



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

Report to the Board November, 2022

CDIP
Implementation
and Impact

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Proficiency Goal: By 2025, the district will increase math and reading proficiency for all students from:</p> <ul style="list-style-type: none"> 60.2% in 2019 to 81.0% for elementary math; 63.2% in 2019 to 81.0% for elementary reading; 54.2% in 2019 to 79.6% for middle school math; 63.9% in 2019 to 79.6% for middle school reading; 48.9% in 2019 to 76.3% for high school math; 54.1% in 2019 to 76.3% for high school reading <p>2022 Elementary Math Objective 60.2% to 65.4% 2022 Elementary Reading Objective 63.2% to 67.7% 2022 Middle Math Objective 54.2% to 60.6% 2022 Middle Reading Objective 63.9% to 67.8% 2022 High Math Objective 48.9% to 55.8% 2022 High Reading Objective 54.1% to 59.7%</p>	<p>2022 Elementary Math P/D = D 56% (-4.2) 2022 Elementary Reading P/D = D 59% (-4.2) 2022 Middle Math P/D = D 45% (-9.2) 2022 Middle Reading P/D = D 52% (-11.9) 2022 High Math P/D = D 44% (-4.9) 2022 High Reading P/D = D 50% (-4.1)</p>	<p>Elementary 2022 Math P/D state 38%/KCS D 56% (+18) Elementary 2022 Reading P/D state 45%/KCS D 59% (+14) Middle School 2022 Math P/D state 37%/KCS D 45% (+8) Middle School 2022 Reading P/D state 43%/KCS D 52% (+9) High School 2022 Math P/D state 36%/KCS D 44% (+8) High School 2022 Reading P/D state 44%/KCS D 50% (+6)</p>

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Growth Goal: By 2025, the district will increase math and reading growth for all students from:</p> <ul style="list-style-type: none"> 60.2% in 2019 to 70.2% for elementary math; 63.2% in 2019 to 72.4% for elementary reading; 54.2% in 2019 to 65.7% for middle school math; 63.9% in 2019 to 72.9% for middle school reading; 48.9% in 2019 to 61.7% for high school math; 54.1% in 2019 to 65.6% for high school reading <p>2022 Elementary Math Objective 60.2% in 2019 to 62.7%</p> <p>2022 Elementary Reading Objective 63.2% in 2019 to 65.5%</p> <p>2022 Middle School Math Objective 54.2% in 2019 to 57.1%</p> <p>2022 Middle School Reading Objective 63.9% in 2019 to 66.2%</p> <p>2022 High School Math Objective 48.9% in 2019 to 52.1%</p> <p>2022 High School Reading Objective 54.1% in 2019 to 57.0%</p>	<p>2022 Elementary Math P/D = D 56% (-4.2)</p> <p>2022 Elementary Reading P/D = D 59% (-4.2)</p> <p>2022 Middle Math P/D = D 45% (-9.2)</p> <p>2022 Middle Reading P/D = D 52% (-11.9)</p> <p>2022 High Math P/D = D 44% (-4.9)</p> <p>2022 High Reading P/D = D 50% (-4.1)</p>	<p>Elementary 2022 Math P/D state 38%/KCS D 56% (+18)</p> <p>Elementary 2022 Reading P/D state 45% /KCS D 59% (+14)</p> <p>Middle School 2022 Math P/D state 37% /KCS D 45% (+8)</p> <p>Middle School 2022 Reading P/D state 43 %/KCS D 52% (+9)</p> <p>High School 2022 Math P/D state 36%/KCS D 44% (+8)</p> <p>High School 2022 Reading P/D state 44%/KCS D 50% (+6)</p>



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<p>Separate Academic Indicator Goal: By 2025, the district will increase science, social studies, and writing proficiency for all students from:</p> <ul style="list-style-type: none">40.2% in 2019 to 76.4% for elementary science66.6% in 2019 to 76.4% for elementary social studies59.8% in 2019 to 76.4% for elementary writing30.4% in 2019 to 75.8% for middle school science67.4% in 2019 to 75.8% for middle school social studies39.3% in 2019 to 75.8% for middle school writing36.9% in 2019 to 79.6% for high school science65.4% in 2017 to 79.6% for high school social studies (2017 most recent P/D%)59.3% in 2019 to 79.6% for high school writing <p>2022 Elementary Science Objective 40.2% in 2019 to 49.3%</p> <p>2022 Elementary Social Studies Objective 66.6% in 2019 to 69.1%</p> <p>2022 Elementary Writing Objective 59.8% in 2019 to 64.0%</p> <p>2022 Middle School Science Objective 30.4% in 2019 to 41.8%</p> <p>2022 Middle School Social Studies Objective 67.4% in 2019 to 69.5%</p> <p>2022 Middle School Writing Objective 39.3% in 2019 to 48.4%</p> <p>2022 High School Science Objective 36.9% in 2019 to 47.6%</p> <p>2022 High School Social Studies Objective 65.4% in 2017 to 69.0% (2017 most recent P/D%);</p> <p>2022 High School Writing Objective 59.3% in 2019 to 64.4%</p>	<p>2022 Elementary Science P/D = I 44% (+3.8)</p> <p>2022 Elementary Social Studies P/D = D 51% (-15.6)</p> <p>2022 Elementary Writing P/D = D 58% (-1.8)</p> <p>2022 Middle School Science P/D = D 23% (-7.4)</p> <p>2022 Middle School Social Studies P/D = D 46% (-21.4)</p> <p>2022 Middle School Writing P/D = M 50% (+10.7)</p> <p>2022 High School Science P/D = D 13% (-23.9)</p> <p>2022 High School Social Studies P/D = D 36% (-29.4)</p> <p>2022 High School Writing P/D = D 44% (-15.3)</p>	<p>Elementary 2022 Science P/D state 29%/KCS D 44% (+15.0)</p> <p>Elementary 2022 Social Studies P/D state 37%/KCS D 51% (+14.0)</p> <p>Elementary 2022 Writing P/D state 37 %/KCS D 58% (+21.0)</p> <p>Middle School 2022 Science P/D state 22 %/KCS D 23% (+1.0)</p> <p>Middle School 2022 Social Studies P/D state 36%/KCS D 46% (+10.0)</p> <p>Middle School 2022 Writing P/D state 39%/KCS D 50% (+11.0)</p> <p>High School 2022 Science P/D state 14 %/KCS D 13% (-1.0)</p> <p>High School 2022 Social Studies state 34%/KCS D 36% (+2.0)</p> <p>High School 2022 Writing P/D state 38%/KCS D 44% (+6.0)</p>

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Gap Objective 1: By 2022, the district will increase math and reading proficiency for students with disabilities from:</p> <ul style="list-style-type: none"> 24.1% in 2019 to 34.2% for elementary math 31.4% in 2019 to 39.7% for elementary reading 12.7% in 2019 to 23.9% for middle school math 21.4% in 2019 to 30.4% for middle school reading 17.1% in 2019 to 27.0% for high school math 24.8% in 2019 to 32.8% for high school reading 	<p>2022 Elementary Math P/D = D 22% (-2.1) 2022 Elementary Reading P/D = D 24% (-7.4) 2022 Middle Math P/D = D 11% (-1.7) 2022 Middle Reading P/D = D 15% (-6.4) 2022 High Math P/D = D 6% (-11.1) 2022 High Reading P/D = D 5% (-19.8)</p>	<p>Elementary 2022 SWD Math P/D state 20 %/KCS D 22% (+2..0) Elementary 2022 SWD Reading P/D state 26%/KCS D 24% (-2.0) Middle School 2022 SWD Math P/D state 14%/KCS D 11% (-3.0) Middle School 2022 SWD Reading P/D state 16 %/KCS D 15% (-1.0) High School 2022 SWD Math P/D state 10%/KCS D 6% (-4) High School 2022 SWD Reading P/D state 12 %/KCS D 5% (-7.0)</p>
<p>Transition Readiness Goal: By 2025, 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>**KCS D has adopted the School Superintendent Association of Transition Ready (AASA): Under this model, the district goal is 100% of students will be Transition Ready. For Graduating Cohort 2022 the KCS D Transition Ready Rate was at 90.12%.</p> <p>2022 Transition Readiness Objective 71.2% in 2019 to 79.4%</p>	<p>2022 Transition Ready = M 80.6% (+9.4)</p>	<p>2022 Transition Ready state 76.2%/KCS D 80.6% (+4.4)</p>

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><u>Graduation Rate Goal:</u> By 2025, the district will increase the graduation rate from 92.9% in 2021 to 96.25%, as measured by the school report card 4-year adjusted cohort graduation rate.</p> <p>2022 Graduation Rate objective from 92.9% in 2021 to 93.7%</p>	<p>High School 2022 Graduation Rate = I 93.6 (-0.1)</p>	<p>High School 2022 Graduation Rate state 89.9%/KCSD 93.6% (+3.7)</p>
<p><u>Impact Survey Goal:</u> 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>	<p>Impact Survey 2022 Objective = I 40% (-2.0)</p>	<p>Impact Survey 2022 state topic of resources 49%/KCSD 40% (-9.0)</p>

Proficiency

- **District Data Strengths**

- 1) Elementary and middle schools' overall index for Proficiency (Reading and Math) earned a green status rating. The high schools' Proficiency overall rating was yellow.
- 2) KCS D is above the state average for all students Proficient/Distinguished (P/D) scores in Reading and Math at all levels: Elementary, Middle, and High. For Proficiency KCS D Elementary students scored in the top 10% of students across the state, Middle School students scored in the top 20% of students across the state, and High School students scored in the top 30% of students across the state.
- 3) When compared to the top five largest districts in the state (Jefferson, Fayette, Boone, Warren, and Kenton) KCS D compares in the following ways for Proficiency: Elementary - 1st, Middle - 1st, and High - 3rd.

- **District Data Growth Areas**

- 1) KCS D did not meet Proficiency yearly objectives set for reading and math at all levels within the Comprehensive District Improvement Plan (CDIP).
- 2) CDIP yearly objectives were based upon the pre-pandemic 2019 K-PREP data. Reading and math scores for all levels are below the 2019 K-PREP scores for P/D.

- **Strategies to Address Growth Areas**

- 1) Continued emphasis on calibration of quality instruction, specifically in the area of Element 1 (alignment to the standards) of our Cycle of Quality Instruction..
- 2) Providing ongoing support and training to staff as a result of the instructional trends and student data. Collective and individual needs must be met in a clear, supportive, and ongoing manner.
- 3) KCS D revised [MTSS Fidelity Rubric for ALL](#). This tool clarifies and provides a roadmap for growth and success in a comprehensive manner around Leadership, Instruction, and Data Driven Decision Making. School and district teams are calibrated around the current levels of fidelity and the necessary supports/structures that will generate growth.
- 4) District and school comprehensive analysis of instructional resource needs. A collaborative process will lead to recommendations for resources as well as a systemic instructional resource plan moving forward.

Separate Academic Indicators

- **District Data Strengths**

- 1) Elementary and Middle Schools' overall index for the Separate Academic Indicator (Combined Writing, Social Studies, and Science) earned a green status rating. The High Schools' Separate Academic Indicator overall rating was yellow.
- 2) KCS D student are above the state for Proficient/Distinguished (P/D) percentages in all Separate Academic Indicators for all students in all areas with the exception of High School Science (-1). The Separate Academic Indicators for elementary students are in the top 10% of state scores. Middle school students scored in the top 40%, and with Social Studies in the top 10%. High School students scored in the top 40% for Social Studies and Combined Writing.
- 3) When compared to the top five largest districts in the state (Jefferson, Fayette, Boone, Warren, and Kenton) KCS D compares in the following ways for Separate Academic Indicators: Elementary - 1st, Middle - 2nd, and High - 3rd.

- **District Data Growth Areas**

- 1) KCS D did not meet the Separate Academic Indicator yearly CDIP objectives in the following areas for Elementary: social studies (-15.6) and writing (-1.8); Middle School: science (-7.4) and social studies (-21.7); and High School: science (-23.69), social studies (-29.4), and combined writing (-15.3). Yearly CDIP objectives were set on 2019 pre-pandemic K-PREP scores.

- **Strategies to Address Growth Areas**

- 1) Revised curriculum map at the elementary level in the area of Science and Social Studies. School leadership support and monitoring of instructional schedules in these two content areas.
- 2) District and school comprehensive analysis of instructional resource needs. A collaborative process will lead to recommendations for resources as well as a systemic instructional resource plan moving forward.

- **District Data Strengths**

- 1) For Proficient/Distinguished (P/D) scores for Students with Disabilities, Elementary students outperformed the state in math (+2) and Middle School students outperformed the state in science (+7) and in combined writing (+4).
- 2) Students with Disabilities scored in the top five districts within the region for the overall index. Elementary is 5th in the region, Middle School is 4th in the region, and High School is 5th in the region.
- 3) When compared to the top five largest districts in the state (Jefferson, Fayette, Boone, Warren, and Kenton) KCSD compares in the following ways for Student with Disabilities' Overall Index: Elementary - 1st, Middle - 1st, and High - 3rd.

- **District Data Growth Areas**

- 1) Seven KCSD schools were identified with the federal classification of Targeted Support and Improvement (TSI). Those schools are: Beechgrove Elementary, Caywood Elementary, Summit View Middle, Turkeyfoot Middle, Twenhofel Middle, Scott High School and Simon Kenton High School.
- 2) KCSD did not meet Gap yearly CDIP objectives set for reading and math for students with disabilities at all levels. CDIP yearly objectives were based upon the 2019 pre-pandemic K-PREP data.
- 3) KCSD students with disabilities were below the state average for P/D in all content areas for Elementary with the exception of math (+2); all content areas for Middle School with the exception of social studies (+7) and writing (+4); and all content areas for high school with the exception of social studies (KCSD High School Social Studies scores are the same at the state).

- **Strategies to Address Growth Areas**

- 1) Schools have strengthened systems ensuring that compliance areas (schedules/services, data collection, etc.) are consistently in place for all students. We must continue to grow this areas with the understanding that they are the foundation necessary for quality services/instruction.
- 2) Closing the Gap School Meetings- Individual support for schools with an emphasis on ensuring all students are aligned with the appropriate interventions and monitoring the effectiveness of intervention instruction through implementation of programs to fidelity.
- 3) District Wide Entrance/Exit Criteria in the areas of literacy and numeracy will allow for consistency across all settings.
- 4) Understanding of the Targeted Support and Improvement (TSI) data specific to each of the seven schools. Specific plans to address root causes will be identified and implemented by district and school teams.

Transition Ready

- District Data Strengths

- 1) KCSD is above the state Transition Ready Rate (+4.4) and has an overall Postsecondary Readiness Indicator rating in the yellow.
- 2) When compared to the top five largest districts in the state (Jefferson, Fayette, Boone, Warren, and Kenton) KCSD is 1st for Postsecondary Readiness.
- 3) The KCSD model of Transition Readiness for Cohort 2022 was at 90.12%. This is an increase of +9.25 above the state provided average for the district with Postsecondary Readiness.
- 4) Addition of a KCSD Transition Readiness model for Middle Schools. The Elementary model for Transition Readiness now supports the end of elementary by recognizing fifth graders at the district level that have obtained Transition Readiness.
- 5) ACT scores are above the state in each content area and for the overall composite score. ACT scores were in the top 25% of all districts across the state.

- District Data Growth Areas

- 1) Continue to grow the KCSD Transition Ready model at all levels to reach the district goal of 100% of students Transition Ready.
- 2) Build capacity with the new middle school and elementary models implemented for 2022-2023 school year.

- Strategies to Address Growth Areas

- 1) District Literacy and Numeracy Plans are being developed identifying essential skills from the ELA and Math standards aligned in a vertical progression.
- 2) High quality literacy training for staff specifically at the elementary level that incorporates the science of reading. Addressing the importance of literacy at this level is the foundation for transition readiness.
- 3) Plans to implement a literacy and numeracy diagnostic at the elementary and middle level in conjunction with our universal MAP screener. This will allow staff to be better informed on the literacy and numeracy levels of students.
- 4) Tier 1 student conferences will take place several times throughout the school year with the adult advocate at the high school level. This will also evolve at the middle school level. This new strategy is providing students more of an active role and increasing student agency. We believe this increases the level of relevance necessary for students to take ownership of their supports. This strategy is also strengthening the role of the adult advocate. The information from the student conferences are communicated with parents.

Graduation Rate

(High School)

- District Data Strengths

- 1) KCS D is above the state Graduation Rate (+3.7) and has an overall Graduation Rate Indicator rating in the yellow.
- 2) Two of three High Schools have an overall Graduation Rate Indicator rating in the green.
- 3) When compared to the top five largest districts in the state (Jefferson, Fayette, Boone, Warren, and Kenton) KCS D is 1st for Graduation Rate.

- District Data Growth Areas

- 1) One High School has an overall Graduation Rate Indicator rating in the orange and is below the state average (-3.6).

- Strategies to Address Growth Areas

- 1) The revised [high school MTSS structure](#) allows for targeted instruction specifically towards being on track to graduate. Tier 1 student conferences will take place several times throughout the school year with the adult advocate. This new strategy is providing students more of an active role and increasing student agency. We believe this increases the level of relevance necessary for students to take ownership of their supports. This strategy is also strengthening the role of the adult advocate. The information from the student conferences are communicated with parents.
- 2) Systemic process to monitor all students in grades 9-12 in real time as it relates to being on track to graduate.

Quality of School Climate and Safety/ Opportunities to Learn Survey

- **District Data Strengths**

- 1) All three levels: Elementary, Middle, and High earned a green status overall rating for the Quality of School Climate and Safety Survey.
- 2) The KCS D overall index for the Quality of School Climate and Safety Survey is above the state for all three levels of Elementary (+2.8), Middle (+3.3), and High (+2.7).
- 3) When compared to the top five largest districts in the state (Jefferson, Fayette, Boone, Warren, and Kenton) KCS D compares in the following ways for the Overall Index: Elementary - 1st, Middle - 1st, and High - 1st.
- 4) Questions with the top three overall index ratings were: 1) Adults from my school work hard to make sure students are safe; 2) Adults from this school respect students' differences (gender, culture, race, religion, ability); and 3) My teachers expect me to do my best at all times.
- 5) The top three questions were above the state index rating by the following: Question #1 (+25.3); Question #2 (+21.5); and Question #3 (+21.1)

- **District Data Growth Areas**

- 1) Questions which received the lowest overall index ratings were: 1) Students being mean or hurtful to other students is not a problem for this school; 2) Students being mean or hurtful to other students online is not a problem for my school; and 3) All students are treated the same if they break the school rules.
- 2) The lowest rated questions were below the state index rating by the following: Question #1 (-28.7); Question #2 (-16.9); and Question #3 (-5.6)

- **Strategies to Address Growth Areas**

- 1) Utilizing the Behavior and SEB District Data Dashboard in real time to identify district and school trends/needs.
- 2) Incorporating specific instruction during the SEL block of time to address trends/needs.
- 3) [KCS D Trauma Informed Care Plan and Restorative Practices Implementation](#)
- 4) Additional training around implementing our threat assessment process to fidelity.



ACCESS for EL Students

- **District Data Strengths**

- 1) High Schools earned an overall blue status rating for EL student scores. Elementary schools earned an overall green status rating and Middle schools an overall yellow status rating.
- 2) There was an overall increase of +4% with ACCESS scores in the 2021-2022 school year, with nine schools in the district showing growth with ACCESS scores, as compared to the 2020-2021 school year.
- 3) English Learner (EL) students outperformed the state in all content areas for Elementary students: reading (+9), math (+8), science (+6), social studies (+13), and combined writing (+13). EL Middle School students outperformed the state in reading (+2), math (+1), and in social studies (+15). EL High School students outperformed the state in the area of math (+2). Data suppressed for middle school and high school science and writing.
- 4) KCSD had an increase of 79 students in the 2021-2022 school year with a total of 546 EL students.

- **District Data Growth Areas**

- 1) Two schools were identified as Targeted Support and Improvement (TSI) for EL Plus Monitored: Turkeyfoot Middle School and Dixie Heights High School.

- **Strategies to Address Growth Areas**

- 1) We are monitoring the growth of English Proficiency this year through a key question in Pillar 1 of our CBAS Action Plan. We have implemented a progress monitoring tool to determine if students are making progress towards English Proficiency.
- 2) Implementation of the new [KCSD English Language Development Handbook](#). Training for teachers and administrators around this work.

Formative Data

(Common Assessments)

- District Data Strengths

- 1) The running average Common Assessment data (combined average of all scores reported) shows an increase for Middle Schools and Elementary Schools from the 2020-2021 school year to the 2021-2022 school year in all content areas. This was for both all students population and the students with disabilities population.
- 2) The 2021-2022 school year was the first year for High School Common Assessments.
- 3) The 2021-2022 school year ended with the Elementary common assessment average for Elementary math at 75.90%, Elementary reading at 79.97%, Middle School math at 63.82%, and Middle School reading at 63.98% demonstrating the percentage of mastery towards academic standards.

- District Data Growth Areas

- 1) District common assessment running average in reading/math was a much higher percentage than the KSA percentages of students scoring Proficient or Distinguished. Our common assessments are not an exact match to the design of KSA; however, we utilize the results of our district common assessments to measure student understanding of the standards after a unit on the curriculum map. Tighter implementation and consistency of the district common assessment protocols (before, during, and after) is an area that needs to be improved systematically.

- Strategies to Address Growth Areas

- 1) Continued emphasis on calibration of quality instruction, specifically in the area of Element 1 (alignment of task to the standards) of our Cycle of Quality Instruction.
- 2) We are in our second year of implementing our Performance Matters tool. This resource allows teachers and administrators to see student understanding of standards in real time. Seeing this data in real time allows for clearer picture to better analyze student learning and adjust instruction. Teachers can now see a progression of individual student understanding with the standards from the past two years.
- 3) Schools must have a consistent structure around common formative assessments ensuring that they are aligned appropriately to the standards and monitoring the data. Performance Matters can be utilized for this purpose as a bank of vetted questions have been established.
- 4) Schools must have a systemic structure around a spiral review of standards to ensure students are retaining the standards throughout the school year.

Diagnostic Data

(MAP/CERT)

- **District Data Strengths**

- 1) For the Spring of 2022, all MAP and CERT scores in all content areas were above the state averages.
- 2) All schools are demonstrating high achievement from Fall 2021 to Spring of 2022 with MAP scores in both reading and math.
- 3) The Median Student Growth Percentile is in the 39th to 54th percentile range (typical growth) from Fall of 2021 to Spring of 2022 with MAP for combined scores in both reading and math.
- 4) From Fall of 2021 to Spring of 2022, 9th Graders made growth in all areas of the CERT test for the percentage at or above benchmark: English +17.89, Math +5.51, Reading +14.8, and Science +19.35

- **District Data Growth Areas**

- 1) In the Spring of 2022, Students with Disabilities continued to perform below all students in all content areas and grade levels for MAP and CERT.
- 2) Two middle schools are slightly below the typical Median Student Growth percentile in Math in Spring of 2022.
- 3) Even though the CERT scores for 9th graders during the 2021-2022 school year increased, the CERT overall scores for 9th graders from Spring of 2021 to Spring of 2022, decreased in all areas: English -1, Math -2, Reading -1, Science -1, and overall composite -1.

- **Strategies to Address Growth Areas**

- 1) We purchased additional reports through NWEA for K-8 MAP. Training on these additional reports was provided and will continue to be supported. This is in an effort to ensure a clear understanding of the purpose of this assessment and how to best use the data.
- 2) CERT and MAP data should be used to cluster students in needs based groups during RTI blocks of instruction. This intentional grouping and instruction should foster growth in students.

Celebrations

- 1) For the overall index, three schools earned a blue status rating, ten schools earned a green status rating, and four schools earned a yellow status rating.
- 2) When compared to the top five largest districts in the state (Jefferson, Fayette, Boone, Warren, and Kenton) KCS D compares in the following ways for the Overall Index: Elementary - 1st, Middle - 3rd , and High - 2nd.
- 3) When compared to the [state](#) at all levels (elementary, middle, and high) and in all areas of accountability, our district is above the state and in many areas significantly above the state in every category except for one (high school science) in which we were one point below the state.

Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	0.6	0.6	0.5
Attendance Rate	95.62	N/A	95.78
% F/R	42.84	41.52	39.89
Achievement Score/Proficiency	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%	% PD Reading, Math, Science, SS, Writing E - 59% / 56% / 44% / 51% / 58% M - 52% / 45% / 23% / 46% / 50% H - 50% / 44% / 13% / 35% / 44%
# Transfer (OE/Tuition)	1167	1207	1218
Retention Rate	1.4	1.4	2.6



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Elementary Schools



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Fort Wright
Elementary



Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<i>By 2022, Fort Wright Elementary School will increase reading proficiency for all students from 48% in 2021 to 58.4% in 2022 as measured by the school report card proficiency data.</i>	Met (71%,+12.6%)	45%, +26%
<i>By 2022, Fort Wright Elementary School will increase science proficiency for all students from 43% in 2021 to 54.4% in 2022 as measured by the school report card proficiency data.</i>	Met (64%,+9.6%)	29%, +35%
<i>By 2022, Fort Wright Elementary School will decrease science novice for all students from 12.7% in 2021 to 10.2% in 2022 as measured by the school report card proficiency data.</i>	Met (0,+10.2%)	16%, +16%

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<i>By 2022, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 38.2% in 2021 to 50.5% in 2022 as measured by the school report card proficiency data.</i>	Improved (41%,-9.5%)	(26%, +15%)
<i>By 2022, Fort Wright Elementary School will increase the percentage of students meeting typical growth percentage in math from 51.58% in 2021 (Spring) to 61.26% in 2022 (Spring) measured by MAP data.</i>	Declined (48.4%, -12.86%)	(47.7%, +.7%)
<i>By 2022, Fort Wright Elementary School will increase math proficiency for students with disabilities from 14.7% in 2021 to 31.7% in 2022 as measured by the school report card proficiency data.</i>	Improved (30%,-1.7%)	20%, +44%

Proficiency

- **School Data Strengths**

- 1) 71% of students scored proficient/distinguished on KSA Reading which is 2.78% above the District average
- 2) 64% of fourth grade students scored proficient/distinguished on KSA Science ranking first in the District

- **School Data Growth Areas**

- 1) 41% of students scored below proficiency on KSA Math
- 2) 11% of students scored novice on KSA Reading

- **Strategies to Address Growth Areas**

- 1) Teachers backward plan with a focus on deepening standard knowledge and building assessments that assess students understanding to the intended depth of the standard.
- 2) All teachers 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. Strengthening Tier I instruction with quality feedback and differentiated professional learning. 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.

