher mentors closely monitor senior progress
2. Conduct regular parent meetings with struggling seniors
3. Institute remediation plan with struggling seniors. (in-person 4 days per week instead of 2)

# Transition Ready

(High School)

## School Data Strengths

1. 75% of seniors were college ready according to the AASA model
2. 15% of seniors were career ready according to the AASA model

## School Data Growth Areas

1. Reach 100% transition readiness according to the AASA Model for all seniors

## Strategies to Address Growth Areas

1. Senior teacher mentors monitor progress all year
2. Increase the number of internships to match the increase in senior numbers
3. Create multiple ways of completing pathways in combination with dual credit using the AASA Model for Transition Readiness

# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	N/A	0%	0%
Attendance Rate	N/A	N/A	N/A
% F/R	N/A	26.3	28%
Achievement Score/Proficiency	N/A	N/A	N/A
# Transfer (OE/Tuition)	N/A	N/A	N/A
Retention Rate	N/A	N/A	N/A

# Celebrations

1. 464 scholars took one or more dual credit courses
  - 2 Freshman
  - 259 Sophomores
  - 122 Juniors
  - 81 Seniors
2. 8 Seniors earned an Associate's degree along with their High School Diploma
3. 92 Scholars participated in an Academic Internships in the career areas listed below
  - 21% Design
  - 9% Computer Science
  - 15% Pre-Nursing
  - 25% Engineering
  - 5% Education
  - 26% Other Career Areas



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# **Report to the Board November 22, 2021**

## **Scott High School**



# Diagnostic Data

## (MAP/CERT)

- **School Data Strengths**

- 1) All students scoring at benchmark in the area of reading increased by .87% on the Fall 2021 CERT exam from the Fall of 2019 exam and increased by 4.06% from the Fall of 2020 exam.
- 2) A percentage of our 9th and 10th grade students with disabilities met benchmark on the English, Reading and Science portions of the CERT assessment.

- **School Data Growth Areas**

- 1) All students scoring at benchmark in English decreased by 7.61% from the 2019 Fall assessment and decreased by 3.06% from the 2020 Fall assessment.
- 2) The overall percentage of students with disabilities scoring at benchmark in all areas of CERT is very low (English 5.49%, Reading 3.26%, Math 1.11% and Science 3.19%).

- **Strategies to Address Growth Areas**

- 1) Utilize FLY twice a week to provide students who did not score at benchmark with additional interventions in the areas of math and reading.
- 2) Students receiving special education services will work with their case manager daily during FLY time. Special education teachers meet regularly in data driven PLCs to look at triangulation of student data and discuss any adjustments needed.
- 3) PLCs reviewing CERT data and planning instructional adjustments based on the data analysis
- 4) Continue refining our MTSS process to ensure all students are receiving high quality Tier 1 core instruction as well as targeted Tier 2 and 3 interventions in addition to the core as needed
- 5) Utilize one English and one Math teacher to serve as interventionists one class period daily, intentionally pulling students to address gaps in skills

# Proficiency

- **School Data Strengths**

- 1) Reading Proficiency 33.1%
- 2) Mathematics Proficiency 33.1%

- **School Data Growth Areas**

- 1) Reading Proficiency - 35.3% Novice
- 2) Mathematics Proficiency - 29.7% Novice

- **Strategies to Address Growth Areas**

- 1) Students performing below benchmark in Reading and/or Math take an extra trimester English and/or Math class each year
- 2) Reading and Comprehension Classes (students performing significantly below benchmark take up to an additional three trimesters of English each year)
  - Read 180 for students significantly below benchmark
  - Reading Apprenticeship for students below benchmark, or students who have been unsuccessful in Read 180
- 3) Utilize exemplar teachers to mentor and support teachers within their department to increase the quality of instruction in all classroom
- 4) Continues use of CERT Assessments and Related Resources
  - Math, English, Science classes utilize review resources in class
  - Student performance on CERT will be utilized in placing/adjusting class schedule
- 5) Utilize FLY for MTSS Interventions in Reading and Math (Students pulled during FLY a minimum of twice weekly)
- 6) Utilize one English and one Math teacher to serve as interventionists one class period daily, intentionally pulling students to address gaps in skills
- 7) Utilize PD and PLC time to deconstruct Kentucky Academic Standards, adjust curriculum maps to include all essential standards, create common assessments and common formative assessments that directly assess the standards, analyze assessment data by student, by standard and by teacher, and make appropriate instructional adjustments in order to meet the needs of all students

# GAP

- **School Data Strengths**

1) On Demand Writing: Free/Reduced Lunch Students - 35.4%

- **School Data Growth Areas**

1) Reading Proficiency: Students with Disabilities - 5.1%

2) Math Proficiency: Students with Disabilities - 5.6%

- **Strategies to Address Growth Areas**

1) Schedule caseload students with their special education case manager during FLY. This will allow 30 extra minutes daily for case managers to work directly with their students on IEP goals and benchmarks and/or skill deficits

2) Refine and continue data collection and monitoring processes and procedures for students with disabilities in order to inform classroom level instructional practices and specific special education specially designed instruction

- Special Education PLC data analysis & planning
- Regular Education PLC data analysis & planning

3) Students performing below benchmark receive an additional trimester of English and Math each year

- In English and Math classes, additional time will allow for teachers to utilize Reading Apprenticeship strategies and formative assessment data from CERT assessments to adjust and target instruction to specific student's gaps in learning

4) Reading and Comprehension Classes (students performing significantly below benchmark take up to an additional three trimesters of English each year)



# Separate Academic Indicators

- **School Data Strengths**

- 1) Writing Proficiency: 58.3% (Increase of .8% from 2018)

- **School Data Growth Areas**

- 1) On Demand Writing for Students With Disabilities: 40.6% Novice
- 2) Science for Students With Disabilities: 59.4% Novice

- **Strategies to Address Growth Areas**

- 1) Utilize PD and PLC time to deconstruct Kentucky Academic Standards for Science, adjust science curriculum maps to include all essential standards, create common assessments and common formative assessments that directly assess the standards, analyze assessment data by student, by standard and by teacher, and make appropriate instructional adjustments in order to meet the needs of all students
- 2) Update Writing Policy to include school-wide plan for writing across all content areas

# Graduation Rate

(High School)

- **School Data Strengths**

- 1) Graduation Rate: 84.3%, 5 Year Graduation Rate: 91.3%

- **School Data Growth Areas**

- 1) 84.3% Graduation Rate, lower than the state average

- **Strategies to Address Growth Areas**

- 1) First full week of school, Seniors met with their Adult Advocate during FLY to individually review transcript, ensure current schedule addresses all graduation requirements and make schedule adjustments as needed
- 2) Each Senior completes a contract in FLY and Seniors not on track to graduate meet individually, on a regular basis, with their assigned administrator
- 3) Mentors are assigned to struggling Seniors
- 4) Utilize daily FLY time for specific interventions needed to work towards graduation (catch up on missing assignments, organization assistance, re-teaching of concepts/tutoring, etc.)
- 5) Individual Parent meetings for those not showing progress towards graduation
- 6) Process of identifying 'at-risk' students begins as freshman so additional supports are provided throughout their high school career

# Transition Ready

(High School)

- **School Data Strengths**

- 1) 56.3% Transition Ready (Increase of 3.2%)
- 2) 33 Students graduated career ready (Increase from 19)

- **School Data Growth Areas**

- 1) 56.3% Transition Ready - Although this was an improvement, we still need to increase this percentage.

- **Strategies to Address Growth Areas**

- 1) Utilization of CERT Assessments and Related Resources
  - Math, English, Science classes utilize review resources in class
  - Student performance on CERT will be utilized in placing/adjusting class schedule
- 2) Utilization of data from 10th grade ACT administration to establish student progress toward reaching transition ready status
- 3) Senior Level English and Math Classes focused on College Ready Skills and re-assessing Transition Readiness utilizing the KYOTE assessment
- 4) Utilize one English and one Math teacher to serve as interventionists one class period daily, intentionally pulling students to address gaps in skills in order to reach Transition Readiness
- 5) Adoption of the AASA model for Transition Readiness which provides a more holistic approach towards achieving College and/or Career Readiness for students. Continue to work towards creating a building-wide culture of transition readiness through communication to all stakeholders, recognition, and incentives.

# ACCESS for EL Students

- **School Data Strengths**

- 1) 60% of students made progress on ACCESS

- **School Data Growth Areas**

- 1) No students exited the program

- **Strategies to Address Growth Areas**

- 1) Provide professional development to all teachers to better equip them to serve the needs of EL students



# Quality School Climate and Safety/ Opportunities to Learn Survey

- **School Data Strengths**

- 1) 94.5% of our students agree that there is at least one adult from Scott High School who will listen to them if they have something to say
- 2) Over 90% of our students agree that teachers make them feel welcome in class, they can get help from a teacher if needed, teachers expect them to do their best all the time, adults care about their safety and adults from Scott respect students' differences.