Separate Academic Indicators

- **School Data Strengths**

- 1) 64% of fourth grade students scored proficient on KSA Science which is the highest in the district
- 2) 59% of fifth grade students scored proficient on KSA Social Studies which ranks 11th in the region

- **School Data Growth Areas**

- 1) 57% of fourth grade students scored below proficient on KSA Science
- 2) 93% of fifth grade students scored below proficient on KSA On-Demand Writing

- **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 lesson plans to reteach.
- 2) Intentional writing review checks scheduled throughout the year to monitor the implementation of the school wide writing program.
- 3) Teachers participate in district and school specific professional development opportunities with a focus on deepening standard knowledge and building assessments that assess students understanding to the intended depth of the standard.

GAP

- **School Data Strengths**

- 1) 41% of students with disabilities scored proficient on KSA Reading which is the highest in the district
- 2) 30% of students with disabilities scored proficient on KSA math which is above the district average

- **School Data Growth Areas**

- 1) 70% of students with disabilities scored below proficient on KSA Math
- 2) 80% of students with disabilities scored below proficient on KSA Social Studies

- **Strategies to Address Growth Areas**

- 1) School Dashboard to track student progress toward IEP goals, Compliance (data & progress reports) Spreadsheet, 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 collaboration/co-teaching, deconstructing standards, scoring calibration, analyzing learning tasks and assessments to ensure varying levels of complexity to improve Tier I instruction.

Transition Ready

- **School Data Strengths**

- 1) 64.06% of third grade students are transition ready
- 2) 100% of third grade students met the attendance expectations

- **School Data Growth Areas**

- 1) 35.94% of third grade students are not ready to transition to fourth grade

- **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 (LMS).
- 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) Classroom walk data is used to differentiate professional learning for teachers, empower teacher leaders by presenting instructional strategies to colleagues, and shared in the weekly memo to staff along with a strategy to implement the following week.



Quality School Climate and Safety/ Opportunities to Learn Survey

- **School Data Strengths**

- 1) Survey data indicates 100% of students perceive adults from Fort Wright Elementary work hard to make sure students are safe
- 2) Survey data indicates 98% of students perceive Fort Wright Elementary is a caring place

- **School Data Growth Areas**

- 1) 20% of students do not feel comfortable stating their opinion in class even if others disagree
- 2) 30% 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 for all students.
- 3) Targeted students from Terrace Metrics results receive small group instruction provided by the School Counselor and KTP Social Worker.

ACCESS for EL Students

- **School Data Strengths**

- 1) 100% of EL students showed growth in Listening and Reading on ACCESS.
- 2) 88% of EL students (15 out of 17) showed overall growth on ACCESS.
- 3) Overall average ACCESS Speaking scores increased from 2.3 in 2021 to 3.1 in 2022.

- **School Data Growth Areas**

- 1) 3.0 is the average Writing score on ACCESS (with an exit criteria of 4.5).
- 2) 88% of EL students scored below the exit criteria of 4.5 on ACCESS.

- **Strategies to Address Growth Areas**

- 1) Teachers will analyze ACCESS scores and use EL progress monitoring data to drive small group instruction.
- 2) Differentiated professional development using the KCSD Scaffolding Toolkit, Technology Support for EL students, and KCSD “look-fors” for supporting English Learners in the general education classroom.
- 3) Classroom teachers will collaborate with EL teacher to understand all Program Service Plans and build relationships with families with limited English proficiency.

Formative Data

(Common Assessments)

- **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 students in 2nd grade, 3rd grade and fourth grade are 76-78% on Reading Common Assessments compared to 71% of students scoring proficient on KSA Reading
- 2) The overall average for students with disabilities in 2nd grade was 61%
- 3) Fifth grade students averaged a 75% on Math Common Assessments which is significantly higher than the 54% of students that scored proficient on KSA Math

- **Strategies to Address Growth Areas**

- 1) Teachers will implement spiral review/flashbacks weekly to ensure mastery of previously taught standards.
- 2) Teachers will collaborate and work collectively to create and analyze weekly assessments.
- 3) Continue focus on deepening stakeholders knowledge of the Kentucky Academic Standards in all contents 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% of fourth grade students made growth on Map Math from Spring 2020 to Spring 2021.
- 2) 68.9% of fourth grade students made growth on Map Reading from Spring 2020 to Spring 2021.

- **School Data Growth Areas**

- 1) 44% of fifth grade students scored benchmark on Map Math.
- 2) 58% of third grade students scored benchmark on Map Math.

- **Strategies to Address Growth Areas**

- 1) Teachers will create individual IXL paths based on student MAP scores to close academic achievement gaps and challenge high performing students.
- 2) Intentional focus on implementing student interventions as prescribed by the MTSS Team as well as analysis of intervention data.
- 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.

Celebrations

- 1) BIG BLUE NATION-BLUE SCHOOL!!!!
- 2) 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. **Falcontastic CULTURE!**
- 3) Tremendous improvements on the use of technology to enhance learning.

Student Services

	2019-2020	2020-21	2021-2022
Attendance Rate	96.43	N/A	97.26
% F/R	50.43	54.18	44.23
Achievement Score/ Proficiency	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	71% P/D for Reading 59% P/D for Math 64% P/D for Science 55% P/D for On-Demand Writing
# Transfer (OE/Tuition)	89	105	96
Retention Rate	0	0	.5



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Report to the Board November, 2022

River Ridge Elementary



Implementation and Impact

2021-22 Goal & Objective

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

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

Proficiency Goal- River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in reading from 61.5% in 2019 to 81% in 2025 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in math from 58.3% in 2019 to 79% in 2025 as measured by the school report card.

Objective 1 - To increase our percentage of students scoring proficient and distinguished in reading from 61.5% in 2019 to 65.3% in 2022 as measured by the school report card.

Objective 2 - To increase our percentage of students scoring proficient and distinguished in math from 58.3% in 2019 to 62.5% in 2022 as measured by the school report card.

Reading (*obj. 1*) - Improved 8.9%
Math (*obj. 2*) - Improved 10.1%

Reading - Above state by 10%
Math - Above state by 20%

Separate Academic Indicator Goal- By 2025, 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.

Objective 1 - To increase the percentage of students scoring proficient/distinguished in writing from 63.5% in 2019 to 67.15% in 2022 as measured by the school report card.

Writing (*obj. 1*) - Improved 10.7%

Writing - Above state by 21%

Achievement Gap

Objective 1 - To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26.7% in 2019 to 34.5% in 2022 as measured by the school report card.

Objective 2 - To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 24.5% in 2022 as measured by the school report card.

Reading (*obj. 1*) - Improved 4%
Math (*obj. 2*) - Declined .9%

Reading - Below state by 5%
Math - Below state by 2%

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Growth Goal- By 2025, 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>Objective 1- To increase the percentage of students showing growth on the Spring MAP test for reading from 58.7% in 2019 to 62.8% in 2022 as measured by NWEA reports.</p> <p>Objective 2- To increase the percentage of students showing growth on the Spring MAP test for math from 57.3% in 2019 to 61.7% in 2022 as measured by NWEA reports.</p>	<p>Reading (<i>obj. 1</i>) - Met 70.8%</p> <p>Math (<i>obj. 2</i>) - Met 63.6%</p>	N/A
<p>KY Impact Survey Goal - 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>Objective 1- To increase the percentage of the adequacy of our school resources from 50% in 2020 to 60% in 2022.</p>	Resources (<i>obj. 1</i>) - Declined 5%	Resources - Below state by 4%

Proficiency

- School Data Strengths

- 1) On the Spring 2022 KSA, 55% of our students scored proficient/distinguished in reading, an increase of 8.9% from 2021, and above the state average of 45%.
- 2) On the Spring 2022 KSA, 59% of our students scored proficient/distinguished in math, an increase of 10.1% from 2021, and above the state average of 39%.

- School Data Growth Areas

- 1) On Spring KSA 2022, only 21% of our students with disabilities scored proficient/distinguished in reading.
- 2) On Spring KSA 2022, only 18% of our students with disabilities scored proficient/distinguished in math.

- Strategies to Address Growth Areas

- 1) Continue Bridges for Math in K-3 with new implementation in grades 4-5. Implement Bridges Intervention in Math exclusively for our tier 3 students. Include Heggerty and explicit phonemic awareness instruction in grades K-1 in addition to following the new ELA curriculum/timeline. Revise current schoolwide ELA instructional model to include a more balanced (and vertically aligned) approach to reading (more time with eyes on text).
- 2) 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. Spend time in PLCs deconstructing standards to ensure understanding and alignment to grade level tasks.
- 3) Weekly PLCs to analyze formative data using Performance Matters and making real time adjustments to lesson plans. PLCs also include discussion of standards mastery and needs based instruction for all students.

Separate Academic Indicators

- School Data Strengths

- 1) On the Spring 2022 KSA, 54% of our students scored proficient/distinguished in Science, an increase of 15.8% from 2021, and above the state average of 29%.
- 2) On the Spring 2022 KSA, 59% of our students scored proficient/distinguished in Social Studies, above the state average of 37%.
- 3) On the Spring 2022 KSA, 61% of our students scored proficient/distinguished in (combined) Writing, an increase of 10.7% from 2021, and above the state average of 40%.

- School Data Growth Areas

- 1) According to the Spring 2022 KSA, only 8% of our students with disabilities scored proficient/distinguished in writing.
- 2) According to the Spring 2022 KSA, only 25% of our English learners scored proficient/distinguished in science.

- Strategies to Address Growth Areas

- 1) Analyze weekly/bi-weekly and common assessment data in Science and Social Studies to diagnose deficiencies and provide immediate re-teaching/remediation of standards.
- 2) Continued implementation of consistent and vertically aligned writing framework, Smekens, across all grade levels, provide ample opportunities for students to build writing fluency, and increase writing across all content areas.
- 3) Revise master school schedule to include dedicated instructional blocks of time to Science and Social Studies consistent with the KCS D curriculum timelines and across all grade levels.

GAP

- School Data Strengths

- 1) On Spring 2022 KSA, 33% of our English learners scored proficient/distinguished in reading, an increase of 12.6% from 2021.
- 2) On Spring 2022 KSA, 36% of our students with disabilities scored proficient/distinguished in science, above the state average by 18%.

- School Data Growth Areas

- 1) On Spring 2022 KSA, only 18% of our students with disabilities scored proficient/distinguished in math, a slight decrease from 2021 by 0.9%.
- 2) On Spring 2022 KSA, 28% of our English learners scored proficient/distinguished in math, a decrease of 2.6% from 2021.

- Strategies to Address Growth Areas

- 1) Utilize MTSS progress data to refine student groupings, address specific needs, and adjust instruction as needed. Implementation of MTSS pilot for Performance Matters to streamline and strengthen process for monitoring progress of students as well as specific interventions.
- 2) Special education teachers meet regularly in PLCs to closely monitor and discuss progress towards IEP goals and toward grade level standards. Special education and regular education teachers collaborate weekly in PLCs to analyze formative and summative assessment data to determine instructional adjustments based on student progress and need.
- 3) Regular review by administrators of special education data including progress data, current data entry, and schedules aligned with IEPs.

Transition Ready

- School Data Strengths

- 1) 95% of our 3rd grade students met the attendance criteria for transition readiness for 21-22.
- 2) 97% of our students in grades 3-5 scored satisfactory or optimal in Positive School Experiences on the Fall 2022 Terrace Metrics.

- School Data Growth Areas

- 1) 58.97% of 3rd grade students were considered transition ready in May of 2022.
- 2) 48% of our students participate in at least one extra/co-curricular activity.

- Strategies to Address Growth Areas

- 1) Student Engagement Core Team to discuss and create opportunities for students to become involved in extra/co-curricular activities.
- 2) Implementation of school wide attendance incentives to promote high attendance.
- 3) Analyze instructional walk trends monthly to address instructional deficits. Share feedback on trends and collaborate with teachers to improve instructional inequities to ensure high quality instruction for all.

Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 98% of our students believe our school is a caring place.
- 2) 98% of students also believe that adults from our school work hard to make sure students are safe.

- School Data Growth Areas

- 1) The same survey indicates that only 37% of students believe that students being mean or hurtful to other students is not a problem.
- 2) 49% of students believe that students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for our school.

- Strategies to Address Growth Areas

- 1) Engage staff in conversations during PLCs around this data to increase awareness of student perceptions and to brainstorm strategies to address deficit areas.
- 2) Collaborate with student council representatives to discuss, share, and problem solve student perceptions.
- 3) Intentional instruction in digital citizenship with emphasis on appropriate behaviors. Continued implementation of Choose Love Tier 1 SEB program.

ACCESS for EL Students

School Data Strengths

- 1) ACCESS scores from 21-22 indicate 13.5% of our English learner student population reached attainment, above the state average of 7.9%.
- 2) ACCESS results from 21-22 indicate 79% of our English learner population made growth.

School Data Growth Areas

- 1) On the 2022 KSA, only 33% of our English learners scored proficient/distinguished in reading.
- 2) On the 2022 KSA, only 28% of our English learners scored proficient/distinguished in math.

Strategies to Address Growth Areas

- 1) Inclusion of progress monitoring 3 times a year to measure progress and triangulate with other data (FA/CA).
- 2) Increased opportunities for writing across all content areas with emphasis on use of ICNs (interactive content notebooks). We are also utilizing technology to provide more opportunities for EL students to respond and write in different formats.
- 3) Include ongoing embedded PD using instructional walk data, school wide trends, district initiatives, and EL data in our staff meetings to further develop understanding of how to meet the needs of our EL students. Utilize EL scaffolding toolkit to assist teachers with strategies to scaffold instruction for our EL students.

Formative Data

(Common Assessments)

- School Data Strengths

- 1) Our overall common assessment average for 21-22 was 77.9% in math, which exceeded our goal of 70% set by our school action plan.
- 2) Our overall common assessment average in reading for 21-22 was 78.3%, which exceeded our goal of 75%.

- School Data Growth Areas

- 1) Overall, our students with disabilities scored 9% lower than all students in math.
- 2) Overall, our students with disabilities scored 9% lower than all students in reading.
- 3) Our KSA proficiency for reading was 23% lower than our common assessment running average; math was 19% lower.

- Strategies to Address Growth Areas

- 1) Expanded instructional walk tool to more closely monitor classroom trends. This data is being used to differentiate PLCs and professional learning for teachers during staff meetings.
- 2) 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. Revisit and monitor, regularly, the district common assessment protocols to ensure equity with how assessments are administered across all grade levels.
- 3) Weekly PLCs to analyze formative data using Performance Matters and making real time adjustments to lesson plans to provide needs based instruction for all students. Include a flashback review of standards as part of our formative assessments to keep standards mastery at the forefront and reteach as needed.

Diagnostic Data

(MAP/CERT)

- School Data Strengths

- 1) On Fall 2022 MAP, the median percentile by RIT for our 4th grade was 70 for math.
- 2) On Fall 2022 MAP, the median percentile by RIT for our 5th grade was 68 for reading.

- School Data Growth Areas

- 1) On Fall 2022 MAP, 38% of our 3rd grade students were projected to be proficient/distinguished on the math KSA.
- 2) On Fall 2022 MAP, 46% of our 3rd grade students were projected to be proficient/distinguished on the reading KSA.

- Strategies to Address Growth Areas

- 1) 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.
- 2) Use the quadrant premium NWEA reports to determine students achieving at a high but making low growth to determine next steps instructionally.
- 3) Analysis of current instructional resources to determine vertical alignment of curriculum in reading. Revise instructional model for ELA and implement to ensure rigorous standards based instruction and consistency across all grade levels.

Celebrations

- 1) Above the state average in all tested areas! Top 10% for Math, top 5% for Science, top 8% for Social Studies, top 13% for Writing!
- 2) All proficiency scores are close to where we were pre-Covid!
- 3) **Green** status on KSA!



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Student Services

	2019-2020	2020-2021	2021-2022
Attendance Rate	96.08%	N/A	94.2%
% F/R	47.14%	49.94%	49.89%
Achievement Score/Proficiency	N/A	Reading - 46.1% Math - 48.9% Science - 38.2% SS -N/A Writing - 50.3%	Reading - 55% Math - 59% Science - 54% SS -59% Writing - 61%
# Transfer (OE/Tuition)	37	46	50
Retention Rate	0	0.1	0.4



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Report to the Board November, 2022

Taylor Mill Elementary



Implementation and Impact

2021-22 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 Reading Proficiency scores from 56.6% in 2019 to 78.3% in 2024 as measured by the KSA scores.</p> <p>Objective 1a: We will collaborate to increase the Reading Proficiency score from 56.6% to 65.3% in 2022 as measured by KSA scores</p>	<p>Improved</p> <p>Reading KSA Proficiency in 2022 was 53% which was an increase from 44.9% in 2021. This was an 8.1% increase.</p>	<p>This was 6% below the District average of 59% but 8% above the State average of 45%</p>
<p>We will collaborate to increase the Math Proficiency scores from 61.5% in 2019 to 80.75% in 2024 as measured by the KSA scores.</p> <p>Objective 1b: We will collaborate to increase the Math Proficiency score from 61.5% to 69.2% in 2022 as measured by KSA scores.</p>	<p>Declined</p> <p>Math KSA Proficiency was 52% which was a slight decrease from 52.5% in 2021. This was a 0.5% decrease.</p>	<p>This was 4% below the District average of 56% and 14% above the State average of 38%</p>
<p>2a. We will collaborate to increase the Science Proficiency Scores from 35.5% in 2019 to 67.75% in 2024 as measured by KSA data.</p>	<p>Declined</p> <p>Science KSA Proficiency was 31% which was a decrease from 47% in 2021. This was a 16% decrease.</p>	<p>This was 13% below the District average of 44% but above the State average of 29%</p>

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
2b. We will collaborate to increase the Writing Proficiency scores from 53.1% in 2019 to 76.5% in 2024 as measured by KSA data.	Improved Writing KSA Proficiency was 64% which was an increase from 62% in 2021. This was a 2% increase.	This was 6% above the District average of 58% and above the State average of 37%
We will collaborate to increase Reading Proficiency scores for students with disabilities from 22% in 2021 to 27% in 2022 as measured by KSA scores.	Declined Reading KSA Proficiency was 17% which was a 5% decrease from 22% Proficiency in 2021.	This was 7% below the District Average of 24% and 9% below the State Average of 26%
We will collaborate to increase Math Proficiency scores for students with disabilities from 34.1% in 2021 to 39% in 2022 as measured by KSA scores.	Declined Math KSA Proficiency was 17% which was a 17% decrease from 34% Proficiency in 2021.	This was 5% below the District Average of 22% and 3% below the State Average of 20%
We will collaborate to increase the percentage of students showing typical Growth Fall- Spring on MAP in Reading from 59% in 2021 to 67.2% in 2022 as measured by MAP assessment data.	Declined Percentage of students showing typical Growth in Reading was 52.5%, which was a 5.3% decrease from 57.8%	

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
We will collaborate to increase the percentage of students showing typical Growth Fall- Spring on MAP in Math from 61% in 2021 to 68.8% in 2022 as measured by MAP assessment data.	<p>Declined</p> <p>Percentage of students showing typical Growth in Math was 52.5%, which was a 4.8% decrease from 57.3%</p>	
<p>Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 39% in 2020 to 60% in 2023 as indicated on the Impact Ky Working Conditions Survey.</p> <p>Obj.1: Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 39% in 2020 to 45% in 2022 as indicated on the Impact Ky Working Conditions Survey.</p>	<p>Declined</p> <p>Percentage of teachers feeling that PD was relevant to content was 33%, a decrease of 6%, when compared to 39% in 2020.</p>	<p>This was 7% below the District average of 40% and 15% below the State average of 48%</p>

Proficiency

- School Data Strengths

- 1) 53% of students scored Proficient/Distinguished in Reading KSA in 2022 which was an 8.1% increase from 44.9% in 2021. This was below the District average 59% but above the State average 45%.

- School Data Growth Areas

- 1) 52% of students scored Proficient/Distinguished in Math KSA in 2022 which was a 0.5% decrease from 52.5% in 2021. Although we were maintaining, we did not see growth in this area. This was below the District average 56% but above the State average 38%.

- Strategies to Address Growth Areas

- 1) Refinement of bi-weekly Common Formative Assessments (CFAs) to measure student understanding of standards prior to common assessments. Continued review by teachers in PLCs prior to giving to students to ensure standards alignment and rigor level is matching level in common assessments. Discussion of CFAs at Reading and Math Task Force meetings to look at critically as a content team.
- 2) Review of student data on CFAs in Performance Matters 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) PLC work and work at district content professional development using standards deconstruction resources to ensure that instruction and assessments are getting to the depth of the standards and that teachers develop a better understanding of the standard.

Separate Academic Indicators

- School Data Strengths

- 1) 64% of students scored Proficient/Distinguished in Writing KSA in 2022 which was a 2% increase from 62% in 2021. This was above the District average of 58% and above the State average of 37%
- 2) 62% of students scored Proficient/Distinguished in Social Studies KSA in 2022. This was above the District and State average.

- School Data Growth Areas

- 1) 31% of students scored Proficient/Distinguished in Science KSA which was a 16% decrease from 47% in 2021.

- Strategies to Address Growth Areas

- 1) Continue vertical alignment planning opportunities during professional development days and faculty meetings spent discussing writing strategies and implementation of Smekens resources led by 5th grade writing teacher. Monitoring implementation of Smekens resources through teacher lesson plans and discussions at Literacy Task Group on progress and next steps.
- 2) Vertical alignment planning opportunities during professional development days and faculty meetings to discuss science resources and plan for use of instructional resources. Monitoring implementation of resource usage through teacher lesson plans and updates at Science/Social Studies Task Group on progress and next steps, including teacher professional development on resources as needed.
- 3) Development of Common Formative Assessments in alignment with District Common Assessments in Science and Social Studies.

- School Data Strengths

- 1) 45% of students who are Economically Disadvantaged scored Proficient/Distinguished in 4th grade Math KSA, which was above the state average of 36% of 4th grade students who are Economically Disadvantaged scoring Proficient/Distinguished.
- 2) 45% of students who are Economically Disadvantaged scored Proficient/Distinguished in 4th grade Reading KSA which was above the state average with 29% of all students scoring Proficient/Distinguished.

- School Data Growth Areas

- 1) Only 17% of Students with Disabilities scored Proficient/Distinguished in Math KSA which was below the state and district average
- 2) Only 17% of Students with Disabilities scored Proficient/Distinguished in Reading KSA which was below the state and district average

- Strategies to Address Growth Areas

- 1) System in place to monitor student progress on Common Formative and District Summative Assessments through Performance Matters that has classroom teachers identifying struggling students on content standards with plans to address these needs and Special Education teachers analyzing their students progress and identifying specific ways to support when collaborating in classrooms, analyzing effectiveness of accommodations and supports.
- 2) System in place to allow special education teachers to monitor student progress on Common Summative Assessments through Performance Matters reports, reviewed at progress reports and report cards and discussed in PLCs with the Special Education team to determine next steps and make instructional adjustments including training for Special Education teachers and classroom teachers by Special Education consultant on co-teaching strategies to implement to increase effectiveness of classroom collaboration and support.

Transition Ready

- School Data Strengths

- 1) 97% of 3rd grade students met the Attendance Goal for 3rd Grade Transition Readiness.
- 2) Terrace Metrics Data showed that 97% of students had a positive school experience as indicated by scoring optimal and satisfactory on the Terrace Metrics Screener in grades 3-5. TM School Historical Average was a 3.57 and our Spring 2022 5.01 on a scale of 1-6. 93% of current 5th grade students report Optimal or Satisfactory in Positive School Experience.

- School Data Growth Areas

- 1) We saw only a 7.4% increase in students meeting the 3rd Grade Reading on Grade Level goal from Fall to Spring 2021-2022.
- 2) 53% of 3rd grade students met the Reading on Grade Level goal for 3rd Grade Transition Readiness in Spring 2022.

- Strategies to Address Growth Areas

- 1) Continue monitoring of students Lexile Levels through Reading Inventory three times a year to help in identifying students in need of Needs Based Instruction or tiered interventions at the 3rd grade level. Monitoring of Lexile Levels of students performing less than 40%tile on MAP and in intervention groups in grades 4th-5th three times a year to track progress and determine next steps in instruction to increase number of students transition ready by the end of 5th grade.
- 2) Terrace Metrics Data will be reviewed again in the Spring, students who reported At Risk or Moderate Concerns are being addressed through check ins with school level mental health staff and intervention groups or needs based groups are used as needed.
- 3) Implementation of Orton Gillingham strategies in grades K-2 based on the summer training that 16 teachers have received. Currently 4 additional teachers are working on virtual OG training and 3 teachers are working on LETRS training on early phonics instruction. Monitoring implementation of strategies through lesson plans and classroom walk throughs. Continue monitoring of students Reading Foundational Skills/DIBELS basic reading skills in grades K-2 to identify students in need of Needs Based Instruction or tiered interventions.



Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 96% of students agree/strongly agree that “My school is a caring place.”
- 2) 98% of students agree/strongly agree that “Adults in my school care about me.”

- School Data Growth Areas

- 1) Data points around student behavior and teacher reactions to student behavior indicated that these are areas of growth:
78% of students agree/strongly agree that “Adults from my school stay calm when dealing with bad behavior” this was a 5% increase from the previous year.
66% of students agree/strongly agree that “ All students are treated the same if they break school rules.” this was a 5% increase from the previous year.

- Strategies to Address Growth Areas

- 1) Utilizing SEL through teacher led Choose Love and Second Step 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, Trauma Informed Care practices and strategies, and beginning implementation of strategies from Behavior Institute around Restorative Practices
- 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 and ROAR tickets.

ACCESS for EL Students

- School Data Strengths

- 1) 50% of students taking the ACCESS for EL Students scored high enough to exit the program.
- 2) 100% of students taking the ACCESS for EL Students should growth from the previous year's assessment.

- School Data Growth Areas

- 1) 50% of students taking the ACCESS for EL Students scored in the 3.2-4.0 range on their composite scores with the exit criteria being 4.5.

- Strategies to Address Growth Areas

- 1) EL students are monitored on the reading fluency and mastery of basic phonics skills and interventions utilizing Orton Gillingham strategies are being used to support students.
- 2) Teachers are incorporating strategies shared by the EL teacher and the EL handbook to enhance student understanding on classroom tasks. Strategies are documented in lesson plans (examples: ellii.com for visuals, use of manipulatives for math, labeling common objects, use of computer programs/translators).
- 3) EL students progress is tracked on District Common Assessments in Performance Matters to monitor progress on standards and to provide additional support as needed in Needs Based Groups or Tiered interventions.



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Formative Data

(Common Assessments)

- School Data Strengths

- 1) 21-22 School goal was that 80% of students would score 70% or higher on district common assessments. By the end of the school year 21-22, in Math, 79% of students in all grades were scoring over 70% (Proficient/Distinguished) and in Reading, 76% of students in all grades were scoring over 70% (Proficient/Distinguished).

- School Data Growth Areas

- 1) 21-22 School Common Assessment Average for the year was 78.85% in Math. When compared to the 2022 KSA, our School Common Assessment Average was higher than the overall percentage of Proficient/Distinguished on KSA Math which was a 52%.
- 2) 21-22 School Common Assessment Average for the year was 76.35% in Reading. When compared to the 2022 KSA, our School Common Assessment Average was higher than the overall percentage of Proficient/Distinguished on KSA Reading which was a 53%.

- Strategies to Address Growth Areas

- 1) Reviewed District protocols with teachers for giving Common Assessments to help ensure that the testing procedures were being followed. District protocols are linked in weekly newsletter to staff.
- 2) New analyzer was created for reflection in PLCs after Common Assessments. Analyzers allow for teachers to make comparisons across their grade level, identify struggling students and what standards are in need of reteaching. Analyzers are discussed in content area Task Groups to look for patterns and get additional ideas on strategies across the content area.
- 3) Revision of Common Formative Assessments at the school level to include flashback/spiral reviews.

Diagnostic Data

(MAP/CERT)

- School Data Strengths

- 1) 65% of 3rd graders scored in the 61st-99th%tile in Reading
- 2) Percentage of students showing typical Growth in Math was 52.5%, which was a 4.8% decrease from 57.3%

- School Data Growth Areas

- 1) On Fall 2022 MAP, 52-55% of 4th and 5th graders scored above the 60th%tile in Reading
- 2) Fall 2022 MAP, 43% of 4th graders scored above the 60th%tile in Math

- Strategies to Address Growth Areas

- 1) Analysis of MAP results at Fall Data Dig to create instructional groups for Math WIN and Reading WIN. Discussion and analysis of alignment between MAP and KSA will be done in Teacher Voice and content area task groups to determine next steps.
- 2) Triangulation of data to ensure that students scoring in the 0-20%tile as well as the 21st-40th%tile were receiving needed support during Reading and Math WIN if needed. Use of Premium MAP report - Projected Proficiency with grades 3rd-5th to discuss students indicated as not on track and ensure that supports are being provided in Math or Reading WIN
- 3) Analysis of MAP results in content area task groups to look for trends and create suggestions for next steps for improvement and provided embedded professional development in PLCs and Faculty Meetings to support next steps.

Celebrations

- Our school received an overall “Green” rating with 3 out of 4 categories receiving “Green” ratings and our Science, Social Studies, Writing Indicator receiving a “Blue” rating.
- 16 teachers/instructional assistants have received 40 hours of Orton Gillingham training and 4 teachers are working on the training during the school year. This training supports our instructional needs at the K-3 level with foundational reading skills and will allow us to strengthen teacher efficacy in understanding how to teach students how to read and what strategies are appropriate to use with struggling readers. This was a huge commitment to improving our practices to impact students.
- Continued commitment to the being a National Model PLC School, one of around 200 schools and districts across the nation. PLC Re-boot Professional Development in August 2023 and the continuation of our book study on “Learning By Doing: A Handbook for Professional Learning Communities at Work” supported by Podcasts and Global PD online resources increases the efficacy beyond the PLC task group to all teachers.



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Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	N/A	N/A	N/A
Attendance Rate	95.91	N/A	96.19
% F/R	40.83	40.48	36.86
Achievement Score/Proficiency	N/A	44.9% PD Reading 52.5% PD Math 47% PD Science 62% PD Writing	Overall Index 74 71.7 Reading/Math 76.4 Science, Social Studies, Writing 79 Quality of School Climate and Safety Indicator
# Transfer (OE/Tuition)	51	46	45
Retention Rate	0.2	0	0.2



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Report to the Board November, 2022

James A. Caywood
Elementary

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Proficiency Goal- Caywood Elementary will increase the percentage of students scoring proficient/distinguished in reading from 58.56% in 2019 to 79% in 2025 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in math from 61% in 2019 to 80.5% in 2025.</p> <p>Objective 1 - To increase our percentage of students scoring proficient and distinguished in reading from 58.56% in 2019 to 62.6% in 2022 as measured by the school report card.</p> <p>Objective 2 - To increase our percentage of students scoring proficient and distinguished in math from 61% in 2019 to 64.9% in 2022 as measured by the school report card.</p>	<p>Reading (<i>obj. 1</i>) - Improved 1.4%</p> <p>Math (<i>obj. 2</i>) - Declined 12%</p>	<p>Reading - Above state by 15%</p> <p>Math - Above state by 11%</p>
<p>Separate Academic Indicator Goal- By 2025, Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 37.8% in 2019 to 68.8% in 2025 as measured by the school report card. We will increase the percentage of students scoring proficient and distinguished in Writing from 52.1% in 2019 to 76.5% in 2025.</p> <p>Objective 1 - To increase the percentage of students scoring proficient/distinguished in science from 37.8% in 2019 to 44% in 2022 as measured by the school report card.</p> <p>Objective 2 - To increase our percentage of students scoring proficient and distinguished in writing from 52.1% in 2019 to 56.9% in 2022 as measured by the school report card.</p>	<p>Science (<i>obj. 1</i>) - Declined 2.8%</p> <p>Writing (<i>obj. 2</i>) - Met-exceeded by 2.1%</p>	<p>Science- Above state by 6%</p> <p>Writing- Above state by 22%</p>

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><u>Achievement Gap</u></p> <p><u>Objective 1</u> - To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 28% in 2019 to 35.2% in 2022 as measured by the school report card.</p> <p><u>Objective 2</u> - To increase our percentage of students with disabilities scoring proficient/distinguished in math from 16.7% in 2019 to 26.36% in 2022 as measured by the school report card.</p>	<p>Reading (<i>obj. 1</i>) - Declined 14%</p> <p>Math (<i>obj. 2</i>) - Declined 13.7%</p>	<p>Reading - Below state by 12%</p> <p>Math - Below state by 17%</p>
<p><u>Growth Goal-</u> By 2025, Caywood Elementary will increase the percentage of students showing growth on the Spring MAP test for reading from 72% in 2019 to 86% and for math from 69.62% in 2019 to 84.81% as measured by Measures of Academic Progress (MAP).</p> <p><u>Objective 1-</u> To increase the percentage of students showing growth on the Spring MAP test for reading from 72% in 2019 to 74.8% in 2022 as measured by NWEA reports.</p> <p><u>Objective 2</u> - To increase the percentage of students showing growth on the Spring MAP test for math from 69.62% in 2019 to 72.65% 2022 as measured by NWEA reports.</p>	<p>Reading (<i>obj. 1</i>) - Declined 23.4%</p> <p>Math (<i>obj. 2</i>) - Declined 23.33%</p>	<p>N/A</p>
<p><u>KY Impact Survey Goal</u> - By 2024, Caywood Elementary will increase the % of teachers that perceive the overall emotional learning climate of the school as favorable according to Impact Survey Data results from 34% in 2020 to 66% in 2024.</p> <p><u>Objective 1</u> - To 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>	<p>School Climate(<i>obj. 1</i>) - Met -improved by 16%</p>	<p>School Climate- Below state by 10%</p>

Proficiency



- School Data Strengths

- 1) On the Spring 2022 KSA, 60% of our students scored proficient/distinguished in reading, an increase of 7.9% from 2021 and above the state average of 45%.
- 2) On the Spring 2022 KSA, 49% of our students scored proficient/distinguished in math, an increase of 6.9% from 2021 and above the state average of 38%.

- School Data Growth Areas

- 1) On the Spring 2022 KSA, only 14% of our students with disabilities scored proficient/distinguished in reading.
- 2) On the Spring 2022 KSA, only 3% of our students with disabilities scored proficient/distinguished in math.

- Strategies to Address Growth Areas

- 1) Utilization of Performance Matters to track student progress on weekly and common assessments to focus our discussion of student data at weekly PLC's in order to adjust instruction in real time for ALL students.
- 2) Intentional focus on lesson planning to ensure alignment of tasks to standards as well as creating opportunities for spiral review of standards using flashbacks and weekly formative assessments.
- 3) Monthly learning walks for all teachers to provide specific feedback on the Quality cycle of Instruction followed by monthly analysis of school wide walk feedback at faculty meetings to provide differentiated professional learning on the elements of the cycle.



Separate Academic Indicators

- **School Data Strengths**

- 1) On the Spring 2022 KSA, 59% of our students scored proficient/distinguished in (combined) Writing, an increase of 11% from 2021, and above the state average of 37%.
- 2) On the Spring 2022 KSA, 53% of our students scored proficient/distinguished in Social Studies, above the state average of 37%.

- **School Data Growth Areas**

- 1) On the Spring 2022 KSA, only 35% of our students scored proficient/distinguished in Science, a slight increase of 1% from 2021.
- 2) On the Spring 2022 KSA, 0% of our English Learners scored proficient/distinguished in Science.

- **Strategies to Address Growth Areas**

- 1) Analyze common assessment data in performance matters to determine standards deficits and provide immediate re-teaching of standards.
- 2) Revise master school schedule to include dedicated instructional blocks of time for Science and Social Studies consistent with the KCS D curriculum timelines and across all grade levels.
- 3) Utilize consistent instructional resources aligned to standards and tasks across grade levels (Mystery Science) and recommended resources from district timelines in order to meet the intent and rigor of the standards presented.
- 4) Implement newly developed Performance Assessments in K-2 and 5th grade and analyze student performance to make instructional changes.

GAP



- **School Data Strengths**

- 1) On Spring 2022 KSA, 42% of our EL Learners scored proficient/distinguished in reading, an increase of 18.6% from 2021.
- 2) On Spring 2022 KSA, 21% of our EL Learners scored proficient/distinguished in math, an increase of 9.2% from 2021.

- **School Data Growth Areas**

- 1) On Spring KSA, only 14% of our students with disabilities scored proficient/distinguished in reading, only a slight increase from 10.3% in 2021, and a decline from 27.8% in 2019.
- 2) On the Spring KSA, only 3% of our students with disabilities scored proficient/distinguished in math, this is a decline from 6.9% in 2021 and significant decline from 16.7% in 2019.
- 3) Due to our students with disabilities GAP group continuing to underperform over 3 years, our school has been designated TSI.

- **Strategies to Address Growth Areas**

- 1) Weekly Special Education PLC meetings along with 6 week data digs to conduct a comprehensive review of IEP progress monitoring data and proficiency data to determine next steps for instruction for students with disabilities in both reading and math.
- 2) Intentional Instructional Walks in Special Ed Resource and collaborative settings to monitor quality cycle of instruction by school administrative team and district consultants.
- 3) Regular review by administrators of Special Education Data including IEP's and alignment to schedules, evaluating effectiveness of programs used in the resource setting, as well as close monitoring of proficiency data using performance matters.

Transition Ready



- School Data Strengths

- 1) 96% of our third grade students met the attendance criteria for transition readiness in 2021-22.
- 2) 97% of our third -fifth grade students scored satisfactory or optimal for Positive School Experiences on Terrace Metrics in Spring of 2022. This increased to 100% in Fall of 2022.

- School Data Growth Areas

- 1) 58% of our third grade students met the literacy (reading on grade level) criteria for transition readiness in 2021-22.
- 2) 67% of current 5th grade students participate in at least one extra/co-curricular activity. (Growth area to address the change in criteria for transition ready for exiting elementary students)

- Strategies to Address Growth Areas

- 1) Implementation of school-wide attendance plan to provide incentives for grade levels to earn monthly rewards for highest attendance. Admin team meets weekly with district RBTL to remove barriers for students with chronic attendance concerns.
- 2) Transition Ready Tuesdays- Teachers post Transition Ready Messages on Social Media to remind parents of the Transition Ready Criteria
- 3) Extra Curricular team (Athletic Director, Assistant Principal and FRC Coordinator) to monitor number of students participating in extra/co-curricular activities and create more opportunities for students to get involved.
- 4) Develop and Implement Transition Ready criteria for each grade level (K-4) leading up to the Elementary Exiting 5th Grade Transition Ready.



Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1)100% of our students believe that adults from our school work hard to keep kids safe.
- 2)98% of our students believe that adults from our school make sure all students have what they need to be successful.

- School Data Growth Areas

- 1)51% of our students feel that students being mean or hurtful to other students online (websites, apps, etc) is a problem for our school.
- 2)66% of students believe that all students are treated the same if they break the school rules.

- Strategies to Address Growth Areas

- 1)Intentional instruction in digital citizenship in Library/Technology Special Area Class utilizing online protocol training.
- 2)Implementation of Second Steps SEL Curriculum across grade levels and monitoring of Tier I SEL implementation to ensure common language across grade levels.
- 3)School Wide Book Study beginning in January on Restorative Practices and Special Needs focusing on Restorative Language and conversations to improve positive relationships. (Framework of doing things WITH others instead of "to" others.

ACCESS for EL Students



- School Data Strengths

- 1) Access scores from 2021-22 indicate 14% of our English Learner student population reached attainment above the state average of 7.9%.
- 2) Access scores from 2021-22 indicate that 80% of our English Learner students made growth.

- School Data Growth Areas

- 1) On the 2022 KSA, 21% of English Learners scored proficient/distinguished in Math.
- 2) On the 2022 KSA, 0% of English Learners scored proficient/distinguished in Science and Social Studies.

- Strategies to Address Growth Areas

- 1) Implementation of progress monitoring three times per year to compare with common assessment data and MAP to determine trends in English Proficiency vs Content Mastery.
- 2) Utilize Performance Matters common assessment data in weekly PLC meetings to analyze EL student scores and make adjustments to instruction in real time based on student mastery of standards.
- 3) Utilize EL Scaffolding Toolkit to assist teachers in finding specific scaffolds to support students at each English Proficiency Level.

Formative Data

(Common Assessments)

- School Data Strengths

- 1) Our overall common assessment running average for 2021-22 was 80.28% for Math, which exceeded our school's action plan goal of 80%.
- 2) Our overall common assessment running average for 2021-22 was 78.86% for Reading, which was just under our school action plan goal of 80%.

- School Data Growth Areas

- 1) Our KSA proficiency for Math was 31% lower than our common assessment running average; reading was 18.9% lower.
- 2) Our overall common assessment running average for students with disabilities was 12% lower than ALL students for both math and reading.

- Strategies to Address Growth Areas

- 1) Revisit, discuss and monitor district common assessment protocols to ensure equity with how assessments are given across all grade levels.
- 2) Utilize Performance Matters to analyze formative and common assessment data weekly in PLC's in order to make adjustments to instruction and planning around standards in real time, as well as to provide needs based instruction to address standards mastery for ALL students.
- 3) School-wide focus on incorporating spiral review flashbacks and increase spiral assessment of previous standards taught on weekly formative assessments.
- 4) Refinement of instructional walk tool to provide more specific feedback to teachers on the cycle of quality instruction with an increased emphasis on ensuring that tasks are accurately aligned to the standards, and may include review of lesson plans as needed.

Diagnostic Data

(MAP/CERT)



- School Data Strengths

- 1) On Fall 2022 MAP, the median percentile by RIT for 3rd grade was 68 for reading.
- 2) On Fall 2022 MAP, the median percentile by RIT for 5th grade was 70 for reading.
- 3) The MAP growth comparison from Fall 2021 to Fall 2022 (Reading and Math Combined) for Caywood was 56, indicating high achievement and high growth.

- School Data Growth Areas

- 1) On Fall 2022 MAP, 38.5% of third grade students are projected to be proficient/distinguished on Math KSA.
- 2) On Fall 2022 MAP, 41.49% of fourth grade students are projected to be proficient/distinguished on Math KSA.
- 3) On Fall 2022 MAP, 0% of fifth grade students with disabilities are projected to be proficient/distinguished on Math KSA.

- Strategies to Address Growth Areas

- 1) Implement strategies to incorporate increased spiral review of standards utilizing daily flashbacks and weekly assessment spiral questions.
- 2) Utilize the projected proficiency NWEA premium reports to identify individual students not on track to reach benchmark for proficiency and determine next steps for instruction including needs based groupings, targeted intervention, or extended school services.
- 3) High Quality Instructional Resource analysis in the area of math to determine comprehensive resources needed to meet rigor of standards, as well as revision of math model aligned to district timelines and common assessments.

Celebrations

- 1) **Green** Status on KSA! Above state in all accountability indicators!
- 2) Highest Growth in the District on MAP from Fall 2021-Fall 2022.
- 3) Steady growth in reading since 2019. Ranked 110 out of 699 schools in the state.

Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	N/A	N/A	N/A
Attendance Rate	95.93	N/A	96.32
% F/R	54.38	61.45	53.25
Achievement Score/Proficiency	N/A	%P/D Reading- 52.1 %P/D Math- 42.1 %P/D Science- 34.1 %P/D Social Studies- N/A %P/D On-Demand Writing- 48.8	%P/D Reading- 60.1 %P/D Math- 49.0 %P/D Science- 35.1 %P/D Social Studies- 53.0 %P/D On-Demand Writing- 59.0
# Transfer (OE/Tuition)	70	91	92
Retention Rate	0.2	0	0.4



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Report to the Board November, 2022

R. C. Hinsdale



Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<ul style="list-style-type: none"> By 2022 RC Hinsdale will increase the percent proficient and distinguished in Reading from 58.3% in 2021 to 63.83% in 2022 	Met (65%; +1.17%)	State Rank 58th 91.7 percentile rank
<ul style="list-style-type: none"> By 2022 RC Hinsdale will increase the percent proficient and distinguished in Math from 47.8% in 2021 to 54.78% in 2022. 	Met (67%; +12.22%)	State Rank 30th 95.5 percentile rank
<ul style="list-style-type: none"> By 2022 RC Hinsdale will increase the percent of proficient and distinguished in the separate academic indicator of Science from 33.8% in 2021 to 38.33% in 2022 	Met (61%; +22.67%)	State Rank 15th 97.1 percentile rank
<ul style="list-style-type: none"> By 2022 RC Hinsdale will increase the percent of proficient and distinguished in Reading for students with disabilities from 26.9% to 50% 	Improved (35%; +8.1%)	+15 above the state

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<ul style="list-style-type: none"> By 2022 RC Hinsdale will increase the percent of proficient and distinguished in Math for students with disabilities from 11.5% to 40% 	Improved (35%; +23.5%)	+9 above the state
<ul style="list-style-type: none"> Increase percent of students showing growth in Reading from 75.51% in 2021 to 78% in 2022. 	Improved (76.51%; +1%)	N/A
<ul style="list-style-type: none"> Increase percent of students showing growth in Math from 76.67% in 2021 to 80% in 2022. 	Improved (76.98%; +.33%)	N/A
<ul style="list-style-type: none"> Increase the professional growth and learning opportunities available to faculty from 49% in 2020 to 60% in 2022 	Declined (45%; -4%)	-12% below the state

Proficiency

- School Data Strengths

- 1) 67 % of students scored a proficient or distinguished in Math on the 2021-2022 KSA. This score was 2nd overall in the district.
- 2) 65% of students scored a proficient or distinguished in Reading on the 2021-2022 KSA. This score was 3rd overall in the district.

- School Data Growth Areas

- 1) Reading scores, while 3rd in the district on the KSA (65%), have decreased from 71% proficient and distinguished achieved on 2018-2019 state assessment (formerly known as K-PREP)
- 2) 42% of economically disadvantaged students in reading and math scored proficient or distinguished on the 2021-2022 KSA

- Strategies to Address Growth Areas

- 1) Administration and teachers deconstruct math and reading standards to ensure the rigor of the standard aligns with the task.
- 2) The utilization of Schoology/Performance Matters to analyze common assessment data in PLCs, and identify trends in student achievement. Additionally, adding elements of spiral review to assessments to assist students in reaching mastery.

Separate Academic Indicators

- School Data Strengths

- 1) 61 % of students scored a proficient or distinguished in Science on the 2021-2022 KSA. This score was 1st overall in the district.
- 2) 63% of students scored a proficient or distinguished in Social Studies on the 2021-2022 KSA. This score was 1st overall in the district.

- School Data Growth Areas

- 1) Only 58% of students scored a proficient or distinguished in Combined Writing on 2021-2022 KSA.
- 2) Only 20% of students with disabilities scored a proficient or distinguished in Science on the 2021-2022 KSA

- Strategies to Address Growth Areas

- 1) Each month at our PLC meetings, grade level teams bring writing examples. We will share and discuss the writing to guide future instruction. This is a byproduct of a summer writing PD we provided for our staff. Additionally our 5th grade teachers, students and administrators hold a “Writing Boot Camp” where we break students into smaller groups and provide further instruction in the writing process.
- 2) Piloting a new Science curriculum in grades 3 and 4 to better align with the Science standards. All grade levels have dedicated times in daily schedules for Science/Social Studies instruction.

GAP

- School Data Strengths

- 1) 35 % of students with disabilities scored proficient or distinguished in Math and Reading on the 2021-2022 KSA.
- 2) 40% of students with disabilities scored proficient or distinguished in Social Studies on the 2021-2022 KSA. This ranks 1st in the district.

- School Data Growth Areas

- 1) Only 10% of students with disabilities scored proficient or distinguished in Writing on the 2021-2022 KSA.
- 2) 100% of EL students scored apprentice in Social Studies on the 2021-2022 KSA.

- Strategies to Address Growth Areas

- 1) 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.
- 2) Monthly PLC scheduled meeting with school level EL team to monitor student progress.

Transition Ready

- **School Data Strengths**

- 1) 100% of third grade students were satisfactory or optimal rating for positive school experiences in the Spring 2022 Terrace Metrics survey.
- 2) 99% of third grade students met the attendance expectations.

- **School Data Growth Areas**

- 1) 37.70% of third grade students are not ready to transition to fourth grade.

- **Strategies to Address Growth Areas**

- 1) Implementation of the KCS D Balanced Assessment System for weekly and common assessments. Weekly and District Common Assessments are implemented with fidelity and recorded in Performance Matters (LMS) and analyzed to determine next steps.
- 2) Classroom walk data is used to differentiate professional learning for teachers. Teachers will be provided with learning opportunities specifically geared towards elements of the cycle of quality instruction that match their areas of growth as teachers.
- 3) Data analysis PLCs related to triangulation of data for MAP, district common assessments, and RI (Reading Inventory) to ensure students are transition ready by the end of the 2022-2023 school year.



Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 99.5% of students agree or strongly agree that their school is a caring place
- 2) 96% of students agree or strongly agree that if I have a problem, there is an adult from school that I can talk to.

- School Data Growth Areas

- 1) Only 42% of students agree or strongly agree that students being mean or hurtful to other students is NOT a problem for this school.
- 2) Only 58% of students agree or strongly agree that students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my 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) School counselor and HN staff continue to train and implement our school wide SEL program, Second Steps.

ACCESS for EL Students

- School Data Strengths

- 1) 89% of Hinsdale EL students showed growth on the 2022 Access Test.
- 2) 78% of Hinsdale EL students showed growth on the 2021 Access Test.

- School Data Growth Areas

- 1) 30% of our EL students were Kindergarten students last year. We will have to continue to progress these students in our MTSS system and 1st grade data dashboard in the 2022-23 school year.

- Strategies to Address Growth Areas

- 1) Implement student schedule where EL students are getting additional support, as well as interventions/special education as needed.
- 2) Monthly PLC scheduled meeting with school level EL team to monitor student progress.
- 3) Implementing the district EL toolkit to assist with strategies with students.

Formative Data

(Common Assessments)

- 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) In 2021-2022, 80% of students scored proficient or distinguished on Math common assessment in May. MAP predicted 69% of students would be proficient or distinguished but currently we are only seeing 49% of 5th grade students scored at or above proficiency in Math on the two most recent common assessments.
- 2) 40% of 2nd grade students with an IEP scored at or above proficiency in ELA common assessment.