- **School Data Growth Areas**

- 1) 45.3% of our students feel there is a problem for students with internet bullying

- **Strategies to Address Growth Areas**

- 1) Adoption and implementation of a new Social Emotional Learning curriculum for all students at Scott High School.
- 2) Educate students through FLY on how to identify and stop bullying
- 3) Educate students throughout all classes on appropriate use of social media



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# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	0.7%	1.9%	1.3%
Attendance Rate	94.9%	95.27%	N/A
% F/R	42.5%	43.74%	38.4%
Achievement Score/Proficiency	62.2 (Math & Reading) 65.3 (Science & Writing)	N/A	% PD Reading, Math, Science, Writing 33.1% (Math & Reading) 42.8% (Science & Writing)
# Transfer (OE/Tuition)	Open Enrollment: 44 Tuition: 33	Open Enrollment: 50 Tuition: 32	Open Enrollment: 54 Tuition: 26
Retention Rate	11.7%	5.7%	9.9%



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# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Collaborate to increase the combined proficiency index of reading and math for all students from 62.2 in 2019 to 66.0 by 10/1/2021 as measured by State Assessment in Math and Reasoning	Declined Reading Proficiency: 33.1% Math Proficiency: 33.1%	State Reading Proficiency: 37.8%, 4.7% above Scott State Math Proficiency: 30.2%, 2.9% below Scott
Collaborate to increase the science proficiency for all students from 28.5% proficient and distinguished in 2019 to 35.7% by 6/1/21 as measured by the 11 <sup>th</sup> grade Science Assessment	Declined Science Proficiency: 27.2%	State Science Proficiency: 26.5%, .7% below Scott
Collaborate to increase writing proficiency for all students from 57.5% proficient and distinguished in 2019 to 61.8% by 10/1/21 as measured by On-Demand Writing Assessment	Improved Writing Proficiency: 58.3%	State Writing Proficiency: 57.3%, 1% below Scott
Collaborate to reduce the overall percentage of novice for students with disabilities in reading and math from 56.6% in 2019 to 50.9% by 6/1/21 as measured by State Assessment in Math and Reading	Declined 69.4% Novice in Math for SWD 66.7% Novice in Reading for SWD	District score: 59% Novice in Math for SWD, 10.4% less than Scott District score: 56% Novice in Reading for SWD, 10.7% less

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Collaborate to increase the percentage of seniors who achieve Transition Readiness from 53.1% in 2019 to 57.8% by 5/31/21 as measured by the College and Career Readiness calculation on the School Report Card.	Improved Scott Transition Readiness: 56.3%	
Collaborate to increase four/five year graduation rate from 92.8% in 2019 to 93.5% by 9/1/2021 as measured by four/five year graduation rate.	Declined Scott Four/Five Year Graduation Rate: 91.3%	State Four/Five Year Graduation Rate: 92.3%, 1% above Scott
Collaborate to increase the percentage of teachers who report positive perceptions of the overall social and learning climate of the school from 35% in 2020 to 44% in 2022.	No comparison data at this time, to be assessed in the 2021 school year.	



# Celebrations

- 1) Student survey data overall was very positive. Scott High School students feel supported by Scott staff and feel safe at school.
- 2) Having students back in the building full time will allow for the implementation of our FLY advisory program daily, providing additional opportunities for remediation for students, bolster our adult advocacy program and increase the frequency and effectiveness of our SEL lessons.
- 3) Scott High School students completed 847 dual credit college courses in the 2020 - 2021 school year!
- 4) Despite being in a pandemic year, Scott High School students improved in the area of Writing proficiency, our reading CERT scores improved, and we improved our Transition Readiness!
- 5) With the adoption of the AASA model of Transition Readiness, this year's Senior class has already achieved 89% Transition Readiness! We are well on our way to meeting our goal of 100% by the end of the school year!



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# Report to the Board November 22, 2021

## Dixie Heights High School

# Diagnostic Data

## (MAP/CERT)

- School Data Strengths

- 1) 9th grade Students with IEP's showed 65% growth in English and 76% growth in math between fall and winter CERT during pandemic year 2020-21
- 2) 80% of all students showed growth in Math from fall CERT to Spring CERT/ACT

- School Data Growth Areas

- 1) We need to improve our percentage of math students who reach benchmark on CERT
- 2) We need to improve our percentage of science students who reach benchmark on CERT

- Strategies to Address Growth Areas

- 1) Continue the work in our Instructional Learning Teams (ILT's) to answer the 4 essential questions of a Professional Learning Community.
- 2) Support teachers in utilizing data from common formative assessments/CERT to make decisions on instruction and interventions.
- 3) Support Instructional Learning Teams on utilization of PRIDE time to provide real time interventions.

# Proficiency

- School Data Strengths

- 1) Proficiency index (55.2) above state in Math (50.3)
- 2) Proficiency index (48.9) above state in Reading (36.1)

- School Data Growth Areas

- 1) State Rank for proficiency in math dropped from 27th in 2018-19 to 67th in 2020-21
- 2) State Rank for proficiency in science dropped from 29th in 2018-19 to 40th in 2020-21

- Strategies to Address Growth Areas

- 1) All ILT's have common unit assessments to analyze data by teacher, by student, by standard in their PLC meetings
- 2) ILT's utilizing data to develop workshops in PRIDE to meet the timely needs of students.
- 3) District Common Assessments are being implemented to help with analyzing data for effectiveness across common curriculum within specific content areas.

# GAP

- School Data Strengths

- 1) State Rank for proficiency in 3 out of 4 areas (Writing, Math, Science) for economically disadvantaged improved from 2018-19 to 2020-21
- 2) State Rank for proficiency in Math(+68) and Reading(+13)for students with disabilities improved from 2018-19 to 2020-21.

- School Data Growth Areas

- 1) The reading scores for economically disadvantaged students dropped in state rank.
- 2) The reading scores for student with disabilities did not have the same gains as other testing areas.

- Strategies to Address Growth Areas

- 1) Continue our focus of high expectations for all students by using collaborative teams to provide consistent curriculum and proficiency standards for all students.
- 2) Continue to improve on our special education teachers collaboration with regular education teachers during instructional time, using a co-teaching model.
- 3) Continue to improve on our use of PRIDE Time to meet individual needs of students.

# Separate Academic Indicators

- School Data Strengths

- 1) State Rank for proficiency in writing moved from 55th in 2018-19 to 37 in 2020-21.
- 2) All of NKY school Rank for proficiency in Science improved from 7th in 2018-19 to 5th in 2020-21

- School Data Growth Areas

- 1) Hispanic population of students meeting P/D in Science (12.5 %)
- 2) Economically disadvantaged students meeting P/D in Science (27.4%)

- Strategies to Address Growth Areas

- 1) Continue our focus of high expectations for all students by using collaborative teams to provide consistent curriculum and proficiency standards for all students.
- 2) We are utilizing our National Board Certified English EL teacher with our EL students to offer 4 levels of English instruction in a smaller classroom setting.
- 3) Using vertical alignment curricular discussions to assure that all students are being exposed to the standards.

# Graduation Rate

(High School)

- School Data Strengths

- 1) Overall graduation rate 94.5% (4 year) and 94.6 % (5 year)
- 2) 100% of our EL population graduated

- School Data Growth Areas

- 1) 89% of our economically disadvantaged students graduated
- 2) 78% of our Hispanic students graduated in the 5 year co-hort

- Strategies to Address Growth Areas

- 1) Using PRIDE intervention time to support economically disadvantaged student needs as they are traditionally unable to stay after school for assistance.
- 2) Continue to improve on our SEL supports for students during our PRIDE Mondays and PRIDE workshops with counselors.
- 3) EL teacher supporting students through PRIDE Time and class time.

# Transition Ready

(High School)

- School Data Strengths

- 1) We had 85 students pass a business pathways end of program test. We had a 56.2% passing rate. Both are highs for our school.
- 2) We have our highest number of students in career pathways with the addition of the district programs and growth of our CTE department

- School Data Growth Areas

- 1) This is the third year for our Agriculture program and we expect to see some additional students pass an EOP for this pathway.
- 2) We would like to improve on our 56.2% passing rate of our EOP's and increase our number of students qualifying to take the end of program tests.

- Strategies to Address Growth Areas

- 1) Implement the AASA and KCS D model for transition readiness. Promoting both college readiness and career readiness to all students through class meetings, staff meetings, school messaging and parent informational meetings.
- 2) Continue the work of vertically aligning our CTE course to assure greatest opportunity for student to pass the EOP test.
- 3) Identify and support students who have not met benchmarks on the college readiness test to take an intervention course and use KYOTE as another benchmark measurement.