- Strategies to Address Growth Areas

- 1) Faculty meeting time and PLCs invested in analyzing each element of the cycle of quality instruction. For example, in element four (adjusting instruction) teachers are bringing lesson plans to November's staff meeting, where district personnel will support.
- 2) Use of data from monthly PPR walks to analyze trends in element 1 of cycle of quality instruction, focusing on standards alignment.

Diagnostic Data

(MAP/CERT)

- School Data Strengths

- 1) 61.2% of all students in grades 3-5 are projected proficient or distinguished in Math for the 2023 KSA.
- 2) 67.1 % of all students in grades 3-5 are projected proficient or distinguished in Reading in the 2023 KSA.

- School Data Growth Areas

- 1) 18% of 3rd grade students are projected to be novice in Reading in the 2023 KSA.
- 2) 31% of students in grades 3-5 are projected apprentice in Math in the 2023 KSA.

- Strategies to Address Growth Areas

- 1) MAP training for all Hinsdale staff related to data analysis and growth predictors for both reading and math. Students are grouped for RTI blocks every 6 weeks to focus on similar skill deficits.
- 2) Certified staff will be trained in differentiated and needs based instruction to be utilized in both the core and RTI blocks.

Celebrations

- RC Hinsdale achieved a “BLUE” status on KSA
 - **Blue rating** (82.9 Indicator)
 - Highest possible by a Kentucky elementary school
 - 85.5 Indicator for Reading and Math (Very high).
 - 80 Indicator for Science, Social Studies, and Writing (Very High).
 - One of only 3 blue schools in KCSD and one of only 57 elementary schools in the state of Kentucky
- 2) 96% of teachers who responded in the state Impact survey believed there was a positive tone set by leaders for school climate, an increase of 27%. 81% of teachers surveyed believed that school leaders were responsive to their feedback, and increase of 35%



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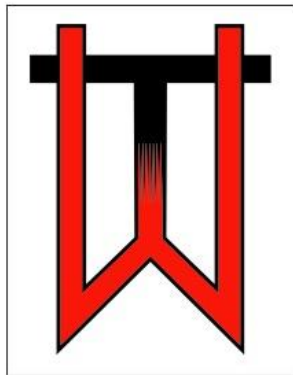
Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	N/A	N/A	N/A
Attendance Rate	96.86	N/A	97.43
% F/R	21.37	19.32	21.31
Achievement Score/Proficiency	N/A	58.3% P/D Reading 47.8% P/D Math 33.3% P/D Science Social Studies N/A Writing 64% P/D	65% PD Reading 67% P/D Math 61% P/D Science 63% P/D Social Studies 58% P/D Writing
# Transfer (OE/Tuition)	87	69	68
Retention Rate	0	0	0.4

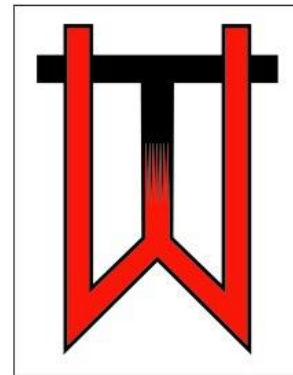


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Report to the Board November, 2022



White's Tower
Elementary



Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Objective 1: Collaborate to increase reading KSA proficiency score from 60% in 2021 to 65% by 10/31/22 as measured by school report card.	Decline WTE:64% -1% from goal	State 45% WTE +19%
Objective 2: Collaborate to increase math KSA proficiency score from 60% in 2021 to 65% by 10/31/22 as measured by school report card.	Decline WTE: 61% -4% from goal	State 38% WTE +23%
Objective 1: Collaborate to increase overall science P/D from 39.4% in 2021 to 44.4% in 2022.	Decline WTE: 34% -10% from goal	State 29% WTE +5%
Objective 1: Collaborate to increase reading for students with IEPs from 34.3% P/D in 2021 to 39.3% in 2022.	Decline WTE: 22% -17.3% from goal	State 26% WTE -4%

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Objective 1: Collaborate to increase MAP proficiency in reading from 66.99% in fall 2021 to 69.99% in spring 2022 and math from 61.35% in fall 2021 to 64.68% in spring 2022 as measured by MAP assessments.	Reading: Decline; WTE 66.11% P/D; -3.88% from goal Math: Improve; WTE 66.94% P/D; +2.26% from goal	
Objective 1: Collaborate to increase the Topic of Resources from the Impact Survey from 47% favorable in 2020 to 52% favorable by 2022.	Decline WTE: 51% -1% from goal	State 49% WTE +2%

Proficiency

- School Data Strengths

- 1)81.7 - Reading & Math Indicator Score (very high blue), compared to 74.1 District Score
- 2)3rd Grade Reading & Math KSA was 73.5% P/D (In district, 3rd grade reading ranked #1 and math was #2 among elementary schools)

- School Data Growth Areas

- 1)4th Grade Reading & Math KSA was 52% P/D (In district, 4th grade reading ranked #9 and math was #7 among elementary schools)
- 2)20-21 Reading & Math Distinguished KSA was 30.4% compared to 21-22 only 18% Distinguished KSA.

- Strategies to Address Growth Areas

- 1)Data PLC's - Prior to PLC, teachers have completed the assessment analysis form then will bring data to PLC meetings. During the meeting, staff analyze the Friday assessment and common assessment data to ensure mastery of standards. Design & implement a plan to address the deficiencies.
- 2)Cycle of Quality Instruction PLCs-At the beginning of each month, element feedback data will be shared and analyzed for strengths and weaknesses of instruction. Design & implement a plan to address the areas of concern during differentiated staff meetings.
- 3)Deconstruction of Standards - Utilize PLCs and staff meetings for grade levels to deconstruct standards and vertically in reading and math.

Separate Academic Indicators

- School Data Strengths

- 1) 67.8 - Science, Social Studies & Combined Writing Indicator Score (high green), compared to state score of 57.6
- 2) Combined Writing on KSA was 52.5% P/D, compared to a state score of 40% P/D

- School Data Growth Areas

- 1) Science KSA was 34% P/D, compared to District's 44% P/D
- 2) Social Studies KSA was 44% P/D, compared to District's 51% P/D

- Strategies to Address Growth Areas

- 1) Deconstruction of Standards - Utilize PLCs and staff meetings for grade levels to deconstruct standards and vertically align the science and social studies curriculum and timeline.
- 2) Data PLC's - Prior to PLC, teachers have completed the assessment analysis form bringing data to PLC meetings. During the meeting, analyze the Friday assessment and common assessment data to ensure mastery of standards. Design & implement a plan to address the deficiencies. Create spiral review assessments to ensure students are retaining their science and social studies instruction. Specifically designed instruction to implement flashbacks, entrance slips, or quick reads that will help recall prior knowledge and circle back on areas of deficiencies noticed during common assessment data analysis.
- 3) Intentional school-wide science and social studies blocks protected for specific instruction and up to date resources for teachers to utilize.

GAP

- School Data Strengths

- 1)Free/Reduced: 71 Reading & Math Indicator Score (green)
- 2)Free/Reduced: 71% P/D Reading KSA

- School Data Growth Areas

- 1)Students with IEP: KSA S.S. & Science 40% P/D
- 2)Students with IEP: 41.2 Reading & Math Indicator (orange)

- Strategies to Address Growth Areas

- 1)MTSS PLCs - Prior to Tier 2 and Tier 3 MTSS checkpoints, analyze individual student data and make adjustments, as needed, to intervention groups or intervention instructional resources. (Needs Based groups AND MTSS pull out groups). Placement of students will be determined by MTSS progression charts.
- 2)Utilizing Performance Matter's data to track student progress in mastery of standards. Students with IEPs or Free/Reduced will be tracked specifically and strategies or interventions will be put in place to address deficiencies. ESS tutoring after school is a possible extra resource.
- 3)Use sped data dashboard to track student progress to ensure there is effective co-teaching and collaboration between teachers. Using the data to compare student progress on IEP goals and classroom instruction goal. The goals should increase together,however if there's a discrepancy, we need to look what is working and showing progres.

Transition Ready

- School Data Strengths

- 1)WTE: 68.04% students met transition goal (+11.37% compared to district)
- 2)WTE: 94/97 students had 90% or higher attendance

- School Data Growth Areas

- 1)31.96% of students did not meet transition readiness goal

- Strategies to Address Growth Areas

- 1)MAP Projected Proficiency Summary - determine percentage of students that NWEA projects to be P/D on KSA, create groups and make instructional adjustments for specific areas of need before state testing
- 2)Individual student data analysis - after trimester cycles are completed, do a data dive on individual students and predict their transition readiness results. Meet with individual students to go over the transition readiness guidelines and create a plan to meet the criteria to be transition ready.



Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1)81.5 Quality of School Climate and Safety Survey Score (high green)
- 2)100% Strongly agree or Agree: Adults from my school work hard to make sure students are safe. (87% strongly agree & 12% agree)

- School Data Growth Areas

- 1)59% Disagree or strongly disagree: Students being mean or hurtful to other students is NOT a problem for this school.
- 2)44% Disagree or strongly disagree: Students being mean or hurtful to others online is NOT 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 Assembly which provides school based prevention services which increase public awareness about the problem of child abuse and equips children with the skills to recognize and report such abust and bullying and school safety

ACCESS for EL Students

- School Data Strengths

- 1) 100% (3/3) of students are making growth

- School Data Growth Areas

- 1) 33% (1/3) of students are exiting.

- Strategies to Address Growth Areas

- 1) All teachers did the EL scaffolding toolkit with your ELD teacher. Teachers will be using this resources to ensure that EL students are receiving specific strategies to ensure understanding.
- 2) District EL teacher is collaborating with regular education teacher and providing strategies to support student success. Continued collaboration between the parties to progress monitor EL student progress and implement strategies as needed.

Formative Data

(Common Assessments)

- School Data Strengths

- 1)84.04% May Common Assessment Running Average for Math (compared to 61% P/D on KSA)
- 2)83.52% May Common Assessment Running Average for Reading (compared to 64% P/D on KSA)

- School Data Growth Areas

- 1)4th grade students with IEP: 53.83% May Common Assessment Running Average for Reading
- 2)4th grade students with IEP: 63.53% May Common Assessment Running Average for Math

- Strategies to Address Growth Areas

- 1)PLC Work - after completing the data analysis of the common assessment, the grade level team and administration create a spiral review check back. The spiral reviews could be entrance slips, flashbacks or additional questions added to Friday Assessments.
- 2)Use Performance Matters to track student progress on weekly & common assessments & provide feedback and support so, teachers are addressing deficiencies to ensure mastery of standards.
- 3)Identifying common assessment deficiencies and embedding those standards into a spiral review into weekly assessments.

Diagnostic Data

(MAP/CERT)

- School Data Strengths

- 1) 1st Grade Reading: 72 median percentile by RIT
- 2) 4th Grade Reading: 72 median percentile by RIT

- School Data Growth Areas

- 1) 5th Grade Reading Student w/IEP: 21 median percentile by RIT
- 2) 5th Grade Math Student w/IEP: 15 median percentile by RIT

- Strategies to Address Growth Areas

- 1) MAP Projected Proficiency Summary - determine percentage of students that NWEA projects to be P/D on KSA, create groups and make instructional adjustments for specific areas of need before state testing
- 2) MAP Achievement Status & Growth Summary w/ Quadrants - track multiple terms so we can evaluate efforts and identify if projected growth was met per grade level, it gives us a visual for growth comparisons
- 3) Analyze the correlation between the projected state scores comparative to the actual state results. Detect if the MAP is a precursor to the results of the state test.

Celebrations

- 1) 81.7 Reading & Math Indicator Score (very high blue)
67.8 Science, S.S. & Writing Indicator Score (high green)
81.5 Quality School Climate & Safety Survey Score (high green)
- 2) 100% Strongly agree or Agree: Adults from my school work hard to make sure students are safe. (87% strongly agree & 12% agree)
- 3) 3rd- 5th grades: Free/Reduced: 71% P/D Reading on KSA



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Student Services

	2019-2020	2020-2021	2021-2022
Attendance Rate	95.69%	N/A	95.92%
% F/R	39.57%	45.41%	43.6%
Achievement Score/Proficiency	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	% P/D for Reading: 64 % P/D for Math: 61 % P/D for Science: 34 % P/D for S.S.: 44 % P/D for Writing: 50
# Transfer (OE/Tuition)	66	77	78
Retention Rate	2	3	3



Report to the Board November, 2022

Kenton Elementary



Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Collaborate to increase Obj 1: Collaborate to increase reading proficiency from 51.8% P/D to 71.0% P/D in October 2022. Obj 2: Collaborate to increase math proficiency from 59.4% P/D to 69.4% P/D in October 2022.	Based upon the data of... Reading- Not Met (+16.2%) Math- Not Met (+9.6%)	Reading-68% (+23%) Math- 69% (+31%)
Collaborate to increase 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- (+4.3%) Not Met-(-1.1%)	Science-State-43%(+14%) Writing-State- 80% (+50%)
Collaborate to increase Obj 1: Collaborate to increase reading for students with disabilities from 35.7% P/D to 50.7% P/D by October 2022. Obj 2: Collaborate to increase math 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 (-.7%) Math- Not Met (+16.6%)	Reading-State 35%(+9%) Math-State38%(+18%)

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Obj 1: Collaborate to increase reading percentages of students achieving growth in MAP percentiles from 43.67% in spring of 2019 to 67.2% by spring 2022.</p> <p>Obj 2: Collaborate to increase math percentages of students Obj 2: Collaborate to increase math percentages of students achieving growth in MAP percentiles from 49.49% in spring of 2019 to 70.5% by spring of 2022.</p>	<p>Based upon the data of...</p> <p>Reading- Not Met (+9.63)</p> <p>Math- Not Met (+.5%)</p>	<p>N/A</p>

Proficiency

- School Data Strengths

- 1)The percentage of all students scoring proficient/distinguished on reading KSA was 68%, compared to the state average of 45%.proficient/distinguished.
- 2)The percentage of all students scoring proficient/distinguished on math KSA was 69%, compared to the state average of 38% proficient/distinguished.

- School Data Growth Areas

- 1)2021-2022 reading KSA data indicates that 68% of all students scored proficient/distinguished, while 35% of students with disabilities scored proficient/distinguished.
- 2)2021-2022 KSA data indicates that 69% of students are proficient/distinguished in math, while 38% of students with disabilities are proficient/distinguished.

- Strategies to Address Growth Areas

- 1)Targeted instructional walks each month in every classroom. Strengths and areas of growth discussed with teachers in order to strengthen instructional practices. Monthly staff meetings will be differentiated into different sessions based on instructional walk data. Monthly grade level meeting focus will be based on instructional walk data. This meeting may be school wide or differentiated for grade level teams as needed.
- 2)Provide school wide and grade level specific feedback on weekly lesson plans. Feedback will correlate with trends on instructional walks.
- 3)Teachers will deconstruct standards at weekly PLC meetings to create remediation plans for students that did not reach proficient/distinguished on weekly assessments.

Separate Academic Indicators

- School Data Strengths

- 1) 80% of students scored proficient/distinguished on the writing portion of KSA
- 2) The percentage of all students scoring proficient/distinguished on the separate academic indicator subjects (science, social studies, writing) was greater than the district average.

- School Data Growth Areas

- 1)2021-2022 KSA data indicates that 43% of all fourth grade students scored proficient/distinguished on the science test.
- 2)2021-2022 KSA data indicates that 22% of students with disabilities scored proficient/distinguished on the science KSA 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)Assessments in the separate academic areas take place weekly in the intermediate grades. This data is discussed at PLC to determine student mastery of standards. Remediation plans are created for students that do not score proficient/distinguished.
- 3)Writing boot camp throughout the school year. The focus of the boot camps are based on topics discussed in writing review meetings. Along with boot camps, students will participate in writing scrimmages to practice skills taught in class.

GAP

- School Data Strengths

- 1) On the spring 2021 KSA the GAP between proficient/distinguished students that are economically disadvantaged in reading was 30%. On the spring 2022 KSA it was 12%.
- 2) Math 2022 KSA the gap between these two groups was 42% and in the spring of 2022 it was 19%.

- School Data Growth Areas

- 1) 2021-2022 KSA data indicates that 69% of students are proficient/distinguished in math, while 38% of students with disabilities are proficient/distinguished.
- 2) 2021-2022 Reading KSA data indicates that 68% of all students scored proficient/distinguished, while 35% of students with disabilities score proficient/distinguished.

- Strategies to Address Growth Areas

- 1) Special education teachers will meet with grade levels during PLC to discuss assessments and discuss progress towards mastery of grade level skills.
- 2) Special education teachers will meet weekly with an administrator to discuss progress towards mastery of IEP goals and to determine next steps for the students. The special education team will meet monthly to discuss student progress and district initiatives for special education. Special education teachers will upload data into IC weekly to ensure continuous monitoring of progress towards IEP goals.
- 3) Targeted Instructional Walks. Discuss strengths and areas of concern observed in classrooms with teachers. Work with teachers on the most beneficial specifically designed instruction. Co-teaching strategies are discussed with both general education and special education teachers. These strategies are modeled in PLC, staff meeting and for individual teachers as needed.

Transition Ready

- School Data Strengths

- 1) In Spring 2020-2021, 66.28% of all Third Grade students were transition ready compared 74% in the 2021-2022 school year. This is an 8% increase.
- 2) 2021-2022 third grade Terrace Metrics data indicated that 87% of students had satisfactory/optimal global satisfaction. Also, 98% of students had a positive school experience.

- School Data Growth Areas

- 1) According Spring 2021-2022 reading MAP data 44% of all third grade students made growth from the fall.
- 2) 2021-2022 KSA reading data indicated that 68% of all students scored proficient/distinguished, while 35% of students with disabilities scored proficient/distinguished.

- Strategies to Address Growth Areas

- 1) Each grade level independently to develop skills based groups to help students reach mastery of standards weekly assessments/common assessments in order to remediate skills.
- 2) Teachers set goals with students for assessments throughout the school year. Goals are reviewed after assessments to determine growth from fall to spring.
- 3) Attendance rewards are given throughout the year for grade levels, classes and individual students to promote regular attendance at school.



Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 98.4% of students agree/strongly agree that adults from my school work hard to make sure students are safe.
- 2) 97% of students agree/strongly agree that schoolwork helped them learn new things this year.

- School Data Growth Areas

- 1) 84% of students agree/strongly agree that students from this school respect each other's differences (gender, culture, race, religion, ability).
- 2) 70.4% of students agree/strongly agree that they are comfortable stating their opinion in class even if others disagree.

- 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) Teachers lead Tier I social emotional lessons following the Zones of Regulation Curriculum. Identified students participate in Tier II and/or Tier III social emotional groups to target specific skills.
- 3) Teachers plan and implement lessons on cooperation and how to work with others that may have a different opinion.

ACCESS for EL Students

- School Data Strengths

- 1) 100% of students made growth on the ACCESS test.

- School Data Growth Areas

- 1) 2021-2022 access data indicates that 20% of students exited the program. This is a decrease from the previous year of 43% of students exiting.

- 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. This includes implementing strategies from the district EL toolkit.
- 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.



Formative Data

(Common Assessments)

- School Data Strengths

- 1)2020-2021 reading data indicates that 63.5% of students scored proficient/distinguished and in 2021-2022 78.43% of students in that category.
- 2)2020-2021 math data showed 64% of all students scored proficient distinguished and with an increase to 80.31% in 2021-2022.

- School Data Growth Areas

- 1)2021-2022 math weekly assessment/common assessment data indicates that 77% of all students K-5 scored proficient/distinguished, while 55% of students with disabilities scored proficient/distinguished. This is compared to 38% of students with disabilities scoring proficient/distinguished on KSA.
- 2)2021-2022 reading weekly assessment/common assessment data indicates that 73% of all students K-5 scored proficient/distinguished, while 56% of students with disabilities scored proficient/distinguished. This is compared to 35% of students with disabilities scoring proficient/distinguished on KSA

- Strategies to Address Growth Areas

- 1)Teachers create individual goals with students for each weekly assessment/common assessment. Teachers review results with students after each assessment and discuss growth with students for each assessment. Teachers celebrate with students when they meet their goals throughout the school year.
- 2)Weekly item analysis to determine trends on assessments and discussing standards based instruction during PLC. Spiral review questions are added to weekly assessments based on student performance. This data will also be discussed at weekly PLC to determine trends for remediation.
- 3) Each grade level independently to develop skills based groups to help students reach mastery of standards weekly assessments/common assessments in order to remediate skills.

Diagnostic Data

(MAP/CERT)

- School Data Strengths

- 1) Spring 2021-2022 math MAP data indicates that 75% of all students scored at or above the 50%ile. This is a 10% increase from the 2020-2021 school year.
- 2) Spring 2021-2022 reading MAP data indicates that 72% of all students scored at or above the 50%ile. This is a 6% increase from the 2020-2021 school year.

- School Data Growth Areas

- 1) Students in first grade did not make expected growth on Spring reading MAP.
- 2) Students in first and fourth grade did not make expected growth on Spring Math MAP.

- Strategies to Address Growth Areas

- 1) A listing of students that did not meet expected growth, scored novice or apprentice on MAP is created using the student growth summary and the premium quadrant MAP report to triangulate data with common assessment/weekly assessments completed in Performance Matters to create needs based groups and to determine remediation needs for individual students.
- 2) Teachers create individual goals with students for each MAP test. Teachers celebrate with students when they meet their goals throughout the school year.
- 3) 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.

Celebrations

- 1) Kenton Elementary was in the Blue category on the 2021 KSA test.
- 2) Kenton Elementary is ranked 8th in the state of Kentucky on the writing portion of KSA.
- 3) The percentage of students scoring proficient/distinguished in all areas of KSA was above the state average.

Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	N/A	N/A	N/A
Attendance Rate	96.43	NA	95.62
% F/R	41.98	38.2	38.85
Achievement Score/Proficiency	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%	Reading-68% Math-69% Science-43% SS-53% Writing-80%
# Transfer (OE/Tuition)	32	35	38
Retention Rate	0	0	0



Report to the Board November 21, 2022

Piner Elementary



Implementation and Impact

2021-22 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 55.8 in 2021 to 62.65 on Oct. 1, 2022 as measured by KSA.	Improved: +5.2	Above: +16
Collaborate to increase the percentage of students scoring proficient and distinguished in math from 54.3 in 2021 to 61.53 on Oct. 1, 2022 as measured by KSA.	Declined: -1.3	Above: +15
Collaborate to increase the percentage of students scoring proficient and distinguished in in writing from 72 in 2021 to 75.5 by Oct. 1, 2022 as measured by KSA.	Declined: -16.6	Above: +18.4
Collaborate to increase the percentage of students with disabilities scoring proficient and distinguished in reading from 23.5 in 2021 to 34.74 in 2022 as measured by KSA.	Met: +16.5 (+5.26 over)	Above: +14

Implementation and Impact

2021-22 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 with disabilities scoring proficient and distinguished in Math from 29.4 in 2021 to 39.17 in 2022 as measured by KSA.	Improved: +0.6	Above: +10
Collaborate to increase the percentage of students who are showing growth in MAP for Reading from 60.09% in Spring 2021 to 63.89% in Spring of 2022.	Declined: -11.09	Data not available at the state level for students at or above the 50th percentile from NWEA.
Collaborate to increase the percentage of students who are showing growth in MAP for Math from 56.22% in Spring 2021 to 61.2% in Spring of 2022.	Improved: +3.08	Data not available at the state level for students at or above the 50th percentile from NWEA.
Collaborate to increase the percentage of teachers perceiving the adequacy of school resources from 45% in Spring 2020 to 58.8% in Spring 2022, as measured by the KY Impact Survey.	No Change	Below: -5

Proficiency

School Data Strengths

1. Students' Overall Score (75.2) and Reading and Math Indicator Score (76.6) on KSA were above the district and state scores (Overall Score = 1.1 above the district, 16.2 above the state; R&M Indicator Score = 0.7 above the district, 17.3 above the state).
2. Percentage of students scoring proficient/distinguished on Reading KSA increased 5.2% in 21-22 (61%) compared to 20-21 (55.8%)

School Data Growth Areas

1. Percentage of students scoring proficient/distinguished on Math KSA decreased 1.3% in 21-22 (53%) compared to 20-21 (54.3%)
2. Percentage of 5th grade students scoring proficient/distinguished in Reading was 1% below the district average and the percentage of 3rd and 4th students scoring P or D in Math was also below the district average (3rd = -16%, 4th = -9%).

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, develop plans for instructional adjustments, and determine which standards will need to be included in spiral reviews.
2. 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. Lesson plans, standards, and curriculum maps will be reviewed when providing feedback to ensure plans and observed classroom instruction is aligned to rigor level of the standard.
3. New walk tool, focused on the Cycle of Quality Instruction, will be utilized to determine school and grade level instructional trends. This data will be utilized to determine memo needs and to plan differentiated PLCs/staff meetings.

Separate Academic Indicators

School Data Strengths

1. Students' Science, Social Studies, and Writing Indicator Score of 72.9 was 15.3 points above the state score of 57.6.
2. The percent of students scoring proficient/distinguished in each Separate Academic Indicator was above the state percentages. (Science = +11%, Social Studies = +12%, Combined Writing = +18%)
3. Percent of students scoring proficient/distinguished on Science KSA increased 0.8% from 20-21 (39.2%) to 21-22 (40%).

School Data Growth Areas

1. Students' Science, Social Studies, and Writing Indicator cut score of 72.9 was 0.4 points below the district score of 73.3.
2. The percent of students scoring proficient or distinguished in each Separate Academic Indicator was below the district percentage (Combined Writing = -3%, Social Studies = -2%, Science = -4%).
3. Students declined 16.6% in writing from 2021 to 2022.