# ACCESS for EL Students

- School Data Strengths

- 1) 95% of students showed growth
- 2) Oral and Written show the most students in level 3 or higher

- School Data Growth Areas

- 1) 6% of EL students exited the program in 20-21, The goal would be to get more students to exit program
- 2) Reading goal shows the lowest amount of students beyond emerging

- Strategies to Address Growth Areas

- 1) Continue services of our full time EL coordinator. Excellent addition to staff.
- 2) EL teacher is doing direct instruction with students in an EL English class.
- 3) EL teacher is learning Spanish while students are learning English to improve on her ability to communicate as well as demonstrate her own learning.

# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) Student survey shows that over 94% of students believe that our school is a safe place and teachers create a safe school environment.
- 2) 95% of students state their teachers are welcoming and they have at least one adult in the building they can go to if they need something.

- School Data Growth Areas

- 1) Only 63% of students believe disciplinary consequences are the same for all students.
- 2) Only 60% of students believe that students respect each other's differences.

- Strategies to Address Growth Areas

- 1) Administrative team will establish guiding parameters for what consequences correspond with specific offenses.
- 2) Continue to promote our PBIS Pillars through video announcements, signs, and reward programs.
- 3) Continue to use the Choose Love curriculum for morning announcements which promotes love for others and respecting each other.



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# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	0.4	0.6	0.6
Attendance Rate	94.4	94.9	N/A
% F/R	39.6%	39.9%	36.32%
Achievement Score/Proficiency	69.7	N/A	% PD Reading, Math, Science, Writing Reading: 48.9      Math: 55.2 Science: 30.6      Writing: 101.6
# Transfer (OE/Tuition)	Tuition-98 OE- 76	Tuition-80 OE- 54	Tuition- 73 OE- 71
Retention Rate	6.0%	5.8%	7.4%

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Increase the average combined reading and math achievement scores from 53.9% in 2019 to 58.5% in 2021 as measured by the proficiency/benchmark scores.	41.2 Declined	NA
Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 16.7% in 2019 to 25.0% for students in special education in 2021.	22.5 Improved	NA
Collaborate to increase the average freshman graduation rate to from 94.1% in 2020 to 95.8% by May 2021 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.	94.5 Improved (96.1% without alternate assessment students)	State 90.2
Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 76.0% by 2021 as measured by the Kentucky School Report Card.	NA	NA

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Increase achievement on the On Demand Writing (ODW) assessment from 62.1% P/D in 2019 to 65.9% P/D by 2021.	70.6 Met	State 57.2
Ensure all students are performing at high levels in the state accountability system by increasing our combined math and reading proficiency index from 48.9% in 2020 to 55% in 2021 for ELL students.	95% showed growth 6 student exited EL program	NA

# Celebrations

- 1) Our state ranking for our Economically Disadvantaged and Special Education students improved in all areas of the ACT and KPREP scores.
- 2) Our teachers are utilizing KAGAN strategies learned in summer professional development to improve student engagement and student learning
- 3) We continue to show progress in using PLC's to identify essential standards, create common assessments, exam data from common assessments, utilize PRIDE time to meet the needs of students in real time and supporting students to own their own education.



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# Report to the Board November 22, 2021

## Simon Kenton High School

# Diagnostic Data

## (MAP/CERT)

- School Data Strengths

- 1) Highest high school percentage of all students with a benchmark score on CERT English (35.2%), on CERT math (13.6%), on CERT reading (33.42%), and on CERT science (10.37%).
- 2) 11th grade math and reading have made significant progress, with 22.59% at benchmark in math and 32.44% at benchmark in reading despite many students being virtual last year followed by summer break.

- School Data Growth Areas

- 1) No 11th grade students with disabilities met the English, math or reading benchmark on fall CERT.
- 2) 10th grade students scored lower in every category than 9th and 11th grade students on fall CERT.

- Strategies to Address Growth Areas

- 1) Teachers participate in biweekly PLC meetings to address deficiencies in all areas. Special focus on improvement in English 2, Algebra 1, Geometry, Algebra 2, and Biology. 10th and 11th grade teachers plan and implement strategies based on CERT data as part of these PLC meetings in order to address deficiencies, especially with students with disabilities.
- 2) In addition to the instruction required by IEPs, case manager teachers meet with their students through a structured meeting time during SKORE to address needs and build relationships.
- 3) At each mid-term and quarter, IEP goal monitoring is measured through a data tracking system and discussed in PLCs with regular education teachers and among special educators to ensure progress is made and to provide additional support to students that are not making the progress necessary.



# Proficiency

- School Data Strengths

- 1) Reading--43.9% P+D
- 2) Math--40.4% P+D

- School Data Growth Areas

- 1) Reading--23.5% Novice
- 2) Math--21.6% Novice

- Strategies to Address Growth Areas

- 1) All students with an IEP have in-person SDI instead of virtual instruction.
- 2) Teachers meet with PLC bi-weekly to discuss strategies for addressing gaps.
- 3) Students take common assessments in classes biweekly to assess mastery of standards.

- School Data Strengths

- 1) Two-thirds of our economically disadvantaged students are above novice in reading.
- 2) Over 70 % of our economically disadvantaged students are above novice in math.

- School Data Growth Areas

- 1) Economically disadvantaged students are 10% more likely to be novice in math than their non-economically disadvantaged peers.
- 2) Economically disadvantaged students are 14% more likely to be novice in reading than their non-economically disadvantaged peers.

- Strategies to Address Growth Areas

- 1) Addition of a counselor this year to address social-emotional needs of students, many of whom are economically disadvantaged.
- 2) Common assessments given frequently in classes to assess mastery of standards.
- 3) Teacher PLC groups discuss and implement strategies to address gaps in learning.

# Separate Academic Indicators

- School Data Strengths

- 1) In writing, 70.8% of students are P+D.
- 2) In writing, only 5.9% of students are Novice.

- School Data Growth Areas

- 1) In science, 23.9% of students were novice.
- 2) Less than 3% of students were distinguished in science.

- Strategies to Address Growth Areas

- 1) Refining teaching practices based on standards assessed on the science test.
- 2) Implementation of AP Environmental Science to address lack of distinguished scores.
- 3) Common assessments, teacher PLCs implemented to address mastery of standards.

# Graduation Rate

(High School)

- School Data Strengths

- 1) Four-year graduation rate of 95.9%, total graduation rate of 96%.
- 2) Four-year graduation rate for economically disadvantaged students of 95%.

- School Data Growth Areas

- 1) Students with disabilities are 10% less likely to graduate in 4 years.
- 2) Homeless students are 16% less likely to graduate.

- Strategies to Address Growth Areas

- 1) In addition to the instruction required by IEPs, case manager teachers meet with their students through a structured meeting time during SKORE to address needs and build relationships.
- 2) Counselors work intensively with homeless/MKV students and with students who are off-track.
- 3) RBTL weekly meeting to assess risk of dropping out for students with attendance issues.

# Transition Ready

(High School)

- School Data Strengths

- 1) Average ACT score above benchmark in English and Reading.
- 2) Students identified as two or more races outperforming all students.

- School Data Growth Areas

- 1) For the class of '21, 34% were not labeled transition ready.
- 2) Only 5% of graduates were labeled "career ready" using state definitions.

- Strategies to Address Growth Areas

- 1) Implementation and promotion of the KCS D model for transition readiness. We promote college readiness and career readiness for all students through messaging to all stakeholders, celebrations and recognition for students, promotion of opportunities to help students achieve transition readiness, and outreach.
- 2) Students who have not met benchmarks are scheduled into courses to take KYOTE
- 3) Common assessments and PLCs address mastery of standards.

# ACCESS for EL Students

- School Data Strengths

- 1) Simon Kenton had 11 of 50 students exit EL via ACCESS testing.

- School Data Growth Areas

- 1) Simon Kenton had 39 of 50 students not exit EL via ACCESS testing

- Strategies to Address Growth Areas

- 1) Provide professional development to all teachers during PLCs to better equip teachers to address the needs of EL students.



# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 89% of students report SK as a caring place.
- 2) 93% of students report that their teacher make them feel welcome.
- 3) 90% of students report that adults at SK care about them.
- 4) 94% of students report having a trusted adult they can talk to at school.

- School Data Growth Areas

- 1) 36% of students reported feeling uncomfortable stating their opinions in class.
- 2) 42% of students reported that students do not respect each other's differences.

- Strategies to Address Growth Areas

- 1) Continued focus on diversity, equity, and inclusion.
- 2) Frequent social-emotional lessons school-wide to address issues.
- 3) Intentional focus on recruiting teachers to diversify the staff.



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# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	0.7%	0.6%	0.6%
Attendance Rate	95%	94.77%	N/A
% F/R	39%	38%	35%
Achievement Score/Proficiency	Reading 54.8% Math 52.7% Science 37.7% Writing 57%	N/A	Reading 43.9% Math 40.4% Science 33.1% Writing 70.8%
# Transfer (OE/Tuition)	125	117	120
Retention Rate	1.5%	2.2%	0.8%



# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2021, Simon Kenton High School will increase overall proficiency for all students in reading and math from 70.7% in 2019 to 73.7% in 2021 as measured by the school report card proficiency data.	Math declined, 20-21 score was 40.4% P+D (-33.3% from goal) Reading declined, 20-21 score was 43.9% P+D (-29.8% from goal)	Math state average was 30.2% P+D, SK is 10.2% above the state average. Reading state average was 37.8% P+D, SK is 6.1% above the state average.
By 2021, Simon Kenton High School will increase the separate academic indicator score for all students from 68.9% in 2019 to 72% in 2021 as measured by the school report card separate academic indicator data.	Science declined, 20-21 score was 33.1% P+D (-38.9% from goal) Writing increased; 20-21 score was 70.8% P+D (-1.2% from goal)	Science state average was 26.5% P+D, SK is 6.6% above the state average. Writing state average was 57.3% P+D, SK is 13.5% above the state average.
By 2021, Simon Kenton High School will increase overall proficiency for students with disabilities in reading and math from 35.7% in 2019 to 42.1% in 2021 as measured by the school report card proficiency data.	SWD math declined, 20-21 score was 25.5% P+D (-16.6% from goal) SWD reading declined, 20-21 score was 17% P+D (-25.1% from goal)	SWD math state average was 9.2% P+D, SK is 16.3% above the state average. SWD reading state average was 12.6% P+D, SK is 4.4% above the state average.

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2020, Simon Kenton High School will increase the percentage of students who are transition ready in grade 12 from 77.8% in 2019 to 82.2% in 2021 as measured by Transition Readiness calculations.	Declined, 65.2% of graduating seniors achieved transition readiness (-17% from goal)	
By 2021, Simon Kenton High School will increase the graduation rate from 95.6% in 2020 to 96.3% in 2021 as measured by the school report card graduation rate.	Declined, SK's graduation rate was 95.6% (-0.7% from goal)	Kentucky's state graduation rate was reported at 91.3%, SK is 4.3% above this average. An estimate of the national graduation rate is 85.3%, SK is 10.3% above this average. ( <a href="#">Reference</a> )
By 2021, Simon Kenton High School will increase the favorable ratings from 43% in 2020 to 51% in 2021 in the area of feedback and coaching as measured by the Impact Survey.	This data is not yet available as the Impact survey is a biannual assessment.	

# Celebrations

- 1) Simon Kenton scored above the state average in every measured category.
- 2) Our writing scores showed only a very slight decline despite many students being completely virtual, indicating a strong program for on-demand is in place.
- 3) Our graduation rate remained very high due to the efforts of the SK staff.



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# Report to the Board November, 2021

## Turkey Foot Middle School

# Formative Data

(Elementary/Middle School)

- School Data Strengths

- 1) Over the course of the year 6th grade math increased monthly common assessment averages reaching the highest of 57% proficiency and increasing the most at 16%
- 2) 7th grade math increased the percent of proficient/distinguished the most from 36% to 50% proficiency

- School Data Growth Areas

- 1) 8th grade math increased monthly, but never went above 25% proficiency
- 2) 7th grade reading increased 10%, but never exceeded 21% proficiency

- Strategies to Address Growth Areas

- 1) Content teachers meet with curriculum coaches and colleagues routinely to revise common assessments and curriculum maps.
- 2) Twice-monthly content PLC meetings to plan lessons, create formative assessments, and analyze data was added this year to analyze data consistently and systematically.
- 3) The school team received training on Performance Matters to analyze data by standard, individual student and teacher to determine needs and provide support of teachers

# Diagnostic Data

## (MAP/CERT)

- School Data Strengths

- 1) 7th grade spring MAP reading was 6.35% above the district average
- 2) 7th grade spring MAP math was 7.21% above the district average

- School Data Growth Areas

- 1) 8th grade math MAP was 1.44% below the district average
- 2) Only 6.25% of Students With Disabilities scored proficient in math

- Strategies to Address Growth Areas

- 1) Monthly walkthroughs of all teachers to support Tier 1 instruction using the Cycle of Quality Instruction as a guide
- 2) Specific training is provided for all teacher to better implement IEP's in the classroom.

# Proficiency

- School Data Strengths

- 1) Overall school level proficiency continues to be above the district average with a 63.94% in MAP reading.
- 2) Overall school level proficiency continues to be above the district average with 50.54% in MAP math.

- School Data Growth Areas

- 1) Turkey Foot decreased in proficiency in KPREP Reading 50.7% (2021) compared to 62.08% (2019).
- 2) Turkey Foot decreased in proficiency in KPREP Math 38.4% (2021) compared to 52.06% in (2019).

- Strategies to Address Growth Areas

- 1) Twice-monthly content PLC meetings utilizing Performance Matters will allow teachers to analyze data by content standard and by individual student for the purposes of re-teaching and/or reinforcement, which will lead to higher proficiency
- 2) Grade level content teachers will collaborate to create and analyze interim assessments to guide teaching and learning.
- 3) Monthly walkthroughs of all teachers to support Tier 1 instruction using the Cycle of Quality Instruction as a guide

# Growth

- School Data Strengths

- 1) Longitudinal MAP data for students continue to show growth. Reading 6th Grade 59.83% to those now 7th graders are at 65.40 proficiency. Math 6th Grade 42.98% to those now 7th graders are at 52.96% proficiency
- 2) Math 7th Grade 58.54% to those now 8th graders are at 61.05% proficiency.
- 3) We saw an over all 64.65% of Students With Disabilities(SWD) show growth on Math MAP and 51% of SWD showed growth on Reading MAP.

- School Data Growth Areas

- 1) Only 16.96% of SWD has reached proficiency on Reading MAP, which is below the district average.
- 2) Only 6.25% of SWD have reached proficiency on Math MAP, which is below the district average.

- Strategies to Address Growth Areas

- 1) Analyze results of common assessments in Performance Matters, filtering SWD, to determine short term progress and review disaggregated data by standard for the purposes of re-teaching.
- 2) Content PLC meetings for special education teachers twice monthly to collaborate on teaching strategies and check compliance.
- 3) Monthly team meetings to review special education progress on IEP goals



# GAP

- School Data Strengths

- 1) EL students, as a whole, averaged a 5 out of 6 on ACCESS Listening Test.
- 2) 6.3% of Students with Disabilities was proficient in science, which is greater than the district average of 4%

- School Data Growth Areas

- 1) 63.9% of Disability students scored novice in 2021 compared to 58.4% in 2019.
- 2) 0% of EL students were proficient in Math on the Kprep.

- Strategies to Address Growth Areas

- 1) Monthly PLCs are being utilized to assess student IEP progress and are led by SpEd teacher.
- 2) Monthly walkthroughs place emphasis on collaboration and resource setting.
- 3) We will use Performance Matters data to analyze student understanding of standards and focus on reteaching when needed.

# Separate Academic Indicators

- School Data Strengths

- 1) TFMS reached their On-demand writing from a 35.63% to 73.5% proficiency (Goal was 42.06%)
- 2) TFMS also increased their science proficiency to 32.1%

- School Data Growth Areas

- 1) As measured on spring 2021 KPREP 0% of EL students were proficient in Math.
- 2) As measured on the spring 2021 KPREP 15.6% of EL students were proficient in Reading on the Kprep.

- Strategies to Address Growth Areas

- 1) We are creating an new intervention class in 6th grade to target the students who need additional EL and reading support
- 2) We have provided additional resources for our staff to support and communicate with our EL families
- 3) We will monitor both Common Assessment Results and the A-Z test to progress monitor individual student progress and determine next steps in instruction.

# ACCESS for EL Students

- School Data Strengths

- 1) 60% of students made growth on the ACCESS Test
- 2) EL students, as a whole, averaged a 5 out of 6 on ACCESS Listening Test.

- School Data Growth Areas

- 1) Speaking had the least amount of growth (36.8% of students showed growth from 2019 to 2021)
- 2) Zero students scored the 4.5 out of 6 needed to exit EL program.

- Strategies to Address Growth Areas

- 1) We will monitor both Common Assessment Results and the A-Z test to progress monitor individual student progress and determine next steps in instruction.
- 2) We are creating an new intervention class to target the students who need additional support
- 3) We have provided additional resources for our staff to support our EL families.

# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 94.2% of students report adults from my school work hard to make sure students are safe.
- 2) 94.2% of students report that there is at least one adult from my school who listens to me when I have something to say.

- School Data Growth Areas

- 1) 60.2% of students feel comfortable stating their opinion in class if other disagree
- 2) 59.6% of students report that students from this school respect each other's differences (gender, culture, race, sexual orientation, religion, ability).

- Strategies to Address Growth Areas

- 1) Tier I Social/Emotional instruction using Random Acts of Kindness curriculum that teaches and reinforces respect.
- 2) We are analyzing data such as Terrace Metrics and behavior data to make instructional changes to SEL lessons.
- 3) Create and implement a systematic approach to review student progress monitoring SEL data through our MTSS school plan.