Strategies to Address Growth Areas

1. Instructional time designated school-wide for Science, Social Studies, and Writing. Teachers utilizing high quality instructional resources in Science that are vertically aligned K-5.
2. Spiral review testing scrimmages scheduled throughout the school year in each Separate Academic Indicator. Data from the scrimmages will be used to determine instructional needs.
3. Teacher will collaborate in PLCs and staff meeting to vertically align instructional resources and practices in writing and to deconstruct grade level standards to ensure classroom instruction is aligned to the rigor of the standard.

School Data Strengths

1. On KSA Reading, the percentage of students with disabilities scoring proficient/distinguished was above the state (by 14%) and district (by 16%).
2. On KSA Math, the percentage of students with disabilities scoring proficient/distinguished was above the state (by 10%) and district (by 8%).

School Data Growth Areas

1. The number of students with disabilities scoring novice in math increased 16% from 2021 to 2022.
2. Students with disabilities scored below the state average in all Separate Academic Indicators: Science (below by 18%), Social Studies (below by 3%), and Combine Writing (below by 14%).

Strategies to Address Growth Areas

1. Data review of all diagnostic, summative, classroom assessments, and Read 180/System 44 data in PLC's. Teachers will track mastery of standards through Performance Matters and develop plans for instructional adjustments and spiral reviews.
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. The effectiveness of programs being used in SDI will also be monitored.
3. Review MTSS data in MTSS PLC's. 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.

Transition Ready

School Data Strengths

1. 98% of students had an attendance rate of 90% or above.
2. The number of 3rd graders scoring in the Optimal range for Positive School Experiences on the Terrace Metrics screener increased from 65% in September of 2021 to 81% in May of 2022.

School Data Growth Areas

1. 58% of 3rd grade students met the criteria for being transition ready.

Strategies to Address Growth Areas

1. Students will own their learning by tracking their progress toward transition readiness and setting goals to reach transition readiness in Student Data Binders. Teachers celebrate with students when they meet their goals throughout the school year.
2. Throughout the year teachers (Regular Education, Special Education and Interventionist Teachers) and administrators will continually review transition ready data (Extra/Co-Curricular Activities, Attendance, GPA, and Terrace Metrics data) in PLCs to ensure Piner 5th graders are transition ready. Teachers will use individual student data to adjust specific student goals and instruction.
3. Transition ready data will be shared with families throughout the year beginning in 3rd grade.



Quality School Climate and Safety/ Opportunities to Learn Survey

School Data Strengths

1. 99% of students agree that adults from Piner work hard to make sure students are safe.
2. 98% of students agree that there is an adult from Piner that they can talk to, that the adults at Piner care about their physical safety, and there is a way to report to an adult if other students are mean or hurtful.

School Data Growth Areas

1. 65% of students disagree that students being mean or hurtful to other students is NOT a problem at Piner.
2. 49% of students disagree that students being mean or hurtful to others online is NOT a problem at Piner.

Strategies to Address Growth Areas

1. All students receive tier one SEB instruction weekly through Second Steps, with daily activities to support the weekly lesson.
2. Student leadership teams work to create daily video announcements with the focus of sharing character education to all students.
3. We have created a school-wide Kindness Club that meets weekly before school and spreads kindness throughout the entire building.

ACCESS for EL Students

School Data Strengths

1. 67% of students scored a 4.3 or higher on the ACCESS test.

School Data Growth Areas

1. 0% of students exited the EL program with the required 4.5 on the ACCESS test.

Strategies to Address Growth Areas

1. PSP's will be developed and implemented throughout the school year. Teachers will meet with district staff to create individual student plans to ensure students meet their academic goals utilizing the EL Handbook.
2. Differentiated PD/PLCs session with teachers of EL students on the EL Handbook and KCS D Guidelines and Curriculum for ELD Program Service Type resources.
3. Continued progress monitor in order to identify next step in real time for instructional adjustments

Formative Data

(Common Assessments)

School Data Strengths

1. 3rd through 5th grades scored above the district average in Math for all students and for students with a disability.
2. Kindergarten, 2nd grade, and 4th grade scored above the district average in Reading for all students and for students with a disability.

School Data Growth Areas

1. 1st grade scored below the district average in both Math and Reading for all students and for students with a disability.
2. Kindergarten scored below the district average in Math for all students and for students with a disability.

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. Teacher will track mastery of standards through Performance Matters and develop plans for instructional adjustments.
3. During PLC's and weekly memo's, teachers will be reminded to follow assessment protocol and implement all assessments with fidelity.

Diagnostic Data

(MAP)

School Data Strengths

1. In the spring, students scored above the state median percentile by RIT in all areas and grades that were reported for the state.
2. In the spring for reading, students in kindergarten and 3rd grade scored at or above the district median percentile by RIT for all students and students with a disability.
3. In the spring for math, students in 2nd, 4th, and 5th grades scored at or above the district median percentile by RIT for all students and students with a disability.

School Data Growth Areas

1. In the spring for reading, students in 2nd, 4th, and 5th grades scored at or below the district median percentile by RIT for all students and students with a disability.
2. In the spring for math, students in 1st grade scored at or below the district median percentile by RIT for all students and students with a disability.

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, utilizing the new Premium MAP reports, 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. Utilizing MAP data, KSA data, and formative assessment data teachers will determine instructional groupings to provide students with focused specially designed instruction.

Celebrations

1. Piner Elementary scored above the state average for all students in all tested areas in KSA, while scoring High Green in all accountable areas.
2. Almost 100% of our students feel that adults from Piner care about their safety and work hard to make sure they are safe.
3. The percentage of students with disabilities scoring proficient/distinguished on KSA Reading and Math was above the district and the state. Students with disabilities also scored above the district average for Math and Reading on common assessments.



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Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	N/A	N/A	N/A
Attendance Rate	96.23%	N/A	96.88%
% F/R	39.57%	42.12%	38.59%
Achievement Score/Proficiency	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%	P/D for Reading - 61% P/D for Math - 53% P/D for Science - 40% P/D for SS - 49% P/D for Combined Writing - 55%
# Transfer (OE/Tuition)	20	26	28
Retention Rate	0	0	0



Report to the Board November, 2022

Beechgrove Elementary



Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<u>Proficiency Goals:</u> <u>Objective 1</u> To increase our percentage of students scoring proficient/distinguished in reading from 57.3% in 2019 to 61.57% in 2022 as measured by the school report card. <u>Objective 2</u> To increase our percentage of students scoring proficient/distinguished in math from 53.6% in 2019 to 58.24% in 2022 as measured by the school report card.	46% of students scored proficient/distinguished in Reading. Declined (-) 11.3% 41% of students scored proficient/distinguished in Math. Declined (-) 12.6%	Above the state + 1% Above the state +3%
<u>GAP Goals:</u> <u>Objective 1</u> To increase the percentage of students with disabilities scoring proficient/distinguished in reading from 11.1% in 2021 to 42.49% in 2022 as measured by the school report card. <u>Objective 2</u> To increase the percentage of students with disabilities scoring proficient/distinguished in math from 11.1% in 2021 to 46% in 2022 as measured by the school report card.	11% of students with special needs scored proficient/distinguished in Reading. Declined (-) .1% 13% of student with special needs scored proficient/distinguished in Math. Improved (+) 2%	Below the state -15% Below the state -7%
<u>Separate Academic Indicator:</u> <u>Objective 1</u> Increase percentage of students scoring proficient/distinguished in science from 28.3% in 2019 to 35.47% in 2025. <u>Objective 2</u> Increase percentage of students scoring proficient/distinguished in writing from 28.3% in 2019 to 35.47% in 2025.	26% of students scored proficient/distinguished in Science. Declined (-) 2.3% 58% of students scored proficient/distinguished in Writing. Met (+) 29.7%	Below the state -3% Above the state +21%

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><u>Growth Goals:</u></p> <p><u>Objective 1</u> To increase the percentage of students showing growth on the Spring MAP assessment for reading from 59.1% in 2019 to 63.19% as measured by NWEA MAP reports.</p> <p><u>Objective 2</u> To increase the percentage of students showing growth on the Spring MAP assessment for math from 51.33 in 2019 to 56.20 as measured by NWEA MAP reports.</p>	<p>52% of students showed growth in Reading. Declined (-) 7.1%</p> <p>52% of students showed growth in Math. Improved (+) .67%</p>	<p>N/A</p> <p>N/A</p>
<p><u>Impact Goal:</u></p> <p>Objective 1 Increase valuable professional development opportunities from 35% in 2020 to 50% in 2022.</p>	<p>54% of teachers feel valuable professional development opportunities are provided. Met (+) 19%</p>	<p>Above the state +6</p>

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 1%. Our school percentage of students scoring proficient/distinguished in Reading was 46%.
- 2) In the area of Math, our overall percentage of students scoring proficient/distinguished on KSA was above the state average by 3%. Our school percentage of students scoring proficient/distinguished in Math was 41%.

- School Data Growth Areas

- 1) Our overall Reading proficiency scores decreased from 57.3% in 2019 to 46% in 2022. However, this was an increase from our 2021 score of 42.1%.
- 2) Our overall Math proficiency scores decreased from 53.6% in 2019 to 41% in 2022. However, this was a slight increase from our 2021 score of 40.6%.

- Strategies to Address Growth Areas

- 1) Intentional learning walks by the administrative team each month. New walk data tool shows percentage of feedback that is reinforced/recommended in each element of the cycle of quality instruction. A strong focus is being placed on Element 1 to ensure tasks are aligned to the rigor of the standards. Data shared with teachers and drives differentiated professional learning in PLCs and faculty meetings.
- 2) Schoolwide ELA and Math instructional walks to analyze instructional trends, instructional resources being used, and implementation in each grade level to strengthen vertical alignment schoolwide.
- 3) Continue work of the ELA and Math action team to vertically align instructional resources and instructional practices. Preview and research curriculum resources to implement schoolwide.

Separate Academic Indicators

- School Data Strengths

- 1) In the area of writing, 58% of students scored proficient or distinguished, which increased from 2021 by 29.7%.
- 2) In the area of writing, students scoring proficient or distinguished was above the state average by 21%.

- School Data Growth Areas

- 1) In the area of science, 26% of students scored proficient or distinguished in 2022, which was less than the district average by 18%.
- 2) In the area of science, our overall proficiency in 2022 was less than the state average by 3%.

- Strategies to Address Growth Areas

- 1) Analyze formative and summative assessment data in Science and discuss next steps in instruction for students. All grade levels have a designated instructional block for science in their schedule. District science common assessments are implemented at all grade levels and data can be reviewed to monitor mastery of standards.
- 2) Collaborate with science academic consultant to address understanding of standards in Science at each grade level.
- 3) Collaborate with teachers to ensure that sufficient resources that focus on grade level standards are being used to plan and deliver instruction.

GAP

- School Data Strengths

- 1) On Spring 2022 KSA, 24% of our English learners scored proficient/distinguished in math, above the state average by 6%.
- 2) On Spring 2022 KSA, 14% of our English learners scored proficient/distinguished in science, above the state average by 4%.

- School Data Growth Areas

- 1) On Spring 2022 KSA, only 11% of our students with disabilities scored proficient/distinguished in reading, a slight decrease from 2021 by 0.1%. This is below the district average by 13% and the state average by 15%. We have been classified as a TSI school in the area of disability.
- 2) On Spring 2022 KSA, only 13% of our students with disabilities scored proficient/distinguished in math, a slight increase from 2021 by 2%. This is below the district average by 9% and the state average by 7%. We have been classified as a TSI school in the area of disability.

- Strategies to Address Growth Areas

- 1) Data digs at special education PLCs to correlate progress on IEP goals and objectives to progress on grade level common assessments utilizing data from Performance Matters.
- 2) Utilizing data, plan for intentional spiral review of standards throughout the year and implement reteaching of skills and standards that students have not mastered through flashbacks.
- 3) Administrative team monitors special education schedules, progress data, reviews progress reports, and provides feedback. Conduct intentional instructional walks in resource and collaborative settings to monitor quality and rigor of instruction.

Transition Ready

- School Data Strengths

- 1) On Fall 2022 Terrace Metrics, 57% of students reported overall wellness in the satisfactory or optimal categories, which was 13% higher than what was reported in the Spring semester, 2022.
- 2) On the Fall 2022 Terrace Metrics, 74% of students reported overall positive peer experiences in the satisfactory or optimal categories, which yielded significant gains from the Spring of 2022.

- School Data Growth Areas

- 1) 32.99% of 3rd grade students were considered transition ready in May of 2022.
- 2) 86% of our 3rd grade students met the attendance criteria for transition readiness for 21-22.

- Strategies to Address Growth Areas

- 1) Complete instructional walks during WIN time to ensure that interventions are being implemented with fidelity and that needs based instruction is taking place for students who are not in a tiered intervention.
- 2) Before school tutoring for students in grades 3-5 to provide additional time for intervention software time and teacher support for students to continue to make progress in Read 180 and System 44 to close achievement gaps and be transition ready. Continue monitoring Lexile levels in grades 3-5 using the Reading Inventory to identify students needing needs based or tiered interventions, as well as monitor growth to ensure students are transition ready by the end of fifth grade.
- 3) Implementation of schoolwide monthly grade level student celebrations focusing on attendance, MAP achievement and growth, classroom growth, and SEL characteristics.



Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) Survey results indicate that 96.1% of students believe that all teachers make them feel welcome in their class.
- 2) Survey results indicate that 98% of students believe that Beechgrove is a caring place.

- School Data Growth Areas

- 1) 27% of students believe that students being mean or hurtful to other students is a problem for this school.
- 2) 49% of students believe that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for my school.

- Strategies to Address Growth Areas

- 1) Intentional staff professional development on Establish-Maintain-Restore Relationship Cycle and implementation and use of Restorative Practices with students.
- 2) Collaborate with school counselor and KTP social worker to brainstorm with teachers on ways to increase student awareness of deficit areas. Use this information to plan for classroom guidance lessons. Social Media presentation at fifth grade about online safety.
- 3) Continued implementation of Second Step Tier I SEL curriculum weekly in all classrooms. Refresher trainings as needed on trauma informed care.

ACCESS for EL Students

- School Data Strengths

- 1) On the Spring ACCESS test, 72% of our English Learner students made growth.
- 2) On the Spring ACCESS test, 8 students exited the EL program.

- School Data Growth Areas

- 1) On the 2022 KSA, only 6% of our English learners scored proficient/distinguished in reading.
- 2) On the 2022 KSA, only 24% of our English learners scored proficient/distinguished in math.

- 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. Utilize the EL scaffolding toolkit to give teachers strategies to scaffold and differentiate instruction for EL students.
- 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, especially in the area of Reading.
- 3) Intentional focus on EL formative and summative assessment data in Performance Matters to ensure that our EL students are making progress. Include professional learning for teachers as part of PLC and faculty meetings on understanding the best strategies to meet the needs of our EL learners.

Formative Data

(Common Assessments)

- School Data Strengths

- 1) Our overall school common assessment average for 21-22 was 76.06% in math, which exceeded our goal of 70% set by our school action plan.
- 2) Our overall school common assessment average for 21-22 was 76.2% in reading, which exceeded our goal of 70% set by our school action plan.

- School Data Growth Areas

- 1) Our KSA proficiency scores in math were 35.06% lower than our common assessment running average of 76.06%.
- 2) Our KSA proficiency scores in reading were 30.2% lower than our common assessment running average of 76.2%.

- Strategies to Address Growth Areas

- 1) Tighter implementation and consistency of the district common assessment protocols (before, during, and after) to ensure that common assessments are a true representation of students' knowledge and mastery of standards.
- 2) Analysis of formative assessment data weekly in PLC meetings to guide teacher in making adjustments in real time and provide ongoing needs based instruction and flashbacks to standards. Include spiral review questions and flashbacks consistently to ensure mastery of standards.
- 3) Instructional walk tool provides specific information on each area of the cycle of quality instruction. Data from instructional walks will allow for planning of differentiated support for teachers as it relates to appropriate task, gaining a response from all students and adjusting instruction in real time. When providing feedback on Element 1, deconstruct standards with teachers to ensure the task is appropriate and gets to the rigor of the standard.

Diagnostic Data

(MAP/CERT)

- School Data Strengths

- 1) On Fall 2022 MAP, the median percentile by RIT for our 3rd grade was 64 for math.
- 2) On Fall 2022 MAP, the median percentile by RIT for our 3rd grade was 68 for reading.

- School Data Growth Areas

- 1) On Fall 2022 MAP, 20.20% of our 4th grade students were projected to be proficient/distinguished on math KSA.
- 2) On Fall 2022 MAP, 36.96% of our 5th grade students were projected to be proficient/distinguished on the reading KSA.

- Strategies to Address Growth Areas

- 1) In 4th grade, we are providing differentiated learning opportunities for students in math and have looked strategically at the schedule to provide targeted support to those students with the greatest needs.
- 2) Intentionally use the MAP quadrant report with teachers to identify students who are on the bubble of scoring novice/apprentice and apprentice/proficient. Utilizing this data, plan instruction accordingly to promote growth in all students.
- 3) Provide intentional goal setting opportunities with all students for both MAP and common assessments.

Celebrations

- 1) Our writing scores grew significantly from 2021 to 2022.
- 2) In math, reading, social studies, and writing on 2022 KSA, Beechgrove Elementary is higher than the state average for students scoring proficient/distinguished.
- 3) 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.



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Student Services

	2019-2020	2020-2021	2021-2022
Attendance Rate	95.71%	N/A	95.46%
% F/R	49.21%	57.64%	45.70%
Achievement Score/Proficiency	N/A	% PD Reading: 42.1% % PD Math: 40.6% % PD Science: 34.7% % PD Writing: 47.4%	% PD Reading: 46% % PD Math: 41% % PD Science: 26% % PD Writing: 58%
# Transfer (OE/Tuition)	19	22	8
Retention Rate	0%	0.2%	0%



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Report to the Board November, 2022

Ryland Heights Elementary



Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Our proficiency goal was to increase the reading proficiency score from 67.6% in 2019 to 83.8% in 2024 and the math proficiency score from 58.9% in 2019 to 79.45% in 2024 as measured by school report card proficiency data. The first objective was to increase the reading proficiency score from 67.6% in 2019 to 77.32% in 2022 as measured by KSA.	Declined - 2022 score was 63% (-4.6%)	Higher than the state average (+18%)
Our second objective for the proficiency goal was to increase the math proficiency score from 58.9% in 2019 to 71.23% in 2022 as measured by KSA.	Declined - 2022 score was 58% (-0.9%)	Higher than the state average (+20%)
Our separate academic indicator goal was to increase the science proficiency from 37.5% in 2019 to 68.75% in 2024 as measured by the KSA and to increase the social studies proficiency from 64.2% in 2019 to 82.1% in 2024 as measured by the KSA. Our first objective for this goal was to increase the science KSA proficiency from 37.5% in 2019 to 47.6% in 2022.	Met - 2022 score was 54% (+6.4%)	Higher than the state average (+25%)2222
Our second objective for this goal was to increase the social studies KSA proficiency from 64.2% in 2019 to 67.7% in 2022.	Declined - 2022 score was 42% (-25.7%)	Higher than the state average (+5%)

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Our first objective under our achievement gap goal was to increase the reading KSA proficiency for students with disabilities from 45.7% in 2019 to 61.99% in 2022.	Declined - 2022 score was 34% (-27.99%)	Higher than the state average (+8%)
Our second objective under our achievement gap goal was to increase the math KSA proficiency for students with disabilities from 30.4% in 2019 to 51.28% in 2022.	Declined - 2022 score was 26% (-25.28%)	Higher than the state average (+6%)
Our growth goal was that by 2022 we will increase the percentage of all students showing growth in MAP for reading from 68.17% in Fall of 2021 to 70.69%; and for math from 69.6% in Fall 2021 to 72.1%.	Reading - Increased - score was 1.59% higher than 2021, however was 0.93% short of our goal. Math - Increased - score was 0.71% higher than 2021, however was 1.79% short of our goal.	N/A
Our impact survey goal was by 2024, Ryland Heights Elementary will increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 71%. Our first objective for that goal is to increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 56%, according to the Impact Survey.	Met - 2022 score was 70% (+14%)	Higher than the state average (+11%)

Proficiency

- **School Data Strengths**

- 1) In the content area of reading, our students increased their percentage of proficiency by 11% from the previous year and were 18% higher than the state average.
- 2) In the content area of math, our students' percentage of proficiency was 20% higher than the state average.

- **School Data Growth Areas**

- 1) In the content area of math, we only increased 0.7% in proficiency from the 20-21 KSA (58% from 57.3%).
- 2) Our school did not meet our CSIP objectives for proficiency in both reading and math. Reading was 63%, which was 14.32% short of meeting our objective and Math was 58%, which was 13.23% short of meeting our objective.

- **Strategies to Address Growth Areas**

- 1) It is extremely important that school leadership and teachers understand the standards being taught and are planning student tasks that are aligned to the rigor level of the standard. We will provide additional professional development for teachers to ensure comprehension and alignment to the standards as well as administration looking critically during walkthroughs that the tasks are rigorous and aligned to standards. Through PLCs we will utilize data from formative assessments and walkthroughs to identify units/lessons that require more rigor, as well as appropriate instructional strategies.
- 2) Administrators will be conducting monthly learning walks in all classrooms, along with reviewing lesson plans and the standards & curriculum maps when in classrooms. Feedback will be provided and support differentiated during PLC and staff meetings.
- 3) Within PLCs, utilization and analysis of common assessment and weekly formative assessment data in Performance Matters to identify student mastery of standards, as well as students that require re-teaching.

Separate Academic Indicators

- **School Data Strengths**

- 1) In the content area of science, our proficiency score increased 15.3% from 20-21 to 54% and was 25% higher than the state average.
- 2) In the content area of combined writing, our proficiency score of 70% was 33% higher than the state average.

- **School Data Growth Areas**

- 1) In the content area of social studies, our proficiency score of 42% was 9% lower than the district average.

- **Strategies to Address Growth Areas**

- 1) Administration and teachers working together to ensure that lessons are rigorous and aligned with the appropriate standards. We will utilize data within PLCs to identify Social Studies units and lessons that are not effectively reaching the rigor of the standard being taught. Administration looking critically during walkthroughs that the tasks are rigorous and aligned to standards.
- 2) We will provide additional professional development for teachers to ensure comprehension and alignment to the standards since all teachers are responsible for delivering science and social studies instruction. Faculty meeting sessions focused on effective Social Studies instructional strategies and resources will be provided to all teachers.
- 3) Utilization and analysis of common assessment and weekly formative assessment data in Performance Matters for student achievement.

GAP

- **School Data Strengths**

- 1) In the content area of combined writing, our students with disabilities had the highest proficiency score in the district and 6% higher than the state average.
- 2) In the content area of reading, our economically disadvantaged students scored 16% higher than the state average.

- **School Data Growth Areas**

- 1) In the content of math, our economically disadvantaged students scored 26% lower than non-economically disadvantaged students.
- 2) Our students with disabilities had a math proficiency score of 26%, which was a 5.1% decrease from the 2020-21 KSA.

- **Strategies to Address Growth Areas**

- 1) Continue focus in PLCs to strengthen the specially designed instruction targeting these standards and skills for our students with disabilities. Utilize weekly formative and common assessment data for better understanding of the areas of need/deficiencies in both reading and math standards for students with disabilities.
- 2) MTSS Structures - MTSS team and teachers ensure interventions and goals appropriately match skill deficits. MTSS team conducts Tier 2 and Tier 3 progress data checks throughout the school year. The MTSS Team will look critically at interventions being utilized for Tier 2 and Tier 3 students identified as not making 'Good Progress'. Additionally, the MTSS Team will conduct a monthly data review with a focus on implementation markers of programs utilized.
- 3) Additional, targeted extended school day instruction for 3-5 grade students performing below grade level, including economically disadvantaged students showing deficits in both reading and math.

Transition Ready

- **School Data Strengths**

- 1) According to spring 2022 Terrace Metrics data, the number of 3rd grade students in the satisfactory/optimal category for Global Satisfaction increased from 71% to 80% and the number of 3rd grade students in the satisfactory/optimal category for Positive School Experiences increased from 79% to 85%.
- 2) 69% of 3rd grade students met 3 of the necessary 4 benchmarks to be considered Transition Ready.

- **School Data Growth Areas**

- 1) 54.4% of 3rd grade students did not meet necessary benchmarks to qualify as transition ready.

- **Strategies to Address Growth Areas**

- 1) Administration and Teachers track the progress of students at all grade levels to identify the percentage of students demonstrating proficiency on ELA common assessments, as well as meeting benchmarks on the Fall MAP Reading diagnostic.
- 2) RBTL Team meets on a weekly basis to identify students that are chronically absent. This team implements differentiated interventions for identified students and families to provide support with any needs and to improve attendance.
- 3) Adjust to measuring Transition Readiness in the 5th grade for the 22-23 school year. We will utilize aforementioned strategies in addition to measuring Transition Readiness utilizing the CBAS Transition Ready - Exiting Elementary School: Measures to Determine Transition Readiness benchmarks



Quality School Climate and Safety/ Opportunities to Learn Survey

- **School Data Strengths**

- 1) 99% of students agree/strongly agree that Ryland Heights Elementary is a caring place.
- 2) 96% of students agree/strongly agree that if there if they have a problem, there is an adult at school that they can talk to.

- **School Data Growth Areas**

- 1) 76% of students agree/strongly agree that they feel comfortable stating their opinion in class, even if others disagree. We would like to see this percentage increase.

- **Strategies to Address Growth Areas**

- 1) Provide additional professional development opportunities for teachers to incorporate accountable talk stems within their classroom discussions to help to create a consistent format and culture where students can comfortably agree and disagree with others' statements and opinions.
- 2) Utilize SEB lessons with students to encourage acceptance and being open to others' ideas and opinions.

ACCESS for EL Students

- **School Data Strengths**

- 1) According to ACCESS testing results, 100% of Ryland Heights EL students achieved a score demonstrating proficiency and exited the program.

- **School Data Growth Areas**

- 1) Ryland Heights Elementary typically has a very low number of EL students each year. We need to ensure that all staff are prepared and familiar with available resources to effectively teach EL students should they have a student enroll within their classroom.

- **Strategies to Address Growth Areas**

- 1) Continue providing available supports for potential EL students.
- 2) Professional Development opportunities for staff members to provide appropriate EL strategies and supports within the classroom.
- 3) Provide training for staff to become familiar with effective strategies identified and available within the KCSD EL handbook.

Formative Data

(Common Assessments)

- **School Data Strengths**

- 1) Our school common assessment running average of 81.73% in reading was 1.76% higher than the district average.
- 2) Our school common assessment running average in reading increased by 11.26% from October through May and the average in math increased by 11.23% from October through May.

- **School Data Growth Areas**

- 1) Our school common assessment running average in both reading and math was a much higher percentage than the KSA percentages of students scoring Proficient or Distinguished. In Math our common assessment running average was 21.89% higher than Math proficiency on KSA and in Reading our common assessment running average was 18.73% higher than Reading proficiency on KSA.
- 2) Both 2nd and 3rd grade common assessment running averages in both reading and math were below the district average.

- **Strategies to Address Growth Areas**

- 1) Develop a structure for all teachers to consistently and systemically spiral review with the standards that have already been taught and monitor this data in real time to determine next steps and needs.
- 2) Continue to ensure that all teachers understand and implement common assessment protocols with fidelity.
- 3) Utilize PLCs and common planning to deconstruct standards being taught and ensure all teachers have comprehension.

Diagnostic Data

(MAP/CERT)

- School Data Strengths

- 1) According to the Fall 2022 MAP Math Data, Ryland had the highest Median Student Growth Percentile in the area of Math with 61 percentile.
- 2) According to the Fall 2022 MAP Math Data, Ryland's results placed them in the High Achievement, High Growth Quadrant in both Reading and Math for school-wide data.

- School Data Growth Areas

- 1) Based on the Fall 2022 MAP Math Projected Proficiency 47% of our 4th graders are projected to be proficient on state testing in the Spring. Our goal is to increase that to 70%.
- 2) Fall 2022 MAP Grade Level Growth Summaries show that an average of 42% of K-2 students (K-44%, 1st-37%, 2nd- 45%) met or exceeded their growth goal in Reading.

- Strategies to Address Growth Areas

- 1) Intermediate Math Interventionist will provide goal-oriented, targeted instruction for students receiving Tier 2 and 3 instruction to fill any gaps in math content.
- 2) Utilize Science of Reading phonics strategies and Orton-Gillingham in all primary Tier 1 core classes as well as in Tier 2 and Tier 3 intervention groups. We will utilize PLCs and faculty meeting sessions to ensure that all teachers are calibrated for consistency with delivery of the programs.
- 3) Create a learning path for each student based on their Fall 2022 MAP scores in both reading and math for targeted needs-based review and reteach.

Celebrations

- 1) Ryland Heights Elementary students have continued to flourish and achieve. Through the KSA, Common Assessments and demonstrating social emotional health through Terrace Metrics, our Tigers bring a positive attitude and effort every single day!
- 2) Ryland Heights Elementary has an amazing staff of professionals that maintain outstanding positive attitudes and growth mindsets every day. Regardless of challenges they are confronted with, our Team has consistently demonstrated the ability to persevere and achieve together!
- 3) We are nearing completion of our renovation project at Ryland Heights Elementary. HUGE Thanks to our Board and KCS D for providing these amazing improvements for our students and staff!!

Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	N/A	N/A	N/A
Attendance Rate	95.6%	N/A	96.43%
% F/R	45.02%	37.86%	39.91%
Achievement Score/Proficiency	N/A	Reading - 52% Math - 57.3% Science - 38.7% Writing - 91.4%	Reading - 63% Math - 58% Science - 54% Writing - 70%
# Transfer (OE/Tuition)	51	51	52
Retention Rate	0	0	0



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Middle Schools



Report to the Board November, 2022

Summit View Academy



Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2022 Summit View Academy will increase reading proficiency for students in grades 3-5 from 60.8% in 2019 to 64.7% and for students in grades 6-8 from 66.1% in 2019 to 69.5% in 2022	3-5: Improved (+11 53%) 6-8: Improved (+4 49%)	3-5: State Avg. (+8) 6-8: State Avg. (+6)
By 2022 Summit View Academy will increase math proficiency for students in grades 3-5 from 57.1% in 2019 to 64% and for students in grades 6-8 from 55.1% in 2019 to 60.5% in 2022	3-5: Improved (+13 51%) 6-8: Improved (+6 41%)	3-5: State Avg. (+13) 6-8: State Avg. (+4)
By 2022 Summit View Academy will increase Science proficiency for students in grade 4 from 35.6% to 42% and for students in grade 7 from 31.6% in 2019 to 38.44%	3-5: Met (+8 43%) 6-8: Declined (-23%)	3-5: State Avg. (+14) 6-8: State Avg. (-4)
By 2022 Summit View Academy will increase the amount of students, receiving special education services, scoring proficient in the area of Reading to 40%	3-5: Improved (+8 17%) 6-8: Declined (-3% 13%)	3-5: State Avg. (-9) 6-8: State Avg. (-3)

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2022 Summit View Academy will increase the amount of students, receiving special education services, scoring proficient in the area of Reading to 40%	3-5: Improved (+10 20%) 6-8: Improved (+1 10%)	3-5: State Avg. (Same) 6-8: State Avg. (-4)

Proficiency

- School Data Strengths

- 1) Based on 21-22 KSA data, Grades 3-5 ranked “High/Green” in RDG (53% P/D) and Math (51% P/D)
- 2) Based on 21-22 KSA data, ELA scores in 3rd (40.2% to 57%), 4th (47.8% to 64%), 5th (39.8% to 40%), 6th (43% to 53%), and 8th Grade (50%-52%) increased in proficiency from 20-21 by an average of 7 percentage points
- 3) Based on 21-22 KSA data, Math scores in 4th (32.7% to 60%), 5th (29.6% to 38%), 6th (37.8% to 48%) and 8th (31.5% to 41%) Grades increased in proficiency from 20-21 by an average of 10 points
- 4) Based on 21-22 KSA data, 4th Grade math outperformed its 18-19 proficiency score by 28% points scoring 60% P/D and ranking #6 out of KCSD Elem Schools

- School Data Growth Areas

- 1) Based on 21-22 KSA scores, an area of growth is overall proficiency scores in Math for grades 5th (38% P/D), 6th (48% P/D), 7th (34% P/D), and 8th (41% P/D)
- 2) Based on 21-22 KSA cores, an area of growth is overall proficiency scores in ELA for grades 5th (40% P/D), 6th (53% P/D), 7th (42% P/D), and 8th (52% P/D)

- Strategies to Address Growth Areas

- 1) SVA Administration and Team Leads will undergo training on the implementation of PLCs through Solution Tree. This process will allow staff to identify learning needs for students based on teacher, student, standard. This will create a system of this process and how to make instructional adjustments in real time to impact achievement.
- 2) Professional development plan embedding recursive learning processes for certified staff based on differentiated needs and student data. This includes quantifying learning walk data to ensure students are being provided with standards aligned tasks with teacher support throughout all grade levels and content areas.
- 3) Training for staff on classroom management and trauma informed care to support the Social/Emotional needs of students. This includes the monthly review of SEB data to plan effective Tier I SEL lessons along with the evaluation of intervention effectiveness to best suit student need. This is geared towards increasing student achievement in RDG, Math, and Separate Academic Indicators

Separate Academic Indicators

- School Data Strengths

- 1)Based on 21-22 KSA data, 4th Grade SCI has increased its Proficiency scores every year since 18-19 and was at 43% P/D for this year.
- 2)Based on 21-22 KSA data, Combined Writing for grades 6-8 outperformed 18-19 scores with a 42 indicator score

- School Data Growth Areas

- 1)Based on 21-22 KSA data, 5th Grade Writing had 50% of students score in the apprentice category and 5th Grade Social Studies had 34% of students score in the apprentice category
- 2)Based on 21-22 KSA data, 7th Grade SCI 18% of students scored proficient/distinguished

- Strategies to Address Growth Areas

- 1)Instructional support for 5th grade SS to include planning for the Inquiry Cycle along with how to effectively implement formative assessment data to make real time instructional adjustments to increase student achievement
- 2)Restructuring of the MS master schedule to allow for content planning and effective implementation of the PLC process. Additional training throughout the year will be provided by administration for teams in areas of need for building processes
- 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 monitored across all grade levels.

GAP

- School Data Strengths

- 1)Based on 21-22 KSA data, SVA had an increase in overall P/D scores for students receiving Free/Reduced lunch in Grades 3-5 ELA, Math, and SCI
- 2)Based on 21-22 KSA data, SVA had an increase in overall P/D scores for students receiving Free/Reduced lunch in Grades 6-8 Math

- School Data Growth Areas

- 1)Based on 21-22 KSA data, students receiving special education services are a targeted area for improvement in all grades and content areas. This is due to the achievement gaps in General Education students and students receiving Special Education services:
 - K-5 ELA: SPED 50% Novice; K-5 Math: SPED 57% Novice
 - 6-8 ELA: SPED 60% Novice; 6-8 Math: SPED 53% Novice

- Strategies to Address Growth Areas

- 1) Implementation of effective content PLCs based on Formative Data to ensure students receiving SPED services are achieving at high levels. This includes regular review of SAS for each plan.
- 2) SPED data PLCs dedicated to reviewing students not making progress on IEP goals to identify trends and next steps. This data, along with common assessment data, will be reviewed monthly to determine if adjustments to the IEP need to be made.
- 3) Staff will be trained on Present Levels of students with IEPs to go along with Trauma Informed Care. This will help staff understand how to implement practices that increase student attendance, achievement, and decrease behavior referrals through a proactive stance.

Transition Ready

- School Data Strengths

- 1) 88 out of 100 3rd Grade students met the KCS D benchmarks for transition readiness
- 2) Average 3rd Grade MAP RIT Growth from Fall to Winter was 10 points (190 in the Fall to 200 in the Spring)
- 3) Average 3rd Grade attendance was 96.57% surpassing the District Goal of 96.25%

- School Data Growth Areas

- 1) Average number of times student met academic benchmarks for Transition Readiness was 3 out of the 5 opportunities based on benchmark assessments measuring students reading on grade level

- Strategies to Address Growth Areas

- 1) Incorporating Mid-Term and Quarter student reflections on progress towards transition readiness and goal setting in 4 and 8 week increments to measure progress.
- 2) Communication of Transition Readiness benchmarks to all stakeholders including staff, students, and parents as an indicator of the effectiveness of education programming.
- 3) An aligned process for grades K-8 will be in place to monitor and make adjustments for students not meeting transition benchmarks including academic and SEB interventions



Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1)99.3% of students reported that “My School is a Caring Place”
- 2)99.3% of students reported that “Adults from my school care about me”

- School Data Growth Areas

- 1)64% of students reported that “Other students being mean or hurtful to other students is a problem for this school”

- Strategies to Address Growth Areas

- 1) Targeted review of student SEB indicators has been updated to include (referrals, Terrace Metrics screener, Risk assessments) to pinpoint areas of need. The SVA Counseling team helps support teacher teams in designing strategies to address deficiencies.
- 2) Review of PBIS expectations and lesson plans will occur after long breaks and in response to SEB review by the school leadership team. The review of data by school leadership has become more intentional by desegregating data down to individual student discipline and support plans.
- 3)The School Counseling team will also conduct grade level learning walks to monitor implementation of Tier I program, Second Steps and provide feedback to grade level teams needing to make adjustments



ACCESS for EL Students

- School Data Strengths

- 1) According to 21-22 Access testing, 53% of SVA students made growth over the calendar year
- 2) According to 21-22 ACCESS testing, SVA met the State-Established goal of 30.8% of students at EL proficiency levels

- School Data Growth Areas

- 1) According to 21-22 ACCESS testing, 12% of SVA students exited the EL Program

- Strategies to Address Growth Areas

- 1) Staff have been trained and the Administration will ensure the implementation of the EL Scaffolding Toolkit to impact student achievement
- 2) Staff will strategically and systemically compare Common Assessment Data for EL students through PLCs.

Formative Data

(Common Assessments)

- School Data Strengths

- 1) Grades K-5 averaged 82.5% on Common Assessments in the area of RDG and Grades K-5 averaged 80% on Common Assessments in the area of Math
- 2) Grades 6-8 averaged 67% on Common Assessments in the area of RDG and Grades 6-8 averaged 67% on Common Assessments in the area of Math

- School Data Growth Areas

- 1) 7th Grade Math averaged 60% on Common Assessments
- 2) 7th Grade ELA averaged 57% on Common Assessments

- Strategies to Address Growth Areas

- 1) Restructuring of the MS Master Schedule to allow for content teams to meet in data PLCs on a weekly basis. This will allow for effective planning of needs based instruction and best practices at the Tier I level. Including training on utilizing diagnostic data to strategically unit plan based on student academic needs.
- 2) Math instruction has incorporated a spiral review to keep previous standards at the forefront throughout the school year. Grades K-5 will also have a Math model to streamline what Math instruction on a daily basis.
- 3) Teacher Leads and the Administration will be trained by Solution Tree on the refinement of PLC structures to better drill down and impact student achievement through formative assessments. Including additional training on utilizing Performance Matters to analyze student data based on standards and individual students.

Diagnostic Data

(MAP/CERT)

- School Data Strengths

- 1) Based on the 21-22 Spring MAP Assessment, over 57% of students in grades 3rd grade were projected to be P/D in the area of Math and ELA
- 2) Based on the 21-22 Spring MAP Assessment, over 55% of students in grades 6th-8th were projected to be P/D in the area of ELA

- School Data Growth Areas

- 1) Based on the 21-22 Spring MAP Assessment, 10% of students receiving SPED services in Grades 3-5 are projected to be P/D in the area of Math
- 2) Based on the 21-22 Spring MAP Assessment, 3% of students receiving SPED services in Grades 6-8 are projected to be P/D in the area of Math

- Strategies to Address Growth Areas

- 1) Teacher professional learning on how to use the MAP Learning continuum to effectively plan for student learning gaps.
- 2) Teacher professional learning based on learning walks administered by the Administrative team. This data is reviewed on a monthly basis and action plans are created by the Admin team to be implemented in PLCs/Staff meetings.
- 3) Emphasis on Unit Planning for PLC teams to deconstruct standards, plan formative assessments, and analyze data to make instructional decisions in real time. This has been refined through training with Solution Tree to ensure implementation of structures is effective.

Celebrations

- 1) Overall proficiency score increases in ELA for grades 3-8 and overall proficiency score increases in Math for grades 3-5 and 6th/8th for the 21-22 KSA
- 2) 4th Grade Math scores for 21-22 KSA surpassed 18-19 totals with 60% of students scoring P/D and 4th Grade SCI has increased its proficiency scores every year since 18-19. This year's 4th Grade SCI scores ranked as #6 in the KCSD
- 3) 6th ELA decreased students scoring Novice by 15 percentage points from 20-21 to 21-22 KSA data. This also includes a 10 percentage point increase in students scoring Proficient/Distinguished in 6th/8th ELA and Math.
- 4) SVA grew by double digit percentage points in proficiency for students receiving Free and Reduced Lunch services in 3-5 ELA, 3-8 MATH, and 4th SCI

Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	0%	0%	0%
Attendance Rate	P-5: 96.09% 6-8: 95.67%	N/A	P-5: 96.12% 6-8: 94.02%
% F/R	46.74	43.12	41.73
Achievement Score/Proficiency	N/A	N/A	3-5: 67.5 6-8: 60
# Transfer (OE/Tuition)	119	123	119
Retention Rate	.1	.0	.4



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Report to the Board November 21, 2022

Woodland Middle School

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
WMS will increase reading proficiency for all students from 49.5% in 2021 to 43.93% in 2022.	Improved (+ 4.5 to 54%)	State Avg. (+ 11)
WMS will increase math proficiency for all students from 37.7% in 2021 to 43.93% in 2022.	Improved (+ 6.3 to 44%)	State Avg. (+7)
WMS will increase science proficiency for all students from 27.6% in 2021 to 34.57% in 2022.	Declined (-4.6% to 23%)	State Avg. (+1)
WMS will increase social studies proficiency for all students from 67.8% in 2019 to 71.82% in 2021.	Declined (-19.8% to 48%)	State Avg. (+12)

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
WMS will increase on-demand writing proficiency for all students from 65.4% in 2021 to 68.86% in 2022.	Declined (- 3.4 to 62%)	State Avg. (+ 11)
WMS will increase reading proficiency for students with disabilities from 12.1% in 2021 to 23.1% in 2022.	Improved (+ 5.9 to 18%)	State Avg. (+2)
WMS will increase math proficiency for students for students with disabilities from 8.8% in 2019 to 20.2% in 2021.	Improved (+8.2 to 17%)	State Avg. (+3)

Proficiency

- School Data Strengths

- 1) Based on 21-22 KSA data, WD performed higher than the State Avg. in both Math & Reading:
Math - 44% P/D (St. Avg. 37%) Reading - 54% P/D (43%)

- School Data Growth Areas

- 1) Based on 21-22 KSA data, we had 56% of all students performing Novice/Apprentice in Math.
- 2) Based on 21-22 KSA data, we had 46% of all students performing Novice/Apprentice in Reading.

- Strategies to Address Growth Areas

- 1) Weekly ILT mtgs. & analysis of Performance Matters student data by student, standard, and teacher
- 2) Detailed data analysis including comparison of KSA and Common Assessment Data for current year; development of improvement strategies by ILT
- 3) Strengthening of Tier I instruction with monthly classroom walks, identification of instructional trends, and monthly planning period meetings to offer related professional development in real time response to need

Separate Academic Indicators

- School Data Strengths

- 1) Based on 21-22 KSA data, 62% of all students scored P/D in Writing.
- 2) Based on 21-22 KSA data, WD ranked 27th in the State for Writing (top 11%)

- School Data Growth Areas

- 1) Based on 21-22 KSA data, 76% of all students scored novice or apprentice in Science
- 2) Based on 21-22 KSA data, 52% of all students scored novice or apprentice in Social Studies

- Strategies to Address Growth Areas

- 1) Development of 3 year PD plan to develop and implement PLCs building-wide
- 2) Restructuring of the current school wide collaborative model to include recursive processes within established structures for data collection, analysis, and adjustment of instruction based on identified needs
- 3) Year 1: Development of ILTs to utilized restructured collaborative model

GAP

- School Data Strengths

- 1) Based on 21-22 KSA data, Woodland scored highest in the district for students with disabilities in Reading & Writing with 18% P/D
- 2) Based on 21-22 KSA data, Woodland scored highest in the district for students with disabilities in Social Studies with 29% P/D

- School Data Growth Areas

- 1) Based on 21-22 KSA data, students without disabilities outperformed the state average of those with disabilities in every category but still need to improve:
Math - St. Avg: 14% P/D Reading - St. Avg: 16% P/D
Science - St. Avg: 9% P/D S. Studies - St. Avg: 12% P/D Writing - St. Avg: 8% P/D

- Strategies to Address Growth Areas

- 1) Restructuring Data analysis in PLCs to compare content common assessment proficiency with progress on students' IEP goals to determine if IEP goals need to be adjusted
- 2) Expansion and restructuring of RTI time and interventions/supports offered to special education students, including R180, M180 instruction, SDI minutes for students with disabilities



Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) According to survey data, 93% of students agree that “Adults at my school care about me.”
- 2) According to survey data, 92% of students agree that “Teachers make me feel welcome in their class.”
- 3) According to survey data, 96% of students agree that “My teachers expect me to do my best all of the time.”
- 4) According to survey data, 94% of students agree that “Adults from my school work hard to make sure students are safe.”
- 5) According to survey data, 93% of students agree that “Adults from this school respect students differences (gender, culture, race, sexual orientation, religion, ability).”

- School Data Growth Areas

- 1) According to survey data, 37% of students disagree with “I feel comfortable stating my opinion in class even if other disagree.”
- 2) According to survey data, 46% of students agree with “Bullying is a problem for this school.”

- Strategies to Address Growth Areas

- 1) Adjustment to SEL curriculum and instruction based on survey data regarding bullying and inclusion
- 2) Building-wide analysis of Terrace Metrics data after each administration to identify trends and adjust current practice (PBIS re-teaching, Tier I SEL instruction, etc.)

ACCESS for EL Students

- School Data Strengths

- 1) 1 student exited (1 of 8 total)
- 2) strong listening skills (5.8 or above)

- School Data Growth Areas

- 1) ACCESS Reading domain scores (3 of 6 students below 3.0)
- 2) ACCESS Speaking domain scores (3.5 or below)

- Strategies to Address Growth Areas

- 1) pull out EL services and reading remediation
- 2) work with teachers attending EL professional learning opportunities to ensure there is a plan to share that information with the rest of the faculty

Formative Data

(Common Assessments)

- School Data Strengths

- 1) Math CA Running Avg. for all 7th grade students is the highest in the district at 41.23%
- 2) Reading CA Running Avg. for all 8th grade students is the highest in the district at 62.35%

- School Data Growth Areas

- 1) Reading CA Running Avg. for All Students is lowest in district at 36.04%
- 2) Math CA Running Avg. for All Students is second lowest in district at 34.86%

- Strategies to Address Growth Areas

- 1) Review of CA protocols with all teachers to ensure fidelity with the process, use of spiral reviews in core content classes
- 2) Regular (weekly) analysis of CA data in ILTs by grade and content to identify trends and areas for improvement & collaborate and develop instructional strategies to address these areas
- 3) Regular (monthly) PLC meetings to analyze Performance Matters data and adjust instructional strategies as necessary

Diagnostic Data

(MAP/CERT)

- School Data Strengths

Based on Fall 2022 MAP data:

- 1) 45% of 6th grade Math students are already projected to be P/D on KSA
- 2) 55.72% of 6th grade Reading students are already projected to be P/D on KSA

- School Data Growth Areas

Based on Fall 2022 MAP data:

- 1) Only 40.25% of 7th grade students are projected to be P/D on KSA in the Spring
- 2) Only 34.74% of 8th grade students are projected to be P/D on KSA in the Spring

- Strategies to Address Growth Areas

- 1) We have included the Math instructional resource, Maneuvering The Middle, based on areas of instructional need as identified by teachers from Fall 2022 MAP data and Common Assessment/Performance Matters data
- 2) regular review of Performance Matters data in each math and reading/ELA unit in weekly ILT meetings, by content and grade level
- 3) refined data analysis processes in R180 & M180 courses, as well as implementation of regular goal setting with these students
- 4) implementation of weekly school-wide goal setting lessons and review every Friday during RTI period

Celebrations

- 1) Overall KSA data/performance rating of #1 Middle School in the District
- 2) Only Middle School in the District currently without a significant gap identified with Students with Disabilities
- 3) Top 11% of schools in the State for Writing - All Students

Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	0	0.5	0.5
Attendance Rate	95.59	N/A	94.61
% F/R	46.05	45.2	41.88
Achievement Score/Proficiency	N/A		% P/D - Reading/Math - 66.5 % P/D - Science, S. Studies, Writing - 62.6
# Transfer (OE/Tuition)	23	31	35
Retention Rate	0.3	0.5	0.5



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Report to the Board November, 2022

Twenhofel Middle School

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
(Reading) By 2023, TMS will increase Reading Proficiency for all students from 81.3% to 87.3%	Declined (28%)	P/D 6th grade: 55% P/D 7th grade: 56% P/D 8th grade: 48%
(Math) By 2023, TMS will increase Math Proficiency for all students from 83% to 87%	Declined (32.9%)	P/D 6th grade: 49% P/D 7th grade: 49% P/D 8th grade: 43%
Reduce science novice for students with disability with IEP – 13% to 22% by 2023	Increased (24%)	P/D 7th grade: 24% 71% - N
2 Reduce writing novice for students with disability with IEP- 31.3% to 26.3%	Decreased (5%)	P/D 5%

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
GAP Reading) By 2023, TMS will increase reading gap students with disabilities from 52% to 42.2%	Decreased (17%)	P/D 6th grade: 21% P/D 7th grade: 23% P/D 8th grade: 11%
(Math) By 2023 TMS will increase math proficiency for students with disabilities from 45.1% to 50%	Decreased (12%)	P/D 6th grade: 49% P/D 7th grade: 49% P/D 8th grade: 43%
Growth .(Reading): By 2023, Twenhofel Middle School will increase the percentage of students showing growth in MAP for reading from 53.48% to 58.48% and for middle school math from 55.92% in spring 2019 to 60.92%.	Decreased (57.7%)	P/D 6th grade: 57.40 P/D 7th grade: 64.90 P/D 8th grade: 49.30
(Math) By 2023, TMS will increase percentage of students showing growth in MAP from 55.92% in 2019 to 60.92% in 2023	Decreased (37.50%)	P/D 6th grade: 35.70 P/D 7th grade: 34.10 P/D 8th grade: 31.70

Proficiency

- **School Data Strengths**

- 1) Math for all students was 47% PD, higher than the District and State averages
- 2) Reading for all students was 53% PD, higher than the District and the State averages

- **School Data Growth Areas**

- 1) Math for all students - 24% scored novice
- 2) Reading for all students - 20% scored novice

- **Strategies to Address Growth Areas**

- 1) Restructuring of PLC's to be data driven using formative, summative, and diagnostic data.
 - Meeting in smaller groups, grade level collegial pairs for reading and math, to facilitate more intentional analysis of specific assessment data and plan for reteaching/remediation
- 2) Implementation of TMS's academic plan to address the specific instructional needs of our students.
 - Continual professional learning around the Cycle of Quality Instruction based on "walk data", i.e. meeting the level of the standard.
 - Implementing MTSS instruction with fidelity providing appropriate academic interventions

Separate Academic Indicators

School Data Strengths

1. Science - all students - 24% P/D, higher than district and state average
2. Social studies - all students - 38% P/D, higher than the state average

School Data Growth Areas

1. Writing - all students - 42% P/D, higher than state average, but significantly lower than district average
2. Social studies - all students - 62% not P/D, lower than district average

Strategies to Address Growth Areas

1. Implement school-wide writing scrimmage, emphasizing school wide writing strategy (TECC), all staff writing calibration.
2. Restructuring PLC format to provide intentional individualized focus to science, social studies, writing assessment data results and next steps.
 - a. Push non-mastered science & social studies skills/standards through IXL to be reinforced during RTI/Needs Based

School Data Strengths

1. Reading - students with IEPs - scored higher than the state and district average with 17% P/D
2. Social studies - students with IEPs - scored higher than the state average with 13% P/D

School Data Growth Areas

1. Identified as TSI for students with disabilities
 - a. Students with IEPs - 12% scored P/D in math
 - b. Students with IEPs - 17% scored P/D in reading

Strategies to Address Growth Areas

1. Implementation of new, research based reading materials for SDI during resource reading classes.
2. Restructuring SPED resource scheduling - grouping students via area of eligibility vs. case manager to streamline SDI
3. Special education goal tracking sheet used to reflect on student standard mastery and planning for reteaching/IXL lessons.