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# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	0%	0%	0%
Attendance Rate	96.14%	95.8%	N/A
% F/R	44.9%	44.8%	44.8%
Achievement Score/Proficiency	76	N/A	Reading 50.7% Math 38.4% Science 32.1% Writing 73.5%
# Transfer (OE/Tuition)	OE 42 Tuition 46	OE 53 Tuition 20	OE : 36 Tuition: 29
Retention Rate	0%	0%	0%



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# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<ul style="list-style-type: none"><li>Obj 1: By 2021, Turkey Foot Middle School will increase the <b>reading</b> proficiency for all students from 62.08% in 2019 to <b>65.87%</b> in 2021 as measured by the percent P/D on the KPREP data.</li></ul>	Declined -11.38	State Average 44% +6.7
<ul style="list-style-type: none"><li>Obj 2: By 2021, Turkey Foot Middle School will increase the <b>math</b> proficiency for all students from 52.06% in 2019 to <b>56.85%</b> in 2021 as measured by the percent P/D on the KPREP data.</li></ul>	Declined -13.66	State Average 27.8% +10.6
<ul style="list-style-type: none"><li>By 2021, Turkey Foot Middle School will decrease the percentage of <b>disability</b> students who are scoring novice in <b>reading</b> from 58.4% in 2019, to <b>52.56%</b></li></ul>	Declined 5.5%	State Average 55.7% +8.2
<ul style="list-style-type: none"><li>Obj 1: By 2021 TFMS will increase the percentage of students showing growth in <b>reading MAP</b> from 47.48% in Spring 2019 to <b>50%</b> in the Spring of 2021.</li></ul>	Declined 3.91	District Average is 50% -3.1

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<ul style="list-style-type: none"> <li>Obj 2: By 2021 TFMS will increase the percentage of students showing growth in <b>math MAP</b> from 49% in Spring 2019 to <b>52%</b> in the Spring of 2021.</li> </ul>	Declined 2.05%	District Average 53.85% -3.9%
<ul style="list-style-type: none"> <li>Obj 1: By 2021, TFMS will increase the <b>on-demand writing</b> scores from 35.63% in 2019 to <b>42.06%</b> on KPREP.</li> </ul>	Met +37.9%	State Average 44% +29.5%
<ul style="list-style-type: none"> <li>Obj 2: By 2021, TFMS will increase the 7th grade <b>science</b> score from 28.86% in 2019 to <b>36.17%</b> on KPREP.</li> </ul>	Improved +3.24%	State Average 20.9% +11.2
<ul style="list-style-type: none"> <li>Obj 3: By 2021, TFMS will increase the 8th grade <b>social studies</b> from 68.68% in 2019 to <b>71.81%</b> on KPREP.</li> </ul>	Social Studies proficiency remains absent from the 20-21 data	Not assessed in 2021

# Celebrations

- 1) Turkey Foot Middle School had tremendous growth in On-demand writing from a 35.63% to 73.5% proficiency. This will continue to be a focus at TFMS as it helps ALL students transition successfully in their academic and professional careers.
- 2) The growth of our EL students is a long term goal for TFMS. The data indicated that 60% of students made growth on the ACCESS Test. With continued focus in this area, we will continue to see growth in this area.
- 3) TFMS prides itself in the motto of “Love First, Teach Second” and our dedication to the students was reflected in a recent survey. When surveyed, the students indicated that the “adults from my school work hard to make sure students are safe and there is at least one adult from my school who listens to me when I have something to say.”





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# Report to the Board November 22, 2021



Woodland Middle  
School

# Formative Data

## (Middle School)

- School Data Strengths

- 1) 7th Grade Social Studies Common Assessment scores averaged 68% Proficient or Distinguished, which is the highest average by subject on Common Assessments in 2020-21.
- 2) 7th Grade Science Common Assessment scores averaged 54% Proficient or Distinguished, which is our second highest average by subject on Common Assessments in 2020-21.

- School Data Growth Areas

- 1) All grades Reading Common Assessments averaged 30% Proficient or Distinguished for the 2020-21 school year, which is below our school goal of 60%.
- 2) All grades Math Common Assessments averaged 37% Proficient or Distinguished for the 2020-21 school year, which is below our school goal of 50%.

- Strategies to Address Growth Areas

- 1) Use the Woodland PLC CA Data Analysis Form for PLCs to analyze student Common Assessment data and facilitate meaningful, intentional collaborative discussions on strategies to improve student standards mastery.
- 2) The Math department will collaborate to create vertical alignment documents, incorporating short cycle assessments, common vocabulary, and a common lesson plan template.
- 3) Develop bi-weekly short cycle assessments in each grade level and content area to administer on Performance Matters and develop a process to review/discuss/analyze weekly formative assessments in each content area.

# Diagnostic Data

## (MAP)

- School Data Strengths

- 1) 6th grade Math MAP score of 48% at or above 50th percentile was above the district average of 42.5% in Fall 2021.
- 2) School average Math MAP score of 48.66% at or above the 50th percentile-at the district average of 48.62% in Fall 2021.

- School Data Growth Areas

- 1) School average Reading MAP score of 56.4% at or above the 50th percentile was below the district average of 60.48% in Fall 2021.
- 2) School average Reading MAP score of 56.4% at or above the 50th percentile in Fall 2021 was lower than the Fall 2020 score of 63.38% (-6.98%)
- 3) School average Math MAP score of 48.66% at or above the 50th percentile in Fall 2021 was lower than the Fall 2020 score of 55.93% (-7.27%).

- Strategies to Address Growth Areas

- 1) Teachers are working with students to systematically set goals for Common Assessments, MAP, and other assessments and are monitoring progress and working on action steps throughout the year to improve their scores in Spring 2022. Teachers will teach test taking strategies throughout the year to help students to be better able to “show what they know.”
- 2) Teachers will analyze multiple sources of data in PLCs, such as MAP data, KSA data, Common Assessment data, short cycle assessment data, and IEP progress data to identify specific content standards requiring additional reteaching to ensure student mastery.
- 3) Identify through instructional learning walks specific teacher training needed to improve student achievement (ex: Content-specific work on rigor, specific elements on the Cycle of Quality Instruction, engagement strategies, SAMR training.)

# Proficiency

- School Data Strengths

- 1) Reading KPREP scores of 49.5% Proficient/Distinguished exceeded both the district average (48.7%) and the state average (44%).
- 2) Math KPREP scores of 37.7% Proficient/Distinguished exceeded both the district average (36.2%) and the state average (27.8%).

- School Data Growth Areas

- 1) Reading KPREP scores of 49.5% Proficient/Distinguished in 2021 are 12 points lower than our 2019 score of 61.5% Proficient/Distinguished.
- 2) Math KREP scores of 51.9% Proficient/Distinguished in 2021 are 14.2 points lower than our 2019 score of 51.9% Proficient/Distinguished.

- Strategies to Address Growth Areas

- 1) During PLCs, teachers analyze the Performance Matters reports, identify standards on which the entire class, small groups or individuals require additional instruction, and collaborate to discuss and share effective instructional strategies.
- 2) Teachers use Performance Matters to analyze common assessment data and identify standards requiring remediation, and are collaborating to develop bi-weekly short cycle assessments to intervene as standards gaps are identified.
- 3) During monthly Special Ed PLCs, student IEP progress data is reviewed, and teachers collaborate to discuss effective intervention strategies to ensure that all students demonstrate growth and progress.

# Growth

## • School Data Strengths

- 1) Students with disabilities scoring at or above the 50th percentile on Reading MAP increased from 22.22% in Fall 2020 to 23.17% in Fall 2021. (+0.95%)
- 2) Students with disabilities scoring at or above the 50th percentile on Math MAP increased from 17.46% in Fall 2020 to 19.51% in Fall 2021. (+2.05%)

## • School Data Growth Areas

- 1) MAP reading scores at or above the 50th percentile decreased from 63.68% in Fall 2020 to 62.37% in Fall 2021. (-1.31%)
- 2) MAP math scores at or above the 50th percentile decreased from 55.93% in Fall 2020 to 52.77% in Fall 2021. (-3.16%)

## • Strategies to Address Growth Areas

- 1) Teachers will use Performance Matters reports following the administration of short cycle and common assessments to analyze student data, pinpoint unmastered content, and collaborate to determine instructional adjustments to ensure student mastery.
- 2) Feedback from learning walks will focus on the rigor of classroom instructional activities, determining if they rise to the level of the standards. Actionable feedback will be shared with the teachers, and support and training will be provided as needed.
- 3) School wide goals have been developed for common assessments, and progress toward those goals will be closely monitored and communicated in PLCs, Faculty Meetings and in the weekly staff memo.

# GAP

- School Data Strengths

- 1) 17% of our students with disabilities scored proficient/distinguished on the 2021 Reading KPREP, which was at the district average of 16.8%.
- 2) 14.6% of our students with disabilities scored proficient/distinguished on the 2021 Math KPREP, which was higher than the district average of 10.6%.