School Climate and Safety/ Opportunities to Learn Survey

School Data Strengths

1. Highest rating on Quality of School Climate and Safety Indicator Survey of all secondary schools in the KCSD.
2. 96% of students rated “Agree” or “Strongly Agree” to “My school is a caring place.”

School Data Growth Areas

1. 39% of students rated “Disagree” or “Strongly Disagree” to “Internet bullying is NOT a problem for students at my school.”
2. 37% of students rated “Disagree” or “Strongly Disagree” to “Students from this school respect each other’s differences.”

Strategies to Address Growth Areas

1. Terrace Metrics data used to target specific student need/needs based small group/tier 1 SEB needs
2. SEB lessons addressing cyber-bullying, internet safety, and DEI embedded into tier one lessons.
3. DEI&B committee work - community speaker on social media safety, new artwork for halls depicting messages on inclusivity, student ambassadors

ACCESS for EL Students

School Data Strengths

- 1) 100% of EL students made overall growth from 19-20 to 20-21 on the ACCESS assessment.
- 2) Students identified as EL scored an overall 5.56 out of 6 in listening

School Data Areas of Growth

- 1) Literacy for our EL Students based on our student data is an area of growth, 3.7 average out of 6
- 2.) Reading based on our data is also an area of growth for our EL population, 4.8 average out of 6

Strategies to Address Growth Areas

- 1) Teachers now have access and training to use the EL Scaffolding Toolkit for supporting EL students in the classroom.
- 2) Teams will analyze and compare EL student progress on common assessment and common formative assessment data through PLCs.

Formative Data

(Common Assessments)

School Data Strengths

- 1) 6th grade math common assessment running average was 70% (out of 100)
- 2) 6th grade reading common assessment running average was a 64.53% (out of 100)

School Data Areas of Growth

- 1) 7th grade math P/D 31% based on overall Common Assessment Data
- 2) 8th grade math P/D 26% based on overall Common Assessment Data

Strategies to Address Growth Areas

- 1) Focus on Cycle of Quality Instruction Element 1 - Task to the level of the standard
 - a) All staff PD on Cycle element 1
 - b) Continued walk feedback on element 1 and intentional focus on lesson planning to meet the level of the standard.
- 2) Learning walk trend data communicated via weekly memo. Ongoing PD/PLC learning to align with walk data.
- 3) Needs based instruction developed from common assessment data analysis and implemented in tier 1 instruction and or RTI time.

Diagnostic Data (MAP)

School Data Strengths

1. 6th grade - reading - 68% on track to be proficient on KSA 23
2. 7th grade - reading - 65% on track to be proficient on KSA 23

School Data Growth Areas

1. 8th grade - math - 37% on track to be proficient KSA 23
2. 7th grade - math 40 % on track to be proficient KSA 23

Strategies to Address Growth Areas

1. Individualized math pathway via IXL in place for ALL students - utilized RTI
2. KSA 22 & Fall MAP utilized to target math & reading needs based for TW extended learning opportunity - before school supplemental instruction
3. MTSS committee identified apprentice students to group intentionally during RTI with content teachers

Celebrations

- 1) Reading/Math 67.36 on KSA
 - Highest in district secondary schools
 - Above state average (56.9)
- 2) Quality of school climate 74.7
 - Highest in district secondary schools
 - State average 65.9/District average 70.4
- 3) Overall school score 62.2
 - District average 61.5/State 53.2

Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	.2	0	0
Attendance Rate	96.22	NA	94.61
% F/R	43.63	40.26	38.73
Achievement Score/Proficiency	N/A	Reading=47.5 Math= 32.9 Science 23.4 Writing= 65.8	Reading-53 Math-47 Science-24 Writing-42
# Transfer (OE/Tuition)	108	94	107
Retention Rate	0	0	0.2



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Report to the Board November, 2022

Turkey Foot Middle School

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2022, Turkey Foot Middle School will increase the reading proficiency from 50.72% in 2021 to 65.2%	Improved 3%	Second in District Above State Average Ahead of 12 schools in the Region
By 2022, Turkey Foot Middle School will increase the math proficiency from 38.4 in 2021 to 55%	Improved 10%	First in District, Above District Average +3% Above State Average +9% Ahead of 15 schools in the Region
By 2022, Turkey Foot Middle School will increase the science scores from 32.1 to 37%	Decline 6%	First in District , Above District Average +3% Above State Average +4%
By 2022, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 63.9% in 2021, to 52.56%	Declined 4%	District Average -8% State Average -9%

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2022 Turkey Foot Middle School will increase the percentage of students showing growth in reading from 46.09 to 51.5%	Improved +2%	Below the national norm -2%
By 2022 Turkey Foot Middle School will increase the percentage of student showing growth in math from 49.95 to 53.45%	Improved .05%	= to the national norm of 50%

Proficiency

- School Data Strengths

- 1) Turkey Foot increased in proficiency in KSA Reading 53% (2022) compared to 50.7% (2021). Our 8th grade class had 58% of the students proficient.
- 2) Turkey Foot increased in proficiency in KSA Math 48% (2022) compared to 38.4% in (2021). Our 8th grade class lead the school with 51% of the students proficient.

- School Data Growth Areas

- 1) Our current 8th grade class had 46% of the students who were proficient in math, which is lower than the school average of 48%.
- 2) Our current 8th grade class had 49% of the students who were proficient in reading, which is lower than the school average of 53%.

- 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. Administration is being more intentional, by referring to curriculum guides to ensure the rigor of the task.
- 2) In addition to common formative assessments, teachers are creating interim assessments and comparing mastery of standards to improve teaching and learning.

Separate Academic Indicators

- School Data Strengths

- 1) 54% of Students are proficient in Writing, which is 4 points higher than the district average and 15 points higher than the state average.
- 2) 51% of Students are proficient in Social studies, which was 5 points higher than the district average and 15 percentage points higher than the state average.

- School Data Growth Areas

- 1) 46% of all students were novice or apprentice in writing.
- 2) Only 26% of students are proficient in Science, which is 6 percentage points lower than the 20-21 score.

- Strategies to Address Growth Areas

- 1) The administration will perform learning walks in the resource setting and based on the feedback will provide teachers with differentiated professional development to strengthen student writing.
- 2) The administrative team will work with the science teachers to select a comprehensive resource to support science instruction and then continue to monitor instruction through walks and student achievement through student assessment data.

GAP

- School Data Strengths

1. 34% of our economically disadvantaged students were proficient in math, which was our highest gap group performance.
2. 47% of our students of multiple races were proficient on the KSA reading test, which was our highest gap group performance.

School Data Growth Areas

1. Only 20% of English Learners plus the monitoring students were proficient on the KSA reading test.
2. Only 12% of Special Education students were proficient on the KSA reading test.

- Strategies to Address Growth Areas

1. A strategic process to review EL students progress has been created to mimic the special education IEP progress monitoring.
2. Data from monthly walkthroughs place in collaborative setting, resource setting and new comer classes will be used to provide differentiated professional development.
3. We are implementing a strategic plan and process to monitor students with an IEP goals to find trends in grades, area of eligibility and compare the monthly total so targeted supports can be provided to students and teachers.



Quality School Climate and Safety/ Opportunities to Learn Survey

- School Data Strengths

- 1) 94% of students report that adults work hard to make sure students are safe.
- 2) 90% of the students report that if a student is bullied during school, there is a safe way to report it to an adult.

- School Data Growth Areas

- 1) 57% of the students report that internet bullying is a problem at our school.
- 2) Only 58% of the student report that they feel comfortable stating their opinion in class even if others disagree.

- 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 SEB lessons. These lessons are created by our FRYSC and our school social worker.
- 3) Create and implement a systematic consistent data collection tool to for all SEB interventionists to monitor SEB data

ACCESS for EL Students

- School Data Strengths

- 1) EL students at Turkey Foot Middle School scored the highest in the listening category with a score of 5.1, which was higher than the speaking, reading and writing categories.
- 2) Turkey Foot Middle School score of 26.5 was above the state average of 25.4 in the English Learners Progress Indicator.

- School Data Growth Areas

- 1) Only 38% of the students showed growth on their composite ACCESS score
- 2) Only 20% of English Learners were proficient in reading compared to 54% of Non-English Learners

- Strategies to Address Growth Areas

- 1) Put a structure in place to hold PLC's devoted to instructional practices, to include the district scaffolding toolkit, which best support student learning with our staff.
- 2) Each team developed a data dashboard and a PLC structure specific to monitoring the growth of their EL students.
- 3) Administration is walking (with our EL coordinator as feasible) to determine the progress of implementation of best practices for EL students in the classroom. Next steps of supports will be provided based on feedback and data.

Formative Data

(Common Assessments)

- School Data Strengths

- 1) Turkey Foot was higher than the district average in common assessment running average in Math at a 65.71%
- 2) Turkey Foot 8th graders were 1st in the school in common assessment running average in Reading at 60.95%

- School Data Growth Areas

- 1) Turkey Foot 7th graders were ranked 3rd in the school in Math common assessment running average with a score of 60%, 6% below the school average of 66%
- 2) Turkey Foot 8th graders were ranked 3rd in the school in the Reading common assessment running average with a score of 60%, 3% below the school average of 63%

- Strategies to Address Growth Areas

- 1) Content teachers meet with consultants and district colleagues routinely to discuss instructional practices, revise common assessments and curriculum maps. Time is built into our monthly PLC's to review the work with all stakeholders
- 2) The administrative team has refined the process to analyze walk data trends. This will allow us to provide differentiated instruction to the staff at PLC's.

Diagnostic Data

(MAP/CERT)

- School Data Strengths

- 1) Turkey Foot was above the district average by 2 percentage points 38.4% in proficiency on math MAP.
- 2) 58% of 8th grade students were proficient on the Reading MAP in the Spring of 2022

- School Data Growth Areas

- 1) Only 33% of 7th grade students were proficient in Math, which is lower than the school average of 38%
- 2) Turkey Foot ranked 4th in the district in performance of students with disabilities on the Reading and Math Map.

- Strategies to Address Growth Areas

- 1) Teams are completing data digs to determine students who are not making MAP growth and are below the proficient level in order to provide needs based instruction.
- 2) Routine goal setting for the class and individuals occur with the core instructors to promote a growth mindset and celebrate student successes.

Celebrations

- 1) TFMS prides itself in the motto of “Love First, Teach Second” and our dedication to the students was reflected the recent Climate and Safety 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.”
- 2) When looking at the largest middle schools in the state Turkey Foot Middle School was 7th in math and 8th in reading proficiency
- 3) Turkey Foot Middle School was above the state average in reading and math indicator (66.8), science social studies and writing indicator (63.6), English Learners Progress (26.5) and Quality of School Climate and Safety Indicator(67.5). The overall score 10 points above the state average and 2 points above the district average.

Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	0%	0%	0%
Attendance Rate	95.8%	N/A	94.27%
% F/R	44.8%	44.8%	42.69%
Achievement Score/Proficiency	N/A	Reading 50.7% Math 38.4% Science 32.1% Writing 73.5%	Reading 53% Math 48% Science 26% Writing 54% Social Studies 51%
# Transfer (OE/Tuition)	OE 53 Tuition 20	OE : 36 Tuition: 29	OE: 46 Tuition: 27
Retention Rate	0%	0%	0%



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High Schools



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Report to the Board November 21, 2022

Dixie Heights High School

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Objective 1: Increase the reading achievement scores from 34.6% in 2021 to 44.6% in 2022 as measured by the proficiency/benchmark scores.	49% P/D MET (+6.4%)	44% P/D Rank 76th
Objective 2: Increase the math achievement scores from 38.8% in 2021 to 48.8% in 2022 as measured by the proficiency/benchmark scores.	44% Improved (+5.2)	36% P/D Rank 59th
Objective 3: Increase achievement on the On Demand Writing (ODW) assessment from 70.6% P/D in 2021 to 73.6% P/D by 2024.	39% P/D Declined	44% P/D Rank 111th
Objective 4: Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from 18.2% in 2021 to 25.2% for students in special education in 2022.	<1% P/D Declined	11% P/D Suppressed <30



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Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Objective 5: Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency index from 26.1% in 2021 to 31.1% for students in special education in 2022.	5% P/D Declined (-15.9)	12% P/D Suppressed <30
Objective 6: Collaborate to increase the percentage of students who are college and/or career ready from 73.3% in 2019 to 76.0% by 2022 as measured by the Kentucky School Report Card.	77.3% Met (+4)	N/A
Objective 7: Collaborate to increase the average freshman graduation rate to from 94.5% in 2021 to 95.2% by May 2022 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.	95.4% Met (+.9)	N/A
Objective 8: Improve upon instructional feedback and coaching given to teacher from administrative team from 31% favorable responses in 2020 to 50% favorable responses by 2022	43% Improved (+12)	N/A

Proficiency

School Data Strengths

- 1) Proficiency Index (63.1) in Combined Reading/Math above the State index (56.6)
- 2) % Proficient (49%) in Reading above the State average (44%)
- 3) % Proficient (44%) in Math above State (36%)

School Data Growth Areas

- 1) Our State ranking for ACT Reading dropped from 22nd in 2021 to 77th in 2022
- 2) Our State ranking for ACT Math dropped from 20th in 2021 to 60th in 2022

Strategies to Address Growth Areas

- 1) ILTs will increase their use of common formative assessments, to bi-weekly to measure progress by student, by teacher, by standard. More frequent data will allow us to minimize instructional gaps.
- 2) 9th-11th grade math and English classes will incorporate flashbacks into their core planning, to reinforce important concepts and mastery of standards.
- 3) Take a targeted and intentional approach to District Common Assessments as a means of analyzing data for effectiveness across common curriculum within specific content areas. Using our administrative learning walks of teachers to connect instructional practices to the mastery of standards.

Separate Academic Indicators

School Data Strengths

- 1) Proficiency Index (51.3) in Combined Science/Soc./Writing above the State index (48)
- 2) % proficient (38%) in Social Studies above the State average (33%)

School Data Growth Areas

- 1) % proficient (39%) in writing, even with state average and ranked 111th
- 2) % proficient (49%) in Science, even with state average and ranked 63rd

Strategies to Address Growth Areas

- 1) Re-instituting school wide writing initiative (TECECC) in ALL classes. All classes will be responsible for incorporating at least 2 writing pieces per trimester. All students & teachers will be using the same high quality writing resource throughout all classes.
- 2) ILTs will increase their use of common formative assessments, to bi-weekly to measure progress by student, by teacher, by standard. More frequent data will allow us to minimize instructional gaps.

GAP

School Data Strengths

- 1) Dixie Heights Special Education ranked in the top 10 in the state for Composite, English, Math, & Science (13th in Reading).
- 2) Our State English Learner Progress Indicator was 42.2, falling in the high category 16.3 points higher than the state average.

School Data Growth Areas

- 1) We saw a significant decrease in state rankings among our economically disadvantaged students in both the ACT and KSA assessments
- 2) Dixie Heights has been labeled TSI in English Learner Plus Monitored sub group based on the social studies exam.

Strategies to Address Growth Areas

- 1) ILTs will increase their use of common formative assessments, to bi-weekly to measure progress by student, by teacher, by standard. More frequent data will allow us to minimize instructional gaps.
- 2) Improve/Increase, through common planning periods, collaboration between English and EL teachers during instructional time. Common planning will allow teachers to take a co-teaching approach.
- 3) Intentional targeting of FRAM students to work in our PRIDE intervention time, removing transportation barriers associated with after school programs.

Transition Ready

School Data Strengths

- 1) Increased our state transition readiness from 54.8% to 77.3%. Our KCS D CBAS was 91.6%.
- 2) 226 Students (not counting IGNITE) were enrolled in Dual Credit classes, 38% of our Juniors & Seniors.

School Data Growth Areas

- 1) Our dual credit program does not proportionately reflect the diversity of our community.
- 2) Gap group (SPED, EL, FRAM) participate at a disproportionately lower rate in our dual credit program.

Strategies to Address Growth Areas

- 1) Ensure all students that are within 3 points of meeting benchmark in English and/or math are scheduled into a College Career Readiness class. In addition, any student who identified through their conference with an adult advocate the desire to go college is also scheduled into this class. Students off track will receive targeted support through MTSS to reach benchmarks.
- 2) Continue the work of vertically aligning our CTE courses and adding Project Lead The Way certifications to increase access and opportunity. Ensuring ALL students have access to variety of career pathways. All students not identified as career ready will receive targeted supports through our MTSS.
- 3) Increase representation in our dual credit program to more accurately reflect our community. Exposing specific groups to opportunities through field trips, seminars, and family meetings. By increasing exposure of available dual credit, career pathways, and certifications to underrepresented groups, we expect participation to increase.

Graduation Rate

(High School)

School Data Strengths

- 1) Graduation rate has increased from 94.1% to 95.4% the last 3 years.
- 2) SPED Graduation rate was 100%

School Data Growth Areas

- 1) Our EL graduation rate at 92% was lower than all students graduation rate of 95.4%
- 2) Our FRAM graduation rate at 92% was lower than all students graduation rate of 95.4%

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. Students will receive targeted support on standards base on the common formative assessment data.
- 2) Improve/Increase collaboration between regular education and EL teachers during instructional time, using a co-teaching model.
- 3) Utilize adult advocacy meetings at the beginning of every trimester as status checks for students and parents. We will send out invitations and messages in English and Spanish to increase family involvement.



Quality School Climate and Safety/ Opportunities to Learn Survey

School Data Strengths

- 1) Student survey indicated 95% of students feel welcome by their teacher.
- 2) 93% of students feel safe at school.
- 3) 92% believe there is at least one adult that cares about them.

School Data Growth Areas

- 1) Only 62% of students feel other students respect their differences.
- 2) 43% of the students feel internet bullying is a problem
- 3) 44% of students feel it's hard to keep up when they miss school.

Strategies to Address Growth Areas

- 1) Continue to increase diversity on student led committees and create a diversity committee. Have student leaders that reflect the diversity of our community will increase inclusiveness. The "I" in PRIDE will stand for inclusiveness and be a target of our PBIS committee.
- 2) Utilize district and community resources to combat internet behavior. A comprehensive internet safety curriculum, with guest speakers, added as part of our SEB lessons.
- 3) Having district consultants meeting directly with each ILT to increased training and usage of schoology to make instructional resources and class lessons available for students who miss school. Parents will be offered school level training sessions on the platform as well.

ACCESS for EL Students

School Data Strengths

- 1) Overall, 13.4% growth from 2021 to 2022
- 2) Dixie saw the most growth in reading, despite national averages decreasing

School Data Growth Areas

- 1) While speaking scores improved, they're significantly lower than the other categories.
- 2) We only exited 2 students, even though 23% scored a 4 (need a 4.5 to exit)
- 3) Dixie Heights has been labeled TSI in English Learner Plus Monitored sub group based on the social studies exam.

Strategies to Address Growth Areas

- 1) Continued Instruction geared toward improvement in the four domains of Listening, Speaking, Writing, and Reading, as well as student understanding of WIDA scoring rubrics as they evaluate their work.
- 2) Special emphasis will be placed on speaking, i.e. the continuation of recording speaking drills utilizing technology.
- 3) Improve/Increase, through common planning periods, collaboration between English and EL teachers during instructional time. Common planning will allow teachers to take a co-teaching approach.

Formative Data

(Common Assessments)

School Data Strengths

- 1) 62.68% was the Reading average on district common assessments.
- 2) 55.74% was the Reading average for SPED on district common assessments.

School Data Growth Areas

- 1) 39.61% was the Math average for SPED on district common assessments.
- 2) 38.58% was the Reading average for EL on district common assessments.

Strategies to Address Growth Areas

- 1) SPED teacher will collaborate directly with math ILTs during common planning to improve standards based tasks and assessments. Better tasks equates to better learning.
- 2) Improve/Increase, through common planning periods, collaboration between English and EL teachers during instructional time. Common planning will allow teachers to take a co-teaching approach.
- 3) ILTs will increase their use of common formative assessments, to bi-weekly to measure progress by student, by teacher, by standard. More frequent data will allow us to minimize instructional gaps.

Diagnostic Data

(MAP/CERT)

School Data Strengths

- 1) % of freshman reaching benchmark increased by more than 25% from fall to spring in CERT ELA.
- 2) % of freshman reaching benchmark increased by more than 23% from fall to spring in CERT MATH.

School Data Growth Areas

- 1) Math and Reading CERT scores indicated less than 40% of students reached benchmark.
- 2) Only 31% of students reached benchmark in Science.

Strategies to Address Growth Areas

- 1) Shift towards standard based grading practices to better measure mastery between Diagnostic tests. Emphasizing all tasks should be standards based and provide data reflecting a student's mastery prior to summative assessments.
- 2) Support teachers in utilizing data from common formative assessments/CERT to make decisions on instruction and interventions. Standards based decision making and using administrative learning walks of teachers to connect instructional practices to the mastery of standards.
- 3) ILTs will increase their use of common formative assessments, to bi-weekly to measure progress by student, by teacher, by standard. More frequent data will allow us to minimize instructional gaps.
- 4) Analyzing CERT & ACT data to show correlations between the two allowing teachers and students realize the purpose and value of CERT.

Celebrations

- 1) Dixie Heights Special Education ranked in the top 10 in the state for Composite, English, Math, & Science (13th in Reading).
- 2) We continue to close the achievement gap within our English Learner population. Our State English Learner Progress Indicator was 42.2, falling in the high category 16.3 points higher than the state average.
- 3) We continue to increase the number of students participating in extracurricular activities. We currently have 51% of our student body participating in an activity, sport, or club. We anticipate finishing the year closer to 66% participation.



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Student Services

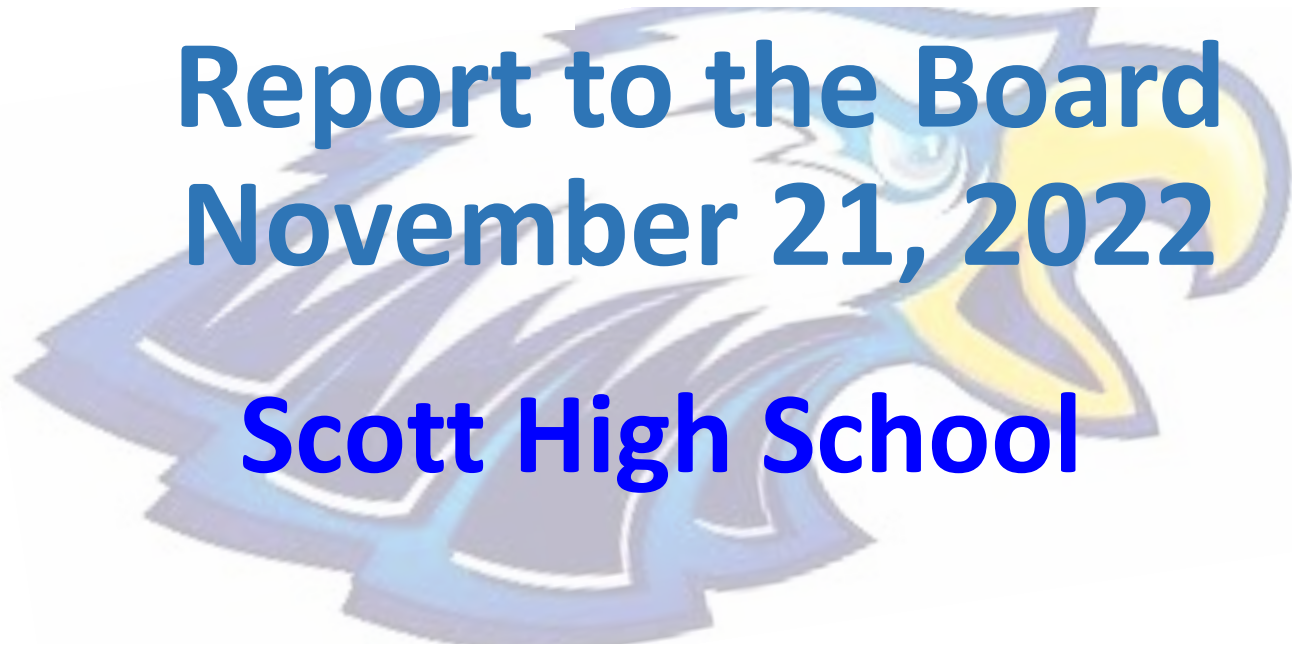
	2019-2020	2020-2021	2021-2022
Dropout Rate	.6	.6	.6
Attendance Rate	94.9	N/A	95.46
% F/R	39.9%	36.32%	38.08
Achievement Score/Proficiency	N/A	% PD Reading, Math, Science, Writing Reading: 48.9 Math: 55.2 Science: 30.6 Writing: 101.6	% PD Reading, Math, Science, Writing Reading: 49 Math: 44 Science: 14 Writing: 39 Social Studies: 38
# Transfer (OE/Tuition)	134	144	156
Retention Rate	5.8%	7.4%	6.5%



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Report to the Board November 21, 2022

Scott High School



Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Collaborate to increase the proficiency index in Reading for all students from 49.6% in 2019 to 60% by 10/1/2022 and the proficiency index in Math for all students from 40.4% in 2019 to 54% by 10/1/2022 as measured by State Assessment in Reading and Math.	Reading Proficiency Index of 49.6 in 20-21 to 64.7 in 21-22 Met +4.7 Math proficiency index from 40.4 in 20-21 to 61.1 in 21-22 Met +20.7	Scott is <i>+4.8 above the state average</i> of 59.9 for the Reading Proficiency Index. Scott is <i>+7.9 above the state average</i> of 53.2 for the Math Proficiency Index.
Collaborate to increase the science proficiency for all students from 28.5% proficient and distinguished in 2019 to 44% by 10/1/22 as measured by the 11 th grade Science Assessment	10% of students were proficient and distinguished in 21-22. Declined (-18.5%)	Scott is <i>-4% below the state average</i> of 14% for the % of proficient and distinguished in science for 21-22.
Collaborate to increase writing proficiency for all students from 57.5% proficient and distinguished in 2019 to 65% by 10/1/2022 as measured by On-Demand Writing Assessment.	44% of students were proficient and distinguished in 21-22. Declined (-21%)	Scott is <i>+6% above the state average</i> of 38% for the % of proficient and distinguished in writing for 21-22.