- School Data Growth Areas

- 1) 16.7% of our students with disabilities scored proficient/distinguished on the 2021 On Demand Writing test on KPREP, which was lower than the district average of 21%.
- 2) 50.5% of our students who qualify for free or reduced lunch scored proficient/distinguished on the 2021 On Demand Writing test on KPREP, which was lower than the district average of 51.7%.

- Strategies to Address Growth Areas

- 1) We will conduct three school wide On Demand Writing scrimmages during the 2021-22 school year, analyzing student performance to focus upcoming writing instruction.
- 2) All teachers in the school have been trained in On Demand Writing, and each of them will administer and score the writing pieces of their homeroom students to ensure that students receive consistent writing reinforcement in all content areas.
- 3) All classrooms will post and use our school wide “Writing Non-Negotiables” and use the common Four Square graphic organizer for prewriting on demand writing pieces.

# Separate Academic Indicators

- School Data Strengths

- 1) 27.6% of our students scored proficient/distinguished on the 2021 Science KPREP test, which was higher than the state average of 20.9%.
- 2) 50.6% of our students who qualify for free or reduced lunch scored proficient/distinguished on the 2021 KPREP On Demand Writing test, which was higher than the state average of 39.8%.

- School Data Growth Areas

- 1) 65.4% of our students scored proficient/distinguished on the 2021 KPREP On Demand Writing test, which was lower than the district average of 67%.
- 2) 7% of students with disabilities scored proficient/distinguished on the 2021 Science KPREP test, as opposed to 27.6% of all students, a performance gap of -20.6%.

- Strategies to Address Growth Areas

- 1) Administrators conduct learning walks regularly, visiting each classroom at least one time per month, and provide actionable feedback to teachers around the Cycle of Quality Instruction. Learning walk data is analyzed to determine professional growth needs for teachers, and support is provided.
- 2) Schoolwide goals for common assessments have been developed for each content area, and progress toward those goals is regularly shared in PLCs, faculty meetings, and on the weekly memo.
- 3) All content areas are developing short cycle bi-weekly assessments to better analyze and address content gaps and misconceptions prior to common assessments.

# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) Our Adult Advocate connections are strong. 96.5% of students replied at least one adult listens to them when they have something to say.
- 2) The school scored high in the areas of school physical safety (94.9%) and that teachers expect the best from students at all times (96.2%).

- School Data Growth Areas

- 1) 40% of students reported that internet bullying is a problem.
- 2) 45% of WMS students feel their differences are not respected (gender, culture, race, sexual orientation, religion, ability).

- Strategies to Address Growth Areas

- 1) The WMS Counseling department has brought the Rachel's Challenge program to our school to help students recognize the impact their words and actions have on one another.
- 2) WMS continues to have SEL classes every school day. We call this PAWS (Positive Awesome Woodland Students) where students receive social emotional classes following the Second Step Anti-Bullying curriculum, interact with their adult advocates daily, complete the Digital Literacy curriculum, and acquire skills to increase their college and career readiness.
- 3) We continue to implement the Sources of Strength peer to peer program to strengthen connections between peers and trusted adults to prevent bullying, substance abuse and self-harming behavior, as well as consistently sharing our theme that "You Belong" at WMS.





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# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	0	0	.5
Attendance Rate	95.61	95.59	N/A
% F/R	49.0	46.05	45.2
Achievement Score/Proficiency	Proficiency:75.6% Separate Academic Indicator:64.8%	N/A	Reading-49.5% Math-37.7% Science-27.6% Writing-65.4%
# Transfer (OE/Tuition)	31	23	31
Retention Rate	.08	.3	.5

# ACCESS for EL Students

- School Data Strengths

- 1) Listening skills were the strongest assessed area in 2021 with an average score of 5.15%.
- 2) Writing skills were the second highest assessed area in 2021 with an average score of 3.54%.

- School Data Growth Areas

- 1) The average of students' Overall ACCESS scores decreased from 3.9% in 2020 to 3.4% in 2021.
- 2) Speaking skills were the lowest assessed area, falling from 3.58% in 2020 to 2.78% in 2021.

- Strategies to Address Growth Areas

- 1) The EL teacher will work with the students three times per week, focusing on each student's deficit areas.
- 2) The EL teacher will share articles with general education teachers outlining effective strategies to improve students' language skills, and attend a faculty meeting to share these strategies with all teachers.
- 3) The EL teacher will monitor student progress towards proficiency more frequently (monthly).



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# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Woodland Middle School will collaborate to increase the reading proficiency for all students from 61.5% in 2019 to 65.68% in 2021 as measured by the school report card proficiency data.	Declined: 49.5% in 2021 (-12%)	Above state average of 44% (+5.5%)
Woodland Middle School will collaborate to increase the math proficiency for all students from 51.9% in 2019 to 57.36% in 2021 as measured by the school report card proficiency data.	Declined: 37.7% in 2021 (-14.2%)	Above state average of 27.8% (9.9%)
Woodland Middle School will collaborate to increase the Science proficiency for all students from 25.1 % in 2019 to 34.46% in 2021 as measured by the school report card proficiency data.	Improved: 27.6% in 2021 (+2.5%)	Above state average of 20.9% (+6.7%)
Woodland Middle School will collaborate to increase the Social Studies proficiency for all students from 67.8% in 2019 to 71.82% in 2021 as measured by the school report card proficiency data.	Not assessed in 2021	Not assessed in 2021

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Woodland Middle School will collaborate to increase the On-Demand Writing proficiency for all students from 36.5% in 2019 to 44.43% in 2021 as measured by the school report card proficiency data.	Improved: 65.4% in 2021 (+28.9%)	Above state average of 44% (+21.4%)
Woodland Middle School will collaborate to increase the reading proficiency for students with disabilities from 12.1% in 2021 to 23.1% in 2020 as measured by the school report card proficiency data.	Improved: 17.1% in 2021 (+5%)	Below state average of 20.1% (-3%)
Woodland Middle School will collaborate to increase the percentage of students showing growth in Reading MAP from 51.59% in 2019 to 57.6% in 2021.	Declined: 44.31% in 2021 (-7.28%)	Below district average of 50% (-5.69%)
Woodland Middle School will collaborate to increase the percentage of students showing growth in Math MAP from 57.23% in 2019 to 60.7% in 2021.	Declined: 41.97% in 2021 (-18.73%)	Below district average of 53.85% (-11.88)

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 8.8% in 2019 to 20.2% in 2021 as measured by the school report card proficiency data.	Improved: 14.6% in 2021 (+5.8%)	Above state average of 11.5%) (+3.1%)

# Celebrations

- 1) Woodland Middle School scored above the District average in both Math and Reading on the 2021 KPREP.
- 2) Strong scores on our Quality School Climate and Safety/ Opportunities to Learn Survey indicate a high level of satisfaction, feelings of belonging, and a sense of safety among our students.
- 3) The WMS Special Education students delivered the highest proficiency scores in the district on Fall 2021 Reading and Math MAP.



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# Report to the Board November, 2021

## Twenhofel Middle School

# Formative Data

(Elementary/Middle School)

- **School Data Strengths**

- 1) During the 2020-2021 school year, students with IEP's in the 7th grade showed a positive trend toward student mastery as demonstrated by common assessments.
- 2) During the 2020-2021 school year students in the 8th grade for math and students in the 6th grade for math and reading all showed a positive trend toward student mastery as demonstrated by common assessments.

- **School Data Growth Area**

- 1) The *all students* average for Math Common Assessments showed a decline from 51 to 36 percent mastery from the beginning to the end of the year.
- 2) On Common Assessments, students with IEP's showed an upward trend in overall mastery from 10.1 to 17. The significant discrepancy still exists between our students with IEPs and students without IEPs.

- **Strategies to Address Growth Areas**

- 1) Restructure PLC structure to specifically review student data
- 2) Implementation of Performance Matters, real time view of student data once the test is completed
- 3) New goal tracking IEP goal monitoring sheet- meeting twice monthly with one of those specifically for student data monitoring



# Diagnostic Data

## (MAP/CERT)

- School Data Strengths

- 1) Fall 2020 in reading, 66.98% of students were at the 50 percentile or higher.
- 2) Fall 2020 in math, 59.34 of students were at or above the 50 percentile.

- School Data Growth Areas

- 1) Spring 2020 students with IEP's in reading, 25.71% were at the 50 percentile
- 2) Spring 2021 students with IEP's in math, 14.29% were at the 50 percentile

- Strategies to Address Growth Areas

- 1) Special Education Data meeting to review how students are performing on their specific IEP goals twice a month.
- 2) Schoolwide goal setting and individual goal setting with students for all common assessments and MAP administrations.
- 3) PLC restructure to review data and make instructional adjustments as needed in real time.

# Proficiency

- School Data Strengths

- 1) For the 2020 - 2021 school year, 65.8% of all students were P/D in On Demand as measured by KPrep.
- 2) For the 2020 - 2021 school year, 40% of all students were P/D in 8th grade math, 7 points above the district average, as measured by KPrep.

- School Data Growth Areas

- 1) 32.9% of all students were P/D in math as measured by KPrep.
- 2) 47.5% of all students were P/D/ in reading as measured by KPrep.

- Strategies to Address Growth Areas

- 1) Restructuring of PLC's to be data driven using formative, summative, and diagnostic data.
- 2) Implementation of TMS's academic plan to address the specific instructional of our students.
- 3) A new IEP goal tracking sheet to review in real time how students with IEP's are progressing on their goals.

# Growth

- School Data Strengths

- 1) Reading Fall 2020 to Spring 2021 41.95% of students showed growth based on MAP.
- 2) Reading Fall 2020 to Spring 2021 25.71 of students with IEP's showed growth based on MAP.

- School Data Growth Areas

- 1) Math students with IEP's 14.29% were at the 50th percentile as demonstrated by MAP.
- 2) Math students with IEP's 38.46% showed growth as demonstrated by MAP.

- Strategies to Address Growth Areas

- 1) Special Education goal tracking sheet to monitor students with IEPs making progress toward goals.
- 2) Specific special education data meeting to review progress with students with IEP goals.
- 3) Cycle of Instruction walks during resource time to give specific feedback toward appropriateness of specially designed instruction.

# GAP

- School Data Strengths

- 1) Reading Fall 2020 to Spring 2021 41.95% of all students showed growth as demonstrated by MAP.
- 2) Reading Fall 2020 to Spring of 2021 25.71% of students with IEP's showed growth as demonstrated by MAP.

- School Data Growth Areas

- 1) Math students with IEP's 14.29% were at the 50% as demonstrated by MAP.
- 2) Math students with IEP's 38.46% showed growth as demonstrated by MAP.

- Strategies to Address Growth Areas

- 1) Special Education Goal tracking sheet was implemented to monitor progress on IEP goals.
- 2) Restructure of PLCs to focus on balanced assessment data and student achievement.
- 3) Twenhofel Middle School Academic plan has a specific goal to addressing the learning needs of students with IEP's, specifically toward monitoring and meeting IEP goals and providing rigorous collaborative and resource instruction.

# Separate Academic Indicators

- School Data Strengths

- 1) On Demand Writing 65.8% of students were P/D as demonstrated by Kprep.
- 2) In reading 17% of students with IEP's were P/D as demonstrated by Kprep.

- School Data Growth Areas

- 1) Science 23.4% of students were P/D as demonstrated by Kprep.
- 2) Science students with IEP's 2.6% of student scored P/D as demonstrated by Kprep.

- Strategies to Address Growth Areas

- 1) Restructure of PLC's to specifically focus on formative, summative, and diagnostic student data.
- 2) Twenhofel Academic plan to specifically address students with IEP's, specifically toward monitoring and meeting IEP goals and providing rigorous collaborative and resource instruction.
- 3) Implementation of a goal monitoring sheet to address in the progress of students with IEP's in real time.

# ACCESS for EL Students

Twenhofel has two students currently receiving EL services

- School Data Strengths

- 1) Both students scored a 6.0 on the listening portion of ACCESS in January of 2021
- 2) Both students actively participate in our inclusive culture.

- School Data Growth Areas

- 1) 25 point increase in listening scores as measured by ACCESS.
- 2) 30 point increase in reading scores taking the student from a 2.8 to a 3.4 on ACCESS.

- Strategies to Address Growth Areas

- 1) Find content culturally inclusive
- 2) Identify ACCESS area for growth

# Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) *My school is a caring place* (98%) -(25.8) agree, (72.2) strongly agree
- 2) *There is at least one adult who listens* (98%)- (28.4) agree (69.6) strongly agree

- School Data Growth Areas

- 1) *I feel comfortable stating my opinion in class even if others disagree-* (17.6) disagree
- 2) *Student at this school respect each others differences-* (17.2) disagree

- Strategies to Address Growth Areas

- 1) Met with each grade level at the beginning of the year to address school level expectations to improve appropriate student interactions through respect for all.
- 2) Strategically posting positive culture designed signs within the building as constant reminders of positive behavior expectations taught weekly PBIS lessons and weekly announcements.
- 3) In response to Terrace Metrics, small groups are being implemented to help address specific student needs through SEL instruction.



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# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	NA	NA	NA
Attendance Rate	96.39	96.21	96.22
% F/R	43.11	43.63	44
Achievement Score/Proficiency	66.9	N/A	% PD Reading, Math, Science, Writing Reading=47.5 Math= 32.9 Science 23.4 Writing= 65.8
# Transfer (OE/Tuition)	115	115	99
Retention Rate	0	0	0



# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Collaborate to increase: Objective 1: (Reading) By 2021, TMS will increase Reading Proficiency for all students from 84.3 to 87.3	Decline (47.5)	P/D 6th grade: 44.9 P/D 7th grade: 41.1 P/D 8th grade: 56.4
Collaborate to increase: Objective 2: (Math) By 2021 TMS will increase Math Proficiency for all students from 84 to 87	Decline (32)	P/D 6th grade: 29.6 P/D 7th grade: 29 P/D 8th grade: 40

# Celebrations

- 1) During the 2020-2021 school year, students with IEP's in the 7th grade showed a positive trend with common assessment proficiency data, beginning at 6.33 percent and ending with 12.64 percent proficiency.
- 2) During the 2020-2021 school year, all students in the 6th grade showed a positive trend for math from 20-44 percent and reading from 24-31 percent based on common assessment proficiency data.
- 3) Students with IEP's, 56.99% of students with IEP's showed growth in reading as measured by MAP.



# Report to the Board November, 2021

Summit View Academy



# Formative Data

(Elementary/Middle School)

- School Data Strengths

- 1) The Reading Common Assessment AVG for Summit View Elementary was: 71.68 (Two points higher than District Avg.)
- 2) The Reading Common Assessment AVG for Summit View MS was: 47.63 (Six points higher than District Avg.)

- School Data Growth Areas

- 1) The running average of Summit View Elementary Math Common Assessments was 63.64 (Dist Avg. 64.67)
- 2) The running average of Summit View MS Math Common Assessments was: 42.29 (Dist Avg. 43.90)

- Strategies to Address Growth Areas

- 1) The Administration will conduct Learning Walks of all classrooms to identify instructional trends and provide high quality teacher feedback based on the Cycle of Quality Instruction
- 2) The Administration will meet regularly to evaluate trend data from Learning walks and use this information to develop Professional Development sessions for staff during Faculty and PLC meetings
- 3) Common Assessment results will be analyzed by content teams during PLC meetings to identify groups in need of reteaching and enrichment.
- 4) Development and implementation of bi-weekly formative assessments in each grade level to identify instructional trends

# Diagnostic Data

## (MAP/CERT)

- School Data Strengths

- 1) In 4th grade RDG 67% of students scored at or above the 50th percentile
- 2) In 6th grade RDG 61% of students scored at or above the 50th percentile
- 3) In K-5 Reading 68% of students scored at or above the 50th percentile which is three points higher than the District AVG

- School Data Growth Areas

- 1) In 6th grade Math 48% of students scored below the 50th percentile on Fall MAP
- 2) In 7th grade Math 36% of students scored below the 50th percentile on Fall MAP

- Strategies to Address Growth Areas

- 1) Creation and implementation of ELA and Math weekly assessments in all grades. Data driven PLCs that help teachers make instructional decisions before assessments occur.
- 2) Every classroom teacher will receive at least one Learning walk a month dedicated to implementing the Cycle of Quality Instruction to inform Tier I instruction provided to all teachers monthly
- 3) Needs based instruction groups for Math/Reading during Royals WIN time based on MAP scores and common assessments.

# Proficiency



- School Data Strengths

- 1) 3rd Grade Math students, on KPREP, scored 58.5% P/D which was above the District Avg. of 55.3% P/D
- 2) 4th Grade Math students, on KPREP, scored 47.8% P/D which was above the State Avg. of 43% P/D
- 3) 7th Grade Math students, on KPREP, scored 35.4% P/D which was above the District Avg. of 35% P/D

- School Data Growth Areas

- 1) Reading KPREP scores for 3rd-5th grade were 42.9% P/D which was below the District average of 50.6%
- 2) Math KPREP Scores for 3rd-5th grade scored 38.6% P/D which was below the District average of 49.6%
- 3) Reading KPREP scores for 6th-8th grade scored 45.7% P/D which was below the District average of 48.7%
- 4) Math KPREP scores for 6th-8th grade scored 35% P/D which was below the District average of 36.2%

- Strategies to Address Growth Areas

- 1) Targeted learning walks with Admin team and District consultants to provide feedback on instructional practices. Professional learning sessions developed to address specific areas of improvement.
- 2) Data based PLCs to review Assessment scores and create action plans for reteaching
- 3) Creation and implementation of weekly formative assessments in ELA and Math in order to identify student misconceptions and inform instruction before common unit assessment is given.