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Collaborate to reduce the overall percentage of novice for students with disabilities in reading and novice for students with disabilities in math to 50% by 10/1/22 as measured by State Assessment in Math and Reading	<p>78% of students with disabilities were novice.</p> <p>Declined</p> <p>66% of students with disabilities were novice in math.</p> <p>Declined</p>	
Collaborate to increase the percentage of Seniors who achieve Transition Readiness from 53.1% in 2019 to 65% by 6/30/2022 as measured by the College and Career Readiness calculation on the School Report Card.	<p>83.3% of seniors achieved transition readiness</p> <p>Met +30</p>	<p>Scott is +10.9 % above the state transition rate of 72.4%.</p>
By the end of the year, Scott High School's graduation rate will increase to 92% by 6/1/22 from 84.3% in 20-21 (four year rate)	<p>87.2% of seniors graduated from Scott High School</p> <p>Improved</p>	<p>Scott is +2.7% above the state graduation rate of 89.9%.</p>

School Data Strengths

Math

- Highest percentage of students scoring proficient and distinguished in the district (46%)
- 13 point growth in the percentage of students scoring proficient and distinguished from the previous year.

Reading

- Highest percentage of students scoring proficient and distinguished in the district (50%)
- 17 point growth in the percentage of students scoring proficient and distinguished from the previous year.

School Data Growth Areas

- Math: 29% of all students are novice
- Reading: 30% of all students are novice

Strategies to Address Growth Areas

- Using instructional walk data to support departments who need additional support in planning instruction at the level of the standard
- Implementing common assessments with fidelity
- Continuing to grow the ILT process in using the data from common assessments to support standards based remediation in the classroom
- Identifying students who are at the novice level in math and English and providing additional support

Separate Academic Indicators

School Data Strengths

- 36% of female students scored Proficient or Distinguished in social studies compared to 33% of males.

School Data Growth Areas

- The % of students scoring proficient and distinguished in writing decreased from 58.3% to 44% in 21-22.
- The % of students scoring proficient and distinguished in science decreased from 27.3% to 10% in 21-22.
- 0% of special education students scored proficient or distinguished in social studies.

Strategies to Address Growth Areas

- Using instructional walk data to support social studies and science teachers who need additional support in planning instruction at the level of the standard
- Building capacity of lead teachers in social studies and science around the Cycle of High Quality instruction so they are better equipped to support teachers in their content area through the ILT process. With a focus on planning student products to the level of the standard.
- Implementing Common Assessments with fidelity in science and social studies
- Continuing to grow the ILTs process in using the data from common assessments to support standards based remediation in the classroom
- Revising schoolwide writing expectations and supporting ILTS with integrating the writing expectations into their curriculum

School Data Strengths

None Identified

School Data Growth Areas

- Math: % of students with disabilities scoring proficient or distinguished in math decreased from 5.6% to 3%.
- Reading: % of students with disabilities scoring proficient or distinguished in reading decreased from 3% to 0%.
- 73% of African American students were in the novice category for reading and math.
- Scott is identified as a TSI school for students with disabilities.

Strategies to Address Growth Areas

- Newly implemented Special Education structures to assess data weekly through data point checks. This allows for immediate change to occur either through resource teaching or ARC change to help implement new goals.
- Closely monitoring collaboration and resource to make sure students are getting the specially designed instruction and intervention they need to close gaps.
- Refine and continue data collection and monitoring processes and procedures for students with disabilities in order to make adjustments to classroom instruction and SDI
- Intentionally focus on students scoring novice on reading and math common assessments during ILTs and reteach standards to close gaps.
- Continuing to build skills of collaborating teachers through PLCS

Transition Ready

School Data Strengths

State Transition Ready Rate

- 1st in the District (83.3%)- based on the state transition model
Approximately 27 point growth from previous year

CBAS Transition Rate

- 90.7% of students who graduated were transition ready through the CBAS model.

School Data Growth Areas

- Graduation rate is 87.5%

Strategies to Address Growth Areas

- Public Acknowledgement of students as they achieve transition readiness
- Use MTSS to provide students individualized support in the areas of on-track to graduate, career, or college ready
- Continuing to build teacher understanding of transition readiness and their role in supporting students as adult advocates
- Continuing to communicate to parents through the parent newsletter about transition readiness and opportunities available for students in college and career



Graduation Rate

(High School)

School Data Strengths

- Graduation rate increased from 84.3% to 87.2%

School Data Growth Areas

- 13 out of every 100 students is not graduating from Scott High School
- The 5 year cohort rate decreased from 91.3% in 21-22 to 87.6%.

Strategies to Address Growth Areas

- Naming and claiming every off track student and having a personalized plan in place to get them to graduation
- Weekly FLY checks with 2023 cohort students and counselors/admins off track with planning strategies and implementation of ways to get credits caught up.
- Immediate credit recovery plan, beginning in 9th grade, to get to the students immediately after they have failed a class after the trimester rather than wait until summer school.
- Providing more support Freshmen year including an extended Freshmen Orientation. FLY meetings specific to Freshmen, Immediate credit recovery sessions to help our 9th / 10th grade student get caught up more quickly.
- Assigning off track students mentors through MTSS to provide additional support during FLY



Quality School Climate and Safety/ Opportunities to Learn Survey

School Data Strengths

- 83.3% of students agreed with there is at least one adult who will listen to them if they have something to say.
- 80% of students agreed that their teachers expect their best from them at all times.

School Data Growth Areas

- 37.9% of students disagreed with the statement that Bullying is NOT a problem in this school.
- 37.9% of students disagreed with the statement that Internet bullying is NOT a problem in this school.

Strategies to Address Growth Areas

- Tier One SEL lessons around bullying and harassment and what to do if you are being harassed.
- Development and implementation of a QR code with a link to a google form for students to report incidents of bullying and harassment.
- Communication to parents/guardians/students to educate them on bullying/harassment and when and how to report to school administration

ACCESS for EL Students

School Data Strengths

- 100% of students who took ACCESS showed growth during 21-22.

School Data Growth Areas

- The % of ELs exiting (scoring a 4.5 or above on ACCESS) was 11%.

Strategies to Address Growth Areas

- Evaluate the effectiveness of our EL program and address needs of students and teachers.
- Equip teachers to support EL students through opportunities in job embedded learning.
- Implement the EL Handbook with fidelity with all stakeholders.

Formative Data

(Common Assessments)

School Data Strengths

- Common assessment running average for reading in 21-22 was above the district average with 58.8% of students scoring Proficient and Distinguished.
- Common assessment running average for math in 21-22 was above the district average with 56.9% of students scoring Proficient and Distinguished.

School Data Growth Areas

- Zero students with disabilities scored P + D in Reading.
- 3% of students with disabilities scored P + D in Math.

Strategies to Address Growth Areas

- PPR walks to support high quality instruction in English and math classes with collaboration. Differentiated support for teachers based on needs identified through PPR walks.
- ILTs will collaborate on planning high quality lessons aligned with the standards.
- Implementation of a new cohesive English curriculum 9-12 that will support standards based instruction
- Continuing to administer Common Assessments with fidelity using the Common Assessment Protocol and using the data from common assessments to drive instruction through ILT collaborative planning.
- Addition of Resource room to help support students with a specific learning disability in the areas of Reading and Math
- Weekly special education data checks by administration to ensure every student with disabilities is getting what he/she needs
- Continued monitoring by ILT's common formative assessment data and using data to help drive lesson planning and remediation

Diagnostic Data

(MAP/CERT)

School Data Strengths

- The % of 9th graders at benchmark in science in the fall increased from 17.9% to 40.7% in the Spring.
- The % of 9th graders at benchmark in reading in the fall increased from 36.9% to 44.30% in the Spring.

School Data Growth Areas

- English, Math, and Reading scores all fell below the district benchmark average.

Strategies to Address Growth Areas

- ACT like questions and flashbacks included in 9th-11th grade core content classes to prepare students for the ACT.
- ILTs review CERT data and make instructional adjustments based on data analysis
- Using FLY time to pull in struggling students in math and reading who need additional support
- ACT Bootcamp for Juniors

Celebrations

- **Math** - 1st In the district in Proficiency Rate - Approximately 13 point growth in the Proficiency Rate from the previous year
- **Reading** - 1st In the district in Proficiency Rate - Approximately 17 point growth in the Proficiency Rate from the previous year
- 90.7% of students graduated transition ready under the CBAS model.
- A system to identify 9th and 10th graders who need support before they fail a class and immediate credit recovery sessions with direct instruction after they fail
- Freshman Orientation - 212 students attended



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Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	1.9	1.3	.9
Attendance Rate	94.58	N/A	94.21
% F/R	43.25%	38.05%	39.1%
Achievement Score/Proficiency	N/A	33.1% (Math & Reading) 42.8% (Science & Writing)	50% PD Reading 46% PD Math 10% PD Science 34% PD Social Studies 44% PD Writing
# Transfer (OE/Tuition)	59	68	64
Retention Rate	5.7	9.9	14.9



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Report to the Board November 21, 2022

Simon Kenton High School

Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Reading proficiency 72 index score	Actual score 68.2 index Did not meet goal Increase of 1.55 from 2021	SK: 68.2 State Average: 59.9 SK is 8.3 above the state average
Math Proficiency 70 index score	Actual score 62.4 index Did not meet goal Decrease of 1.45 from 2021	SK: 62.4 State Average: 53.2 SK is 9.2 above the state average
Writing proficiency 84.9 index score	Actual score 70 index Did not meet goal Decrease of 0.8 from 2021	SK: 70 State Average 59.2 SK is 10.8 above the state average
Separate Academic Indicator 67 index score	Science actual score 37.5 index Social studies actual score 56.5 Calculated differently at state level for 22	SK Science: 37.5, Science State Average: 34.8, SK is 2.7 above state average SK Social Studies: 56.5, Social Studies State Average: 49.9, SK is 6.6 above state average



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Implementation and Impact

2021-22 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Reading (SWD) 57 index score	Actual score 25.5 index Did not meet goal Decrease of 10.05 from 2021	SK: 25.5 State average: 25 SK is 0.5 above the state average
Math (SWD) 62.5 index score	Actual score 29.5 index Did not meet goal Data suppressed in 2021	SK: 29.5 State average: 25.4 SK is 4.1 above the state average
Transition Readiness 100%	Actual percent 91.04 (CBAS) Did not meet goal Data suppressed in 2021	SK: 81.9 (KY Score) State Average: 76.2 (KY) SK is 5.7 above the state average
Graduation Rate 97.7 %	Four year cohort 95.9% Five year cohort 96.6% Did not meet goal Four year cohort—no change from 2021 Five year cohort—increase of 0.6% from 2021	SK Combined Grad Rate: 96.3% State Average: 91% SK is 5.3% higher than the state average

Proficiency

School Data Strengths

- 1) Reading index in the top 30% of state high schools (62nd out of 228 high schools)
- 2) Math index in the top 25% of state high schools (54th out of 228 high schools)

School Data Growth Areas

- 1) Reading scores showed 22% novice performance
- 2) Math scores showed 27% novice performance

Strategies to Address Growth Areas

- 1) Teacher ILT groups in English and math meet weekly to compose standards-based assessments and administer these to students.
- 2) Teacher ILT groups analyze data and implement strategies to provide needs-based instruction when students do not master content.
- 3) Intentional feedback is begin given to teachers in element 1 of the PPR so that content is consistently taught to the level of the standard. Teachers who demonstrate a need for further development during instructional walks receive differentiated training on the cycle of quality instruction. Assistant principals have been paired with a consultant to build knowledge and understanding of the standards in the ILTs they support.

Separate Academic Indicators

School Data Strengths

- 1) Writing index in the top 25% of high schools in the state (54th out of 228 high schools)
- 2) 89% of our students scored above the novice level

School Data Growth Areas

- 1) Our science index showed 39% at novice level, with an overall score that comparatively underperformed compared to other indicators
- 2) Our social studies index showed 33% at novice level, with an overall score that comparatively underperformed compared to other indicators

Strategies to Address Growth Areas

- 1) ILT groups have participated in district-wide curriculum trainings and workshops to revamp instruction. Feedback on the cycle of quality instruction is given frequently to teachers, and those who demonstrate a need as observed in PPR walks are provided additional training on implementing the cycle of quality instruction in their class.
- 2) Administration gives intentional feedback in element 1 of the Cycle of Quality Instruction with a focus on rigorous work based on standards
- 3) Teachers in science and social studies ILTs give frequent formative assessments based on standards, the data is analyzed, and focused re-teaching/interventions are delivered to students who do not master content. The administrators who manage science and social studies teachers are paired with a district consultant to build their capacity to coach teachers in the implementation of standards.

GAP

School Data Strengths

- 1) SWD were in the top 40% in the state in math (30th out of 81 high schools with scores reported)
- 2) SWD were in the top 30% in the state in science and writing (12th out of 47 and 12th out of 54 high schools with reported scores, respectively)

School Data Growth Areas

- 1) SWD were in the bottom 40% in the state in reading (59th out of 94 high schools with scores reported)
- 2) Economically disadvantaged students in SS scored in the bottom 50% of the state (115th out of 219 high schools with reported scores)

Strategies to Address Growth Areas

- 1) We have developed and are implementing a systemic approach to data review for SWD. ILT teachers are specifically analyzing data involving SWD. Administration is analyzing grades and common assessment data to identify trends and working with ILT teachers to develop interventions.
- 2) The master schedule was reorganized to promote a higher degree of equity for SWD and economically disadvantaged students. We went from a model of leveling classes in English in previous years to shift the focus to needs-based interventions across the board. This ensures each English class is equitable with the other sections of the same course.
- 3) The master schedule and room assignments were reorganized to promote frequent common planning that includes special education teachers and allows for special education case managing teachers to have a higher level of contact with their students.

Transition Ready

School Data Strengths

- 1) Simon Kenton had a 91.04% CBAS transition readiness rate in the first year of implementation
- 2) For SWD, we had an 88.24% transition readiness rate, and for standard-diploma students, a 93.75% transition readiness rate.

School Data Growth Areas

- 1) Many of our students who did not achieve transition readiness were virtual learners
- 2) Adult advocates were not completely integrated during this school year as it pertains to transition readiness. Our focus is to have adult advocates be more involved with each student.

Strategies to Address Growth Areas

- 1) The high school MTSS teams district-wide reorganized MTSS to align with transition readiness. This ensures students know where they stand regarding transition readiness at several checkpoints each year, parents are informed of their progress, and teachers are seen as a resource to help with the process.
- 2) Adult advocates have received training in how to conference with students to promote transition readiness. This is a much more active role than last year and everyone is now responsible for transition readiness. This allows staff to celebrate student achievement towards transition readiness.
- 3) There is weekly communication to staff, students, and parents in the form of the principal's message. This ensures a focus remains on transition readiness and points families to resources to help achieve transition readiness.



Graduation Rate

(High School)

School Data Strengths

- 1) Simon Kenton has maintained a high graduation rate of 96.3%
- 2) Graduation rate is 99.2% for students that start at SK as a 9th grade student

School Data Growth Areas

- 1) Almost all dropouts are free/reduced lunch eligible
- 2) Students who do we enroll after the conclusion of 9th grade have a lower graduation rate

Strategies to Address Growth Areas

- 1) More intentional focus of adult advocate and counselor involvement with students who enroll after 9th grade. This will take the form of an individual weekly meeting for the first two months of enrollment with the adult advocate and a monthly meeting with the grade level counselor for each of the first two months.
- 2) Blend credit recovery model that we have in place with in-person credit recovery in after school sessions. This takes our old model of using Edgenuity only for credit recovery and adds an in-person direct instruction method to reach more students.
- 3) Increase efforts to communicate with families/provide supports through FRC for our most at-risk students. This includes personal calls with parents of at-risk students to develop plan for success together with the family.



Quality School Climate and Safety/ Opportunities to Learn Survey

School Data Strengths

1) Among other positives, students rated the school highly on

- My teachers expect me to do my best: 76.7 index score
- There is a adult at school who listens to me: 76.1 index score
- I feel safe in my classes: 74.5 index score

2) Students rated Simon Kenton in the 83rd percentile of high schools in the state for school climate and in the 89th percentile of high schools for school safety

School Data Growth Areas

1) There is a gap of over 10% when comparing white students to African American/two or more races on the question of “students...respect each other’s differences”

2) Students overall reported students respecting one another’s differences as our lowest area with an index score of 52.3

Strategies to Address Growth Areas

- 1) Increase enrollment in an participation of the diversity club. This club aims to hear the concerns of students pertaining to diversity in the school, help educate others about these concerns, and develop students as more culturally aware.
- 2) Continue to recruit staff from diverse backgrounds
- 3) Implement SEL lessons on Diversity, Equity, Inclusion, and Belonging through scheduled lessons on diversity, equity, inclusion, and belonging.

ACCESS for EL Students

School Data Strengths

- 1) 22% of EL students had an ACCESS growth rating of 100
- 2) 67% of EL students showed some growth from their prior year ACCESS scores

School Data Growth Areas

- 1) 44% of EL students had an ACCESS growth rating of 0
- 2) 57% of EL students in 10th-12th grade failed to show any growth on ACCESS

Strategies to Address Growth Areas

- 1) Targeted interventions through needs-based instruction towards EL students
- 2) Support teachers who have EL students through targeted job embedded training during PLCS through use of the EL handbook
- 3) Highlight best practices for working with EL students in weekly memo for all students

Formative Data

(Common Assessments)

School Data Strengths

- 1) The percentage of Simon Kenton students scoring benchmark was above the district average on Algebra 1 CA1 (43%/38%), Algebra 1 CA2 (41%/34%), Geometry CA1 (41%/34%), Geometry CA2 (41%/37%), Geometry CA3 (60%/50%), Algebra 2 CA1 (50%/35%), Integrated Social Studies Unit 1 CA (70%/69%) and Integrated Social Studies Unit 3 CA (56%/46%)
- 2) The percentage of Simon Kenton students with disabilities scoring benchmark was above the district average on Integrated SS Unit 3 CA (45%/0%-other schools) and Algebra 2 CA1 (18%/2%-other schools)

School Data Growth Areas

- 1) The percentage of Simon Kenton students scoring benchmark was below the district average on English 1 CA1 (15%/19%), English 1 CA3 (39%/41%), English 2 CA1 (39%/40%), English 4 CA1 (13%/15%), English 4 CA2 (13%/15%), and English 4 CA3 (62%/68%)
- 2) The gap between all students and students with disabilities measured by percent meeting benchmarks on the following common assessments was greater than 25%: English 2 CA1 (29%/6%), Integrated Social Studies Unit 1B CA (60%/35%), Algebra 1 CA2 (41%/6%), Geometry CA1 (41%/7%), Geometry CA2 (41%/3%), Geometry CA3 (60%/10%), and Algebra 2 CA1 (50%/18%)

Strategies to Address Growth Areas

- 1) Focused reteaching of concepts missed on common assessments, ILTs paired with an administrator monitor this data and adjust instruction based on commonly missed items.
- 2) Focused feedback on element 1 of the cycle of quality instruction to ensure classwork is at the level required by the standard. Assistant principals are paired with a district consultant to build further understanding of standards and implementation of the cycle of quality instruction.
- 3) Departmental and cross-school collaboration to address deficient areas. This includes ILT groups analyzing and reteaching standards that were not mastered on common assessments given at the school and district level.

Diagnostic Data

(CERT)

School Data Strengths

- 1) The percentage of 9th grade students meeting benchmark was above the district average in English (84.8%/84.2%), Math (35.7%/32.7%), Reading (47.2%/45.5%), and Science (48.3%/45%) on the freshman spring CERT
- 2) The percentage of 9th grade students with disabilities meeting benchmark was above the district average in English (63.3%/55.5%), Math (11.7%/8.6%), Reading (15.0%/11.7%), and Science (18.3%/14.1%) on the freshman spring CERT

School Data Growth Areas

- 1) A gap exists between all 9th grade students and 9th grade students with disabilities of English–22%, Math–24%, Reading–32%, and Science–30%
- 2) The percentage of 9th grade students below benchmark is below 50% in math (35% at BM), reading (47% at BM), and science (48% at BM)

Strategies to Address Growth Areas

- 1) Teachers are incorporating CERT/ACT like practice into their daily instruction.
- 2) Administration is giving intentional feedback in element 1 of the Cycle of Quality Instruction with a focus on rigorous work based on standards.
- 3) Frequent formative assessments based on standards are given, the data is analyzed, and focused re-teaching/interventions are delivered to students who do not master content. These standards are frequently addressed on the CERT examinations.

Celebrations

- 1) Simon Kenton is classified as green–high achieving under the state accountability model.
- 2) Our graduation rate has remained high with transition readiness of over 90% in year one of CBAS
- 3) Our students have rated our school very highly on the school climate and safety surveys



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Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	0.6%	0.6%	0.8%
Attendance Rate	94.77%	N/A	95.58%
% F/R	38%	35%	34.15%
Achievement Score/Proficiency	N/A	Reading - 43.9% Math - 40.4% Science - 33.1% SS - NA Writing - 70.8%	Reading - 50% Math - 44% Science - 13% SS - 37% Writing - 48%
# Transfer (OE/Tuition)	117	120	125
Retention Rate	2.2%	0.8%	3.8%



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Report to the Board

November 21, 2022



Proficiency

- School Data Strengths

- 1) 69% of juniors met or exceeded English benchmark on the ACT
- 2) 64% of juniors met or exceeded Math benchmark on the ACT

- School Data Growth Areas

- 1) 24% of sophomores met or exceeded Math benchmark on CERT Winter
- 2) 39% of sophomores met or exceeded Reading benchmark on CERT Winter

- 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 DeltaMath
- 3) Integrate reading and writing strategies across content areas

Separate Academic Indicators

- School Data Strengths

- 1) 64% of freshmen met or exceeded Science benchmark on CERT Spring
- 2) 48% of juniors met or exceeded Science benchmark ACT

- School Data Growth Areas

- 1) 14% of sophomores met or exceeded Science benchmark on CERT Winter
- 2) 8% more freshmen met or exceeded Science benchmark CERT Winter -> Spring

- 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

GAP (Special Education)

- School Data Strengths

- 1) 44% of juniors scored at or above English benchmark on CERT Winter
- 2) No restraints - 3 students year prior restrained 30+ times

- School Data Growth Areas

- 1) 12% of juniors scored at or above Math benchmark on CERT Winter
- 2) 20% of juniors scored at or above science benchmark on CERT Winter

- Strategies to Address Growth Areas

- 1) Specific production day time to remediate
- 2) Weekly SPED department meetings to coordinate, evaluate, and implement plans

Transition Ready

- School Data Strengths

- 1) 148 seniors participated in internships aligned with their career pathway
- 2) Scholars earned 665 industry certifications

- School Data Growth Areas

- 1) Reach 100% transition readiness to meet district goal

- Strategies to Address Growth Areas

- 1) Offer multiple opportunities for scholars to earn industry certifications
- 2) Monitor student progress to transition readiness with regular check-ins
- 3) Implement changes to match newest transition ready requirements as needed

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)

Celebrations

1) Dual Credit

- 40 Ignite Scholars earned a total of 50 Associate Degrees
- 31 Graduating Ignite Scholars earned between 30 and 60 Dual Credit Hours
- 71 of 148 Seniors enter college as a sophomore or higher

2) Career Readiness

- 148 seniors participated in internships aligned with their pathway
- Scholars earned 665 industry certificates

3) Extracurricular

- World Champion VEX Robotics Team
- 4 scholars earned full scholarship to National Flight Academy in Pensacola, FL

Student Services

	2019-2020	2020-2021	2021-2022
Dropout Rate	0%	0%	0%
Attendance Rate	N/A	N/A	N/A
% F/R	26.3%	28%	32%
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