# Growth

- School Data Strengths (MAP Fall 20-Fall 21)

- 1) MAP Conditional growth scores for students in 3rd grade math were in the 84th percentile and 6th grade math 89th percentile
- 2) MAP Conditional growth scores for students in 1st grade RDG were in the 91st percentile, 4th grade RDG 95th percentile, 6th grade RDG 64th percentile

- School Data Growth Areas

- 1) MAP Conditional growth scores for students in 2nd grade math were at the 41st percentile, and student in 5th grade math. We are at the 29th percentile.
- 2) MAP Conditional growth scores for 3rd grade RDG (6th percentile), 7th grade RDG (13th percentile)

- Strategies to Address Growth Areas

- 1) Grade level training on the use of NWEA Learning Continuum in identifying gaps across grade levels
- 2) Development of weekly formative assessments in all content areas to monitor student progress more frequently in order to make immediate adjustments to instruction
- 3) Common Assessment analysis to develop specific plans for reteaching of student misconceptions



- School Data Strengths

- 1) KPREP scores for 3rd Grade students that were identified as Free and Reduced eligible scored 28.6% P/D Math which was seven points higher than the state average of 21.3%
- 2) KPREP scores for 6th grade students that were identified as Free and Reduced eligible scored 30.8% P/D in Math which was higher than the District average 27.4% and state average of 19%

- School Data Growth Areas

- 1) For students with an IEP, KPREP scores in the area of RDG for Grades 3-5 showed 9% Proficient/Distinguished
- 2) For students with an IEP, KPREP scores in the area of Math Grades 3-8 showed 9% Proficient/Distinguished
- 3) For students with an IEP, KPREP scores in the area of RDG Grades 6-8 showed 16% Proficient/Distinguished



- Strategies to Address Growth Areas

- 1) Instructional walks of all resource classrooms with District Consultants to provide teacher feedback on SDI
- 2) Special Education PLCs to discuss students not making progress on their IEP goals
- 3) SAS training for General Education teachers so that they are able to appropriately provide accommodations and supports in the classroom for students with IEPs
- 4) MTSS meetings to review student progress and determine if students need additional supports



# Separate Academic Indicators

- School Data Strengths

- 1) KPREP On Demand Writing for students in the 5th Grade at Summit View scored 63% P/D which was above the state average of 39.8%
- 2) KPREP scores in the area of 4th grade Science came in at 40% P/D which was above the District average of 38.1% and the state average of 25.1%

- School Data Growth Areas

- 1) KPREP scores for 7th Grade Science were (25.9% P/D) which was below the District average of 27.7%
- 2) KPREP scores for 8th Grade ODW were (60% P/D) which was below the District average of 67%



- Strategies to Address Growth Areas

- 1) Development and implementation of Bi-weekly formative assessments to inform instruction and reteaching
- 2) Ongoing Professional Development on the Cycle of Quality Instruction- The school is focusing on Element 2, Eliciting responses from all students to formatively assess and make instructional adjustments in real time. Teachers also receive a minimum of one walk per month with feedback on these specific areas. Administrators will meet regularly to identify trends and adjust trainings as needed.
- 3) Schoolwide On Demand Scrimmages with strengths and weaknesses analysis three times a year at all grade levels. Schoolwide writing expectations will continue to be reviewed and implementation is occurring across all grade levels.

# ACCESS for EL Students

- School Data Strengths

- 1) 11.7% of students at SVA reached English Language attainment (4.5 or higher on ACCESS) which was higher than the state average of 7.4%
- 2) 90% of Students in the EL program at SVA made growth according to the 2021 ACCESS testing

- School Data Growth Areas

- 1) 12% of students exiting the EL program
- 2) 50% of students in EL program scored below 2.0 on ACCESS testing in RDG

- Strategies to Address Growth Areas

- 1) EL pullout classes 3 days a week by EL Teacher and Instructional Assistant
- 2) Progress monitoring is completed on a regular basis by the EL Teacher to ensure instruction is successful or if adjustments need to be made
- 3) Newcomer support and collaborative (push-in) services as needed.
- 4) MTSS supports for qualifying students focusing on basic phonics instruction (System 44 LLI, Orton Gillingham)

# Quality School Climate and Safety/ Opportunities to Learn Survey



- School Data Strengths

- 1) 99.3% of students reported- My school is a caring place.
- 2) 94% of students reported - My teachers expect me to do my best all the time.
- 3) 95.3% of students reported - Adults from my school make sure all students get what they need to be successful.

- School Data Growth Areas

- 1) 48.8% of students reported - Students being mean, or hurtful, to one another online is a problem at my school.
- 2) 59.2% of students reported - All students are treated the same way if they break the rules.

- Strategies to Address Growth Areas

- 1) Purchase of Second Steps as a Schoolwide SEL curriculum to develop a common language around this type of instruction. Teachers have been trained by School Counseling Team and are implementing on a weekly basis.
- 2) Professional Development used to review PBIS lesson plans and schoolwide expectations with teachers and staff. Reteaching of expectations occurs after long breaks and as needed.
- 3) Small Group Counseling for students that need more intervention than the Tier I level



# Student Services

	2018-2019	2019-2020	2020-2021
Dropout Rate	N/A	N/A	N/A
Attendance Rate	96.44% (K-5) 95.85% (6-8)	96.09% (K-5) 95.67% (6-8)	N/A
% F/R	45%	47%	43%
Achievement Score/Proficiency	77.4 (K-5) 75.3 (6-8)	N/A	RDG 42.9% (3-5) RDG 45.7 % (6-8) Math 38.6% (3-5)  Math 35.1 % (6-8)
# Transfer (OE/Tuition)	8.47% (K-5 OE) 2.71% (6-8 OE) 1.84% (K-5 Tuition) 1.14% (6-8 Tuition)	9.22% (K-5 OE) 3.11% (6-8 OE) 2.37% (K-5 Tuition) 1.55% (6-8 Tuition)	8.73% (K-5 OE) 3.64% (6-8 OE) 1.80% (K-5 Tuition) 1.08% (6-8 Tuition)
Retention Rate	0%	0.1%	0%

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2021, Summit View Academy will increase the combined reading proficiency for students in grades 3-5 from 60.8% in 2019 to 64.7% and for students in grades 6-8 from 66.2% to 69.5% as measured by state assessment data	Reading 3-5: 42.9% (-17.9%) Declined Reading 6-8: 45.7% (-19%) Declined	Reading 3-5: 39.5 (SVA +3) Reading 6-8: 44 (SVA +1.7)
By 2021, SVA will increase reading proficiency for students with disabilities for grades 3-5 from 24.5% to 32.05% and for students in grades 6-8 from 29.2% to 36.28% as measured by state assessment data.	Reading 3-5: 9% (-15.5%) Declined Reading 6-8: 16.4% (-8.1%) Declined	Reading 3-5: 25.5 (SVA -16) Reading 6-8: 20.1 (SVA -3.7)
By 2021, SVA will increase the combined math proficiency for students grades 3-5 from 57% in 2019 to 61.3% and for students in grades 6-8 from 55.2% to 57.7% as measured by state assessment data	Math 3-5: 38.6% (-18.4) Declined Math 6-8: 35.1% (-22.6%) Declined	Math 3-5: 31.4 (SVA +7) Math 6-8: 27.8 (SVA +7.3)
By 2021, SVA will increase math proficiency for students with disabilities for grades 3-5 from 24.6% to 32.14% and for students in grades 6-8 from 16.6% to 24.94% as measured by state assessment data.	Math 3-5: 9% (-15.6%) Declined Math 6-8: 9% (-7.6%) Declined	Math 3-5: 17.7 (SVA -9) Math 6-8: 11.5 (SVA -2.5)

# Implementation and Impact

2020-21 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Obj 1: By 2021, SVA will increase Science proficiency for students in grade 4 from 35.6% in 2019 to 42% and for students in 7th grade from 31.6% to 38.44% as measured by state assessment data.	Science 4: 40% (+5) Improved Science 7: 25.9% (-6) Declined	Science 4: 25.1 (SVA +15) Science 7: 20.9 (SVA +5)
Obj 3: By 2021, SVA will increase On-Demand Writing proficiency for students in grade 5 from 67.5% in 2019 to 70.7% and for students in grade 8 from 41% to 46.9% as measured by state assessment data.	ODW 5th: 63% (-4) Declined ODW 8th: 60.8% (+19) Improved	ODW 5th: 39.8 (SVA +23.2) ODW 8th: 50.9 (SVA +9.9)

# Celebrations

- 1) MAP Conditional growth scores for students in 3rd grade math were in the 84th percentile and 6th grade math 89th percentile
- 2) KPREP On Demand Writing for students in the 5th Grade at Summit View scored 63% P/D which was above the state average of 39.8%
- 3) Strong data from our Quality School Climate and Safety indicating that students know they are cared for and teachers have high expectations of them.